

**STUDENTS' READING COMPREHENSION AND VOCABULARY
STRATEGIES IN ACHIEVING PIN STAR REWARD IN ENGLISH
LEARNING
THESIS**



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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2026**

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STRATEGIES IN ACHIEVING PIN STAR REWARD IN ENGLISH
LEARNING**

Submitted to the Board Of Examiners in Partial Fulfillment Of the Requirement
For the Degree Of English Language Teaching (S.Pd) in the English Education
Department



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MALANG
2026**

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LEARNING**

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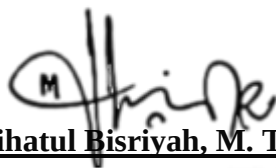
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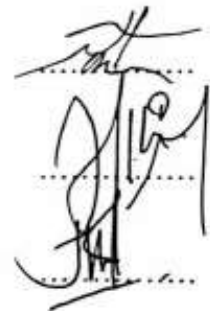
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Assalamu'alaikum Wr. Wb.

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DEDICATION

This thesis is sincerely and respectfully dedicated to:

1. For myself, you are doing great for all your struggles to finish this research. Good job.
2. My beloved parents, Mrs. Umami and Mr. Ahmad Muhtar, who have consistently provided moral and material support, as well as endless prayers for the success of my studies, and also my dearest brothers, M. Doni Arma, Moh, and Widya Mahendra. I love you all.
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5. ABA 16 Kindergarten Family, thank you for all the support, encouragement, and assistance to the researcher in completing this research.
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8. SIMFONI FM Family, thank you for being my second home.

Nadia Azira

MOTTO

“Never let anything limit your desire to continue learning. Limitations do exist,
but you can overcome them without fear.”

-Zira-

STATEMENT OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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ACKNOWLEDGMENT

Bismillahirrohmanirrohim,

Assalamu 'alaikum Wr.Wb

Alhamdulillah Rabbil 'aalamiin, all praise be to Allah SWT, who has consistently given me the grace and courage to rise again after several setbacks throughout my studies, especially during the writing of this thesis. Furthermore, the Prophet Muhammad (peace be upon him) deserves praise and gratitude for guiding me to the truth, the glory of Islam, and the light of faith. Without a doubt, I would not have been able to complete my studies without the help, advice, and inspiration of my family, colleagues, and these institutions.

Therefore, as a researcher, I would like to express my special thanks to:

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2. Prof. Dr. H. Muhammad Walid, MA, as the Dean of the Faculty of Education and Teacher Training, UIN Maulana Malik Ibrahim Malang.
3. The Head of English Education Department, Maslihatul Bisriyah, M. TESOL, and all the beloved lecturers in the English Education Department.
4. To the writer's Advisor, Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed. Special thanks to my super advisor for all your patience and insightful feedback.
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I intend this thesis to be beneficial to readers, researchers, and other educators, and to improve the teaching and learning process in English language education. I realize that this thesis is far from perfect. Therefore, any input, recommendations, or suggestions would be greatly appreciated.

ARABIC TRANSLITERATION GUIDELINES

The transliteration guidelines used for the Arabic-Latin writing in this thesis are based on a joint decision made by the Ministers of Education and Culture of the Republic of Indonesia and Religion of the Republic of Indonesia, No. 158 of 1987 and No. 0543b/U/1987, which can be summarized as follows:

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	H	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	,	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F		=	

A. Long Vowel

Vowel (a) panjang = â

Vowel (i) panjang = î

Vowel (u) panjang = û

B. Diphtong

أَوْ = AW

أَيَّ = AY

أُ = U

إِي = I

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ABSTRACT

Azira, Nadia. 2026. Students' Reading Comprehension and Vocabulary Strategies in Achieving Pin Star Reward in English Learning. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Keywords: Reading comprehension strategies, vocabulary learning strategies, Pin Star Rewards, English learning.

This study explores the reading comprehension and vocabulary learning strategies used by students who earned a minimum of four stars in the Pin Star Reward Program at MAN 2 Lamongan, and also identifies how these strategies contributed to their success. Using a qualitative and descriptive approach, data from six students and an English teacher were collected through observation, interviews, and documentation. Findings indicated that students used strategies such as predicting, skimming, scanning, monitoring comprehension, inferring, guessing meaning from context, using translation tools, asking others, note-taking, and repetition. These strategies improved their comprehension, speed, vocabulary, and quiz scores. The Pin Star Reward Program motivated students to be more active, increased their learning motivation, and effectively implemented reading and vocabulary strategies, ultimately supporting students' achievement of awards in the program.

ABSTRAK

Azira, Nadia. 2026. Strategi Pemahaman Bacaan dan Kosakata Siswa dalam Meraih Penghargaan Pin Bintang dalam Pembelajaran Bahasa Inggris. Tesis, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Pelatihan Guru. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Kata Kunci: Strategi pemahaman bacaan, strategi pembelajaran kosakata, Penghargaan Pin Bintang, pembelajaran Bahasa Inggris.

Studi ini meneliti strategi pemahaman bacaan dan pembelajaran kosakata yang digunakan oleh siswa yang meraih minimal empat bintang dalam Program Penghargaan Pin Bintang di MAN 2 Lamongan dan juga mengidentifikasi bagaimana strategi-strategi tersebut berkontribusi pada keberhasilan mereka. Dengan menggunakan pendekatan kualitatif dan deskriptif, data dari enam siswa dan seorang guru Bahasa Inggris dikumpulkan melalui observasi, wawancara, dan dokumentasi. Temuan menunjukkan bahwa siswa menggunakan strategi seperti memprediksi, membaca sekilas (skimming), memindai (scanning), memantau pemahaman, menyimpulkan, menebak makna dari konteks, menggunakan alat bantu terjemahan, bertanya kepada orang lain, mencatat, dan pengulangan. Strategi-strategi ini meningkatkan pemahaman, kecepatan, kosakata, dan nilai kuis mereka. Program Penghargaan Pin Star memotivasi siswa untuk lebih aktif, meningkatkan motivasi belajar mereka, dan secara efektif menerapkan strategi membaca dan kosakata, yang pada akhirnya mendukung pencapaian penghargaan siswa dalam program tersebut.

خالصة

أزيرا، نادية. ٢٠٢٦. استراتيجيات فهم القراءة والمفردات لدى الطلاب في الحصول على جائزة «دبوس النجمة» في تعلم اللغة الإنجليزية. أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج.

المشرفة: د. ه. ليك راسكوف أوكتابريلينا، ماجستير في التربية.

الكلمات المفتاحية: استراتيجيات فهم القراءة، استراتيجيات تعلم المفردات، جائزة «دبوس النجمة»، تعلم اللغة الإنجليزية

تناولت هذه الدراسة استراتيجيات فهم المقروء واكتساب المفردات التي استخدمها الطلاب الحاصلون على أربع نجوم على الأقل في برنامج جائزة النجمة الدبوسية في مدرسة لامونجان الثانوية الحكومية رقم ٢، كما حددت كيف ساهمت هذه الاستراتيجيات في نجاحهم. وباستخدام منهج وصفي نوعي، جُمعت البيانات من ستة طلاب ومعلم لغة إنجليزية من خلال الملاحظة والمقابلات والتوثيق. أشارت النتائج إلى أن الطلاب استخدموا استراتيجيات مثل التنبؤ، والقراءة السريعة، والمسح الضوئي، ومراقبة الفهم، والاستنتاج، وتخمين المعنى من السياق، واستخدام أدوات الترجمة، وسؤال الآخرين، وتدوين الملاحظات، والتكرار. وقد حسّنت هذه الاستراتيجيات فهمهم وسرعتهم ومفرداتهم ودرجاتهم في الاختبارات. حقّز برنامج جائزة النجمة الدبوسية الطلاب على أن يكونوا أكثر نشاطاً، وزاد من دافعيتهم للتعلم، وساهم بفعالية في تطبيق استراتيجيات القراءة واكتساب المفردات، مما دعم في نهاية المطاف حصول الطلاب على الجوائز في البرنامج.

CHAPTER I

INTRODUCTION

This section discusses the background of the study, research question, research objectives, significance of the study, limitations of the study, and definitions of key terms.

1.1 Background of the Study

The four skills are listening, speaking, reading, and writing. Hearing, talking, interpretation, and inscription, particularly learning English, involve mastery of reading comprehension. Reading comprehension is an effort to understand, evaluate, and relate the text to the readers' experience. Identify the Author in the passage. When we are reading, we are using a variety of strategies to understand the text. Cultivating the ability to think critically to respond to conflicts. The ability to develop meaning, enhance insight, and enrich text, vocabulary, and language structure.

Reading, as a skill, plays an important part in the understanding of text. Understanding is important for supporting the success of learning. Also Not. However, reading comprehension is also an essential foundation for EFL students. Searching for unknown knowledge. It can also improve concentration and focus for an extended time. Reading is the key to knowledge, reads a popular quote, and this is what the Prague Declaration (UNESCO, 2003) says. The ability to locate information to perform a task is vital. Grasping, assess, and classifying information as knowledge is beneficial for personal and social development (Hidayah, 2017)

According to (Hilmi, 2024) Their research supports the importance of implementing reading strategies as a core component of English language learning, especially for students who struggle to understand complex academic contexts. (Juan et al., 2023) demonstrated in their EFL study that explicit teaching of metacognitive strategies leads to significant improvements in reading comprehension for students. This aspect of the development of understanding shows that the objective of reading instruction is not just aimed at achieving mastery of text material, but also at enhancing critical thinking approaches of students, their cognitive readiness, and independence in coping with diverse kinds of reading materials.

Reading comprehension is a multifaceted process that involves interconnected components. There are decoding, reading fluency, and background knowledge. comprehension strategies, and vocabulary knowledge. According to Duke and Cartwright's active view of reading (Goodwin & Jiménez, 2021) Decoding and comprehension are linked through several connective relations. Mechanisms, such as knowledge, fluency, and morphological awareness. Also, (Catts, 2021) Stresses the importance of high-quality instruction, which also needs to include decoding, reading fluency, vocabulary, and reading approaches, allowing students to use their knowledge in different situations.

Vocabulary mastery is closely related to reading comprehension. When students have a good English vocabulary, they are better able to determine the meaning of words and sentences, and understand the gist of what they read.

Conversely, limited vocabulary mastery is a significant barrier to overall reading comprehension. (Zulianti & Hastomo, 2022) revealed that the number of words mastered by students is directly proportional to their ability to comprehend various types of writing. astia(Astiantih et al. 2022) This confirms that without vocabulary mastery, students find it difficult to read and understand the meaning of texts and the basic concepts of the information they read.

Students at MAN 2 Lamongan experience limited vocabulary, a limitation that prevents them from understanding the meaning of new words, analyzing difficult sentences, and understanding the main point of a text. This problem arises because most students live in rural areas in Lamongan Regency. They usually use their local language, namely Javanese, for daily conversations, and even at school, English feels foreign to them. Because they rarely hear English, students may feel anxious and insecure when listening to or speaking English. This causes them to be unfamiliar with new vocabulary, because opportunities to hear or practice outside of school are very minimal.

MAN 2 Lamongan was chosen as the research site because it is a public Islamic high school (Madrasah Aliyah) located in a rural area, where students still have limited opportunities to use English. Many learning methods and motivations have been implemented by English teachers there, but this time, the researcher used the Pin Star reward program as a new method to assess students' efforts in understanding the material that has been taught. However,

everything still depends on the efforts of each student. This is similar to one of the verses in Al-Qur'an:

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى

"And that man has only what he strives for." (An-Najm: 39)

The importance of effort and perseverance is present in all accomplishments, which is exactly the philosophy behind the Pin Star Reward Program. It recognizes students for the effort and game plans they put in during the course of the learning journey, and not exactly for the result. A student not having command of the vocabulary can be considered a technical deficiency, but it certainly is an obstacle to the comprehension of the concepts being taught. When students have a deficiency in vocabulary, they will not be able to focus on an answer to a question, but rather get consumed in translating the question and the words that they don't understand to construct the question. (Wulan et al., 2023) Discuss the essence of having a wide range of vocabulary and how it consequently elevates your comprehension and reading skills. It is of little wonder that students with an inadequate vocabulary suffer in comprehension, considering that inadequate vocabulary is one of the most important factors to consider. It is a very significant factor that leads to the poor reading of English texts by students.

Based on the issues mentioned above, it can clearly be seen that for students, vocabulary knowledge and reading comprehension skills have been integrated into the learning processes of the English language. Students without enough vocabulary are unable to appreciate the full meaning of a text and do not grasp higher-order comprehension skills such as interpretation, inferences, and evaluation. To overcome such difficulties, the researcher adopts the Pin Star Reward Program to support students toward consistent vocabulary and reading strategy use.

