

APPENDICES

A. Appendices A (Observation Checklist and Vignette)

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

No	Observation Items	Meeting							
		1		2		3		4	
		Y	N	Y	N	Y	N	Y	N
1	Pre-Teaching								
	a. The teacher greets the students.	√		√		√		√	
	b. The teacher responds to the students' greeting.	√		√		√		√	
	c. The teacher asks the students' condition.	√		√		√		√	
	d. The teacher checks the students' attendance.		√		√	√		√	
	e. The teacher leads a prayer.	√		√		√		√	
	f. The teacher reviewed the last materials.	√		√		√		√	
	g. The teacher asks whether there are any questions about the last materials.	√			√	√			√

	h. The teacher explains the objectives of the study or the basic competence that will be achieved.		√		√	√		√	
	i. The teacher explain the range of the materials and the description of the activities based on the lesson plan		√		√	√		√	
2	During Teaching								
	a. The students are ready to learn.	√		√		√		√	
	b. The teacher divides the students into some of groups before giving the materials	√			√	√		√	
	c. The students observe the materials given by the teacher.	√		√		√		√	
	d. Teacher give the students a chance to ask questions or give opinions related to the text.	√		√		√		√	
	e. The students ask the teacher about the things they don't know or want to know after observing the text.	√		√		√		√	
	f. The teacher responds to the students' questions.	√		√		√		√	

g. The teacher leads the students to collect the unfamiliar words found in the text, give the reason for selecting those words and define them into the English and Indonesian meaning.	√		√		√		√	
h. The students collect the unfamiliar words found in the text, give the reason for selecting those words and define them into the English and Indonesian meaning.	√		√		√		√	
i. The teacher helps the students to define the unfamiliar words by giving some clues based on the context of the text.	√		√		√		√	
j. The students discuss the activities given with their friends in the group.	√			√	√		√	
k. The students ask the things that they do not know to the teacher.	√		√		√		√	
l. The students ask their friends things that they do not know.	√		√		√		√	
m. Each leader of the group presents their work to the class.	√			√	√		√	

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

Y: Yes

N: No

No	: Vignette 1
Date	: Monday, 18 October 2021
Time	: 08.00 – 09.00
Class	: VII
R	: Researcher
ET	: English Teacher

R entered the class at 08.00 with ET while the students were busy preparing themselves for the English class. ET greeted the students by saying “*Assalamu’alaikum, wr.wb*” and asked their condition by saying “*How are you today?*” Next ET led the students to pray and read Al-Qur’an and asmaul husna.

After R introduced himself as an observer in their class, ET began the lesson by asking the students about what they learned in the previous meeting. Some of them said that they had learnt how to do “*Greetings and Leave taking*” Then, she asked the things that they remembered about the materials and then one of the students said “*Good morning, Good night, and hello, Maam!*” and the others said “*How are you? And How do you do?*” Then, ET asked them to mention their meaning in Indonesian that they still remembered. Most of the students could mention them both in English and Bahasa Indonesia. After that, ET said that on that day, they would learn a text about “*Apologize*” after she explained the word and sentence related to apologize and then they were given five minutes to read the reading material in the textbook, it is a text about “*Birthday Party.*” After five minutes, ET asked them if they already understood the text. All of them said “*not yet.*” ET led the students to read aloud the reading material in the textbook and translate them sentence by sentence.

Then ET divides the students into 3 or 4 in a group. Most of them said that there were many unfamiliar words which were not known the meaning yet. To solve the problem, ET made a VSS chart table on the whiteboard and explained how to use the chart. After that they had to collect the key vocabularies that they thought were important and the unfamiliar words. They also had to write the reason for selecting the words and the meaning if they already knew. During the activity, ET walked around to control each group and answered some questions they asked.

After filling the chart, the representative of each group was asked to write the selected words on the board involving their reason, meaning, and definition of word. All of the groups wrote that they did not know the meaning yet for the selected words. The discussion was continued by giving the clues for defining the unfamiliar words they selected into Bahasa Indonesia. They were asked to guess the meaning of the words from the context of the text. For instance, most of the students defined the word *“birthday party”* as *“perayaan yang diadakan setahun sekali pada tanggal kelahiran masing-masing”* because they were invited to pay attention to the sentence *“I won’t miss your birthday party next year”* they had to look at the word *“next year”* which is mean *“tahun depan”* At the end of activity ET choose 5 word and definition from the result of discussion and told the students to write them on their notebook.

