

**MEMORIZING VOCABULARY IN DAILY ACTIVITY TO IMPROVE
READING SKILL**

THESIS

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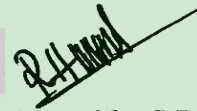
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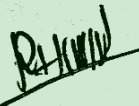
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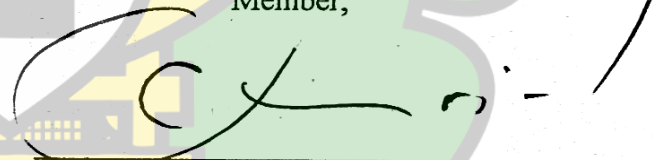
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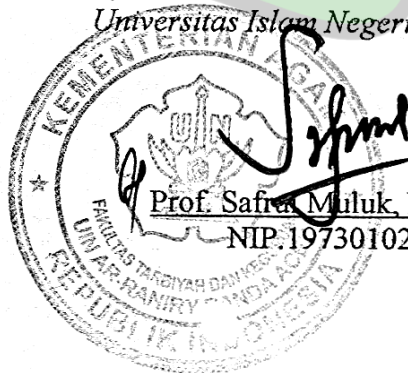
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Memorizing Vocabulary in Daily Activity to Improve Reading Skill

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Desember 2022

Yang Menyatakan,



Syarifah Maburr Walmaqfirah

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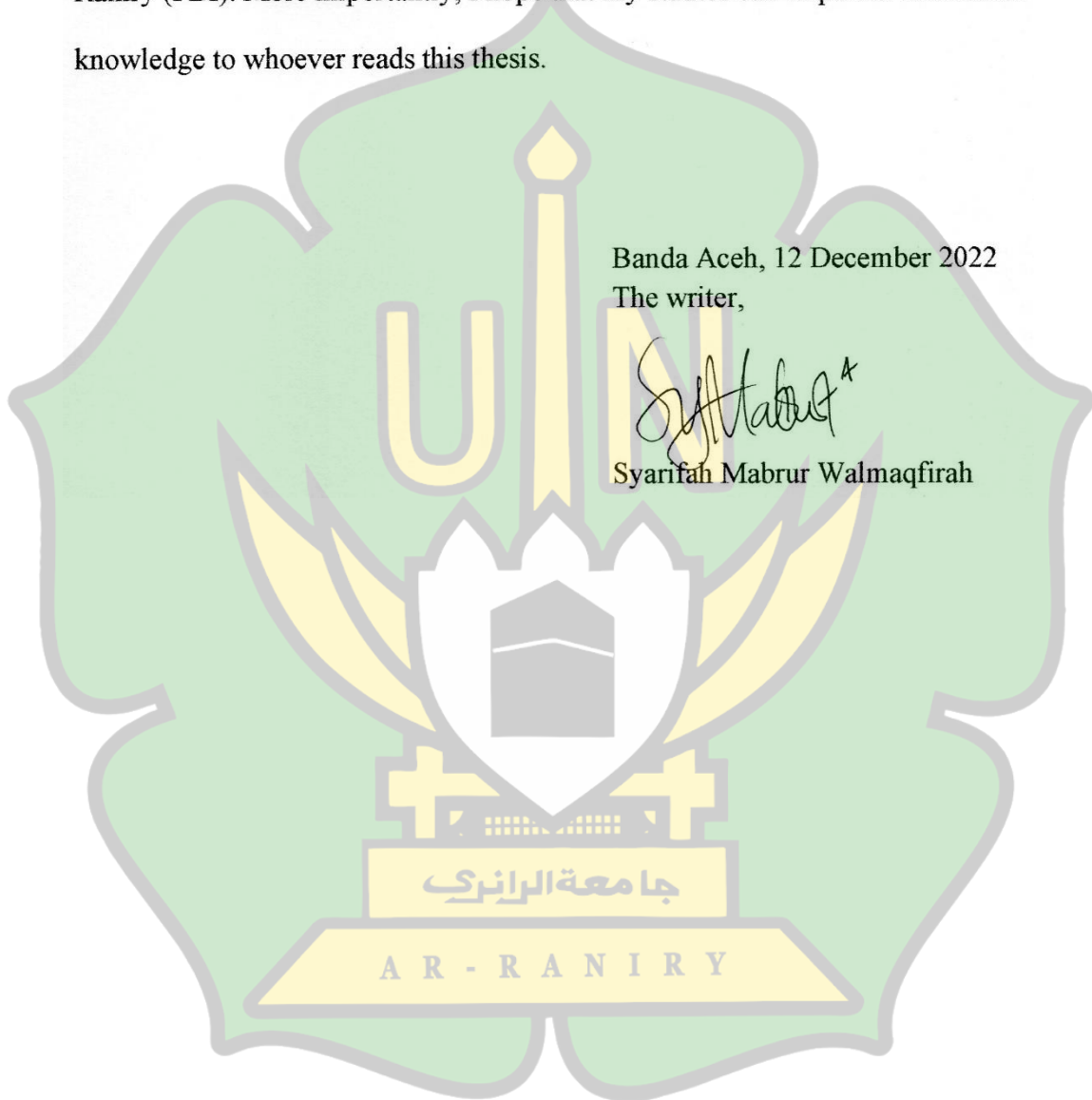
I hope that this research can be useful for future researchers who focus on the same topic and for improving students of the English Department of UIN Ar-Raniry (PBI). More importantly, I hope that my studies can impart at least some knowledge to whoever reads this thesis.

Banda Aceh, 12 December 2022

The writer,



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ABSTRACT

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This qualitative research was conducted to evaluate the impact of students' reading skills on memorizing vocabulary during daily activities. Purposive sampling was utilized to choose six students from SMAN 1 Kuta Baro with the highest reading scores in each class for the research sample. To acquire information from participants, a semi-structured interview of seventeen questions was utilized. The findings indicated that students engage in a variety of activities to acquire new vocabulary that could be memorized to increase their ability to read or comprehend the reading. This includes watching westerns, listening to music, playing online games, and utilizing social media. In addition, three out of 6 students believed that the language they gained from daily activities would help them comprehend the text, and three out of six students believed that terminology from the same subject would help them comprehend the text. Students' reading skills were influenced by the vocabulary they acquired from their daily activities since they might encounter the same word multiple times in a reading, which improved their initial comprehension when reading texts in the same context.