The Pin Star Reward Program is a way to help celebrate students' English learning achievements. This program motivates students with game-like reinforcement. This study focused on students who had "won" the Pin Star Reward Program, identifying the strategies they used to master vocabulary and text comprehension, helping to address the challenges each learner faces in such situations. With this system, students are rewarded with a star-based progress tracking system through a shared spreadsheet link from the teacher or researcher in the teaching assistant program, such as be top of monthly quizzes in their class, timely submission of assignments, and answering review questions before entering the new material. Rewards will be given at the end of May for each class to students who earn the greatest number of stars, at least four stars from January to May. A study by Wandani et. al. 2024 found that students become more motivated and involved in the learning process, especially during English classes, when they participate in a point- or star-based reward system.

The Pin Star reward program has significant potential to improve student learning and academic achievement. By adding a motivational element to the learning process, the Pin Star Rewards Program encourages students to be more engaged in class activities and encourages them to use good reading habits and appropriate vocabulary. (wandani mudita et al., 2024) showed that rewarding points and stars significantly help increase student motivation, leading to higher enthusiasm, a greater sense of competitiveness, and a stronger desire to participate in class activities. The implementation of this program at MAN 2 Lamongan not only assesses students' understanding of the text but also identifies strategies successfully implemented by students who earn 4 or more stars as part of their efforts to earn the reward.

Although several previous studies have demonstrated the effectiveness of reward systems and gamification in increasing motivation and engagement in the classroom, few studies have explored the relationship between these programs and specific learning strategies used by students, particularly those related to reading comprehension and vocabulary learning. Most of the available research focuses on the motivational aspects of rewards, neglecting to explore the cognitive and strategic practices of students who actually achieve them. The research gap that emerges from this observation specifically refers to the English as a Foreign Language (EFL) learning environment of secondary school students in rural areas, such as MAN 2 Lamongan, where exposure to English is still minimal. By examining the learning strategies used by students who actually achieve the Pin Bintang

Reward, this study aims to provide original insights into how reward-based systems can influence not only student motivation but also their learning strategies related to reading comprehension and vocabulary learning.

1.2 Research Question

Based on the background of the study above, the research questions are formulated as follows:

1. What reading comprehension strategies are used by students who achieved four stars or more?
2. What vocabulary learning strategies are used by students who achieved four stars or more?
3. How do these reading comprehension and vocabulary learning strategies support students' success in achieving the Pin Star Reward?

1.3 Research Objectives

The research objectives of this study are as follows:

1. To identify the reading comprehension strategies used by students who achieved four stars or more in the Pin Star Reward Program.
2. To identify the vocabulary learning strategies used by students who achieved four stars or more in the Pin Star Reward Program.
3. To describe how reading comprehension and vocabulary learning strategies support students' success in achieving the Pin Star Reward.

1.4 Significance of the Study

The results of this study will have both practical and theoretical implications.

First, the practical significance for teachers is that the results of this study can serve as a reference for English teachers in teaching English, particularly reading comprehension skills and vocabulary. Furthermore, for students, this study is expected to motivate them to improve their reading and vocabulary skills and also provide them with a better understanding of the strategies they need. Second, the theoretical significance is intended for the general public, as it can assist them by providing information and references for further research on the reading comprehension and vocabulary strategies students use to achieve, which can be tracked using the Pin Star Reward Program or reward-based learning

1.5 Limitations of the Study

The limitation of this research focuses on reading comprehension and vocabulary strategies of grade X students who achieved four stars or more in the implementation of the Pin Star Reward Program during the researcher's teaching practice at MAN 2 Lamongan from January to May, therefore this research is not a general result of students at MAN 2 Lamongan but only a sample of high-achieving grade X students these are X.2, X.5, X.9 and X.10 who managed to achieve four stars or more for 4 months tracked by sheet shared by teacher or researcher in the program.

1.6 Definition of Key Terms

To avoid misunderstanding of this research context, the definition of key terms aims to explain keywords as follows:

1. **Reading Comprehension:** Reading comprehension is the activity of reading a text, processing its meaning, and comprehending it in depth.
2. **Vocabulary Mastery:** Vocabulary mastery is knowledge in interpreting words. Not only the number of known words, but also how the vocabulary can be used, such as multiplying, understanding, and integrating words. (Rahmah et al., 2023)
3. **Vocabulary Learning Strategies:** (Wahyudin et al., 2021) explain that vocabulary learning involves four main strategies: cognitive, metacognitive, memory, and determination. Cognitive strategies involve using words in context, repetition, and note-taking; metacognitive strategies focus on planning and evaluating vocabulary learning; memory strategies involve connecting new words to prior knowledge; and determination strategies are used when students independently discover the meaning of words through context, structure, or a dictionary. These strategies help students develop vocabulary mastery more effectively.
4. **Reading comprehension strategies:** Reading comprehension strategies refer to a thinking or action process that someone uses in specific situations, aimed at enhancing their understanding of what they are reading. (Danielle S. McNamara, 2007)

5. Pin Star Reward Program: Pin Star Reward Program refers to reward-based learning conducted by researchers and tracked through a link sheet shared with class groups so students can monitor the progress of their star levels. They will earn stars based on being top of the monthly quizzes in their class, timely submission of assignments, and answering review questions before entering the new material.
6. High-Achieving Students: Those who receive four stars or more are considered high-achieving students because every month, there will be 3-5 opportunities to get stars in the Pin Star Reward Program, and they are consistently enthusiastic about participating in English language lessons.

CHAPTER II

LITERATURE REVIEW

This chapter aims to build a theoretical foundation for understanding the relationship between reading comprehension, vocabulary mastery, and the strategies used by students in reward-based English learning.

2.1 Reading comprehension

Reading comprehension is defined as the delivery of a message from a written text to the reader, resulting in a process of constructing meaning. According to (Ayuningrum & Anungrat Herzamzam, 2021) Reading comprehension is the process of critically understanding the meaning of a text, which requires students to re-express the content of the reading in their own words, both orally and in writing. According to (Butterfuss et al., 2020) Reading comprehension requires consistent focus to digest the meaning of a text, involving three interconnected components: the reader, the text, and the action. According to (Ardana, 2025) Reading skills have a key element, namely, understanding the text through active mental involvement and extensive knowledge of the reader in order to achieve a clearer meaning.

Referring to expert opinion, it can be concluded that reading comprehension is a high-level reading skill. According to Ayuningrum & Anungrat Herzamzam 2021), reading comprehension is a cognitive reading activity that combines memory and broad knowledge to achieve a deep understanding of meaning. In this reading process, readers are expected to

comprehend the text by summarizing it in their own words, either orally or in writing. This is also supported by (Ardana, 2025). Reading is not only about recognizing written letters but also involves complex thinking skills to understand, interpret, and analyze the information in writing.

In the context of English as a foreign language (EFL), reading comprehension is the most important aspect of acquiring information from a text. According to (Khalif Rizqon et al., 2021) Many Indonesian EFL students continue to struggle with reading comprehension due to a lack of vocabulary, background knowledge, and motivation. With the existence of many perspectives from experts, it can be concluded that reading comprehension is a complex process in understanding, summarizing, and interpreting the meaning of text that involves linguistic abilities, background knowledge, and strategies. In this study, reading comprehension is a very important aspect because it influences students who get four stars or more in the Pin Star Reward Program that the researcher held during teaching assistance at MAN 2 Lamongan.

2.2 Vocabulary mastery

In English learning, vocabulary mastery is a crucial aspect that influences students' success in processing and constructing diverse words. According to (Wahyudin et al., 2021) Vocabulary mastery can increase one's confidence in speaking English. Learning English means learning English vocabulary. Vocabulary knowledge enables learners to use the language fluently because knowing a large amount of English vocabulary, students will try to use it,

express their ideas, and communicate using it. Furthermore, vocabulary mastery is not only measured by the number of words a student has, but also by how well they understand, how to use vocabulary in context, and the relationships between words.

In the context of English language learning, comprehension is a fundamental aspect that determines students' mastery of competencies. Students are expected to be able to comprehend, process, and produce information in English. As (Nation, 2022) states, much of the meaning in a text is constructed from words, often referred to as lexis. If students' comprehension is weak, they will struggle to grasp sentence structure, recognize the author's style, and let alone find hidden or explicit meaning in the text.

Moreover, (Schmitt, 2000) stated that vocabulary mastery involves two crucial dimensions: vocabulary breadth and vocabulary depth. These two components contribute significantly to students' ability to read, write, and learn to communicate using more complex language. In the context of learning English as a Foreign Language (EFL), Fitriani & Zulpa (2023) explained the relationship between vocabulary mastery and reading skills and found that students with a higher vocabulary performed better when reading texts of moderate difficulty because they were able to recognize key words used in the reading text.

2.3 Reading comprehension strategies

To understand a text, students need reading strategies to ensure meaningful comprehension. It not only helps students find key information but also supports them in interpreting implied meanings, drawing conclusions, and evaluating the content of the text. According to (Fitriani & Zulpa, 2023) Reading strategies are a set of cognitive and metacognitive techniques that readers use to monitor, control, and improve their comprehension of a text. Furthermore, Zainuddin et al. (2022) explain that reading strategies help students determine reading purposes, activate prior knowledge, and select important information, thus making the reading process more focused. These strategies also increase readers' efficiency in processing complex texts.

Some common reading strategies used in learning English as a Foreign Language (EFL) include:

1. Skimming is looking for only general or main ideas, and this is more effective in non-fiction material (or material based on facts). (Pat Wyman, 2013)
2. Scanning is searching for specific data or information without having to read the entire text. (Pat Wyman, 2013)
3. Inferring (often called "reading between the lines") is the thinking activity of concluding information not directly written by the author by utilizing clues from the text and prior knowledge. (Voyager Sopris Learning, 2024)
4. Predicting is predicting the content of a text based on a title, image, or opening paragraph.

5. Summarizing is compiling a summary of the text to ensure the reader understands the main idea and the relationships between ideas.
6. Monitoring comprehension, which is a metacognitive strategy for evaluating whether the reader understands the text or whether certain sections need to be reviewed.

The implementation of this reading strategy has been proven effective in improving reading comprehension. (Astiantih et al., 2022) confirmed that students who consistently use reading strategies have a higher comprehension success rate than students who read without strategic planning.

2.4 Vocabulary learning strategies

Students need to build their vocabulary through learning words and using effective learning methods to Master vocabulary skills. Vocabulary Learning Strategies in English language learning provide students with techniques or steps to learn new words through understanding and retention, and practical application. According to (Schmitt, 2000) Vocabulary learning strategies include the process of discovering word meanings and practicing them through repetition, association, use of context, and language production. The strategies enable students to handle their vocabulary acquisition process through self-study and structured classroom instruction. According to (Nation, 2022) vocabulary learning strategies exist as three main groups, which include planning and source and process categories. Planning strategies involve the methods that students use to select their vocabulary learning targets. Students use source strategies to discover word meanings by consulting dictionaries,

using contextual clues, and seeking teacher support. The process strategies include techniques that involve cognitive processing, such as note-taking, repetition, grouping, personal experience associations, and word usage. The three categories enable students to learn word recognition skills, which they need for both understanding and speaking in social situations.

(Fitriani & Zulpa, 2023) highlighted that EFL students preferred to use strategies such as guessing word meanings based on the context of the reading, using a dictionary to match meanings, memorizing repeatedly, and writing down each word because these strategies were easy to implement and helped them remember vocabulary better. Students who chose appropriate strategies showed faster vocabulary acquisition and a better understanding of word meanings in various contexts.

2.5 Gamification in language learning

The use of gamification strategies in English language learning creates motivation for students while they become active participants in their educational experience. According to (Deterding et al., 2011) Gamification is defined as “the use of game design elements in non-game contexts,” which requires the implementation of standard game features like points, badges, levels, challenges, and leaderboards to drive specific actions during particular tasks. The effectiveness of gamification arises from its ability to create a playful atmosphere, which occurs when students actively participate in activities that present clear regulations and defined objectives, and continuous

assessment. The concept shows that learning experiences become better when students participate in game-based activities (Deterding et al., 2011).

Gamification in English language learning extends beyond playing games because it operates as a teaching method that helps students learn better and become more engaged in their studies. The combination of educational games that have specific targets helps learners to enjoy their studies while they acquire essential knowledge without missing any critical information. The process of game-based learning shows students how their actions affect their academic performance. The process of learning becomes more enjoyable because students achieve better results through their active participation in their studies. The excitement of students shows they want to learn through their presence in class. Games reduce the anxiety that comes with learning English, which creates an environment that supports student development. The basic element of the reward system in gamification serves as an important component for this educational method. The system implements virtual items that function as points, badges, and rankings to give students instant feedback about their learning progress and their performance achievements. Their achievements establish their success, which motivates them to continue moving ahead. The study showed that game elements, which include rewards and feedback systems, improve both types of motivation that exist in people, according to the research conducted (Deterding et al., 2011). The reward system functions as a recognition tool that motivates students to stay focused on their studies while they work harder and learn better methods to achieve their English

language training goals. The way a simple game transforms educational processes into teaching and learning methods creates an impressive impact.

2.6 Reward system and motivation in EFL learning

Motivation, as a cognitive factor, is a crucial element contributing to the success of EFL learners. The central theme of 'motivation' is based on motivation itself as a mental process—one that equips students with the active intention, interest, and desire to think and understand the content of the lesson, as well as exert effort to achieve those goals. One way to motivate students in learning is by implementing a reward system. Rewards in learning refer to providing positive reinforcement to children for their appropriate behavior, effort, and achievements.