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

No	: Vignette 2
Date	: Monday, 25 October 2021
Time	: 08.00 – 09.00
Class	: VII
R	: Researcher
ET	: English Teacher

R entered the class at 08.00 with ET while the students were busy preparing themselves for the English class. ET greeted the students by saying “Assalamu’alaikum, wr.wb” and asked their condition by saying “How are you today”. Then, she asked their attendance by saying “Who’s absent today.” All of the students came to the class. Next ET led the students to pray and read Al-Qur’an and asmaul husna.

The class began by asking the students about the materials that were learnt in the previous meeting. After that, they were asked to open the textbook. It was about “*telling our family members*” ET first guide the students to do a brainstorming on the vocabulary for example “*apakah ada yang tau apa Bahasa Inggrisnya ibu?*” some students answered “*ibu Bahasa Inggrisnya mom*” but the other answered with “*Bahasa Inggris ibu adalah Mama*” after brainstorming for some time, then ET explained and translated the word to the students. Next ET started to explain the expression of greetings and introduce yourself and other to the students.

The next activity was about reading aloud the text of conversation. Students are asked by ET one by one to read the conversation text in front of the class aloud. And then the teacher directs the students to translate the conversation text they have read together. After that ET asks students to make a table which is divided into three parts namely vocabulary, meaning, and definition of the word. Then ET gives individual assignments for the students to choose five words that they don’t understand and then write the words they choose into their notebooks. Defining the meaning of unfamiliar words (into Indonesian meaning) based on the context of the text was more explored in this meeting. For instance, most of the students defined the word “*glasses*” as “*tempat air minum*” because they were invited to pay attention to the sentence after the word “*I*

will take two glasses of iced tea for you” they had to look at the word *“iced tea”* meant *“es teh”* They understood that they need a glass if they want to drink an iced tea.

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

No	: Vignette 3
Date	: Wednesday, 3 November 2021
Time	: 08.00 – 09.00
Class	: VII
R	: Researcher
ET	: English Teacher

R entered the class at 08.00 with ET while the students were busy preparing themselves for the English class. ET greeted the students by saying “*Assalamu’alaikum, wr.wb*” and asked their condition by saying “*How are you today.*” Then, she asked their attendance by saying “*Who’s absent today.*” One student couldn’t come to the class. Next ET led the students to pray and read Al-Qur’an and asmaul husna.

The class began by asking the students about the materials that were learnt in the previous meeting. After that, they were asked to open the textbook. It was about “*family tree*” ET first guides the students to do a brainstorming on the vocabulary for a family position for example “*grandfather and grandmother is my father’s/ mother’s parent*” after the brainstorming discussion for some times, then ET explains and translates the word to the students. Next ET started to explain about the family structure for the students.

The next activity was about answering questions or exercises in the textbook together led by ET. During the exercise ET explaining how and when to use the English pronoun “*I, you, we, they, he, she, and it*” and its meaning for the students. ET also explains about words used for questions “*if you want to ask, you can use 5w+1h. What, where, when, who, why, and how*” to the student.

Then the teacher started activity for reading and translating a text in the textbook. She translates the text while occasionally asking the students about the meaning of the word she says to check their vocabulary. After that ET asks students to make a table which is divided into three parts namely vocabulary, meaning, and definition of the word. Then ET divides the students into 3 groups. After that they had

to collect the key vocabularies that they thought were important and the unfamiliar words.

After filling the chart, the representative of each group was asked to write the selected words on the board. All of the groups wrote that they did not know the meaning yet for the selected words. During the activity, ET asked R to walk around to control each group and answered some questions they asked. At the end of activity ET chose 5 words and definitions from the result of discussion and told the students to write them in their notebook.

The time was almost up. The ET reviewed the materials and asked the students if there were any questions. The class was closed by saying “See you next week and Wassalamu’alaikum, wr.wb.

No	: Vignette 4
Date	: Wednesday, 10 November 2021
Time	: 08.00 – 09.00
Class	: VII
R	: Researcher
ET	: English Teacher

R entered the class at 08.00 with ET while the students were busy preparing themselves for the English class. ET greeted the students by saying “*Assalamu’alaikum, wr.wb*” and asked their condition by saying “*How are you today.*” Then, she asked their attendance by saying “*Who’s absent today.*” One student couldn’t come to the class. Next ET led the students to pray and read Al-Qur’an and asmaul husna.

The class was started by asking the students about the materials that were learnt in the previous meeting. After that, they were asked to open the textbook. It was about “*me and family*” ET first guides the students to do a brainstorming on the vocabulary for a family position for example “*siapa yang masih ingat apa arti family?*” a few students can get the right answer and some of them forget or don’t know the answer. After the brainstorming discussion continued for some time, ET started to explain and translate the words related to that day’s lesson to the students.