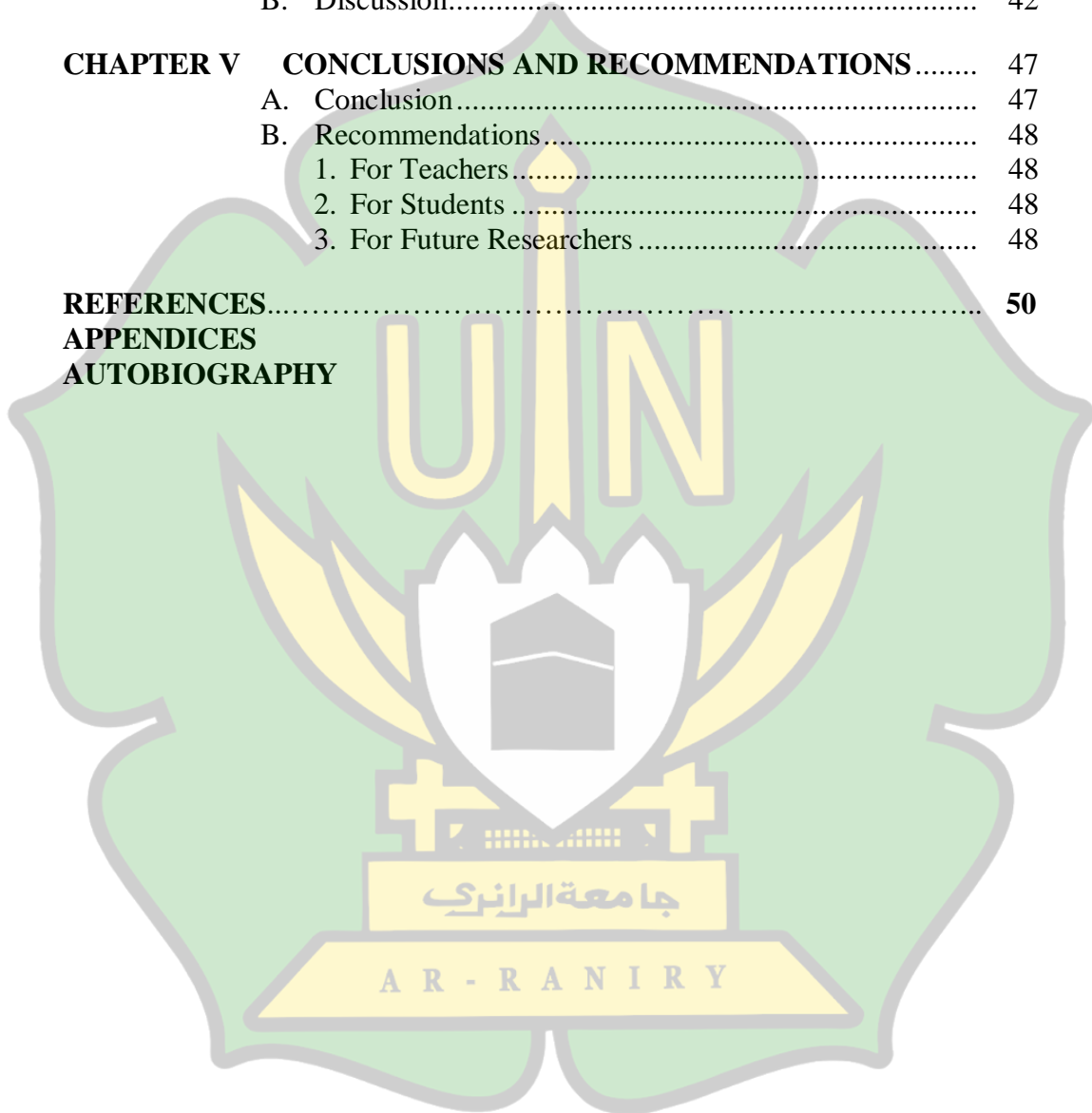
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. It is divided into several parts; background of study, research questions, the aims of study, the significance of study, the research terminology, and scope and limitation of study.

A. Background of Study

Reading is an essential skill to support the ability to communicate in English. It goes beyond seeing and reading the sounds of language. According to Grabe and Stoller (2002) reading is an ability to draw meaning from the reading material to interpret the information appropriately. In this case, reading is very closely related to vocabulary. Hornby (2006) states that vocabulary is a list of words in a particular language. A collection of letters that have a specific meaning. In order to understand a reading text, it is necessary to have good vocabulary mastery. To improve vocabulary mastery, there are several ways that students can do by repeating the vocabulary or by remembering the vocabulary one by one intensively and applying it in daily life.

Moreover, Tarigan (2011) states that a person's language quality depends on the quality of vocabulary. The richer the vocabulary, the greater the

possibility of language skills. He also explains that vocabulary plays a vital role in language, both as a channel for ideas in writing and for ideas orally. The utilize of English is continuously associated with vocabulary. When reading the text in English, student translates the sentences or the words that appear to get the right information from the writing.

The writer has prepared a preliminary interview with a list of questions for an English teacher at SMA Negeri 1 Kuta Baro related to reading skill, such as how the teacher's strategy for teaching reading comprehension and the student's problems in practicing reading comprehension. The result showed that some students still have problems and difficulties in reading skill, because they have not been able to use vocabulary correctly, compose vocabulary, and understand its meaning. Even though the teacher has implemented several ways to improve students' vocabulary, such as listening to conversations or audio in the learning process, reading books related to English articles from several sources, giving new vocabulary in every meeting, and commanding students to practice it by themselves in school or at home, some students are still unable to understand reading comprehension due to lack of vocabulary.

Moreover, these difficulties are encountered by students not only in reading class but also when the teacher requires students to answer questions in English speaking class. The student's weakness lies in the lack of vocabulary mastery. These difficulties then affect students' confidence in using English. For this reason, it is necessary to use various ways to learn vocabulary inside and

outside the classroom. The utilisation of English is continuously associated with vocabulary. When reading English text, the student translates the sentences or the words that appear to get the correct information from the writing.

B. Research Question

This research is conducted to find out the answer to the main research questions:

1. What kind of English-supported daily activity can help students to get and memorize vocabulary?
2. How can students relate their daily vocabulary mastery ability to their reading competency?

C. The Aims of Study

By the research question, this study aims to

1. Find out the kind of English-supported daily activity that can help students to get and memorize vocabulary.
2. Discover how students can relate their daily vocabulary mastery ability to their reading competency.

D. Significance of Study

This study provides information about some activities used by students to enhance vocabulary mastery and reading competency. This research can be a

reference for other researchers who want to know more about the types of activities in memorizing vocabulary mastery and the relationships of vocabulary and students' reading skills. It can also inform the learning process related to students' reading skill. Specifically, the benefits of this research for lecturers and students majoring in English can be stated as follows.

The results of this study can help a teacher to develop suitable learning methods for students to improve reading skills through particular learning activities such as memorizing vocabulary. Also, the findings may inspire the students about language learning activities that are easy to do in a flexible time to facilitate learning English in general and reading skills in particular. In addition, as students majoring in English Education, they can understand how to relate their daily vocabulary mastery progress to their reading competency.

E. Research Terminology

To avoid misunderstanding, the writer has defined the following operational definitions of some terms as follows :

1. Memorizing Vocabulary

According to Schwartz and Otani (2019), memorizing English vocabulary is storing words in the mind to be spoken or rewritten in the future, such as recalling vocabulary learned at school and remembering it at another time. Feldman (2010) said that memorizing vocabulary is the process by which students enter, store, and retain vocabulary for future control of motor activities

and use in thought processing. In this study, memorizing vocabulary is the brain's ability to capture, enter, store, and re-display information or experiences that have been seen and experienced. Information and experiences obtained by students will be processed in memory and then formed into knowledge for them.

2. Daily Activities

Fricke (2012) mentioned that daily activities are usually carried out to meet the needs and demands of daily life. Meanwhile, according to Brunner and Suddarth (2000), daily activity is all human efforts to complete occupational tasks for themselves, including dressing, eating and drinking, studying, playing, managing money, socializing with the community, etc. This effort aims to carry out human nature as a person for oneself, in the family and in society.

From the statements above, it can be concluded that daily activity is an activity repeated daily by an individual. In this study, the meaning of daily activity refers to all activities between waking up in the morning and going to bed at night. These activities, such as waking up, taking a shower, eating breakfast, going to school, studying, walking, writing, discussing, etc., are performed throughout the day, regardless of where students are.

3. Reading Skill

Dubin (2010) described that reading skill as the ability to process information received, where the information is processed in memory to become

knowledge. The brain does most of the work to understand writing, pictures, or something the senses of sight and hearing can detect.

In this research, reading skill means to students' ability to understand information from a text by applying vocabulary from their daily activities. This is demonstrated by the students' reading scores and interview responses.

F. Scope and Limitation of Study

Based on the background of the study, this study has scope and limitation. It discusses the vocabulary in supported-English daily activities to improve students' reading skills. The participants are the SMA N 1 Kuta Baro students with the highest reading scores in each class. The activities involve listening and reading skill.

The type of listening skill is for information and enjoyment, which are considered social tools, including playing with friends, watching television, listening to music, etc. In addition to receiving information, listeners can enjoy listening activities.

This research focuses on comprehensive reading, which is the ability to comprehend the meaning of a text even if it contains some unfamiliar words so that it can be explained again based on the reader's understanding.

However, this research does not cover other types of reading and listening, such as intensive and critical reading or critical and selective listening. The

primary function of these activities is to enjoy free time apart from the time students spend specifically for studying.



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical description of the related literature relevant to the topic. It includes several primary concerns about memorizing vocabulary, language learning activity, improving reading skill, and previous research related to the variable of the study.