Besides motivating students, rewards motivate them to learn based on their positive behavior. Wandani Mudita et al. (2024) stated that rewards foster a healthy competitive spirit, build self-confidence, and encourage students to actively engage in English learning activities. They are more likely to demonstrate high performance, which includes answering questions, completing homework, and using appropriate English learning strategies. EFL assignment titles are a more effective way of rewarding students when integrated with gamification principles. Rewards in the form of stars, points, or levels reduce students' learning anxiety and provide a sense of enjoyment in situations where praise is frequently given. This is particularly relevant. Many EFL students feel anxious about making mistakes when reading, speaking, or

comprehending texts in English. With rewards, students are more willing to try, explore, and apply appropriate learning strategies.

2.7 Pin Star Reward Program

The Pin Star Reward Program is a game-based learning technique that prioritizes rewarding stars as a reward for teaching English activities. This program is used to monitor and reward student achievement. In this program, Students earn stars based on their monthly Quizizz competition, daily review questions, and assignment submission.

During her teaching assistantship, the researcher implemented a Pin Star Reward program from January to May 2025 at MAN 2 Lamongan. The star system was based on criteria mutually agreed upon by the researcher and students. Students were rewarded one star for achieving top of the monthly Quizizz competition. Students were also rewarded one star for answering two daily questions that reviewed previous material and for timely submission of assignments. Quizizz was held monthly, with a review session taking place at the beginning of each class before the new lesson was introduced. All stars were recorded through a spreadsheet link shared by the researcher, allowing teachers and students to see learning progress transparently. This system encouraged positive competition among students (*fastabiqul khoirot*), which created a positive learning environment.

2.8 Relevant Previous Study

Several studies have looked at reading comprehension, vocabulary learning strategies, and reward systems in English language learning. A study by Danielle S. McNamara (2007) discussed reading comprehension strategies in her work "Reading Comprehension Strategies: Theory, Intervention and Technology". The researcher talked about strategies like predicting, summarizing, and inferring that help students understand texts. The study was more theoretical and did not look at how students use these strategies in a real classroom with rewards.

Wahyudin et al. (2021), titled "Vocabulary Learning Strategies Used by EFL Students," found that students use strategies to learn vocabulary, like cognitive, metacognitive, memory, and determination strategies. These strategies help students improve their vocabulary. This study only focused on vocabulary learning and did not look at reading comprehension or reward systems.

Wandani Mudita et al. (2024) Studied "The Impact of Rewards on Student Motivation in English Learning". The researchers found that rewards can motivate students to participate more in learning. This study focused on motivation and did not look at specific learning strategies used by students, especially those who do well with rewards.

From research, we can see that most studies have looked at vocabulary learning, reading comprehension, or rewards separately. There is not enough research that combines these areas to see how high-achieving students use

vocabulary and reading comprehension strategies in reward-based learning. This study aims to fill this gap by looking at strategies used by students who achieved four or more stars in the Pin Star Reward Program in English learning in rural high schools.

2.9 Conceptual Framework

The conceptual framework describes the relationships among the variables under study. This framework was developed based on previous theory and research. In this study, the Pin Star Reward Program is presented as a form of external motivation through gamification in English learning. This reward serves as a stimulus that encourages students to be academically active, disciplined, and strive for higher levels of academic achievement.

The motivation students receive from the Pin Star Reward Program encourages them to use more effective learning strategies, particularly in two key areas: Vocabulary Learning Strategies. First, learning strategies, particularly in vocabulary, help students improve and deepen their vocabulary mastery through several techniques, such as the use of context, repetition, vocabulary note-taking, and dictionary use. Furthermore, reading comprehension strategies help students understand texts through skimming, scanning, inferencing, predicting, outlining, and summarizing. The application of these strategies directly contributes to literacy mastery and reading comprehension, and this, in turn, contributes to students' success in achieving the Pin Star Reward Program.

Therefore, the relationships between the variables in this study can be formulated as follows.

Pin Star Reward Program → Learning Motivation → Learning Strategy (Vocabulary & Reading) → Increasing Vocabulary Mastery and Reading Comprehension → Success in Achieving Pin Star Reward

This conceptual framework emphasizes that students' success in earning the Pin Star Reward Program is not only influenced by motivation, but also by the learning strategies they apply purposefully and systematically while learning English.

CHAPTER III

RESEARCH METHOD

This chapter provides the process of data collection and analysis. It is divided into five sections: research design, subject of the study, research instrument, data collection, and data analysis.

3.1 Research Design

This study adopted a qualitative approach and falls under the category of qualitative descriptive research design. This design was considered appropriate for investigating, understanding, and describing the vocabulary and reading comprehension strategies adopted by students in the context of the reward-based English program. According to Sugiyono (2022), qualitative research is a research method used to examine the natural conditions of objects, where the researcher acts as a key instrument, data collection techniques are carried out through triangulation, data analysis is inductive, and research results emphasize meaning rather than generalization. In line with this view Creswell (2018), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. The researcher collects detailed data in natural settings, analyzes participants' perspectives, and interprets the meaning of the phenomenon being studied.

In Addition Mariam and Tisdell (2016), qualitative research is about interpreting a person's life experiences and surroundings, so that the explanation includes the process and experience of a phenomenon, not numbers.

Qualitative research helps researchers to develop a thorough understanding of the experiences of learning as they naturally occur. Using this approach, researchers can study the experiences of students as they move through the process of learning, which helps them to understand the strategies adopted by the students and the reasons for their success in attaining the Pin Star Reward Program. The data collected for the study were authentic and descriptive.

This descriptive research approach was chosen because it was not intended to test hypotheses or conduct statistical analyses of cause-and-effect relationships. The goal was to provide a clear description of the vocabulary and reading learning strategies used by high-achieving students in the Pin Star Reward Program at MAN 2 Lamongan. This study focused on the learning process and students' experiences, rather than on measuring outcomes through numerical data.

3.2 Subject of the Study

The study's participants functioned as the primary data sources. They were selected through purposive sampling, based on predetermined criteria that aligned with the study's objectives. The selection process aimed to obtain pertinent information on students' reading comprehension and the vocabulary-learning strategies they employ while participating in the Pin Star Reward Program for English instruction at MAN 2 Lamongan.

3.2.1 Primary subject source

Primary data sources are the main sources of data obtained directly from individuals involved in the phenomenon being studied. In this research, the

primary data sources were grade X students at MAN 2 Lamongan who obtained four stars or more in the Pin Star Reward Program implemented by the researcher during the teaching assistantship in English classes.

From a total population of 137 grade X students across four classes (X.2, X.5, X.9, and X.10), 15 students achieved four stars or more in the Pin Star Reward Program. These students were selected intentionally as the main subjects because of their consistent achievement in reward-based English learning activities. The wide range of their high star scores, from four to nine, reveals different levels of engagement, consistent with the present study.

3.2.2 Secondary subject source

As for the source of the secondary data, this study's primary source of data came from the English teacher at MAN 2 Lamongan, who holds the title of official subject teacher at the school. This teacher, despite not implementing the Pin Star Reward Program, allowed the researcher to manage the program, which served as a teaching assistantship. The English teacher was the key supporting informant who could provide additional information regarding the overall classroom setting.

The teacher was willing to share insights concerning the evolution of student involvement in learning before and during the Pin Star Reward Program. The teacher was also willing to distinguish the differences in student involvement and enthusiasm during various periods of time. The teacher was further willing to give a critical analysis of the extent to which

the Pin Star Reward Program had been effective in English language teaching. The teacher's input was useful in corroborating key findings from direct student responses.

Secondary sources include documentary evidence related to program operations. These documents include student achievement records, quiz and assignment scores, classroom observation notes, and photographic documentation of learning activities. All of these documents are used as supporting evidence to assist researchers in analyzing and verifying research findings.

3.3 Data Collection

Before conducting the interviews, observations, and document analysis, the researcher implemented the Pin Star Reward Program during English learning activities. The reading materials used during the implementation were aligned with the English textbook "Jelajah Ilmu" published by Intan Pariwara for Grade X, Second Semester. The reading materials primarily focused on two types of texts studied during the semester: Chapter 1, which introduces expository texts on the topic of digital art, and Chapter 2, which focuses on narrative texts through fractured stories. Therefore, the reading activities, quizzes, and interviews in this study focused on the strategies students used to comprehend narrative and expository texts. Students' reading comprehension and vocabulary-learning strategies were explored in relation to these two text types, which became the primary focus of the learning activities, quizzes, and interview questions conducted during the study.

1. Interviews

Semi-structured interviews were conducted with students who scored more than four stars in the Pin Star Reward Program. These interviews aimed to gather information about the students' study habits, methods for understanding reading passages, and methods for acquiring English vocabulary. Semi-structured interviews were also conducted with English teachers from MAN 2 Lamongan to gather professional opinions on changes in students' behavior and the effectiveness of the program.

2. Observations

These observations were used in the data collection process during the instructional sessions when the Pin Star Reward Program was implemented. The indicators observed included students' engagement in review activities before the introduction of new material, students' responses towards star rewards, and students' engagement levels during Quizizz.

3. Documentations

Documentary evidence collection aims to strengthen and support data gathered from interviews and observations. The materials collected include summaries of earned stars (Pin Star Rewards Program points), quiz and assignment results, and photographs depicting student learning activities. These materials are used as supporting materials to enhance the validity of the collected data.

The Pin Star Reward Program is a student-led program. To truly understand how students learn and what they achieve in the Pin Star Reward Program, we use three different methods simultaneously. This way, we provide a comprehensive understanding of students' learning strategies and their achievement in the Pin Star Reward Program.

3.4 Data Validity

To establish data validity, this study employed triangulation methods. Triangulation was conducted by cross-checking information obtained from various data sources and data collection procedures. Source triangulation involved comparing information obtained from Pin Star Reward Program recipients, English teachers, and institutional documentation. Methodological (technical) triangulation involved cross-comparing findings generated from interviews, direct observations, and document reviews.

These triangulation procedures were used to strengthen the validity, impartiality, and reliability of the dataset, thereby increasing its accuracy.

3.5 Data Analysis

This study adopted the interactive approach of qualitative data analysis by Miles, Huberman, and Saldaña. Data analysis was conducted as a continuous and iterative process, starting from data collection to the end of the study. Data analysis was carried out in three steps:

1. Data Reduction

This data reduction is one of the qualitative data analysis techniques, which is used to reduce data that is no longer needed, not by deleting data

explicitly, but remove unnecessary data out of context, organizing, and classifying data.

2. Data presentation.

The reduced data was then organized into a structured presentation, including narratives, tables, and matrices. The data presentation aimed to interpret the data and establish relationships and differences between participants.

3. Conclusion drawing and verification.

Conclusions are then drawn from the data presentation phase. These conclusions are continuously validated through examination of existing evidence to ensure they remain accurate and consistent with the facts on the ground.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research findings, discusses and analyzes data on students' reading comprehension and vocabulary strategies for achieving the Pin Star reward in English learning.

4.1 Observation Findings

Based on observations made in class during the implementation of the Pin Star Reward Program in classes X.2, X.5, X.9, and X.10, students seemed to be working very hard to earn stars by enthusiastically answering questions from the teacher (researcher) before the lesson began. Students also seemed happy and more enthusiastic when receiving stars after answering questions. Likewise, if there were students who had not been able to answer questions, they would ask to add questions and another opportunity because of the great enthusiasm of students who were motivated to get award stars. However, the teacher declined the request and suggested that they must concentrate more the next day.

During the monthly quiz session, some students read the text before answering the questions, while others looked at the questions first and then looked for the answers in the text. The students enthusiastically took the quizzes and completed them on time, and they appeared very focused on the quizzes. Observations also revealed that the strategies used by students were very diverse. Some tended to prefer skimming techniques, which is reading the beginning of the paragraph to find the main idea; some tended to use scanning,

which is reading the question first and then looking for the answer in the text presented; and some simply guessed from the title they read. There is nothing wrong with that, but from these various strategies, different results will be seen.

Regarding vocabulary comprehension strategies, some students guess the meaning through the context of the text presented. Students who use this strategy generally have memorized a lot of vocabulary beforehand, making it easier for them to understand simply by looking at the context of the reading. Furthermore, other vocabulary comprehension strategies include using a manual dictionary and Google Translate. These are generally used by students who tend to take shortcuts to save time. Some students are also dissatisfied with the translation results from a dictionary or Google Translate and prefer to directly ask a friend or teacher, so they can explore the results further and be satisfied with them.

4.1.1 Classroom Observation

The classroom observations were conducted during the implementation of the Pin Star Reward Program in English learning activities. The observations focused on students' participation during review sessions, quiz activities, responses toward rewards, and overall classroom engagement.

