

Vocabulary Language Prediction (VLP) to Enhance Students' Reading Achievement in Narrative Text

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Received:
29 January 2022

Revised:
28 June 2022

Accepted:
29 June 2022

Published:
27 July 2022

Abstract

Reading comprehension plays a vital role in entertaining and gaining some information. The teacher-researcher needs to do a pre-reading activity to scaffold students' reading comprehension in narrative text. VLP (Vocabulary, Language, Prediction) is an appropriate strategy to improve students' reading achievement by mastering vocabulary before the main reading activity. The students in grade X of SMK with low English reading achievement were taught English, especially reading comprehension in narrative text. Before the strategy was implemented, the average score was 41.1. Then, the Classroom Action Research was conducted, and the VLP strategy was applied. After implementing two cycles of CAR, the average score reached 77.8. It proves that by applying the VLP strategy, students can improve their reading comprehension. Students' motivation in learning English also increased as well as their self-confidence to express their thoughts in class discussions.

Keywords: reading strategy, vocabulary mastery, pronunciation mastery, words prediction, pre-reading activity

Introduction

Reading is a significant skill that learners should know. Learners read texts for various goals, from gaining information to enjoyment. Reading helps EFL learners be familiar with their majors' subjects and improve their language knowledge. Kim & Anderson (2011) and Salehi, Lari & Rezanejad (2014) expressed that reading has a crucial role in completing all university courses. Although EFL learners are proficient in their language, they usually have many problems comprehending texts. Sanchez (2017) also stated reading comprehension is a deep mental process in understanding essential information. Some actions must increase reading comprehension, such as metacognitive strategies.

Achieving a good English reading comprehension score remains difficult for Vocational High School (SMK) students. Despite this, Gilakjani & Sabouri (2016) argued that reading is essential to completing all education courses. As a result, many EFL students struggle to grasp texts. It is following Sutarsyah (2008), who



stated reading is very important in the learning process at school and in life. It is known that texts are read for some reasons, ranging from learning to entertainment.

Students who want to improve their knowledge must have high reading comprehension at school and college. Rayner, Foorman, Perfetti & Pesetsky (2001). defined reading comprehension as a reading engagement in which the purpose is to comprehend the text. That is the collaboration of groups of words in the text and the readers' prior knowledge to grasp the text being read. Furthermore, according to Nesamar, Saratha & Teh (2005), reading entails understanding and pronouncing words in a written text. Finally, according to Aloqaili (2012), reading aloud is an interactive strategy that employs both top-down and bottom-up reading processes; consequently, this activity is supported by schema theory, as reading is a cognitive process that involves comprehending meaning. In his literature study, Aloqaili (2012) also argued a relationship between good reading comprehension and critical thinking. He also stated that the reader's prior knowledge played an essential role in reading comprehension.

The narrative text is a genre taught and included in one based competence in the Vocational High School curriculum. According to Djatmika & Wulandari (2013), a narrative text is a text that aims to entertain the readers. It is added by Rebecca (2010), a narrative text that connects a sequence of logical stories impacted by various events. The students of *X Agribisnis Ternak Ruminansia (X ATR)* of SMKN in Kabupaten Malang need to develop their reading comprehension skills, particularly in narrative text. Their reading achievement in the pre-test is still below the Minimum Completeness Standard (SKM). That is 70. While the students got 41.1. The students' challenges with reading comprehension stemmed from a lack of vocabulary knowledge on their behalf. As one of the knowledge areas of language, vocabulary is essential for learners learning a new language (Cameron, 2001).

Vocabulary, grammar, and prior knowledge play a critical role in reading abilities. EFL teachers should use various instructional strategies to improve the students' vocabulary knowledge as a scaffolding for reading comprehension to meet vocabulary mastery requirements. In addition, some methods and techniques are required to assist them in achieving a considerably higher reading comprehension score. Before reading in-depth, students must prepare, which necessitates pre-reading activities. Therefore, the significance of an instructional lesson's pre-reading or readiness stage, on the other hand, cannot be emphasised. Background information is provided, new knowledge is related to current knowledge, reading aims are identified, and essential vocabulary terms are pre-taught during this stage. There are two types of pre-reading tactics: vocabulary and prediction strategies, with varying student and instructor involvement.