A. Memorizing Vocabulary

1. Definition of Memorization

According to Richards and Schmidt (2010), memorizing is the process of storing information in memory. He add that the memorization is a conscious process that involves rote learning, practice, and associative learning. Besides, Suryabrata (2010) states that memorization is the ability to accept, save, and produce past memory. Similarly, Syah (2013) argue that memorization is a cognitive aspect that involves coding, preserving, and recalling information and knowledge. In short, memorization has a strong connection with memorizing certain things that occur in the past, which happens in the human brain system.

Moreover, the process of memorizing itself is about recalling the things or events that have been saved in human memory. According to Santrock (2011) memory is the storage of information over time. The storage of memory held in the hippocampus; it is the complex brain structure embedded deep into temporal

lobe. It can be assumed that memory is a collection of events that happened in the past that are still stored in the hippocampus and can appear in the human brain at any time consciously.

In the learning process, the capacity for memorization is essential for students to recall the things that impacted their academic needs. For instance, in learning some subjects such as English, French, Japanese, etc. Students need to memorise some words to enhance their vocabulary by practising them in writing or speaking practices. Duong (2003) explains that memorizing is standard practice and they are looking for ways to achieve good memorization to help them learn English. This is ideal for students to memorize because they may be able to internalize what they have learned and speak the learned expression naturally.

From the above definition, the writer concludes that memorization of English vocabulary is the process or practice of storing words in memory and can be brought up again whenever needed. The more information human acquire, the more storage human saves. Memorization is not only remembering a word but also knowing the meaning of a word. It is very helpful in facilitating communication or in the teaching and learning process that uses a certain language.

2. Types of Memory

In general, experts put forward many concepts regarding various types of memory. This depends on the perspective from which one looks at the memory; there is a view from the kind of task to remember, a statement from the period to remember, and an opinion from the type of information to remember. The following are some forms of memory that are frequently covered by various kinds of experts.

a. Sensory Memory

According to Wade (2008), all sensory information must make a brief stop in the sensory register, the gateway to memory. Sensory records consist of several memory subsystems with the same number of senses as humans. The visual impression will remain in the subsystem for approximately two seconds longer than the visual subsystem. Sensory memory (sense absorption storage) is where most information is initially stored before being transferred to short-term and long-term memory. This memory contains two distinct types of storage (Cowan, 2008).

1. Iconic storage. Iconic storage is a visual absorption register that is very unique in its own right, managing information for a very short period of time. Information is stored in the form of icons. All icons eventually become visual images that represent something.

2. Echoic storage. The echoic storage stores auditory input for approximately 2-4 seconds in duration. Auditory information is stored in a storage room for further processing.

b. Short-term Memory

Everyone has their short-term memory at their disposal. This memory has the ability to store data for a time ranging from a few seconds to several minutes. The model that Atkinson and Shiffrin (1968) put forward suggests that short-term deposits can only recall a small number of specifics. This information is also accessible to a number of control processes that, among other things, regulate the flow of information to and from long-term deposits. The average time that information is stored in short-term memory is approximately 30 seconds unless it is retrained. The data is stored acoustically (via the sound it emits) instead of visually (through its appearance).

Short-term memory is typically divided into 7 ± 2 different categories based on the size of the stimulus (Miller, in Sternberg, 2009). Peterson showed that our ability to store information in a temporary storage area is very constrained and susceptible to information fading quickly (Solso, 2007).

c. Long-term Memory

According to Cowan (2008), long-term memory is a relatively stable and limitless form. During middle and late childhood, long-term memory improves with age. The long-term memory system allows us to live in both the past and

the present. Long-term memory is characterized by the ability to recall the past and apply that knowledge in the present (Bhinnety, 2009). The capacity of long-term memory appears to be infinite. It stores vast amounts of information, allowing individuals to learn, adapt to their environment, and develop their self-identity and life stories (Wade, 2008).

Long-term memory refers to memories stored in mind for an extended time. According to some theorists, long-term memory capacity is not limited, at least in practical terms (Bairick, 1984a, 1984b, 2000; Bairick & Hall, 1991; Hintzman in Sternberg, 2006). Memory storage locations are spread throughout the brain but concentrated in certain areas. Several brain regions, including the hippocampus, cortex, and thalamus, play essential roles in memory formation (Solso, 2007).

d. Working Memory

Working memory is commonly defined as the retention of information when processing the same or other information (Zlotnik, 2019). Additionally, it is referred to as a workspace for the processing of information as well as a gateway between short-term and long-term memory. Working memory is a cognitive process that primarily aims to facilitate and increase the capacity of coding, storage, and search functions, all of which are essential for learning at the level of information processing (Kuswana, 2011).

e. Implicit or Procedural Memory

The term "procedural memory" refers to memory about how to perform an action, such as how to comb, use a pencil, etc. This procedural memory is also known as implicit memory because once a person possesses a skill, that skill no longer needs to be processed consciously (Wade, 2008). The recall of details about a person, place, or thing that influences behavior and thought without conscious effort is known as implicit memory. As a result, unconscious recall of implicit memory occurs (Graf & Schacter, 1985; Schacter, Chiu, & Ochsner, in Wade, 2008). By priming, this memory can be measured. This technique involves having the subject read or listen to information before testing how the information affects their performance (Wade, 2008).

f. Explicit or Declarative Memory

Explicit memory is when information about an event or an object is remembered consciously. For instance, a person will actively recall past details from his memory when he wants to share his past with others (Sternberg, 2006). The recall and recognition techniques covered in the previous sub-chapter can be used to assess this memory (Wade, 2008). According to Stangor (2014), there are two categories of explicit memory.

1. Episodic memory. Episodic memory is when someone remembers their own experiences, which are usually connected to their life history.

2. Semantic memory. Semantic memory contains the total amount of knowledge possessed such as vocabulary, mathematical understanding and all known facts.

g. Flashbulb Memory

An instance of a flashbulb memory occurs when a person learns something for the first time and it has a profound impact on him or her emotionally (Bhinnety, 2009). To summarize, there are several different kinds of memory: sensory, short-term, long-term, working memory, explicit and implicit memories, as well as flashbulb and long-term memories. Information that students may receive as a result of an unanticipated event is stored in this memory.

3. The Importance of Memory

There are three stages of memory that must be passed to be able to bring up events that have occurred. The three stages have their own importance. Atkinson (2000) argues that three memory activities:

a. Encoding

Entering messages into memory (encoding). Refers to the way individuals transform sensory physical input into a kind of mental representation in memory. At this stage, students who get information from hearing and seeing encode the information into memory.

b. Storage

Memory storage (storage). At this stage, information is stored indefinitely. The encoded information must then be retained over time.

c. Retrieval

Retrieval means removing information from storage. After students encode information and then represent it in memory, they may be able to retrieve some of it but may also forget some of it. When students retrieve something from a mental data bank, students search memory stores to find relevant information.

To improve learning and memory, students need to encode information. This process takes a different time for each person. Students with high intelligence levels will be able to absorb quickly, and vice versa people with lower intelligence levels take longer. The data or information obtained will be stored by forming a trace that can be generated again. Data or information can also be lost if it is not used often. Furthermore, the process of searching for information in the brain, finding it, and reusing it. This mechanism is very helpful in daily activities where stored memories are closely related to the future. Through these 3 stages students can use memories that have been processed from some time in the past to be used in learning activity (Nairne, 2002).

B. Language Learning Activity

Students and the environment engage in a variety of activities in response to tasks that are designed to help students learn (Beetham, 2004). Regardless of where they are, students are surrounded by educational resources. Teaching aids that students use to practice and communicate with each other in the future will be based on these teaching resources (Richards, 2001). The teacher's responsibility is to encourage student participation in the course material. This can be accomplished by tailoring the lesson plan to meet the needs of the students and providing ample practice time. In a nutshell, a teacher is a designer, organizer, and controller of educational experiences. Listening, reading, speaking, writing, grammar, and vocabulary are all components of language learning activities for foreign language students. These activities are designed to help students learn a new language over time.