Then the teacher started activity for reading and translating a text in the textbook. She translates the text while occasionally asking the students about the meaning of the word she says to check their vocabulary. After that ET asks students to make a table which is divided into three parts namely vocabulary, meaning, and definition of the word. Then ET divides the students into 3 groups. After that they had to collect the key vocabularies that they thought were important and the unfamiliar words. After filling the chart, the representative of each group was asked to write the selected words on the board. All of the groups wrote that they did not know the meaning yet for the selected words. During the activity, ET asked R to walk around to control each group and answered some questions they asked. The next activity was about answering reading comprehension questions or exercises in the textbook.

At the end of activity ET chose 5 words and definitions from the result of discussion and told the students to write them in their notebook. The time was almost up. The ET reviewed the materials and asked the students if there were any questions. The class was closed by saying “See you next week and Wassalamu’alaikum, wr.wb.

B. Appendices B (Interview Guidelines and Transcript)**INTERVIEW GUIDELINES****To the English teacher**

1. How does the English teaching and learning process go in the seventh grade?
2. How is the students' ability in reading?
3. What are their difficulties in reading English texts?
4. Have you ever implemented a strategy/ technique to cover these problems? What is it?
5. Can the strategy/technique engage the students in reading the English texts?
6. What kinds of activities do the students like most in reading English texts?
7. Is there any improvement in students' reading comprehension after you implement the strategy/ technique?
8. What kind of difficulties did you find in the process of teaching using the strategy/ technique?
9. How is the students' motivation/ interest in reading after you implement the new strategy/ technique?
10. What media do you usually use in reading class?

To the students

1. Do you like learning English?
2. Do you like to read?

3. What are your difficulties when reading English text?
4. What will you do to improve your reading skills?
5. What activity do you like most in reading class?
6. Which strategy do you prefer? With VSS or without VSS

Interview with the Teacher

No	: Teacher's Interview
Date	: Wednesday, 10 November 2021
Time	: 10.30
Class	: VII
R	: Researcher
ET	: English Teacher
R	: In your opinion, how is the process of learning and teaching English in seventh grade?
ET	: Quite good, usually I teach students to understand texts, read, understand, and practice in the form of oral or written.
R	: What do you think about the students' reading ability?
ET	: Ordinary, maybe a bit lacking because of lack of practice or memorization.
R	: What are the students' difficulties in learning reading in English lessons?
ET	: Memorizing vocabulary
R	: Previously what techniques did you use to teach?
ET	: I only teach as usual, such as reading, translating, then answering questions/exercises or lecture method
R	: What activities do students like most when learning reading?
ET	: Take turns reading aloud, doing dialogue.
R	: What difficulties did you find when teaching English to grade 1 students before applying the VSS technique?
ET	: They are lazy to memorize vocabulary, for example, they are told to look in the dictionary, but they don't want to bring a dictionary
R	: What media do you often use in class?
ET	: Usually I use a textbook and sometimes projector
R	: Is there any improvement in students' reading comprehension ability after you apply VSS?
ET	: Yes, this strategy makes it easier for students to understand the text or dialogue
R	: What were your difficulties during the process of implementing the VSS strategy?

ET : The difficulty is the lack of initiative from students because this activity is not supported by a dictionary making students more passive than the teacher, they are like waiting for the teacher to give answers to them and also the students' thinking ability is still lacking to make their own definitions.

R : How is the students' motivation after the implementation of the VSS strategy?

ET : In my opinion, there is no change in students' motivation or interest in learning

Interview with the Students

No	: Student's Interview
Date	: Wednesday, 10 November 2021
Time	: 10.00
Class	: VII
Question	
<ol style="list-style-type: none"> 1. Do you like learning english? 2. Do you like to read? 3. What are your difficulties when reading English text? 4. What will you do to improve your reading skills? 5. What activity do you like most in reading class? 6. Which strategy do you prefer? With VSS or without VSS 	
Student Answers	
Ahmad Rifani	
<ol style="list-style-type: none"> 1. I like to learn English 2. I like reading 3. Difficult to understand vocabulary 4. Ask the teacher 5. When the teacher explains the material 6. I prefer the strategy the teacher is using now [VSS] 	
Muhammad Febrin	
<ol style="list-style-type: none"> 1. I don't like learning English 2. I like reading 3. I do not know what it means 4. Lots of practice 5. Reading aloud 6. I prefer the strategy the teacher is using now [VSS] 	
Muhammad Husyaini	
<ol style="list-style-type: none"> 1. I don't like English 2. I like reading 	