The strategies used in teaching reading can significantly improve students' reading comprehension achievement (Mistar, Yanti & Zuhairi, 2016). The strategies are methods that readers can apply to make reading more active, competent, and intentional. Gilakjani and Sabouri (2016) discovered that reading comprehension strategies make it easier to understand the material. It is also stated that good reading strategies include predicting, forecasting, deducing, summarising, analysing, and assessing. Goundar (2015), in his study on literature, described that learners need to apply various strategies independently to enrich their vocabulary; therefore, they will become successful language learners.



The VLP (Vocabulary Language Prediction) strategy is used as a pre-reading activity to scaffold the main reading activity. According to Wood & Robinson (1983), repeated by Wiesendanger (2001), Vocabulary, Language and Prediction (VLP) is a collaboration of vocabulary, language production, and prediction activity done to prepare reading comprehension activity. This method assists students in developing strong vocabulary skills. Before reading, students apply the VLP technique to learn new vocabulary. Later on, students use the vocabulary as a basis for predicting what might happen in the assigned reading selection, making them have better reading comprehension achievement.

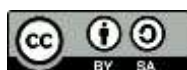
Furthermore, the study of guessing or principally applying to a reading text was held in Japan by Day, Hamamatsu & Komura (1991) in Goundar (2015). The sample in this study was 181 high school and 397 university students whereby they were given a short story to read, then when the high school and university students had to do a quiz, they had the same results. Both of them are good. Furthermore, Fan (2020), based on his study on Chinese to the English as a Foreign Language (EFL) Learners, stated that predicting or guessing strategies can improve learners' vocabulary mastery. Also, it supported that vocabulary learning be strategically integrated into the whole English learning process.

Supporting the descriptions above, the researchers would like to do Vocabulary Language Prediction (VLP) strategy in the pre-reading activity. It is also stated that VLP can be done at any level for language learners. As Azizifar, Roshani, Gowhary & Jamalinesari (2015) says in their study in a high school in Iran, the pre-reading stage is a practical activity to improve students' reading comprehension achievement. Students will learn how to master the vocabulary used in the main reading activity to comprehend the text easily in the pre-reading session. Goundar (2015) defines in his literature study of Vocabulary Learning Strategy of English as Foreign Language (EFL) Learners that English teachers need to apply various strategies to make their students acquire vocabulary to achieve good reading comprehension. It is concluded that vocabulary learning strategies consist of metacognitive, cognitive, memory, and activation (Ghazal, 2007). In which metacognitive the learners need to identify the words for comprehension. Then in the cognitive strategy, prediction or guessing are applied using linguistics items. Furthermore, in the memory strategy, repetition and association are involved. Then the last strategy is activation, where the words learned before are applied in various contexts.

Thus, based on the preceding, the study intends to investigate the improvement of English reading achievement in the narrative text of X-grade students of SMK in Kabupaten Malang by implementing a VLP strategy.

Method

This study is a Classroom Action Research (CAR) intended to determine the implementation of an innovative instructional strategy to improve students' soft and hard skills. Latief (2019) argued CAR could enhance the quality of teachers and students in the teaching and learning process. Latief (2019) described the method in CAR's cycles as planning, acting, observing, and reflecting. When one cycle is



insufficient to reach the required success criteria, it must be repeated with some alterations to the strategy's implementation.

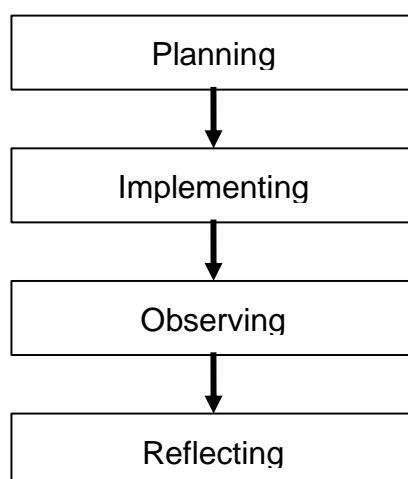


Figure 1. The method of CAR (Latief, 2019)

The subject of this study is the students of X of SMK in Kabupaten Malang. There are 36 students in this group, consisting of twenty-six male and ten female students.