1. Listening Activity

Listening activities must be planned to teach listening skills, both micro- and macro-skills. Non-explicit responses, short responses, extended responses are all types of listening activities that can be done in class (Ur, 1991). Students do not respond to actions in non-explicit response activities; however, facial expressions and body language are frequently required to demonstrate participation. Non-explicit responses include telling or reading a story, playing a song, or watching a video or film. Students in short responses respond to the activity by performing several actions, such as obeying instructions, marking

items, detecting errors, and writing check marks or crosses. While in longer responses, students provide complete responses to the activity, such as answering questions, taking short notes, paraphrasing, translating, summarizing, and filling in long blanks (Hossain, 2015). Extended Responses activities include problem-solving, interpretation, and skill activities (reading, writing, and speaking).

2. Reading Activity

It is easier to find written sources than spoken ones in a country that teaches English as a foreign language, such as Indonesia. As a result, teachers in English classes teach more reading lessons than listening lessons. However, based on the writer's experience, it was discovered that the types of reading activities were more conventional (i.e. text followed by comprehension questions), although there were numerous types of reading activities that could be implemented in the classroom, such as: pre question (asking students about general questions referred to in the text before reading), do it yourself (students create and answer their questions), give titles (students suggest an identification for a text), and give titles (students suggest (students summarize the text in one or two titles). Students look for errors in a text, compare (students look for differences and similarities between two texts on the same topic), respond (students discuss how they would respond to a provocative article or letter), and restate content. (Students illustrate the content of the story by drawing, coloring,

and annotating maps, diagrams, and so on.) Songbatumis (2017) and Ganie (2019).

3. Speaking Activity

Under certain conditions, according to Ur (1991), speaking activity in the classroom can be considered effective or successful: when the learner speaks more in class than their teacher, when certain active learners participate, and when learners' utterances are relevant and understood by each other. Even though classroom speaking activities are an important part of a language course, it is difficult to design them. In speaking activities, students may encounter anxiety about making mistakes, apprehension about criticism, reluctance to use foreign languages in the classroom, and a lack of self-assurance (Ur, 1991). A common misconception among students is that they do not have anything worthwhile to say. It is not uncommon for some active learners to take over the conversation while others say little or nothing. His recommendations for how teachers can deal with these issues include using group work or pair work, using simple language, selecting interesting topics for discussion and assignments, and providing instruction or training in effective discussion techniques. The target language. Another option is to use activities like role-playing games and jigsaw puzzles to help students work through information gaps and solve problems rather than rely solely on traditional methods like lectures and speeches. Activity in the mouth (Lazaraton, 2001; Ur, 1991; Harmer, 2002; Kayi, 2006; Brown, 2001; Murcia & Olshtain, 2000; Nunan, 2003; Richards, 2001).

4. Writing Activity

Writing is a specialized skill that enables people to put their ideas into words on paper in a meaningful format using a pen and paper. Writing helps people express themselves more fully. The goal of written form is to communicate somehow one's thoughts and ideas to the audience (Ur, 1991). Therefore, the concept being written about appears to be the most critical component of either activity. Writing book reports, writing book reviews, writing news reports, writing narratives based on pictures, writing letters, writing articles, writing personal stories, writing how to do things (instruction sheets), describing people or something, and writing job applications are all examples of different types of writing that can be utilized in the classroom (Ur, 2001). Other types of writing that can be utilized in the classroom include writing how to do things (instruction sheets), writing how to describe people or things, and writing job applications. Teachers are required to have an understanding of why it is important for students to write, to provide students with opportunities to write and to provide students with feedback that is both helpful and meaningful.

5. Grammar Activity - R A N I R Y

Grammar is concerned with language structure; for example, English grammar is concerned with the structure of English, French grammar with the structure of French, etc. Words are the building blocks of language, but how those words can be rearranged and combined to communicate ideas and emotions vary significantly from language to language (Jespersen, 2006). In

grammar, students acquire knowledge regarding the construction of words, phrases, and clauses in any natural language. The use of proper grammar results in language that is both more clear and more effective. Therefore, learning good grammar becomes very important. Ur (1991) suggests a number of different activities for learning grammar that can be done in the classroom. These activities include filling in the blanks, recognizing mistakes, changing tenses, remembering tenses formulas, translating, remembering verb changes, and determining the correct tense to use in sentences.

6. Vocabulary Activity

One component of learning a language is expanding one's vocabulary. According to Richards and Renandya (2002), vocabulary is important to language proficiency. It provides a significant portion of the foundation for how well students are able to speak, listen, read, and write. Learners of a language have the opportunity to practice their reading, writing, speaking, and listening skills through vocabulary. If proper grammar is essential to producing clear and effective language, then a comprehensive vocabulary is essential to language production. Unfortunately, the English language has many vocabularies that consist of more than one word. For instance, the terms "post office" and "mother-in-law" each contain two or three words but convey the same meaning. Additionally, there are multi-word idioms in which the meaning of the phrase cannot be deduced from the analysis of the component words. Instead of referring to vocabulary entries as "words," it is helpful to follow the convention

of referring to vocabulary entries as "items" (Ur, 1991). As a result, the instructor should instruct students on numerous facets of vocabulary, including its form (pronunciation and spelling), grammar, collocation, meaning components, and word formation. Ur (1991) suggests a number of different activities for learning vocabulary that can be done in the classroom. These activities include brainstorming ideas, identifying words we already know, matching, writing sentences, dictating, remembering, filling in gaps, translating, and completing sentences.

C. Improving Reading Skill

1. Definition of Reading

According to Dorn and Soffos in Apriliya (2019), reading is a difficult task that requires a network of cognitive action constructs. Assuming the reader is able to decipher the meaning in order to obtain information, reading will be successful. On the other hand, reading, according to Albert, is a meaningful interpretation of printed verbal symbols and also involves sensing, perceiving, arriving at meaning, and learning how to respond in different ways (Albert, 1962). According to this definition, reading is an effort on the part of students to extract or transfer information from texts by comprehending, grasping, translating, and giving the written word meaning. It can be inferred from this that reading involves more than just looking at words represented as graphic

symbols; it also involves understanding the meaning of individual words to comprehend a text's content.

2. Reading Skill

Perfetti (2001) states that a person's performance on a reading assessment is a definitional component of reading ability. The researcher will decide and classify the students based on the assessment results. The researcher will be guided by this information when deciding what to do with them. The reader uses the ability to read to foresee text information, pick out important details, organize and mentally summarize information, monitor comprehension, fix comprehension breakdowns, and match comprehension output to the reader's goals. Each reader has a method for selecting books to read to fulfill their personal needs. To help students understand text more efficiently, the teacher should teach them some skills. The students' enjoyment and reading efficiency may increase by using these skills. Reading is intended to teach students new information in the academic world. Learning is successful when understanding causes a mental shift by introducing previously unexplored knowledge. For students to apply their knowledge in real life or, at the very least, pass their school exams, they must understand the material they have learned. The ability of the students to read a text with good comprehension is necessary for this process to be successful.

As Brown (2004) states, two practical reading skills exist. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes, orthographic patterns and linguistic signals. Here are the lists of skills of reading comprehension (Brown, 2004).

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

Readers must use their discourse knowledge, understanding of how written texts serve as a means of communication, inference skills, scanning, and skimming techniques when working on their macro-skills.

The ability to comprehend a text well depends on the reader's macro

skills. According to Brown (2004), the following are the reading macro-skills:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written texts, according to form and purpose.
- c. Infer context that is not explicit by using background knowledge.
- d. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings.
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

Having reading skills makes students able to solve problems in reading written texts. Reading skills can also increase the pleasure and effectiveness of reading activities. When students master reading skills, they can be helped in all other subjects and in their personal and professional lives. However, becoming a skilled reader is not a simple endeavor. They must strive and do any activity

gradually every time to produce good readers to become good drafters of the information obtained from the text read (Siska, 2014).

D. Previous Study

Several previous studies have a relationship with this research; first, a study used a quantitative method, collecting data using field research and testing techniques on 40 students. They are grade 2A students of SMP YMJ Ciputat went by cluster sampling. He concluded that students have difficulty in achieving vocabulary, causing them to have difficulty understanding writing. Using a dictionary is very helpful for them to recognize the meaning of words. Besides, they cannot be separated from each other (Misbahudin, 2011).