During the review sessions, students showed active participation in recalling previously learned materials. Most students were willing to answer questions related to earlier lessons and demonstrated enthusiasm when given opportunities to respond. The review activities encouraged students to revisit important concepts before learning new materials. Several students even

volunteered to answer questions without being directly appointed by the teacher. This indicated that the review sessions helped create a more interactive learning atmosphere and encouraged students to become more involved in classroom activities.

Students also demonstrated positive participation during Quizizz activities. Most students carefully read the reading passages before answering the questions. When encountering difficult questions, some students reread the text and searched for relevant information to support their answers. The majority of students remained focused throughout the quiz sessions and completed the tasks within the allotted time. The use of Quizizz created a more engaging learning environment and encouraged students to participate actively in reading activities.

The observations showed that students responded positively to the star reward system. They appeared enthusiastic whenever opportunities to earn stars were offered. Many students actively raised their hands, volunteered to answer questions, and participated in classroom discussions in order to obtain stars. Students also expressed excitement when they successfully earned stars and showed motivation to collect more stars during subsequent learning sessions. These findings suggest that the reward system contributed to increasing students' enthusiasm and participation in English learning activities.

Students' interaction and engagement improved throughout the implementation of the program. Classroom discussions became more active, and students appeared more confident when expressing their ideas or answering

questions. They interacted not only with the teacher but also with their peers during learning activities. The competitive yet enjoyable atmosphere created by the Pin Star Reward Program encouraged students to become more involved in the learning process. Overall, students demonstrated higher levels of engagement and participation during classroom activities.

4.1.2 Implementation of the pin star reward program

The Pin Star Reward Program was implemented during English learning activities as part of the researcher's teaching assistantship at MAN 2 Lamongan. The program was designed to encourage students' participation, improve their motivation, and support the development of reading comprehension and vocabulary learning strategies.

The program was integrated into regular English lessons. Students were given opportunities to earn stars through active participation in classroom discussions, review sessions, and quiz activities. The researcher consistently monitored students' participation and recorded their achievements throughout the program.

Each star earned by students was recorded and accumulated throughout the implementation period. Students received stars for demonstrating active participation, answering questions correctly, and achieving good performance during quizzes. The accumulated stars served as indicators of students' engagement and achievement in the program.

Review sessions were conducted before introducing new materials. During these sessions, students were asked questions related to previously learned

topics. The purpose of these activities was to strengthen students' understanding of earlier lessons and prepare them for upcoming learning materials. Students who actively participated and answered correctly were awarded stars.

Quiz activities were conducted using Quizizz as an assessment tool. The quizzes focused on reading comprehension and vocabulary related to the learning materials studied during the semester. The reading materials were adapted from *Jelajah Ilmu* for Grade X Semester 2, particularly Chapter 1, which focused on exposition texts, and Chapter 2, which focused on narrative texts. Through these quizzes, students were encouraged to apply various reading and vocabulary strategies while competing to earn stars.

At the end of the program, students' accumulated stars were calculated and documented. Students who successfully collected the highest number of stars received rewards as a form of appreciation for their effort, participation, and achievement throughout the program. The reward distribution served not only as recognition of students' accomplishments but also as motivation for them to remain actively engaged in learning activities.

4.2 Research Findings

The implementation of the Star Pin Reward Program impacts how students interact with classroom learning exercises. Involving exercises such as monthly quizzes, review questions, and timely assignment submissions, this scheme forces students to engage with the reading material and vocabulary actively. Here, students cannot rely on passive engagement in the course but must

employ specific strategies to complete the exercises and earn their star pins. Consequently, these strategies help students adopt specific methods for interpreting texts and vocabulary. The researcher collected data using several research instruments, including observation and interviews.

Observation was conducted directly during the implementation of the Pin Star Reward program during English lessons. Interviews were conducted with six students who had actively participated in the program, as evidenced by achieving 4 stars or higher on assignment submissions, top scores on monthly quizzes, and review questions before entering the new material, as well as by a 10th-grade English teacher at MAN 2 Lamongan, namely Nurid Dhuha Sania Putri (NDSP), Izza Tsania Faradis (ITF), Isma Kurnia Arum Sari (IKAS), Amanda Mahmuddotul Rohmah (AMR), Ismi Khomariyah (IK), and Almira Putri Maulida (APM). In addition, the researcher also interviewed an English teacher. The teacher acted as an observer before, during, and after the program was applied.

Using these instruments, the researchers collected data on students' reading and vocabulary-learning strategies, motivation, and participation in the Pin Star Reward program. The results of the data collection are presented below.

4.2.1 Students' Reading Strategies

Based on the interview results, researchers found that students used various strategies to understand English texts. These strategies include predicting, skimming, scanning, inferring, and monitoring comprehension.

The first strategy students used was prediction. They used this strategy by reading the title, looking at the image if present in the text, and reading the beginning of the text before reading the entire text. The student explained that,

"I usually read the title and the beginning of the paragraph first to get an idea of the text's content." (IK, RQ, 1) (interview, 2026)

Another student also shared a similar approach when facing a reading text:

"First, I read the title and briefly look at the text to understand the topic and its meaning." (NDSP, RQ, 1) (interview, 2026)

This statement indicates that students strive to gain a baseline understanding before entering the text's content, making it easier for them to follow the flow of the text and connect the information to previously prepared knowledge. This strategy can also help students improve their reading readiness because they already have general information before reading the entire text, making the reading activity more focused.

Based on observations, this strategy was actually used by students when they faced quizzes or monthly assignments in class. They would ask the researcher, who was an English teacher at the time, about the meaning of the title if they didn't understand it. This suggests that they would read the title first before starting to understand the content of the reading so they could guess the plot.

The next strategy they used is skimming. This strategy is preferred only by some students who truly enjoy reading because it requires reading skills that involve reading the entire page, such as the title, main paragraph,

body, and conclusion. Some students studied at night to prepare for the next quiz using the skimming strategy, as a student said in an interview:

"I review yesterday's lesson and skim tomorrow's lesson to help me understand it first." (NDSP, RQ, 1) (Interview, 2026).

The student also stated that the main idea often appeared in the first sentence of a paragraph, so the student reads it to find the main idea. Based on the interview, the student explained:

"I look at the first sentence of each paragraph because it is usually found in the first sentence." (NDSP, RQ,1) (Interview, 2026).

Another skimming model strategy was described by a student as follows:

"I look for sentences and main ideas that frequently appear in a paragraph to identify the main idea of the text." (ITF, RQ,1) (Interview, 2026)

This statement was strengthened by another informant:

"I look for frequently repeated keywords. (AMR, RQ, 1) (Interview, 2026)

These findings were also supported by observation findings that students will read the important text and look for the keyword before reading the entire text. From the statement above, the student demonstrates the use of the skimming strategy to identify main ideas by reading quickly but not reading the entire text, focusing only on key parts such as the main sentences in a paragraph or frequently repeated phrases.

The Next strategy used is scanning, which involves reading questions that serve as a bridge to stay focused on what they are looking for in the text. The students primarily used this strategy when working on

reading questions, so they didn't have to read the entire text. The student explained that:

“If I come across a new text, I try to read it, then read the questions. If I can't answer the question, I'll look it up in the text.” (APM, RQ, 1) (Interview, 2026)

Another student mentioned that:

“I will read and understand the question first, then look for the appropriate information in the text.” (ITF, RQ.1) (Interview, 2026)

This strategy also saves time and helps students stay focused on the goal of answering those questions. This pattern indicates that students have clear reading objectives and choose strategies according to their needs. In addition to identifying the main ideas and locating specific information when needed, students also infer word meanings to understand the context of the reading material by connecting each word to the words that come before and after it. This allows students to understand the meaning without having to immediately consult a dictionary or use any translation tools.

This information shows that students are able to utilize context to understand meaning without having to translate each word individually. They know that many English words have the same translation but different meanings, so they still need to read the sentences before and after to determine whether they fit the context.

The researcher not only obtained information from students, but also found direct testimony from a mentor teacher who observed the program's implementation:

"The teacher observed that students began to use more varied reading strategies. Previously, they only focused on titles, pictures, or keywords, but after the program, some students started using strategies such as scanning." (K, RQ, 1) (Interview, 2026).

This testimony can be interpreted as an indicator of the success of the Pin Star Reward Program, which is beginning to be recognized and implemented by students.

Each strategy certainly has its own advantages and disadvantages, so students will reread if they have difficulty understanding a particular sentence or paragraph. The strategy students use is comprehension monitoring, which involves rereading slowly to gain a clearer understanding of the meaning. This ability reflects students' use of metacognitive strategies in reading, namely evaluating their understanding of the text. This allows students to control their own learning process more independently.

"If there's a sentence I don't understand, I usually reread it slowly or look up the meaning bit by bit." (IK, RQ, 1) (Interview, 2026)

"Yes, I usually read the text more than once if I don't fully understand it." (IK, RQ, 1) (Interview, 2026)

Another informant mentioned that:

"Yes, I read it more than once because otherwise, I might have difficulty understanding the text." (APM, RQ, 1) (Interview, 2026)

"I usually reread the material that has been given." (APM, RQ, 1&3) (Interview, 2026)

Based on the interview data, several reading strategies appeared repeatedly among the six high-achieving students. The most frequently used strategy was identifying keywords or important sentences to understand the main idea of the text. This strategy was reported by NDSP, ITF, IKAS,

AMR, and IK. In addition, rereading was also commonly used when students encountered difficulties in understanding sentences or paragraphs.

Students also showed evidence of prediction and scanning strategies. Prediction was reflected in students' habits of reading titles, pictures, or introductory sentences before reading the whole text, while scanning was reflected in reading questions first and searching for relevant information directly in the text. These findings indicate that successful students did not rely on a single strategy but combined several reading strategies according to the task requirements.

4.2.1.1 Reading Strategies for Narrative and Exposition Texts

Based on the interview findings, all participants considered narrative texts easier to understand than exposition texts. Students explained that narrative texts provided a clear storyline, allowing them to follow events and understand the overall meaning even when some vocabulary was unfamiliar.

One student stated:

“I prefer narrative text because I can follow the story from the beginning until the end. It is easier for me to understand compared to exposition text, which contains a lot of information and explanations.” (NDSP, RQ, 1) (Interview, 2026)

Another student similarly explained:

“Narrative text is easier because the flow is clearer for me. I sometimes get confused when a text contains too many explanations or arguments.” (AMR, RQ, 1) (Interview, 2026)

Students also revealed that understanding the sequence of events was the main strategy they used when reading narrative texts. As stated by NDSP:

“Usually I pay attention to the sequence of events. If I know what happened first and what happened next, I can understand the whole story more easily.” (NDSP, RQ, 1) (Interview, 2026)

Similarly, AMR mentioned:

“I usually connect one event to another. When I understand how the events are related, the story becomes easier to follow.” (AMR, RQ, 1) (Interview, 2026)

Another participant focused on characters and their actions:

“The characters help me understand the story. I usually pay attention to what they do and why they do it.” (ITF, RQ, 1) (Interview, 2026)

These findings indicate that students primarily relied on following the storyline, identifying event sequences, and understanding character actions when reading narrative texts.

Different strategies were used when students read exposition texts. Most participants reported focusing on the topic, keywords, and main ideas before reading the details.

NDSP explained:

“I look at the first sentence in each paragraph because it often helps me find the main idea.” (NDSP, RQ, 1) (Interview, 2026)

Similarly, IKAS stated:

“I usually search for keywords that appear many times because they often show the main topic being discussed.” (IKAS, RQ, 1) (Interview, 2026)

Another participant shared:

“I pay attention to the important information that is repeated several times because it is usually related to the main point of the text.” (AMR, RQ, 1) (Interview, 2026)

Meanwhile, IK preferred identifying the topic before focusing on details:

“Usually I try to understand what topic is being discussed first before looking at the details.” (IK, RQ, 1) (Interview, 2026)

These findings suggest that students approached exposition texts differently from narrative texts. Instead of following a storyline, they focused on identifying keywords, topic sentences, and important information to understand the main ideas presented in the text.

The differences in students' strategy use across text types may also be influenced by the learning materials used during the implementation of the Pin Star Reward Program. The program was conducted using *Bahasa Inggris Jelajah Ilmu* for Grade X Semester 2, published by Intan Pariwara. The learning materials in this book primarily focus on narrative and exposition texts. As a result, students were repeatedly exposed to these text types during classroom activities, review sessions, assignments, and monthly quizzes. This frequent exposure may explain why students were able to describe specific strategies for each text type. For narrative texts, students tended to focus on story sequences, characters, and events, whereas for exposition texts, they relied more on keywords, topic sentences, and main ideas. Therefore, the reading strategies identified in this study were

closely related to the characteristics of the instructional materials used during the program.

4.2.2 Students' Vocabulary Strategies

In the process of learning English, vocabulary mastery is crucial for students to understand texts easily. Therefore, students need a variety of strategies. These strategies are not limited to using dictionaries or translation tools; they also involve thinking skills, such as guessing meaning from context, using translation tools, asking others, and cognitive skills, such as note-taking and repetition.

The students' strategies not only help them to understand texts but also improve their memory, expand their vocabulary, and enhance their ability to distinguish words in different contexts. The variety of strategies they use demonstrates that the vocabulary learning process is flexible and not limited to a single strategy.