The students have been learning English since they were in grade seven of Junior High School, yet they still have difficulty comprehending what they are reading. The preliminary analysis of their reading comprehension score reveals that they are still below the Minimum Completeness Standard (SKM) of SMK in Kabupaten Malang. Their English achievement was taken from the pre-test before implementing the VLP strategy. The average score was 41.1. It was far from the Minimum Completeness Standard (SKM), 70.

Findings and Discussion

This Classroom Action Research of VLP had been done in two cycles. The rundown of each cycle is displayed in the tables below.

Below is a table of the research time of the first cycle of the Classroom Action Research methods done in this study.

Table 1: Cycle 1 Research Time

Steps	Action	Time
Planning	Preparing Pre-test	22 November 2021
	Organising Lesson Plan	23 - 24 November 2021
	Developing VLP worksheets	25 November 2021
	Developing Observation sheet	26 November 2021
Implementing and Observing	Meeting 1 (Vocabulary)	1 December 2021
	Meeting 2 (Oral Production)	3 December 2021
	Meeting 3 (Word Prediction)	6 December 2021



	Meeting 4 (Reviewing Prediction and Vocabulary)	8 December 2021
Reflecting		9 and 10 December 2021

Below is a table of the research time of the second cycle of the Classroom Action Research methods done in this study.

Table 2: Cycle 2 Research Time

Steps	Action	Time
Planning	Preparing to revise the strategy	10 and 11 December 2021
	Organising revised lesson plan	11 December 2021
	Developing a revised VLP worksheet	12 December 2021
Implementing and Observing	Meeting 1 (Vocabulary)	13 December 2021
	Meeting 2 (Oral Production)	15 December 2021
	Meeting 3 (Word Prediction)	17 December 2021
	Meeting 4 (Reviewing and Post-test)	20 December 2021
Reflecting		21 and 22 December 2021

Cycle 1

Planning

The researchers prepared a VLP strategy to improve students' English achievement in narrative text. The teacher-researchers organised lesson plans and research instruments, including students' worksheets and observation sheets, to gather information. The targeted criterion of success was also determined. That was 70. The VLP strategy had been implemented in four meetings of 2 x 30 minutes.

Implementing

Meeting 1 (Vocabulary)

The 36 students in the class were grouped into 6. The result was that one group consisted of six students. Then, the teacher introduced the lesson by writing the title "An Old-man and A Farmer" on the board while asking questions: "What do you think about these words?" Then listed some possible words on the board. Next, the teacher distributed the VLP worksheet. It consisted of the closed-test text "An Old-man and A Farmer." Then the students were asked to find the synonyms and the antonyms of the words and make word categorisation. Next, the dictionary was used to see the definition of the words. Next, the teacher asked the students in the structural analysis: "Which words mean 'terrible'?" The answer is 'heavy burden.'



Then, the students made a list of some vocabularies on the board while other students guessed the meaning of those vocabularies and wrote them down. Afterwards, the teacher asked the students to brainstorm the text and describe their ideas. The teacher also shared the story related to the concept of the text to scaffold the assignment. Finally, each group should verbally explain and write the text in their worksheets.

In this step, the teacher-researcher can gather qualitative data from the observation of the students. Many students were not brave enough to put their opinions on the board, and their answers in identifying the meaning of some words written on the board were still dubious. They did not realise the meaning of the new words when they were asked to write them down. Some students were forced to come to the front and write down the new vocabulary by the teacher.

There were still many mistakes in choosing the appropriate words to fill in the blanks on the worksheets completed by the students in their groups.

Meeting 2 (Oral Language)

Oral Language was the topic of the second meeting of the VLP implementation in the Classroom Action Research. The students learned how to appropriately pronounce English words and sentences in this section. As the source of oral production, the teacher led the students by pronouncing words and pronouncing the exact words and sentences.

Before beginning the session, the teacher reminded the students of their previous meeting and brainstormed what they had learned in the last lesson. Next, the teacher asked questions based on the students' prior knowledge. Furthermore, the teacher utilized preutilised phonetic sounds, and word categories to introduce new vocabulary to the students. The students' responses to each question were correctly recorded and in their workbooks. During this phase of the class, the students were not permitted to consult the dictionary. The teacher then introduced the appropriate pronunciation of each word on the board by producing oral production, which the students followed. The students must repeat the words as the teacher speaks them.