Secondly, Azkiya (2017) mentioned several of the activities involved in teaching contextual vocabulary help students enrich their vocabulary. In this research, she used a research design that was considered to be quasi-experimental. The samples included a total of 64 students. One of the classes was selected using a method known as purposive random sampling, and it was designated the experimental group. Another class was given the designation of being the control group. The experimental group was instructed through the contextual vocabulary teaching method, while the control group was instructed through the grammar translation method. The data were obtained by giving both a pre-test and a post-test version of the reading comprehension test known as T. The findings and interpretations of the quantitative data showed a discernible

rise in the average scores of the group that participated in the experiment. Teaching students vocabulary in the context of their reading assignments is an effective method for raising their reading comprehension achievement.

An additional study, the investigation of research was carried out throughout two cycles, with three meetings occurring throughout each cycle. The researcher, an English teacher, and 31 students from Class VIII D at MTS Ngemplak participated in the research. The researcher was also a participant in the study. This research incorporated both qualitative and quantitative forms of data into its findings. The observation during the teaching and learning process and the interviews with the students and the English teacher provided the basis for the collected qualitative data. The information was gathered through transcripts of interviews as well as field notes. The scores on the reading comprehension pre-test as well as the post-test were used to derive the quantitative data. Within the scope of this investigation, there were five different validity criteria. They were called democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The research was carried out in an organized fashion in accordance with the action research's four procedures. These phases included reconnaissance, planning, action and observation, and finally reflection. The study's findings demonstrated that the utilization of authentic materials led to an increase in the students' reading comprehension level. This was shown by the progression of the mean value of the students' reading comprehension scores from their pre-tests to post-tests (Pustika, 2015).

The previous studies above present how students' reading ability can be improved by using different learning methods. The author realizes significant differences between this paper and previous studies. The previous studies above present how students' reading ability can be improved by using different learning methods. They were improving reading skills as the main goal of research. The difference lies in teaching methods, teaching materials, data collection, research sites, research instruments, sampling, and data analysis. This paper focuses on student learning activities to improve students' reading skills. That is memorizing vocabulary in daily activity. There is no specific teaching method that the author apply to students in the classroom, it only involves a learning experience outside the student's classroom.



CHAPTER III

METHOD OF THE RESEARCH

This chapter explains and provides information about the research methodology for the study. It consists of a detailed description of research design, research participants, data collection, and data analysis.

A. Research Design

This chapter requires a research design. According to Tika (2015), the research design is an arrangement of plans to collect, process, and analyze data systematically and directed so that research can be carried out efficiently and effectively in accordance with research objectives. Therefore, in this study, the authors used qualitative research. Creswell (2009) suggests that qualitative research methods are efforts to collect, analyze, and interpret all research data in an organized and arranged manner in an interconnected pattern. The author can interpret the meaning of the data collected through the research procedure. This research focuses on individuals so that the resulting data is more in-depth and easy to present. Qualitative research designs are expected to be a bridge between authors and participants to assist research according to procedures, such as answering various interview questions carefully and according to actual conditions (McBurney and White, 2007).

B. Research Sites

Research site is a place to get information about the required data. Site selection must be based on considerations and suitability with the research topic. The place of research is expected to help the writer to find something meaningful. (Al-Muchtar, 2015). According to Nasution (2003), the research location must have three elements: actors, places and activities, so that the author can make observations. The research location is SMAN 1 Kuta Baro at Jl. Blang Bintang Lama, Seupeu, Kuta Baro, Aceh Besar, Aceh, 23372. This A-accredited school was established on January 1, 1992. The school has 18 teachers, but only one teaches English. There are five classes totaling 79 students: X, XI IPA, XI IPS, XII IPA, and XII IPS.

Table 3.1

The student population distribution at SMAN 1 Kuta Baro.

Class	Student
X IPA	12
X IPS	14
XI IPA	21
XI IPS	3
XII IPA	21
XII IPS	8
Total	79

This school became the author's first choice as a research site because it is one of two High School which is located in Kuta Baro District, the same area as

the author's address. The author is interested in conducting research at this school because of the author's curiosity about the education in her environment.

C. Research Participants

Population is a group of individuals with the same characteristics (Creswell, 2012). According to Sugiyono (2018) the population is the whole object of research that has certain characteristics to be researched and studied to produce conclusions.

This study's population were SMAN 1 Kuta Baro students for the academic year 2021/2022. Total 79 people spread over 6 classes. Creswell (2008) states that the sample is the core part of the population that will be the source of data in the study. The author needed a sampling method that is suitable for the research. Therefore, the sampling technique used is purposive sampling. According to Ilker (2016), purposive sampling is a technique by determining certain criteria. This technique aimed to avoid non-specific results. In this study, the writer took one student from each different class. Thus, selecting a total of 6 participants must meet specific criteria. The following criteria were used in this study:

- 1) Students who are SMAN 1 Kuta Baro 2021/2022.
- 2) A student who gets the highest final reading score in the class in each class.

D. Methods of Data Collection

Data collection techniques are usually used to collect field data needed to answer research questions. In this study, the writer used interviews and documentation.

1. Interview

According to Lambert and Loisella (2008), interviews are used in qualitative research as a research strategy to collect data about interesting questions or phenomena about the research topic. In addition, according to Caroline, Boyce and Naela (2006) interview is a qualitative research technique that involves conducting personal interviews by exchanging information in accordance with certain plans, ideas, or situations. The type of interview used in this research was semi-structured. This telephone interview took roughly 15-20 minutes or more to answer the research questions. There were 17 questions about when and where they use English, activities in which they typically use English, memorizing vocabulary and strategies, problems with remembering, obstacles when reading and comprehending readings, and the relationship between memorizing vocabulary in daily activities and enhancing reading skills.

Arikunto (2010) argues that semi-structured interviews provide researchers with more information by asking structured questions, and then each answer to the question can lead to other questions needed by the author to conclude. In addition, Tod (2006) said that semi-structured interviews are flexible in

determining the interview schedule and specific topics through open-ended questions the author can find essential things. This technique was in accordance with the design of qualitative research. The author collected more complete data through participant answers which provided direct and detailed information about questions regarding the research topic.

2. Documentation

According to Hamidi (2004) documentation is a data collection technique to strengthen research results. Data can be in the form of writing, pictures, or monumental works of someone. According to Sidiq & Choiri (2019), documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, journals, magazines, inscriptions, meeting minutes, agendas, etc. It concluded that documentation is something done by researcher to collect data from various print media matters discussing the sources to be studied.

Documentation data in this study is in the form of a list of students' grades. Their reading scores provided evidence of how memorizing vocabulary in daily activities affects students' reading ability. Actually, the author needed documentation data when taking samples and finally when re-checking between interview answers and the scores that students have gotten.

E. Methods of Analysis

Data analysis is the process of reviewing, sorting and grouping data to propose working hypotheses and present data as conclusions or research theories (Bakri, 2003). The authors analyzed the data through qualitative data to answer the research questions. According to Creswell (2008), qualitative analysis explores and understands the central idea of a phenomenon. The researcher interviewed the participants to understand the significant phenomena by asking general and broad questions. The results of data collection in this study were analyzed into several steps referring to Creswell (2014), the steps are:

1. Compile and prepare data

For the first step, participants were interviewed with several questions; after the interviewer recorded the conversation, transcribed the interview into words, and typed the field notes.

2. Read and view all data to obtain general information.

After the data was transcribed, the writer then reread the data to find the required information about the core of the question; this related to the participant's perspective or what participants' ideas were conveyed.

3. Encode the data and present it into certain categories.

Rossmann and Rallis (2012) suggest that coding is a process of organizing data, including fragments of text or images and writing words that represent categories. In this study, the author used open coding to analyze the data. Gallicano (2013) shows that open coding is an analytical process related to categorising text data. In addition, data were labeled with concepts, and categories were defined and developed according to their purpose.

4. Looking for patterns and themes

In this step the code is interpreted and formed by thematic analysis. In this section, the author described the various perspectives of the individual and be supported by some citations and specific evidence.

5. Representing themes and reporting findings

Here, the author described descriptively each of the data themes, such as detailed discussions from different perspectives and quotes related to the themes.