Based on statements from informants, students realized that with the limited vocabulary they have when faced with reading exercises and without opening a dictionary or any translation tool, they prefer to use a guessing strategy from the context.

“Yes, because there are definitely some words or vocabulary that I don't know yet. I will look up the new vocabulary on Google Translate, and after that, I will reread and understand the vocabulary that I have just learned.” (ITF, RQ, 2) (Interview, 2026)

If the students find a difficult word, they will guess the meaning of the word through the existing context, such as looking at the sentences or

words before and after it that discuss what it means. However, this method is considered not one hundred percent accurate because it only relies on guessing from the context, but thanks to this strategy, many also then understand the contents of the text.

In addition to guessing word meanings from context, all students also used translation tools such as Google Translate, which is most commonly used to look up difficult words, based on the interview:

“I usually use Google Translate or a dictionary when I'm having trouble understanding a word.” (IK, RQ, 2) (Interview, 2026)

They stated that translation tools were faster and more practical when they had difficulty guessing word meanings from context. Despite being considered a practical method, students did not use them as the first step in finding word meanings in reading. They tended to understand word meanings from context first, only using translation tools when they truly did not know the meaning of a difficult word. This demonstrates students' self-awareness of learning, as they try to find as many word meanings as possible before using technology to assist them.

Based on the interview, the student also does not hesitate to ask for help from teachers or friends to find the meaning of difficult words. Students revealed that they find it easier to understand when listening to explanations from teachers or friends when they have difficulty understanding the meaning of a word, because this involves social interaction through direct questions and discussions, so that they not only receive answers but can also

deepen and expand their knowledge through discussions or short questions and answers to find the meaning of words, such as in the interview result:

“I try to guess the meaning. If I still don't understand, I can ask a friend or teacher, and I don't use a translation tool directly, because we also need to understand the context.” (IKAS, RQ, 2) (Interview, 2026)

The next strategy is taking notes in a small notebook, which is a strategy that students use to reinforce their knowledge. One of the research informants who uses this strategy stated that:

الْعِلْمُ صَيْدٌ وَالْكِتَابَةُ قَيْدُهُ

“Knowledge is the pursuit, and writing is the binder.”

By taking notes, students can deepen their knowledge, and if they forget, they can review the notes. (NDSP, RQ, 2) (Interview, 2026)

Another student also mentioned this writing activity as a way to memorize vocabulary quickly because writing is essentially three simultaneous activities: reading, writing, and remembering, thus helping to accelerate memorization.

“Yes, I note down new vocabulary and read it over and over to remember and practice it.” (APM, RQ, 2) (Interview, 2026)

Most students stated that the final strategy, repetition, is the one they frequently use to help them remember new vocabulary learned from reading. Repetition has a long-term impact on students' comprehension because frequently repeated vocabulary is easier to remember.

“Yes, I usually write down new vocabulary in a book, then read it repeatedly to memorize and remember it better.” (AMR, RQ, 3) (Interview, 2026)

“Yes, I write it down in a small notebook. I read it over and over again, and it helps me remember what I wrote there more easily.” (IKAS, RQ, 2) (Interview, 2026)

The interview results showed that students used a variety of strategies to learn vocabulary, such as guessing word meanings through context, using translation tools, asking teachers or peers, taking notes, and repeating vocabulary.

Observations also showed that some students had vocabulary notes in small notebooks that they brought to class to memorize. They admitted that they started recording vocabulary through the small notebooks when they attended a course in Pare Kediri for 2 weeks, so they still keep the notebooks and continue to record new vocabulary, so that when there are quizzes, review materials, or when doing assignments given, they will very easily find difficult words that they may have noted in the notebook.

This combination of strategies can help students understand and remember English vocabulary, both what they already know and new vocabulary they learn from reading comprehension exercises, more effectively before monthly Quizizz and review sessions.

4.2.3 The Implementation of The Pin Star Reward Program

In this study, researchers designed and implemented the Pin Star Reward Program to provide an engaging learning model to improve student motivation, reading comprehension, and vocabulary. The system of this program is that students must earn stars according to the specified aspects. First, they can earn stars by being at the top of the monthly quiz in their class. Second, they will earn stars by answering review questions at the

beginning of the lesson before the new material begins. And the last aspect is that they must submit the written assignments given on time.

The following table will display data from students who successfully obtained more than 4 stars based on the indicators determined during the program implementation.

TABLE OF HIGH ACHIEVING STUDENTS

NO	NAME	CLASS	TOTAL STARS	TYPES OF INDICATORS		
				Top monthly quizzes	Review Question	Assignment submission on time
1.	Nurid Dhuha Sania Putri	X-2	9	3	3	3
2.	Izza Tsania Faradis	X-2	6	1	2	3
3.	Isma Kurnia Arum Sari	X-5	9	4	2	3
4.	Amanda Mahmuddotul Rohmah	X-9	6	2	2	2
5.	Ismi Khomariyah	X-9	8	2	3	3
6.	Almira Putri Maulida	X-10	7	4	1	2

Based on the data presented, students earn stars through three indicators provided in the Pin Star Reward program. The highest number of stars is earned through monthly quizzes and assignment submissions, each worth 16 stars, followed by preview questions, which are worth 13 stars. This indicates that student success is measured not only through quizzes but also through their consistency in fulfilling responsibilities, namely submitting assignments on time and answering review questions posed by the researcher who acts as an instructor (teacher) before

new learning material is introduced. These activities require students to apply strategies, including reading and vocabulary strategies in various learning situations, in order to earn stars in the Pin Star Reward program.

Most people assumed that submitting assignments is merely a task and responsibility that students must complete, but they often overlook the fact that the assignment submission process also requires cognitive performance, including the use of reading and vocabulary strategies, so that students can submit assignments quickly and accurately. Therefore, the indicator of timely (and accurate) assignment submission has been included as one of the criteria for earning stars in the Pin Star Reward Program.

4.2.3.1 Monthly Quiz

The Pin Star Rewards program features quizzes, which are a key component. These quizzes are given monthly to assess students' comprehension of what they have read and the new words they have learned. These quizzes feature multiple-choice questions in the Quizizz app. The questions involve long passages of text, requiring reading strategies and vocabulary. To answer these questions, students must read the text carefully and use the methods they've learned for reading, such as skimming the text to get the main idea or scanning the text for specific information.

During the monthly quizzes, students are highly engaged in the tasks. They ensure they understand the questions before answering. They even reread the text to ensure their answers are correct. This demonstrates that

students are truly using the methods they have learned for reading during the quizzes.

“I read books that contain summaries of previously prepared material and reread them. (Before quiz)” (AMR, RQ, 3) (Interview, 2026)

Another student said:

“I had read and understood the material that would be used for the quiz the night before, because Ms. Zira had told the class that there would be a quiz.” (ITF, RQ, 3) (Interview, 2026)

Motivated by the stars they receive as rewards for good performance, they compete, achieve high scores, and become the best Quizizz students in their class. Quizizz assesses students' speed and accuracy; only one student will be crowned the best student in their class. The game is considered a fun and effective way to assess students' comprehension of the reading material, especially with the star awards, which are even more fun and motivate students to continue learning by using their own strategies to earn those stars.

4.2.3.2 Review Question

At each meeting, the researcher, as the implementer, will provide review questions before entering the next material. This is done to help students remember what they have learned previously and to strengthen their understanding of the reading text and vocabulary. The researcher asks 2 questions aloud, and students are encouraged to answer immediately. Based on observations, students are very enthusiastic about answering the questions asked, but not all of them succeed in answering the questions, so only a few students succeed in answering and getting stars. The students

were very enthusiastic to participate in the review questions; some even asked to increase the question quota to get stars, but the researcher refused and suggested that they focus more on the next day so that they can answer the review questions about the material given.

Nevertheless, this means that students have dared to try to answer, which indicates that the activity has been comfortably accepted by students, so that learning becomes more active, and remembering yesterday's learning makes students remember what they have learned previously, becoming an evaluation of the implementer on whether students understand or not what has been taught.

4.2.3.3 Assignment submission on time

On-time assignment submission is the third indicator for earning stars in the pin star reward program during English learning in class. Unlike the other indicators, this indicator ensures students' consistency in completing assignments and responsibilities. Although it does not assess reading comprehension and comprehension directly, this indicator often requires students to be able to understand the reading first before being able to complete it, requiring students to understand the meaning first before completing it quickly and accurately.

Based on observations made during the implementation of the program, students completed assignments using reading and vocabulary strategies, they read assignment instructions, read questions, and used dictionaries, translation tools, or even asked friends or teachers if they did

not understand the meaning of the reading, so reading comprehension and vocabulary strategies can be interpreted that it can help students to complete assignments on time and correctly so that students could get stars from the instructor.

4.2.3.4 Earning stars (Reward System)

The Pin Star Reward Program had a part called the earning stars system. This system was like a reward for students when they took part in learning activities during class. In the earning stars system, students could get stars by doing things like taking part in quizzes every month, answering questions to review what they learned, and handing in their assignments on time. This was supposed to make students participate more in class and also make them responsible for doing their schoolwork.

When the earning stars system was used, students really wanted to collect stars. They took part in quiz sessions. Answered review questions so they could get rewards. Students also made sure to hand in their assignments on time because they wanted to get stars. The star-earning system made the classroom a fun and competitive place. Students wanted to do and compete with their friends in a good way. This made even the quiet students want to take part in class activities.

The system also changed the way students learned. They became more focused, confident, and responsible when doing their school work. The chance to earn stars made students more interested in class activities. Also, when doing assignments at home. From what people saw and said in

interviews, the earning stars system worked well to make students more interested in learning English. So the earning stars system was very important to making the Pin Star Reward Program successful.

4.2.4 Students' motivation toward the program

The Pin Star Reward program impacted students' feelings about learning English. Interviews with students revealed that they were more enthusiastic about class activities when the Pin Star Reward program was implemented than before. For example, the result of interview 2 with the English teacher

“The students showed increased enthusiasm during the program. They felt entertained and motivated because the activities were enjoyable and competitive”. (K, RQ, 3) (Interview, 2026)

Based on observations in a class, many students were eager to participate. They were quicker to answer teacher questions and appeared prepared when it came time for quizzes or reviews. Those who had prepared themselves achieved the best grades.

This was true not only for students who consistently participated, but also for those who were typically quiet. Some students who had previously been quiet often began to try to answer questions even when they were unsure. This suggests that the program helped them feel less afraid and more willing to participate in class. The researchers also observed changes in the way students focused on reading. They paid more attention to what they read and tried harder to understand it. The goal of earning stars made them take their work seriously.

Not only in class but also outside of class, students took their assignments seriously. Many students made an effort to turn in their homework on time, indicating that the reward system helped them be more disciplined in their schoolwork. When the researcher spoke with the students, they shared several things about the Pin Star Reward Program. They said the activities were fun and different from what they were used to. Some even said they hoped these activities would continue with the English teachers at MAN 2 Lamongan. The Pin Star Award program has truly changed the way students view English class; the word "difficult" is no longer used, replaced by the word "fun."

4.2.5 Teachers' perspective

The Star Pin Reward Program is a way to foster student enthusiasm for learning. Based on an interview with an English teacher at MAN 2 Lamongan, Mr. Kacung S. Pd, M.Pd. (K), the research mentor during teaching assistantship, the program truly made a difference in student behavior in class during lessons and assignments. The teacher stated that students were very enthusiastic during lessons. They found the activities fun, and the reward system made everything more engaging. Students enjoyed participating and learning, especially when they could earn stars.

“The students became slightly more active, with an improvement of around 20%. Although students’ literacy levels are generally declining, the program helped increase their interest in reading.” (K, RQ, 3) (Interview, 2026)

Based on this statement, the teacher also observed an increase in students' enthusiasm for reading, although only 20%. The increase wasn't significant, but it was quite noticeable. Students participated when the teacher implemented a reading strategy transformed into a game, an indicator of successful reading interest. Therefore, teachers must package boring reading materials in a way that suits them, including the Snakes and Ladders game I implemented for the entire class. They responded very well to this game. This was good news because previously, students had lost their interest in reading as they once did.

The teacher noticed that students were becoming more proficient in reading. Initially, they only looked at titles or pictures. Later, they began using more sophisticated strategies, such as scanning the text to find answers. This indicated that students were genuinely trying to understand what they were reading. The teacher believed that the reward system helped students improve their reading and comprehension skills. When they look at their students' grades, they can see that they have performed better since the Pin Star Rewards Program began.

Students also enjoy taking quizzes and reviewing what they have learned. They remain enthusiastic and want to do more of these activities. This makes teachers want to try these things in their own lessons, but with some changes, such as using games. The teacher likes the idea of using rewards to help students learn because it makes lessons more fun and less

boring. he also thinks that mixing up teaching methods is a good idea to maintain student interest.