The students were then instructed to describe the part of speech of each word presented on the board in the form of sentences as part of semantic analysis. The teacher also asked the students about the phonic research. The question is: "In which words do you find the same sound of 'i' in 'seeds'?"

In the second step, the teacher-researcher obtained the data from the observation during the lesson. The students seemed very motivated in the oral production section. In addition, they were very motivated to learn pronunciation. Although some students looked nervous when producing oral English words, they progressively gained confidence in their ability.

Meeting 3 (Prediction)

Given a topic, the students are instructed to work in groups. They are still in the previous groups, as in meeting one and two. At this meeting, they were asked to make predictions about the word based on their prior knowledge. The teacher-researchers wrote the students' responses on the board to make them visible. The students were then required to read the text aloud in groups, utilising highlights, sticky notes, or notes as a reading comprehension strategy. The teacher prepared a



worksheet with text in it. The text title was "A Fox and A Cat." The questions designed are related to the text. They were categorised into characterisation, setting, mood or feeling, and events. Then the teacher recorded the students' answers on the board. It was aimed to improve the students' reading comprehension while reading the text in this lesson.

Characterisation

The teacher asked questions in front of the class: "Which words tell you the story about?"

Half of the groups (three groups) gave the correct answer about the characterisation of the text.

Setting

The teacher asked the students: "According to you, where the story takes place?"

Although the setting of the story was defined implicitly, five of six groups answered correctly that the setting is under a tree or in the jungle.

Mood or Feeling

"Do any words show the mood or the feeling in the story?" asked the teacher.

Three of six groups answered correctly that the mood and feeling in the story were boasted and clever, as well as the word 'silently' for the cat sitting under the tree.

Reality or Fantasy

The teacher asked, "Do you think this story will be fantasy or reality?"

The students in all groups said that the story was fantasy.

Events or outcomes

The teacher asked: "Which keywords show the story's events?"

All groups had correct answers about the events and the outcomes although they expressed them in different sentences.

After asking students to comprehend the text, the teacher asked the students to read silently, use highlights, and make notes as reading comprehension strategies.

Meeting 4 (Reviewing Prediction and Vocabulary)

The students in groups handed completed VLP worksheets done during the strategy of VLP was implemented and the copies of the text as well. There are two texts, 'An Old-man and A Farmer' and 'A Fox and A Cat.'

The teacher then gave the X ATR-1 a post-test of narrative text. The texts in the post-test were learned as part of the VLP strategy implementation.

Observing

Through the observation, the teacher-researcher gather qualitative data on the students' attitudes during the implementation of the VLP strategy. Four male students' (11.1%) look unengaged in the learning session while implementing



vocabulary lessons in meeting one. Then the teacher had to ask them to pay more attention to the class. Then, the students' engagement during the implementation of VLP in the second meeting, which was oral language production, was better. Only three male students (8.3%) do not engage in the lesson. The other was the implementation of VLP in the third meeting, which was the prediction. Almost all the students enjoy the study about prediction. Only one student (2.8%) looked unengaged in the lesson.

Reflecting

In Classroom Action Research, the data analysis is in the reflecting stage. The teacher-researchers analysed the observation sheets, which contained information about the students' participation during meetings 1, 2, 3, and 4. The observation sheet showed that not all the students participated in the classroom activities during implementing the VLP strategy. The students appeared to lack confidence and the ability to express their opinions. They could answer the questions responsively when writing them down in their notebooks or worksheets. Only a few students had the courage and confidence to interact with their teammates in a class during class discussions. The researcher also collected the completed VLP worksheets. For example, the teacher-researcher noticed the students' correct or incorrect predictions and responses in the reviewing session in meeting three from the worksheet.

The teacher-researcher collected the quantitative data of students' post-test. From the post-test, the average score was below the targeted criteria of success, which is 67.5. Consequently, the second cycle must be held to reach the targeted criteria of success, 70.

Cycle 2

Planning

The teacher-researcher revised the lesson plan used in the first cycle; hopefully, the revised one will have the students reach the targeted criteria of success. The revision part was just part of VLP strategies that did not change the strategy. The subjects of the research were still the same. They are the students of X ATR-1 of SMKN in Kabupaten Malang in the academic year of 2021/ 2022. The strategy will be implemented in four 2 x 30 minutes meetings in the classroom.