6. Interpret and discuss the meaning of the findings

The final step of qualitative data analysis is to analyze and discuss the results. In addition, theories from the existing literature also look to obtain more detailed data for research results.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents research findings based on data collection. The findings were intended to answer the research question. The purpose of this study was to determine the types of daily activities that can help students acquire and memorize vocabulary and how the vocabulary can improve students' reading skills.

A. Findings

In this section, the writer describes the results of interviews conducted to find out the types of English-supported daily activities that can help students acquire and memorize vocabulary and how the vocabulary can improve students' reading skills. The data collection technique used was a semi-structured interview held on 25-29 October 2022. The participants were six students of SMAN 1 Kuta Baro. Each participant was given 17 questions to obtain information.

The findings can be divided into two topics based on the results of the interviews: (1) Types of English-supported daily activities that students can use to acquire and memorize vocabulary (2) How students relate their vocabulary mastery ability to reading skills. To simplify the data, the author used special codes for each student, such as S1 means student 1, S2 means student 2, and so on.

1. Types of English-Supported Daily Activities Can Help Students Get and Remember Vocabulary

The writer found that students believe that daily activities vocabulary can improve vocabulary. These activities can be in the form of things they deliberately do to increase vocabulary or just spend free time. The mentioned activities are:

a. Listening to English Songs

Songs contained a lot of useful vocabulary, phrases, and expressions. Songs included everyday language and conversation because the intended audience is native speakers. The language used in songs was generally casual and usable if you choose the right music. Listening to songs allowed students to focus on their pronunciation and understanding of words in English.

S1 said,

I like listening to western music. I think listening to music makes me discover new vocabulary, know how to pronounce and use it. The word is strung together in a beautiful tone so that it is pleasant to hear and remember. I also checked the actual lyrics. It helps me to get more vocabulary.

S4 also added,

They are native speakers so it will be easier to use as a reference for learning English. I will also use google to see the lyrics of the song. I think it is very helpful to increase vocabulary.

Many of the words and sound patterns in a song were repetitive and this made it easier to stick them in your mind. Amazingly, music had the power to become stuck in their thoughts. Songs and lyrics frequently invaded their heads and played

repeatedly. It helped students learn English through songs as they easily memorized vocabulary and phrases. They found it difficult to forget it in a short time.

S3 said,

When listening to a song I like my mouth unconsciously and sing it continuously. I repeated these words and entered my mind. Made me familiar with these words and find out their meanings.

The lack of extra time in the day to devote to their studies was one of the reasons why students find it difficult to learn a language. However, while students learn English through songs, they did not need to devote much time, as they listened to music wherever. While cleaning the house, relaxing, driving, etc., listened to English tunes by selecting their preferred music, and students listened to the same songs without becoming bored.

S5 stated,

I think I get new vocabulary when I listen to songs. Lately I spend my free time listening to songs. Lots of cool songs are constantly being released. Even though I heard it many times, I didn't get bored. I think listening to songs is one of the easiest ways to enrich vocabulary.

b. Watching Western Movies

Besides listening to music, watching western movies was one of the activities that students did in their daily activities. Many people make watching movies a hobby. According to the writer's interviews, respondents admitted that watching western films helped them in increasing their vocabulary. Many scenes showed examples of

using words in the right conditions, pronouncing, and remembering the meaning of the word.

S6 said,

Watching western movies with subtitles makes it easier for me to identify the meaning of words and their use in a sentence because the actors use them in situations that I might encounter later.

S2 argued,

I like watching English films. Besides the visuals from their films which are cool, I also feel that English will be very cool if it is spoken by a native speaker. Western films gave me more new vocabulary that I had never heard of. Maybe because not many people around me speak English or even speak it. So, when watching movies I can learn while relaxing and enjoying the storyline.

c. Playing Online Games

Online games used by someone for personal enjoyment. Goals, rules, challenges, and interactions were the most important parts of online games. Therefore, online games positively and negatively impact users, especially in learning a new language. Every learning must have both of these impacts, there is no learning that only has a positive impact. The impact of playing online games is that we can have a sense of anxiety and a sense of being motivated for new things. Anxiety is a negative impact because when someone is learning from online games, they indirectly learn vocabulary that does not fit the context of the game itself. While the positive impact that student learned from online games, they improved concentration of language skills and the ability to interact with others. The ability to learn a new language is a positive impact that can be generated when playing online games, especially the

ability to speak English, because it can be seen that most online games today use English. For people who did not understand English at all, they started to get used to finding English vocabulary when playing online games.

S6 said,

That I often play games and find that online games make me communicate with other players who are sometimes from abroad. In addition, the instructions and game items also use English

d. Instagram and WhatsApp as a Tool to get and practice Vocabulary

All respondents are Instagram and WhatsApp users and admitted that got new vocabulary as users.

S5 explained,

Some of my friends from other schools sometimes use English when sending messages via WhatsApp to me and I try to answer them in English too. There is a vocabulary that sometimes I have to look up the meaning to answer the message. And also sometimes I write some English words when I want to post something on Instagram and WhatsApp accounts.

The S6 also said,

I use English once in a while with close friends or relatives. Sometimes joking or telling light things that don't require a difficult vocabulary.

Instagram is a photo and video sharing application that allows users to take videos, apply digital filters, and share them on various social networking services. Users can shoot, edit and upload photos or videos to the main Instagram page. Photos or videos that are shared will be displayed in the feeds of other users who are followers. In addition, each user can interact by commenting and liking the shared

photos or videos. Using Instagram in the learning process can be an alternative to mastering English vocabulary. Mastering vocabulary in learning English is the main foundation that must be possessed. It must be taught precisely for students to understand efficiently and accurately master it.

S3 also said,

... I use English when doing social media. Mixing languages. Especially when writing captions when posting, sometimes they are often full English. Incidentally, I also have friends from abroad who can so I use English as an online communication tool.

S4 argued,

I wrote the caption using English.

WhatsApp, unlike Instagram, is a simple program for sending messages, making video calls, and sharing moments for only 24 hours via the status feature. Unable to upload images or videos that multiple people can comment on on one page. It just demands private space when communicating with multiple individuals. Students utilize WhatsApp to communicate and share stories. Respondents frequently share posts with English captions.

After conducting the research, it was discovered that five out of six students listened to western music as one of their vocabulary-building activities. Three out of six students engage in the additional activities of watching western movies and playing internet games. The final option is to use Instagram and WhatsApp. Six out of six students acknowledged using social media; two mentioned using Instagram to

expand their vocabulary, while the other four said they used English when chatting, updating, or reading.

2. Vocabulary Mastery Ability in Improving Reading Skill

There were two opinions relating student vocabulary mastering ability in improving reading skills emerged from the research undertaken by the writer:

a. The vocabulary helps students to understand the text

Three out of six individuals indicated that the vocabulary acquired via daily activities aided their comprehension of reading. As for their views, specifically:

S1 thought,

Yes, it really helps reading skills because the more vocabulary we get, the easier it is for us to understand certain readings.

S2 said,

Yes, I think the vocabulary I get from daily activities will help my reading ability. However, I think reading also requires a variety of materials that are more serious than just remembering vocabulary, such as learning reading techniques or knowing the type of reading.

S4 said,

I don't think that improving reading skills can be done from vocabulary alone. However, if you want to enrich your vocabulary to help your reading skills, I think vocabulary in daily activities will help.

- b. The vocabulary helps students to understand the text if the words are in similar context.

Three out of six students believed that the words they learn throughout daily activities will help them improve their reading skills if the contexts of the vocabulary terms and the reading material are similar.

S3 argued,

I think it helps. But it only helps a little because when we talk we tend to use informal language and the discussion is also broad. Meanwhile, reading, especially what I read is scientific in nature. So I have to remember vocabulary that is different from books or texts.

S5 argued,

If you have a context similar to what I read, this activity is very helpful. For example, if I watch a film about science-fiction and my reading is also the same thing.

S6 said,

I don't think that the English activities that I find in my daily activities help me in reading texts because the texts I read are related to games, because when I was at school I read different things.