The teacher suggests that the Pin Star Rewards Program is a good thing and should be continued because it helps students participate, motivates them, and makes them better learners. This is taken from the interview result:

“I strongly recommend continuing the program because it had a significant positive impact on students’ reading and vocabulary development. However, he suggested varying the activities using different platforms such as Wordwall or Kahoot to avoid boredom.” (K, RQ, 3) (Interview, 2026)

The Pin Star Rewards Program is a way to help students, just like the Pin Star Rewards Program.

4.2.6 The Role of Learning Strategies in Achieving Pin Star Reward

Based on interviews, the research findings indicate that the reading strategies and vocabulary used by students play a significant role in helping them earn stars in the Pin Star Reward program. Students who habitually use reading strategies are more likely to find answers when taking Quizizz because they focus solely on the main objective, namely, the essential parts of the questions. This benefits them during timed quizzes.

Furthermore, when they encounter difficult words, students often try to guess from the context or directly use tools like Google Translate. This way, they can still understand the text and answer the questions more accurately. Some students also take notes and review the vocabulary they have learned. This is especially helpful during review sessions, as they recall

previous material more easily and are better prepared to answer questions. Students who use these strategies tend to be better prepared, understand more quickly, and feel more confident during quizzes or review sessions. Ultimately, this helps them earn more stars than students who do not consciously use these strategies.

The findings also revealed that the strategies used by students who passed the three indicators in the PIN Star Reward program were monthly quizzes, review questions, and timely assignment submission. Based on the summary of star scores across the four classes, monthly quizzes and assignment submissions contributed the most, with 16 stars each, and review questions with 13 stars.

Code	Total Stars	Dominant Reading Strategies	Dominant Vocabulary Strategies
NDSP	9	Prediction, Skimming, Rereading	Note-taking, Repetition
IKAS	9	Keyword Identification, Rereading	Contextual Guessing, Note-taking, Repetition
IK	8	Prediction, Comprehension Monitoring	Contextual Guessing, Translation Tools
APM	7	Scanning, Rereading	Dictionary Use, Repetition
ITF	6	Scanning, Rereading	Contextual Guessing, Translation Tools
AMR	6	Skimming, Comprehension Monitoring	Contextual Guessing, Repetition

The table shows that students with higher star achievements tended to use multiple reading and vocabulary strategies simultaneously. The two highest-achieving students, NDSP and IKAS, combined prediction, keyword identification, rereading, contextual guessing, note-taking, and

repetition strategies. In contrast, students with fewer stars generally reported using fewer combinations of strategies. This finding suggests that successful participation in the Pin Star Reward Program was associated with the flexible use of multiple strategies rather than reliance on a single strategy.

The interview findings showed that students who obtained the highest number of stars tended to use multiple reading and vocabulary strategies simultaneously.

NDSP, who obtained nine stars, reported using prediction, skimming, rereading, note-taking, and repetition strategies. She explained:

“First, I read the title and briefly look at the text to understand the topic and its meaning.” (NDSP, RQ, 1) (Interview, 2026)

She also stated:

“Yes, create a special book for memorized vocabulary.” (NDSP, RQ, 2) (Interview, 2026)

Furthermore, she explained:

“Study as much as possible the night before English class and read a lot.” (NDSP, RQ, 3) (Interview, 2026)

Similarly, IKAS, who also obtained nine stars, combined keyword identification, rereading, contextual guessing, note-taking, and review strategies. She stated:

“I mark words that frequently appear in the text.” (IKAS, RQ, 1) (Interview, 2026)

“Yes, I write it down in a small notebook and read it over and over again.” (IKAS, RQ, 2) (Interview, 2026)

“I reread previous learning notes.” (IKAS, RQ, 3) (Interview, 2026)

These findings indicate that students with the highest star achievements did not rely on a single strategy. Instead, they combined several reading and vocabulary strategies, enabling them to perform better during quizzes, review sessions, and assignment completion activities.

The strategies students used to complete assignments and earn stars also had a significant impact after the program was implemented. These strategies influenced students' study habits, with some students reporting more active and confident learning English, as reported by the following informant:

“Yes, I'm more confident answering questions in class.” (IKAS, RQ, 3) (Interview, 2026)

Meanwhile, another student said that:

“Yes, I am more focused when reading and understanding the text so I can answer the questions given, because there is a program that makes me enthusiastic and compete to get stars.” (AMR, RQ, 3) (Interview, 2026)

Similarly, the other student explained:

“Yes, it's changed. Previously, I rarely used Quizizz to study. After discovering Quizizz, I started searching for practice questions more often. Now, I use Quizizz and my study template every night before school. I reviewed yesterday's lesson and skimmed through tomorrow's lesson to help me understand it first.” (NDSP, RQ, 3) (Interview, 2026)

This kind of change, as researchers and teachers hope, will continue to develop in students, and they will consistently implement strategies that

are appropriate to their needs, ultimately supporting learning success. As hoped by an English teacher at MAN 2 Lamongan:

“I strongly agree that the reward system helped improve students' reading comprehension and vocabulary. This improvement could be seen from students' final results, which showed significant progress compared to their initial performance.” (K, RQ, 3) (Interview, 2026)

The final results of the assessment of selected students who get 4 stars or more indicate that their English score is 85 or more; this indicates that the students have successfully implemented learning habits using the strategies they applied when implementing the Pin Star Reward program.

4.3 Research Discussion

The Pin Star Reward program helps students improve their reading skills and vocabulary. It also motivates them to learn English. These results align with several theories we discussed earlier. Students use reading strategies: they predict what the text will say, they skim the text to get ideas, they scan the text to find information, they infer the meaning of the text, and they check whether they understand what they read.

These findings support (Fitriani & Zulpa, 2023), who stated that reading strategies are cognitive and metacognitive techniques used by learners to improve reading comprehension. Another interesting finding was that most participants perceived narrative texts as easier than exposition texts. Students reported that narrative texts were easier to understand because they could follow the sequence of events, identify character actions, and infer meanings from the storyline. In contrast, exposition texts required students to focus on

topic sentences, keywords, and important information in order to identify the main ideas. This finding suggests that students adjusted their reading strategies according to the characteristics of the text type. Narrative texts tended to encourage contextual understanding through story structure, whereas exposition texts required more analytical reading strategies, such as identifying keywords and main ideas.

The dominance of narrative and exposition text strategies in this study may be influenced by the learning materials used during the implementation of the Pin Star Reward Program. The program was conducted using materials from *Bahasa Inggris Jelajah Ilmu* for Grade X Semester 2 published by Intan Pariwara. The learning materials primarily focused on two text types, namely narrative texts and exposition texts. As a result, students were repeatedly exposed to reading activities involving these text genres throughout the program. This learning context may explain why narrative and exposition text strategies emerged as the most frequently reported reading strategies among the participants. Students developed different approaches for each text type, such as following the sequence of events and character actions when reading narrative texts, while focusing on topic sentences, keywords, and supporting information when reading exposition texts.

These findings also align with Zainuddin et al. (2022), who explain that effective readers actively use various strategies to comprehend text and achieve reading goals. Interestingly, students don't just use one strategy; they use a variety of approaches depending on the task. For example, they use scanning

and skimming. This shows that they read strategically and don't just read word for word. A similar pattern was found in vocabulary comprehension strategies; students used various strategies to understand difficult vocabulary contained in the reading, so that they could work on questions easily. They guess word meanings from context, they use translation tools, they ask others for help, they take notes, and they repeat words. This aligns with Schmitt's theory, discussed earlier. He states that we learn vocabulary by discovering the meaning of words and reinforcing it through repeated practice (Schmitt, 2000).

Students using context to guess word meanings is a strategy. Asking for help from teachers or friends is also a strategy. Students also take notes and repeat words to memorize and retain vocabulary, especially new vocabulary. This finding is also consistent with (Nation, 2022), who classified vocabulary learning strategies into planning, resources, and processes. Students in this study demonstrated these strategies through contextual guessing, dictionary use, note-taking, repetition, and seeking help from teachers or peers. The findings also revealed that students with higher star achievements tended to combine multiple reading and vocabulary strategies rather than relying on a single strategy. For example, NDSP and IKAS, who earned among the highest numbers of stars, combined prediction, keyword identification, rereading, contextual guessing, note-taking, and repetition strategies. This suggests that learning success in the Pin Star Reward Program was associated not with the use of one particular strategy, but with the ability to apply several strategies flexibly according to learning needs.

The findings showed that the reward system encouraged students to prepare more seriously for monthly quizzes, review previous materials before review sessions, and complete assignments on time. As a result, students applied reading comprehension and vocabulary learning strategies more consistently because they wanted to earn stars. This supports the concept of gamification proposed by (Deterding et al., 2011), which suggests that rewards and achievement systems can increase learner engagement and participation in educational activities.

This supports the idea that rewards can motivate students; they not only participate but also take on more responsibility. Students are also able to submit assignments on time; they are more active and perform better than before. This supports the conclusion of an English teacher at MAN 2 Lamongan that this program has a positive impact that needs to be continued and developed. Each activity contributes differently to a student's chances of earning a star, depending on their enthusiasm and performance throughout the program. However, the findings suggest that the influence of the reward system extended beyond motivation. Students reported changes in their learning habits, including reviewing lessons before quizzes, practicing through Quizizz, recording vocabulary, rereading texts, and preparing more seriously for classroom activities. Therefore, the Pin Star Reward Program not only increased students' willingness to participate but also encouraged the development of more effective learning behaviors.

Several students reported positive changes in their study habits after joining the program. They became more confident in answering questions, more focused when reading texts, and more enthusiastic about learning English. These changes demonstrate that the Pin Star Rewards Program rewards and encourages students to develop more active study habits. This supported by English teacher at MAN 2 Lamongan, who believes this program has a positive impact that should continue and grow. Each activity affects a student's chances of earning a star in different ways, based on their enthusiasm and performance during the program.

CHAPTER V

CONCLUSION

In this section, the researcher summarizes the key findings previously described and provides conclusions related to the research objectives. Practical and strategic suggestions are also proposed to assist educators, students, schools/policymakers, and other researchers in finding effective reading and vocabulary strategies for students living in rural areas through gamification in the Pin Star Reward program at the high school level.

5.1 Conclusion

This study was conducted to determine what reading comprehension and vocabulary learning strategies students who earned four or more stars in the Pin Star Reward Program used. It also shows how these strategies helped them perform well. Students used a variety of reading strategies when reading English texts. They would predict the content of the text, skim, scan, guess the meaning, and check for understanding. Students didn't just use one strategy; they varied their strategies based on the text and the questions they had to answer. The findings also revealed that students adjusted their reading strategies according to the text type. Most participants perceived narrative texts as easier to understand because they could follow the sequence of events, character actions, and storyline development. In contrast, when reading exposition texts, students tended to focus on topic sentences, keywords, supporting information, and main ideas to comprehend the text.

When learning vocabulary, students also used multiple strategies. They would try to guess the meaning of a word by looking at surrounding words, using tools to translate it, asking someone what it meant, writing it down, and repeating it to themselves. Among these strategies, contextual guessing emerged as the most frequently used strategy. Most students attempted to infer the meaning of unfamiliar words from surrounding sentences before consulting dictionaries or translation tools. Furthermore, note-taking and repetition were commonly reported by high-achieving students and appeared to support vocabulary retention and learning preparation. These strategies helped them understand unfamiliar words and remember them better. What was particularly interesting about this study was how these strategies actually helped students earn the Pin Star Award. Students who used strategies like skimming and scanning were able to find answers to questions more quickly when they took quizzes. At that time, the vocabulary strategies they used helped them understand the text better, allowing them to answer questions correctly.

The findings further showed that students with the highest star achievements tended to combine multiple reading and vocabulary strategies rather than relying on a single strategy. The two highest-achieving students, NDSP and IKAS, reported using prediction, keyword identification, rereading, contextual guessing, note-taking, repetition, and review strategies. This suggests that successful participation in the Pin Star Reward Program was associated with flexible strategy use according to learning needs and task demands.

Students who consistently take notes and review vocabulary are also better prepared when it comes time to review the lesson. This makes them more confident when answering questions. They are more likely to earn stars. The Pin Star Reward Program is a system where students can earn stars for performing well. This study shows that the strategies students use to study are crucial for understanding the material and performing well within the system, such as the Pin Star Reward Program. In addition, the Pin Star Reward Program positively influenced students' learning habits and motivation. Students became more prepared before quizzes, reviewed learning materials more frequently, practiced vocabulary regularly, and participated more actively during classroom activities. Therefore, it can be concluded that the Pin Star Reward Program not only increased students' motivation and participation but also encouraged the consistent use of effective reading comprehension and vocabulary learning strategies that contributed to students' academic achievement and success in earning stars.

5.2 Suggestion

Based on the results of this study, several recommendations will be presented to various parties, such as teachers, students, and other researchers in the future. Teachers are advised to implement learning models that are engaging for students. The Pin Star Reward program is quite popular among students because it is considered engaging, not boring, and offers rewards. These rewards serve as a form of appreciation for students, increasing their enthusiasm for learning. However, it is also important to vary the learning process, not just

focusing on one learning medium but also exploring different media or applications to prevent students from getting bored.