Implementing

Meeting 1 (Vocabulary)

The 36 students in the class were divided into nine groups, with four people in each. The teacher-researcher began the session by writing "An Old-man and a Farmer" on the board and asking students, "What do you think about these words?" Then the teacher began to write some words related to the title. Then the students continued to report the list of probable words to learn on the board connected to the text. Students' understanding of the terms was improved by the teacher-researcher recalling prior knowledge of something relevant to the words. After all the students participated in the class, the teacher passed them the VLP worksheet. It was made out of from A Man and A Farmer," closed-test text. The students were then asked to identify synonyms and antonyms and cacategorisehem. The definitions of the



words were found using a dictionary in this section. Following that, during the structural analysis. Then, for an example, the teacher asked the students in the structural analysis, "Which words have a prefix meaning "terrible"?" "Heavy burden" is the answer.

The students then created a list of vocabulary words on the board, while others guessed their meaning and wrote it down on the board. The teacher then encouraged the students to brainstorm ideas for the text and describe them. The teacher also presented a narrative relating to the text's main topic to scaffold the assignment. Finally, each group should tell the text verbally and write them down in their worksheets.

In this step, the teacher-researcher gathered qualitative data from the observation sheet. It differed from the first cycle because practically every student participated in the learning process. In addition, they appeared to be quite enthusiastic about learning narrative text. As a result, the students did not hesitate to come in front of the class, write their thoughts on the board, and express their opinions verbally.

Even though there were still a few grammatical errors, it was much better than what the students did in the first cycle, filling in the blanks on worksheets that their groups had already finished.

Meeting 2 (Oral Language)

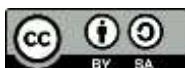
Oral Language was the topic of the second meeting of the VLP implementation in this Classroom Action Research. The students learned how to appropriately pronounce English words and sentences in this section. As the source of oral production, the teacher will lead the students by pronouncing words, followed by the students pronouncing the exact words and sentences as the teacher.

Afterwards, the teacher reminded the students of their previous meeting and brainstormed what they had learned during the last lesson. Next, , the teacher asked a series of questions based on the students' prior knowledge.

Furthermore, the teacher utilised prefixes, phonetic sounds, and word categories to introduce new vocabulary to the students. The students' responses to each question were appropriately recorded and in their workbooks. During this phase of the class, the students were not permitted to consult the dictionary. The teacher then introduced the appropriate pronunciation of each word. The teacher wrote several words and their phonetic transcriptions on the board. In addition, the teacher demonstrated how to pronounce each phonetic symbol on the board, which the students followed. The students must repeat the words as the teacher speaks them. Then they practised it repeatedly.

The teacher then put those words in the sentences and wrote them down on the board. Then the students were assigned to describe the part of speech of each word in the sentences on the board, which was part of the semantic analysis. The teacher also inquired about phonic analysis with the students. For example, "In which words do you discover the same sound of "i" as in "seeds?" asks the question.

The data for the second meeting came from the observations made during the lesson by the teacher-researcher. In the oral production part, the students appeared to be highly enthusiastic. They were pretty excited about learning pronunciation.



All the students seemed to enjoy and be excited about practising pronunciation in the second cycle. Their self-confidence grew.

Meeting 3 (Prediction)

The students are instructed to work in groups. The members of the groups were smaller than the groups' members in the first cycle. The students were still in the previous groups, as in meeting one and two. At this meeting, they were asked to make predictions of the words based on their prior knowledge. The teacher gave more time to recall students' prior knowledge for predicting the meaning of the words in the text provided than in the first cycle. The teacher-researchers wrote the students' responses on the board to enhance comprehension.

The students were then required to read the text aloud in groups, utilising highlights, sticky notes, or notes as a reading comprehension strategy. The teacher prepared a worksheet with text in it. The text title was "A Fox and A Cat." The questions designed are related to the prediction. They were categorised into characterisation, setting, mood or feeling, reality or fantasy, and events or outcomes. All of the questions were based on the text provided. Then the teacher recorded the students' answers on the board. It was aimed to improve the students' reading comprehension while reading the text in this lesson.

Characterisation

The teacher asked questions in front of the class: "Which words tell you the story about?" All groups gave the correct answers about the characterisation of the text. It can be concluded that all the groups answered the words, "One day a cat and a fox were having a conversation, and the fox boasted how clever she was. However, the dogs came and tore her into pieces" as the words that tell the reader about the story.