B. Discussion

The results of interviews with six students who had the highest scores in each class, the researcher found that they also used English in their daily activities. These activities causes their vocabulary to increase. Although in different contexts according to the activities they do. There are four activities that the authors found, namely: listening to songs, watching movies, playing games, and using Instagram

and WhatsApp. listening to the song will help them repeat the words following a certain rhythm, it makes the words contained therein stuck in their minds. Listening to a song may train their listening skills and increase vocabulary but when they see the lyrics of the song it will affect their reading ability because students see and try to synchronize between what they hear and see so that they can process it in their minds and become the new vocabulary they learn. Know what to use when reading.

Furthermore, watching western films and listening to western songs, students also watch using subtitles so that they know the meaning of the conversations they hear and this also affects their reading ability. The National Center for Innovative Technology and the Center for Implementing Technology in Education confirm that films with subtitles can benefit students studying English (or a foreign language). Movies with subtitles are more effective at improving overall auditory comprehension than movies. Students who watch movies with subtitles have shown improvements in reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary mastery to learn a foreign language.

Moreover, online games are becoming popular and crowded in Indonesia. When students play online games, they can also connect with other players in other parts of the world. As it is known that English is an excellent alternative for communicating as well as reading game instructions. A study by Huyen and Nga (2003) by giving a game to several students showed that students seemed to understand the subject matter more quickly in a comfortable environment. In addition,

the students involved in the study also admitted that the English used in the game was beneficial for them in completing their schoolwork. Based on the statement above, it can conclude that online games have a positive impact but can also produce a negative effect. For the positive impact, their English skills are improving.

In additional, the use of Instagram and WhatsApp may be concluded that online games have both beneficial and bad effects, with one of the positive effects being the ability to increase a person's English language skills. Other social media can help students to improve their vocabulary. However, they are both popular applications among teenagers to communicate or share certain moments. Through Instagram, they can see the outside world in terms of social, political, health, fashion, etc., through images and videos with captions added. Captions that add to the post to be more interesting will get critical information through the description. Not only read captions, they can also read and add comments. The source of the research results that the author means is an English-language post. They have an interest in reading news posts that use English. They also admitted that it would add to the vocabulary list. Linse (2006) believes vocabulary mastery can impact students' reading and writing abilities. If students learn English, Instagram can help them improve their mastery of English vocabulary (Blair & Serafini, 2014). The high school students like virtual, digital, and exciting things. Simonson (2003) thinks that online learning through social media, in this case, Instagram, is more suitable for students because students can access it 24 hours without stopping.

Another purpose of this study is to determine how students' language comprehension skills connect to their reading abilities. After consulting a dictionary or translator to determine the meaning of vocab acquired via daily activities, individuals are able to recall it. When kids encounter similar words while reading, the stored memories will resurface. This memory will significantly assist kids in comprehending the reading material.

There are two impressions pupils have regarding their reading abilities that can be aided by the language they acquire through their daily activities. Initially, the word will aid students in comprehending the material. According to Santoso (2017), kids can expand their vocabulary through a variety of daily activities, such as listening to the radio, tapes, watching television, and solving puzzles. Through vocabulary mastering and organized comprehension of what is heard and viewed on radio, tape, and television as well as in video games, kids can improve their reading abilities.

The word will help pupils comprehend the reading if they are in the same context. According to Arias (2007), language is one feature of text related to students. Shofiah (2017) adds, there must be a correlation between the reading text's vocabulary and students' comprehension. This comprehension will aid students in combining the meaning of phrases and texts into a logical representation of the scenario provided by the entire book. Vocabulary is essential for reading comprehension since vocabulary knowledge is part of background knowledge. The

greater the vocabulary of students, the easier it will be for them to comprehend what they read.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and suggestions of this study. The conclusions are based on the data analysis of the research findings from the previous chapter. Meanwhile, recommendations are being written to improve future research on the related topic.

A. Conclusion

Based on the findings of a study involving interviews with six SMAN 1 Kuta Baro students, it can be stated that numerous of English-supported daily activities can assist students improve their reading skills by increasing the frequency with which vocabulary is acquired and found. They engage in activities such as listening to English music, watching Western films, playing games, and utilizing social media.

Additionally, there were two conceptions of vocabulary mastering ability in enhancing reading skills from everyday vocabulary: the words will assist pupils in text comprehension. Another view is that the words will aid the pupils' comprehension of the material if they appear in a similar context. Vocabulary is one factor that significantly facilitates pupils' comprehension of the material. If the word is familiar and used in the same context, it will trigger the pupils' prior knowledge.

B. Recommendations

Based on the conclusions above, some suggestions will be given to further researchers, teachers, and students.

1. For Teachers

Teachers are required to be able to assist students in enhancing their English vocabulary through methods such as assigning vocabulary-focused homework or providing a vocabulary list for pupils to study at home.

2. For Students

Students are encouraged to engage in extra activities outside of school to expand their vocabulary like using English more often than before at or outside of school. In addition, this is meant to keep them using their newly acquired vocabulary, making it easy for them to remember and apply words accurately.

3. For Future Researchers

Due to the study's limitations, the writer concludes that future research with a bigger sample size is required to acquire more information regarding the role of language in daily activities in enhancing students' reading skills. In addition, an experimental study is encouraged for future researchers to directly observe the growth of students' reading skills and gain further information.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16652/UN.08/FTK/KP.07.6/11/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Syarifah Dahliana, M.Ag., M.Ed., Ph.D | Sebagai Pembimbing Pertama |
| 2. Rita Hermida, M. Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Syarifah Mabur Walmaqfirah
- NIM : 170203186
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Memorizing Vocabulary in Daily Activity to Improve Reading Ability
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021
Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Melampirkan surat kompromi.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12333/Un.08/FTK.1/TL.00/09/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
2. Kepala SMAN 1 Kuta Baro

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SYARIFAH MABRUR WALMAQFIRAH / 170203186**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Cot Mancang, Kec. Kuta Baro, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Memorizing Vocabulary in Daily Activity to Improve Reading Skill*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 Oktober 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Habiburrahim, M.Com., M.S., Ph.D.



PEMERINTAH ACEH
DINAS PENDIDIKAN
**CABANG DINAS WILAYAH KOTA BANDA ACEH
DAN KABUPATEN ACEH BESAR**

Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh KodePos: 23239
Telepon: (0651) 7559512, Faksimile: (0651) 7559513 7559513, E-mail : cabang.disdik1@gmail.com

REKOMENDASI

Nomor: 421.3/ 2813

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan in memberikan Rekomendasi kepada :

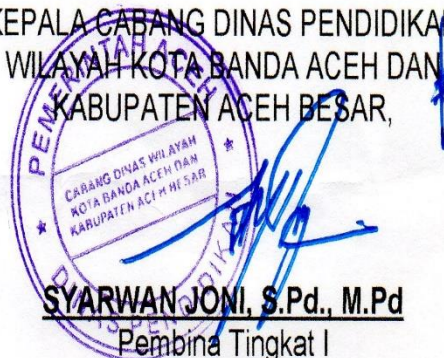
Nama : Syarifah Maburr Walmaqfirah
NPM : 17203186
Judul : *Memorizing Vocabulary in Daily Activity to Improve Reading Skill.*

Untuk Melakukan Penelitian Ilmiah dalam rangka penulisan skripsi di SMA Negeri 1 Kuta Baro Kabupaten Aceh Besar, Sesuai dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Universitas Islam Negeri Ar Raniry Banda Aceh Nomor : B-12333/Un.08/FTK.1/TL.00/09/2022, tanggal 24 Oktober 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 24 Oktober 2022

KEPALA CABANG DINAS PENDIDIKAN
WILAYAH KOTA BANDA ACEH DAN
KABUPATEN ACEH BESAR,


SYARWAN JONI, S.Pd., M.Pd
Pembina Tingkat I

NIP. 19730505 199803 1 008



PEMERINTAH ACEH

DINAS PENDIDIKAN

SMA NEGERI 1 KUTA BARO

Jln. Blang Bintang Lama km 11,5 Bueng Cala, Kuta Baro, Aceh Besar kode Pos 23372
Telepon, (0651) 3615979, Email. smansatukutabaro@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor. 420 / 170 / 2022

Sehubungan dengan Surat Rekomendasi dan izin Pengumpulan Data Penyusunan Skripsi dari Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar, Tanggal 24 Oktober 2022 Nomor : 421.3/G.1/2813, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Kuta Baro Kabupaten Aceh Besar menerangkan Bahwa :