3. Distinguish vocabulary
4. Reread the material
5. I like VSS activities
6. I prefer the strategy the teacher is using now [VSS]

Muhammad Maulana Salim

1. I don't like learning english
2. I like reading
3. It's hard to read and the vocabulary is hard to recognize
4. Do not know
5. Listening to the teacher reading
6. I prefer the strategy that the teacher used before

Muhammad Nasih

1. I don't like English lessons
2. I don't like reading
3. Difficult to read and pronounce
4. Read a lot
5. I like VSS activities
6. I prefer the current teaching strategy [VSS]

Muhammad Nor

1. I don't like English
2. I don't like reading
3. Don't understand and don't know what it means
4. Learn a lot
5. Do not know
6. I prefer the current teaching strategy [VSS]

Muhammad Robi

1. I like English
2. I like reading
3. I have a hard time understanding the text
4. By repeating what has been learned
5. I like listening activities
6. I prefer the current teaching strategy [VSS]

Muhammad Syaid Maulana

1. I like English
2. I like reading
3. Translate the meaning of the vocabulary
4. Know a lot of vocabulary
5. Listening to teacher reading
6. I prefer the current teaching strategy [VSS]

Rahmatullah Amin

1. A little bit like English lessons
2. A little bit like reading
3. Difficult to understand

4. Read over and over
 5. Listening to teacher reading
- I prefer the strategy you used before

C. Appendices C (Reading material and Photo)

1. First Lesson

Birthday Party

Dear Dita, I'm very sorry I couldn't come to your birthday party. My parents were out of town and I had to take care of my siblings. I promise I won't miss your birthday party next year. I have a gift for you. May I come over and give it to you?

Sincerely,

Ami

Dear Ami, I accept your apology. I understand why you couldn't come. Too bad you couldn't make it to my party. We had a lot of fun. Yes, you may come over to my house. I'm looking forward to seeing you.

Yours truly,

Dita

2. Second Lesson

Introduce My Classmate

Sari : Good afternoon, mom!

Mrs. Tina : Good afternoon, Sari!

Sari : Mom, this is my classmate. Her name is Aira.

Mrs. Tina : Nice to meet you, Aira

Aira : Nice to meet you too, madam

Sari : May we do our homework here, mom?

Mrs. Tina : Sure. Please, finish your homework. I will take two glasses of iced tea

for you and Aira

Aira : Thanks, madam

Mrs. Tina : You're welcome

3. Third Lesson

My family member

Hi! My name is Anisa. My father is Mr. Arman and my mother is Mrs. Rini. My father is tall and has short straight hair. He wears spectacles. My mother is short and has long wavy hair. About me, people say that I am tall. I have big eyes and straight hair. I have a sister named Husna. She is tall and has a prominent nose. Different from me, she has wavy hair. I also have a younger brother, Dimas. He is short, fat and funny.

4. Fourth Lesson

Me and my family

My name is Deka Galih Ario, I am a student. I study in SMP 1 Bandung. I was born in Bandung. April 21 2005. I live at Benteng Street No. 40, my phone number is 085759557046. I like playing basketball, bicycling, and listening to music. My parent's name are Mr. Herdi Wibawa and Mrs. Yunita Amretasani. My blood type is AB. You can e-mail me at deka01@gmail.com. I am in 7A. I have lot of friends. Banu Ramadani is one of my friends.







CURRICULUM VITAE

I. Personal Details

Name : Bahriannor
Place and Date of Birth : Kelua, April 7th, 1997
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : H. Bahrhun and Hj. Norhasana
Siblings : Hairi Ismatullah and Nor Diyah Safitri

II. Formal Educational Background

2001 - 2003 : Bahungin Kindergarten (TK Bahungin)
2003 - 2005 : State Islamic Elementary School of Bahungin (SDN Bahungin)
2005 - 2009 : State Islamic Elementary School of Pasar Panas (MIN Pasar Panas)
2009 - 2012 : Islamic Junior Boarding School Rakha Amuntai (MTs NIPa Rakha Amuntai)
2012 - 2015 : Islamic Senior Boarding School Rakha Amuntai (MA NIPa Rakha Amuntai)
2015 - 2021 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2015 – 2021 : Member of Himpunan Pelajar Mahasiswa Tabalong (HPMT)

Banjarmasin, 22 December 2021