Setting

The teacher asked the students: "According to you, where did the story take place?" All of them stated that the story's setting is near the tree. It could be under the tree as well. However, one group noted that the location was in a vacant lot in a village. They also reasoned that the empty area was far away from residential areas on the outskirts of the village.

Mood or Feeling

"Do any words show the mood or the feeling in the story?" asked the teacher. The groups answered by concluding all answers about the mood and feelings of the characters in the story. The group answered the fox was arrogant but confused about making a decision. While the cat was humble and the dogs were strong.

Reality or Fantasy

The teacher asked, "Do you think this story will be fantasy or reality?" The students in all groups said that the story was fantasy. All the groups agreed that the story was fantasy.

Events or outcomes



The teacher asked: "Which keywords show the story's events?"

All groups stated the correct answers about the story's events and outcomes. From the groups' opinions, it can be concluded that the events in the story were in words, "the cat and the fox are having a conversation, then the fox boasted to the cat that she has hundreds of tricks to run away from dogs. After that, the barking of some dogs was heard, and the cat climbed a tree while the fox sat silent, confused. The outcomes were the dogs tore the fox into pieces.

After asking students to comprehend the text, the teacher asked the students to read silently, use highlights, and make notes as reading comprehension strategies.

Meeting 4 (Reviewing Prediction and Vocabulary)

The groups handed out VLP worksheets completed during the VLP implementation strategy and copies of the material. "An Old-man and a Farmer" and "A Fox and a Cat" are the two texts.

The teacher then gave the students a narrative text post-test as an evaluation. Individually, the post-test was completed. The post-test texts are learned during the first and second cycles of this classroom action research when the VLP strategy was implemented.

Observing

Through the observation, the teacher-researcher gather qualitative data on the students' attitudes during the implementation of the VLP strategy. As a result, the students' engagement in the lesson and participation in each meeting improved. In addition, they looked enthusiastic in the classes on implementing the VLP.

Reflecting

During the reflecting step, the teacher-researcher analysed the data. Those are the observation sheet and the result of the post-test.

In the second cycle, most of the students took part in-class discussions. They looked more motivated, and their confidence in expressing their thoughts was evident. The difference between the first and second cycles was that the members of the groups were smaller in the second cycle. There are four students in each group. Nevertheless, it was observed that the students in each group could communicate easily.

The teacher-researcher also collects the completed VLP worksheets. The teacher-researcher noticed the students' correct or incorrect predictions and responses in meeting three from the worksheet in the reviewing session. Also, the teacher-researcher collects the quantitative data of students' post-test. From the post-test, it could be concluded that the average score was above the KKM, which is 77.8. In conclusion, cycle 2 of the VLP strategy implementation was appropriately done so that the students of X-grade of SMK in Kabupaten Malang could reach the targeted criteria of success.

The summary of the implementation of VLP in this CAR can be seen in the table below.

Table 3. The Summary of Cycles 1 and 2 in Conducting VLP



Steps	Cycle 1	Cycle 2
Planning	VLP	VLP
Implementing	Divided into six groups in a class	Divided into nine groups in a class
Observing	<p>Meeting 1</p> <ul style="list-style-type: none"> • Many students did not brave enough to share their opinions in front of the class. • The students felt doubt in identifying the meaning of the words. • There were still many mistakes that the students made the grammatical errors. <p>Meeting 2</p> <ul style="list-style-type: none"> • The students looked motivated in learning pronunciation; although some looked nervous when producing oral English words, they progressively gained confidence in their ability on it. <p>Meeting 3</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> • Characterization Half of the groups (three groups) gave the correct answer about the characterisation of the text. • Setting Although the setting of the story was defined implicitly, five of six groups answered correctly 	<p>Meeting 1</p> <ul style="list-style-type: none"> • Every student participates in the learning process. • They appear more enthusiastic in the learning process. • The students were brave enough to share their thoughts and express their opinions verbally to the class. • The mistakes in grammatical errors were much better, less than they did in the first cycle. <p>Meeting 2</p> <ul style="list-style-type: none"> • The students appeared highly enthusiastic. They were pretty excited about learning pronunciation. All of the students enjoy and be excited about practising pronunciation. • Students' self-confidence grew. <p>Meeting 3</p> <p>Reading comprehension</p> <ul style="list-style-type: none"> • Characterization All groups gave the correct answers about the characterisation of the text. • Setting All groups answered correctly. The setting was under or near a tree in the jungle. Although one group answer that the