Nama : Syarifah Mabruur Walmaqfirah
NIM : 17203186
Jurusan / Prodi : Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Universitas : Universitas Islam Negeri Ar-Raniry

Benar yang namanya tersebut di atas telah mengadakan / melakukan Penelitian dan Pengumpulan Data Dalam rangka Penyusunan Skripsi pada tanggal 25 S/d 29 Oktober 2022 di SMA Negeri 1 Kuta Baro Aceh Besar yang berjudul:

“Memorizing Vocabulary In Daily Activity To Improve Reading Skill”

Demikian Surat Keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya

Kuta Baro, 31 Oktober 2022
Kepala SMAN 1 Kuta Baro



Ahlul Fikri, S.Pd, M.Pd
Pembina Tingkat I
NIP. 19800619 200604 1 022



APPENDIX E

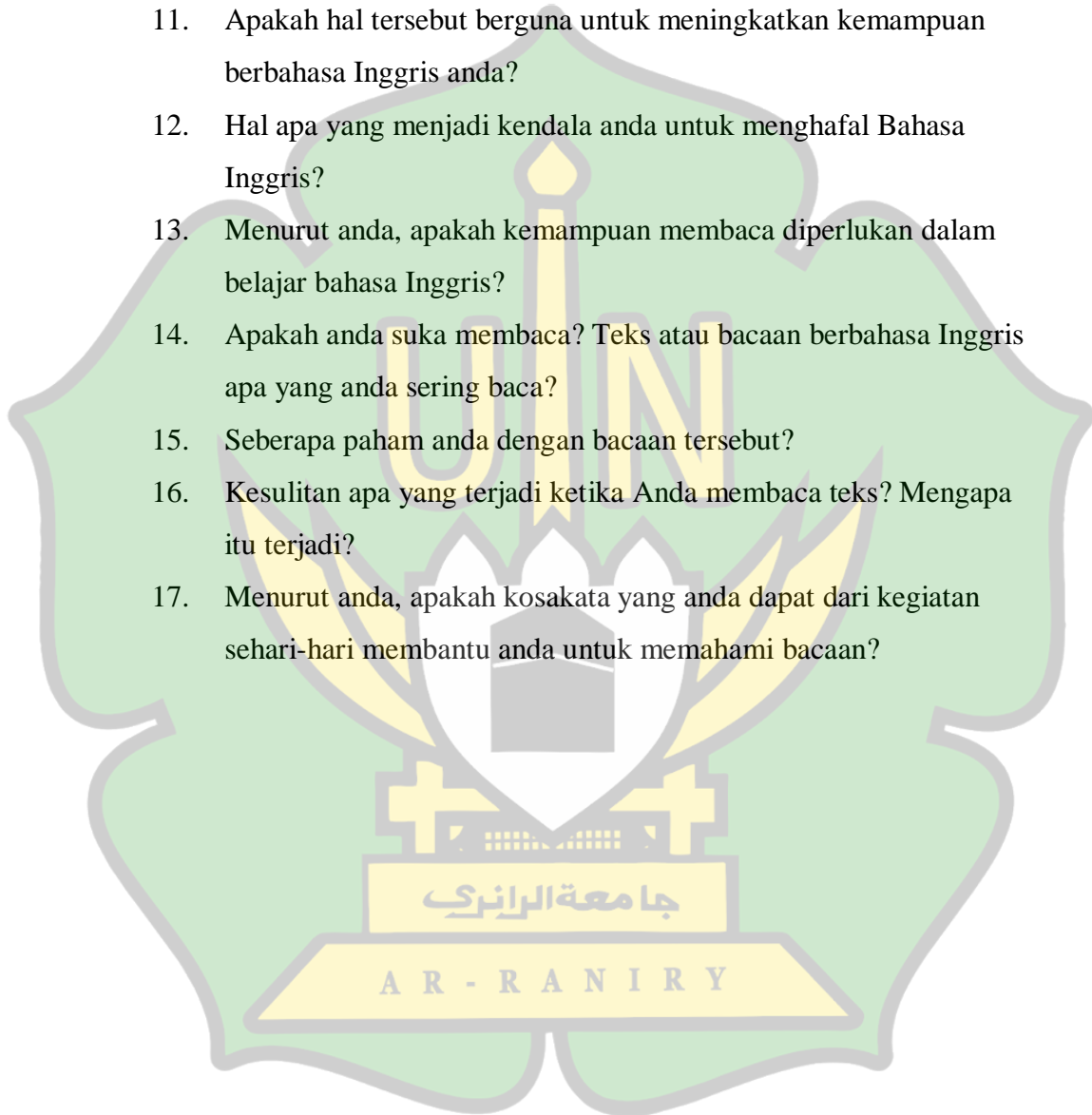
INTERVIEW PROTOCOL

This data is needed for thesis research entitled "**Memorizing Vocabulary in Daily Activities to Improve Reading Skill (Students of SMAN 1 Kuta Baro)**". The aims to find out the kind of daily activity that can help students to get and memorize vocabulary and how students relate their daily vocabulary mastery progress to their reading competency. This study used semi-structure interview which is recorded through phone call. The interview process will take about 15-20 minutes.

Questions:

1. Pernahkah Anda mempraktikkan kosakata bahasa Inggris dalam kegiatan sehari-hari Anda?
2. Dimana dan kapan biasanya anda menggunakan Bahasa Inggris?
3. Kenapa anda menggunakan Bahasa Inggris?
4. Bagaimana anda menggunakan kosakata selama anda di rumah?
5. Biasanya, kegiatan sehari-hari apa yang membuat anda mendapatkan lebih banyak kosakata Bahasa Inggris?
6. Ketika anda menghabiskan waktu untuk melakukan hobby (sepeerti: bermain game, memasak, menonton, dsb.) apakah anda sering menemukan kosakata baru?
7. Pernahkah anda menggunakan Bahasa Inggris dalam bermedia social? Seperti update status, chat, posting, etc.
8. Ketika anda menemukan kosakata baru yang tidak anda ketahui artinya, apakah anda tertarik untuk mencari tahu?
9. Apakah kosakata tersebut dapat anda ingat dengan mudah?

10. Apakah ada metode tertentu yang anda gunakan untuk mudah mengingatnya? Seperti menuliskan atau membuat kalimat dari kata tersebut
11. Apakah hal tersebut berguna untuk meningkatkan kemampuan berbahasa Inggris anda?
12. Hal apa yang menjadi kendala anda untuk menghafal Bahasa Inggris?
13. Menurut anda, apakah kemampuan membaca diperlukan dalam belajar bahasa Inggris?
14. Apakah anda suka membaca? Teks atau bacaan berbahasa Inggris apa yang anda sering baca?
15. Seberapa paham anda dengan bacaan tersebut?
16. Kesulitan apa yang terjadi ketika Anda membaca teks? Mengapa itu terjadi?
17. Menurut anda, apakah kosakata yang anda dapat dari kegiatan sehari-hari membantu anda untuk memahami bacaan?



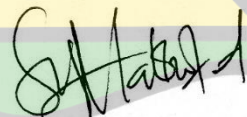
AUTOBIOGRAPHY

1. **Name** : Syarifah Maburr Walmaqfirah
2. **Place/Date of Birth** : Ujung Batu/03 February 2001
3. **Sex** : Female
4. **Religion** : Islam
5. **National/ethnic** : Indonesia/Acehnese
6. **Marital Status** : Married
7. **Address** : Desa Cot Mancang, Kuta Baro, Aceh Besar
8. **Parents**
 - a. **Father's Name** : Said Miswar
 - b. **Mother's Name** : Syarifah Rahmani
9. **Education Background**
 - a. **SD** : SDN 7 Labuhan Haji, Graduated in 2011
 - b. **SMP** : SMPN 1 Labuhan Haji, Graduated in 2014
 - c. **SMA** : SMAN 5 Banda Aceh, Graduated in 2017
 - d. **University** : English Language Education Department,
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Banda Aceh, 12 December 2022

The writer,

A R - R A N I R Y


Syarifah Maburr Walmaqfirah