	<p>that the setting is under a tree or in the jungle.</p> <ul style="list-style-type: none"> • Mood or feeling Three of six groups answered correctly that the mood and feeling in the story were boasted and clever, as well as the word ‘silently’ for the cat sitting under the tree. • Reality or fantasy All the groups stated that the story was fantasy. • Events or outcomes All groups had correct answers about the events and the outcomes although they expressed them in different sentences. <p>Meeting 4 Evaluation test Students’ average score was 67.5</p>	<p>setting was in a vacant lot. However, they said that the vacant lot was far away from the village. Therefore, there were wild dogs and fox there.</p> <ul style="list-style-type: none"> • Mood or feeling The groups answered by concluding all answers about the mood and feelings of the characters in the story: the fox was arrogant, the cat was humble, and the dogs were strong. • Reality or fantasy All the groups stated that the story was fantasy. • Events or outcomes Three groups stated one correct outcome and missed another one. The other six groups stated the correct answers about the story’s events and outcomes. <p>Meeting 4 Evaluation test Students’ average score was 77.8</p>
Reflecting	<ul style="list-style-type: none"> • Not all the students took part in the classroom activities. • The students appeared to lack confidence. • The students appeared to lack the ability to express their ideas. • The student could answer the questions reasonably effectively when writing them down in their notebooks or worksheets. 	<ul style="list-style-type: none"> • Most of the students took part in the class discussion • The students were more motivated to express their thoughts. • The students’ confidence increased. • Since the group members were smaller than the groups in the first cycle, the students in each



	<ul style="list-style-type: none"> • Only a few students have the courage and confidence to interact with their teammates during class discussions. 	group could communicate effectively.
Average evaluation score	67.5	77.8

Discussion

The VLP strategy was used as a pre-reading activity before heading to the main reading activity. This study revealed the students' reading comprehension was improved by doing the pre-reading activity. In the pre-reading session, students learned how to master the vocabulary used in the main reading activity to comprehend the text easily. It was in line with the study done by Azizifar et al. (2015). The study held in an Iran high school stated that the pre-reading stage is a practical activity to improve students' reading comprehension.

Translating target language words into students' native language can help them increase reading motivation. Rasheed (2014) suggested that, unlike native and skilled readers, EFL students generally like to know the meaning of each word they encounter in a text. As a result, the students can engage with their vocabulary.

Students also need appropriate time to observe words' meaning in the pre-reading activity before getting into the main reading activity. Controlling speed can free readers from experiencing the stress that might exist in which they have no control over the speed rate at which they receive the message (Zarfsaz & Yeganehpour, 2021). This exploring words' meanings can decrease students' anxiety during reading activities.

The VLP strategy enhanced students' reading performance by improving their motivation to learn and building their confidence in learning English. Krepel et al. (2021) suggested that verbal learning was a unique predictor of vocabulary and reading. The employment of pre-reading strategies in reading lessons facilitates reading comprehension by activating prior knowledge and stimulating students' motivation in reading classes (Rasheed, 2014). Thus, the students could express their opinion better in-class discussions.

Therefore, in the main reading activity, the students can easily understand and read the text aloud since they have learned how to pronounce the words in the text. Indeed, this condition can increase the students' confidence in learning English. As proof, in the second cycle, the students can go beyond the targeted criteria of success. Their average score in the post-test was 77.8.

Therefore, the VLP strategy successfully enhanced students of X-grade of SMK in Kabupaten Malang in reading comprehension in narrative text.

Conclusion

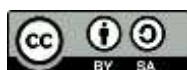
Appropriate learning strategies must be applied to increase students' reading comprehension skills. Using a VLP strategy during the pre-reading activity is one strategy. In addition, the students will better understand the vocabulary provided during the main reading activity.



Because students also learned how to pronounce English words appropriately and correctly, the VLP strategy enhanced students' reading performance by improving their motivation to learn and building their confidence in learning English. As a result, the students could express their opinion in the class discussion. The teacher-researcher recommends that the next researcher do the VLP strategy in a blended learning

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