For students, it is crucial to be familiar with various English learning strategies, both in reading and vocabulary development. The key to learning a foreign language, including English, is understanding its meaning, so vocabulary development is crucial. Identifying strategies that suit their needs can also save time and facilitate comprehension of texts. Students are also encouraged to be more enthusiastic in competing to do good deeds and to be more consistent in practicing and reviewing material if they want to achieve the best results.

For future researchers, it would be interesting to explore this topic in a broader context. This study involved only a small number of students, so further research with a larger sample size or a longer implementation period could provide more in-depth insights. Furthermore, future studies could also focus on student reading interests or compare different types of reward systems to determine which is more effective.

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APPENDICES

Appendix 1: Survey permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin-malang.ac.id

Nomor : 628/Un.03.1/TL.01.04/02/2026
Sifat : Penting
Lampiran : -
Hal : Izin Survey

06 Februari 2026

Kepada

Yth. Kepala MAN 2 Lamongan
di
Lamongan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nadia Azira
NIM : 220107110072
Tahun Akademik : Genap - 2025/2026
Judul Proposal : *Students' Reading Comprehension and Vocabulary Strategies in Achieving Pin Star Reward in English Learning*

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2: Research letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 648/Un.03.1/TL.01.04/02/2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

09 Februari 2026

Kepada

Yth. Kepala MAN 2 Lamongan

di

Lamongan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Nadia Azira
NIM	: 220107110072
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: Students' Reading Comprehension and Vocabulary Strategies in Achieving Pin Star Reward in English Learning
Lama Penelitian	: Februari 2026 sampai dengan April 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3: Reply to research letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMONGAN
MADRASAH ALIYAH NEGERI 2**

Jalan Bulaksari Nomor 269 Sogo Kec. Babat Kab. Lamongan 62271
NSM : 131135240002 NPSN : 20580768;
Website : www.man2lamongan.sch.id E-mail : manjabat_lamongan@yahoo.co.id

SURAT KETERANGAN

Nomor: B- 506 /Ma.13.18.02/PP.00.10/05/2026

Yang bertanda tangan di bawah ini:

Nama : Purnomo, S.Pd., M.Pd
NIP : 196707311994121002
Pangkat / Gol. Ruang : Pembina (IV/a)
Jabatan : Kepala
Satuan Kerja : MAN 2 Lamongan

Menerangkan :

Nama : NADIA AZIRA
NIM : 220107110072
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Maulana Malik Ibrahim Malang

Semester – Tahun Akademik : Genap – 2025/2026

Benar-benar telah melaksanakan penelitian di MAN 2 Lamongan pada tanggal 14 Februari s.d. 30 April 2026 terkait dengan Judul Skripsi “STUDENTS’ READING COMPREHENSION AND VOCABULARY STRATEGIES IN ACHIEVING PIN STAR REWARD IN ENGLISH LEARNING”

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat di pergunakan sebagaimana mestinya.

Lamongan, 18 Mei 2026
Kepala Madrasah,



Purnomo



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan Balai Besar Sertifikasi Elektronik (BBSrE).
Token : 2QaoMMw6

Appendix 4: Interview questions

INTERVIEW 1

The following questions were asked of students of grades X-2, X-5, X-9, and X-10 who received more than 4 stars in the Pin Star Reward Program.

1. When you read an English text, what do you usually do first?
(Saat membaca teks bahasa Inggris, apa yang biasanya kamu lakukan terlebih dahulu?)
2. How do you find or understand the main idea of a text?
(Bagaimana cara kamu menemukan atau memahami ide utama dari sebuah teks?)
3. What do you do when you don't understand a sentence or paragraph?
(Apa yang kamu lakukan jika tidak memahami sebuah kalimat atau paragraf?)
4. Do you usually read the text more than once? If yes, why?
(Apakah kamu biasanya membaca teks tersebut lebih dari sekali? Jika ya, mengapa?)
5. How do you usually answer reading questions during quizzes?
(Bagaimana biasanya kamu menjawab soal-soal bacaan saat ujian?)
6. Which text is easier for you to read, narrative text or exposition text? Why?
(Jenis teks mana yang lebih mudah kamu pahami, narrative text atau exposition text? Mengapa?)
7. When reading a narrative text, what helps you understand the text the most?
(Saat membaca narrative text, hal apa yang paling membantu kamu memahami isi cerita?)
8. When reading an exposition text, what do you usually focus on first?
(Saat membaca exposition text, bagian apa yang biasanya pertama kali kamu perhatikan?)

Vocabulary Strategies (RQ2)

9. What do you usually do when you find a difficult word in a text?
(Apa yang biasanya Anda lakukan saat menemukan kata yang sulit dalam sebuah teks?)

10. Do you try to guess the meaning of the word from the sentence or context? How?
(Apakah Anda mencoba menebak arti kata tersebut dari kalimat atau konteksnya? Bagaimana caranya?)
11. When do you decide to use a dictionary or a translation tool? How?
(Kapan Anda memutuskan untuk menggunakan kamus atau alat terjemahan?)
12. Do you write down new vocabulary? If yes, how do you remember it?
(Apakah Anda mencatat kosakata baru? Jika ya, bagaimana Anda mengingatnya?)

Pin Star Reward Program (RQ3)

13. How do you usually prepare before quizzes or review sessions to get stars?
(Bagaimana biasanya Anda mempersiapkan diri sebelum kuis atau sesi ulangan untuk mendapatkan bintang?)
14. Do reading and vocabulary strategies help you get more stars? Can you explain how?
(Apakah strategi membaca dan kosakata membantu Anda mendapatkan lebih banyak bintang? Dapatkah Anda menjelaskan caranya?)
15. Has your way of learning changed since joining the Pin Star Reward Program? In what way?
(Apakah cara belajar Anda berubah sejak bergabung dengan Program Hadiah Bintang Pin? Dalam hal apa?)

INTERVIEW 2

This question is addressed to the English teacher at MAN 2 Lamongan as an observer during the implementation of the Pin Star Reward Program.

1. How do you see the students' participation during the Pin Star Reward Program?
(Bagaimana Anda melihat partisipasi siswa selama Program Penghargaan Pin Star?)
2. Did the students become more active during reading activities after joining the program?
(Apakah siswa menjadi lebih aktif selama kegiatan membaca setelah bergabung dengan program ini?)
3. What changes have you seen in students' learning strategies after the implementation of the program?
(Perubahan apa yang Anda lihat dalam strategi belajar siswa setelah penerapan program ini?)
4. Do you think the reward system helped improve students' reading comprehension and vocabulary?
(Apakah menurut Anda sistem penghargaan membantu meningkatkan pemahaman bacaan dan kosakata siswa?)
5. How did students respond to quizzes and review sessions?
(Bagaimana tanggapan siswa terhadap kuis dan sesi ulasan?)
6. What is your opinion about using reward programs in English learning?
(Apa pendapat Anda tentang penggunaan program penghargaan dalam pembelajaran bahasa Inggris?)
7. Do you think the program should be continued in the classroom? Why?
(Apakah menurut Anda program ini harus dilanjutkan di kelas? Mengapa?)

Appendix 5: Interview Transcript

TRANSCRIPT OF INTERVIEW 1

Date: April 17th 2026

Location: MAN 2 Lamongan

Respondent's Information:

Name: Nurid Dhuha Sania Putri

Code: NDSP

Positions in School: X-2 Student

Total stars earned: 7

No	Question	Answer
1.	When you read an English text, what do you usually do first?	First, I read the title and briefly look at the text to understand the topic and its meaning. (RQ.1)
2.	How do you find or understand the main idea of a text?	I look at the first sentence of each paragraph because it is usually found in the first sentence. (RQ.1)
3.	What do you do when you don't understand a sentence or paragraph?	I reread it to find the oddities. If I still didn't understand, I asked the teacher. (RQ.1)
4.	Do you usually read the text more than once? If yes, why?	Yes, I read it twice because it makes the text easier to understand. (RQ.1)
5.	How do you usually answer reading questions during quizzes?	In my opinion, we have to master the meaning first because the questions are in English. If we don't understand the meaning, we won't understand the reading presented in the quiz questions. (RQ.1)
6.	Which text is easier for you to read, the narrative text or the exposition text? Why?	I prefer narrative text because I can follow the story from the beginning until the end. It is easier for me to understand compared to exposition text, which contains a lot of information and explanations. (RQ.1)
7.	When reading a narrative text, what helps you understand the text the most?	Usually I pay attention to the sequence of events. If I know what happened first and what happened next, I can understand the whole story more easily. (RQ.1)
8.	When reading an exposition text, what do you usually focus on first?	I look at the first sentence in each paragraph because it often helps me find the main idea. (RQ.1)

No	Question	Answer
9.	What do you usually do when you find a difficult word in a text?	Connect with the text before and after it, then consult a dictionary or don't explore. (RQ.2)
10.	Do you try to guess the meaning of the word from the sentence or context? How?	Yes, by memorizing a lot of vocabulary and applying it in daily life, for example, typing with friends, sometimes mixed with Indonesian English, because it's a bit embarrassing to be called "kemenggres" in Javanese. (RQ.2)
11.	When do you decide to use a dictionary or a translation tool?	When you come across a word you don't know the meaning of or have forgotten. (RQ.2)
12.	Do you write down new vocabulary? If yes, how do you remember it?	Yes, create a special book for memorized vocabulary. (RQ.2)
13.	How do you usually prepare before quizzes or review sessions to get stars?	Study as much as possible the night before English class and read a lot. (RQ.3)
14.	Do reading and vocabulary strategies help you get more stars? Can you explain how?	If I memorize while writing to memorize quickly and sometimes play English games, including Quizizz, I forget... so that when the time comes for the monthly quiz, I can do it well. (RQ.3)
15.	Has your way of learning changed since joining the Pin Star Reward Program? In what way?	Yes, it's changed. Previously, I rarely used Quizizz to study. After discovering Quizizz, I started searching for practice questions more often. Now, I use Quizizz and my study template every night before school. I reviewed yesterday's lesson and skimmed through tomorrow's lesson to help me understand it first. (RQ.3)

Date: April 17th 2026

Location: MAN 2 Lamongan

Respondent's Information:

Name: Izza Tsania Faradis

Code: ITF

Positions in School: X-2 Student

Total stars earned: 5

No	Question	Answer
1.	When you read an English text, what do you usually do first?	I read the text while slowly understanding the content or meaning of the text as a whole. (RQ.1)
2.	How do you find or understand the main idea of a text?	Look for sentences and main ideas that appear frequently in a paragraph to find the main idea of the text. (RQ.1)
3.	What do you do when you don't understand a sentence or paragraph?	I usually reread the sentence slowly and try to understand it from the surrounding context. (RQ.1)
4.	Do you usually read the text more than once? If yes, why?	Yes, because there are definitely some words or vocabulary that I don't know yet. I will look up the new vocabulary on Google Translate, and after that, I will reread and understand the vocabulary that I have just learned. (RQ.2)
5.	How do you usually answer reading questions during quizzes?	I will read and understand the question first, then look for the appropriate information in the text. (RQ.1)
6.	Which text is easier for you to read, the narrative text or the exposition text? Why?	Honestly, I enjoy narrative text more. I can imagine the situations in the story, so it does not feel like I am studying. (RQ.1)
7.	When reading a narrative text, what helps you understand the text the most?	The characters help me understand the story. I usually pay attention to what they do and why they do it. (RQ.1)
8.	When reading an exposition text, what do you usually focus on first?	I try to find the topic first, then I slowly read each paragraph to understand the explanation. (RQ.1)
9.	What do you usually do when you find a difficult word in a text?	I try to guess the meaning of the word from the context of the sentence before looking it up on Google Translate. (RQ.2)
10.	Do you try to guess the meaning of the word from the sentence or context? How?	Yes, I look at the words and sentences before and after to estimate the meaning of difficult words. (RQ.2)

No	Question	Answer
11.	When do you decide to use a dictionary or a translation tool?	When I come across vocabulary that I don't know the meaning of, or I'm hesitant to guess the meaning of what I've read before. (RQ.2)
12.	Do you write down new vocabulary? If yes, how do you remember it?	To be honest, I rarely write down new vocabulary; usually I just remember it and use it straight away hehe. (RQ.2)
13.	How do you usually prepare before quizzes or review sessions to get stars?	I had read and understood the material that would be used for the quiz the night before, because Ms. Zira had told the class that there would be a quiz. (RQ.3)
14.	Do reading and vocabulary strategies help you get more stars? Can you explain how?	Yes, the reading and vocabulary strategy I use is to repeat the text I read until I understand the meaning, and if there is new vocabulary, I will definitely look it up on Google Translate. (RQ.3)
15.	Has your way of learning changed since joining the Pin Star Reward Program? In what way?	Yes, I'm addicted to reading English subtitles. What I mean by addicted is that whenever a TikTok video happens to be an English story or contains English words, I'll definitely read it totally. (RQ.3)

Date: April 17th 2026

Location: MAN 2 Lamongan

Respondent's Information:

Name: Isma Kurnia Arum Sari

Code: IKAS

Positions in School: X-5 Student

Total stars earned: 6

No	Question	Answer
1.	When you read an English text, what do you usually do first?	I usually read the title and the entire text briefly first. (RQ.1)
2.	How do you find or understand the main idea of a text?	I mark words that frequently appear in the text. (RQ.1)
3.	What do you do when you don't understand a sentence or paragraph?	I try to translate word by word. (RQ.1)
4.	Do you usually read the text more than once? If yes, why?	Of course, it can help me understand the text. (RQ.1)
5.	How do you usually answer reading questions during quizzes?	I prepare by memorizing a lot of vocabulary, cause the questions use English, so I have to understand the meaning first. (RQ.1)
6.	Which text is easier for you to read, narrative text or exposition text? Why?	For me, narrative text is easier because even when I do not know some vocabulary, I can still understand the story from the overall context. (RQ.1)
7.	When reading a narrative text, what helps you understand the text the most?	Repeated words and important events help me understand what the story is talking about. (RQ.1)
8.	When reading an exposition text, what do you usually focus on first?	I usually search for keywords that appear many times because they often show the main topic being discussed. (RQ.1)
9.	What do you usually do when you find a difficult word in a text?	I try to guess the meaning. If I still don't understand, I can ask a friend or teacher, and I don't use a translation tool directly, because we also need to understand the context. (RQ.2)
10.	Do you try to guess the meaning of the word from the sentence or context? How?	Yes, I do this by looking at the word in the sentence before or after it. (RQ.2)

No	Question	Answer
11.	When do you decide to use a dictionary or a translation tool?	When I really don't understand the meaning of a word or sentence. (RQ.2)
12.	Do you write down new vocabulary? If yes, how do you remember it?	Yes, I write it down in a small notebook and read it over and over again. (RQ.2)
13.	How do you usually prepare before quizzes or review sessions to get stars?	I reread previous learning notes. (RQ.3)
14.	Do reading and vocabulary strategies help you get more stars? Can you explain how?	It helps because I know the keywords to look for to answer the questions quickly. (RQ.1 & RQ.3)
15.	Has your way of learning changed since joining the Pin Star Reward Program? In what way?	Yes, I'm more confident answering questions in class. (RQ.3)

Date: April 17th 2026

Location: MAN 2 Lamongan

Respondent's Information:

Name: Amanda Mahmuddotul Rohmah

Code: AMR

Positions in School: X-9 Student

Total stars earned: 6

No	Question	Answer
1.	When you read an English text, what do you usually do first?	I quickly read the title, images, and the entire text first. (RQ.1)
2.	How do you find or understand the main idea of a text?	I look for frequently repeated keywords. (RQ.1)
3.	What do you do when you don't understand a sentence or paragraph?	I read it again slowly to understand the content of the sentence or paragraph. (RQ.1)
4.	Do you usually read the text more than once? If yes, why?	I try to translate word by word. (RQ.1)
5.	How do you usually answer reading questions during quizzes?	First, I'll make sure that I understand the quiz questions to avoid difficulties, then answer them if I understand the meaning. (RQ.1)
6.	Which text is easier for you to read, narrative text or exposition text? Why?	Narrative text is easier because the flow is clearer for me. I sometimes get confused when a text contains too many explanations or arguments. (RQ.1)
7.	When reading a narrative text, what helps you understand the text the most?	I usually connect one event to another. When I understand how the events are related, the story becomes easier to follow. (RQ.1)
8.	When reading an exposition text, what do you usually focus on first?	I pay attention to the important information that is repeated several times because it is usually related to the main point of the text. (RQ.1)
9.	What do you usually do when you find a difficult word in a text?	I guess the meaning of difficult words, but if I can't find it, I look it up online. (RQ.2)
10.	Do you try to guess the meaning of the word from the sentence or context? How?	Yes, I usually read the sentence before and after the difficult word. (RQ.2)
11.	When do you decide to use a dictionary or a translation tool?	After I feel like I've been thinking about it for too long, I look it up in a dictionary or translation tool; it can save time. (RQ.2)

No	Question	Answer
12.	Do you write down new vocabulary? If yes, how do you remember it?	Yes, I usually write down new vocabulary in a book, then read it repeatedly to memorize and remember it better. (RQ.2)
13.	How do you usually prepare before quizzes or review sessions to get stars?	I read books that contain summaries of previously prepared material and reread them. (RQ.3)
14.	Do reading and vocabulary strategies help you get more stars? Can you explain how?	Yes, by reading the vocabulary, I can understand it better and be better prepared for the quiz, which makes me more confident that I can get a star. (RQ.3)
15.	Has your way of learning changed since joining the Pin Star Reward Program? In what way?	Yes, I more focused when reading and understanding the text so I can answer the questions given, because there is a program that makes me enthusiastic and compete to get stars. (RQ.3)

Date: April 17th 2026

Location: MAN 2 Lamongan

Respondent's Information:

Name: Ismi Khomariyah

Code: IK

Positions in School: X-9 Student

Total stars earned: 5

No	Question	Answer
1.	When you read an English text, what do you usually do first?	I usually read the title and the beginning of the paragraph first to get an idea of the text's content. (RQ.1)
2.	How do you find or understand the main idea of a text?	I look for the most frequently discussed and most important parts or sentences. (RQ.1)
3.	What do you do when you don't understand a sentence or paragraph?	If there's a sentence I don't understand, I usually reread it slowly or look up the meaning bit by bit. (RQ.1)
4.	Do you usually read the text more than once? If yes, why?	Yes, I usually read the text more than once if I don't fully understand it. (RQ.1 & RQ.2)
5.	How do you usually answer reading questions during quizzes?	When taking a reading quiz, I usually read the text slowly and try to translate difficult parts as best I can. Once I understand it a little, I look for the answer that best fits the text. (RQ.1)
6.	Which text is easier for you to read, narrative text or exposition text? Why?	I think narrative text is easier. Even if there are unfamiliar words, I can often guess their meaning because the story gives many clues. (RQ.1)
7.	When reading a narrative text, what helps you understand the text the most?	I often look at the sentences before and after difficult words, then I connect them with the storyline. (RQ.1)
8.	When reading an exposition text, what do you usually focus on first?	Usually I try to understand what topic is being discussed first before looking at the details. (RQ.1)
9.	What do you usually do when you find a difficult word in a text?	If I encounter a difficult word, I usually try to guess its meaning first. If I still don't understand it, I then Google it. (RQ.1 & RQ.2)
10.	Do you try to guess the meaning of the word from the sentence or context? How?	Yes, I usually understand the meaning of the sentences before and after it to make it

No	Question	Answer
		easier to understand the word in question. (RQ.2)
11.	When do you decide to use a dictionary or a translation tool?	I usually use Google Translate or a dictionary when I'm having trouble understanding a word. (RQ.2)
12.	Do you write down new vocabulary? If yes, how do you remember it?	I usually use Google Translate or a dictionary when I'm having trouble understanding a word. (RQ.2)
13.	How do you usually prepare before quizzes or review sessions to get stars?	Sometimes I note down new words that I think are important or that appear frequently in the text, but not always. Then I remember it by reading or seeing the word again while studying. (RQ.2)
14.	Do reading and vocabulary strategies help you get more stars? Can you explain how?	Yes, this is quite helpful because it makes it easier for me to understand the reading and remember difficult words. (RQ.3)
15.	Has your way of learning changed since joining the Pin Star Reward Program? In what way?	Things have changed quite a bit; I'm more enthusiastic about learning English. I used to be reluctant to study English, but now, because I'm working towards that ultimate goal, it feels like a challenge, and it's really fun. (RQ.3)

Date: April 17th 2026

Location: MAN 2 Lamongan

Respondent's Information:

Name: Almira Putri Maulida

Code: APM

Positions in School: X-10 Student

Total stars earned: 5

No	Question	Answer
1.	When you read an English text, what do you usually do first?	I use a dictionary for difficult words. If I don't understand the meaning, I ask my teacher. (RQ.2)
2.	How do you find or understand the main idea of a text?	I read the text first, then translate it to understand the content. (RQ.2)
3.	What do you do when you don't understand a sentence or paragraph?	I read the text first, then translate it to understand the content. (RQ.2)
4.	Do you usually read the text more than once? If yes, why?	Yes, I read it more than once because otherwise, I might have difficulty understanding the text. (RQ.1)
5.	How do you usually answer reading questions during quizzes?	If I come across a new text, I try to read it, then read the questions. If I can't answer the question, I'll look it up in the text. (RQ.1)
6.	Which text is easier for you to read, narrative text or exposition text? Why?	For me, narrative text is easier because the content feels more familiar and enjoyable to read. I do not have to think too much about complicated explanations. (RQ.1)
7.	When reading a narrative text, what helps you understand the text the most?	I focus on the meaning of each part of the story and try to understand how the events are connected. (RQ.1)
8.	When reading an exposition text, what do you usually focus on first?	I usually pay attention to the explanation and supporting information because they help me understand the topic being discussed. (RQ.1)
9.	What do you usually do when you find a difficult word in a text?	I look up definitions on Google or in a dictionary, or I can also ask a friend or teacher. (RQ.2)
10.	Do you try to guess the meaning of the word from the sentence or context? How?	I usually look at the sentence after a word I don't understand. (RQ.2)

No	Question	Answer
11.	When do you decide to use a dictionary or a translation tool?	I use a dictionary or translation tool when I don't understand the meaning of vocabulary in the text. (RQ.2)
12.	Do you write down new vocabulary? If yes, how do you remember it?	Yes, I note down new vocabulary and read it over and over to remember and practice it. (RQ.2)
13.	How do you usually prepare before quizzes or review sessions to get stars?	I usually reread the material that has been given. (RQ.3)
14.	Do reading and vocabulary strategies help you get more stars? Can you explain how?	This helps because it makes it easier for me to answer questions, and I earn more stars. (RQ.3)
15.	Has your way of learning changed since joining the Pin Star Reward Program? In what way?	Yes, my learning style has changed because, since the Pin Star program, I've become more enthusiastic about learning. It's not about getting rewards, but the program actually encourages us to compete in good deeds to earn stars, or what could be called achievements. (RQ.3)

TRANSCRIPT OF INTERVIEW 2

Date: April 24th 2026

Location: MAN 2 Lamongan

Respondent's Information:

Name: Kacung, S.Pd., M.Pd.

Positions in School: English teacher

No	Question	Answer
1.	How do you see the students' participation during the Pin Star Reward Program?	The teacher stated that students showed increased enthusiasm during the program. They felt entertained and motivated because the activities were enjoyable and competitive. The opportunity to earn rewards encouraged students to participate more actively.
2.	Did the students become more active during reading activities after joining the program?	The teacher explained that students became slightly more active, with an improvement of around 20%. Although students' literacy levels are generally declining, the program helped increase their interest in reading.
3.	What changes have you seen in students' learning strategies after the implementation of the program?	The teacher observed that students began to use more varied reading strategies. Previously, they only focused on titles, pictures, or keywords, but after the program, some students started using strategies such as scanning. In addition, students gradually improved their vocabulary by learning and applying new words continuously in daily activities.
4.	Do you think the reward system helped improve students' reading comprehension and vocabulary?	The teacher strongly agreed that the reward system helped improve students' reading comprehension and vocabulary. This improvement could be seen from students' final results,

		which showed significant progress compared to their initial performance.
5.	How did students respond to quizzes and review sessions?	The teacher stated that students responded very positively. They remained enthusiastic and even asked when the next quiz or review session would be conducted. This shows that the activities were engaging and meaningful for them.
6.	What is your opinion about using reward programs in English learning?	The teacher considered the reward system to be an effective strategy, especially for today's students. It makes learning more interesting and less monotonous, and it can be used both in pre-learning and post-test activities.
7.	Do you think the program should be continued in the classroom? Why?	The teacher strongly recommended continuing the program because it had a significant positive impact on students' reading and vocabulary development. However, he suggested varying the activities using different platforms such as Wordwall or Kahoot to avoid boredom.

Appendix 6: Observation Checklist

LEMBAR OBSERVASI

STRATEGI PEMAHAMAN BACAAN DAN KOSAKATA SISWA DALAM MENCAPAI PENGHARGAAN PIN STAR DALAM PEMBELAJARAN BAHASA INGGRIS

Subjek observasi: Siswa kelas X-2

Lokasi: Ruang kelas X-2

Beri tanda checklist (✓) pada kolom yang disediakan sesuai dengan pengamatan peneliti. Tambahkan catatan jika dibutuhkan.

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
1	Partisipasi (Earn Stars)	Siswa berusaha mendapatkan bintang selama pembelajaran	✓		✓		✓		
		Siswa aktif menjawab pertanyaan dari guru	✓		✓		✓		
		Siswa menunjukkan semangat saat bintang diberikan	✓		✓		✓		
		Siswa tetap fokus karena ingin memperoleh reward	✓		✓		✓		
2	Monthly Quiz	Siswa membaca teks sebelum menjawab soal	✓			✓	✓		Kadang gaman ikut. tapi ke kelas lain.
		Siswa memahami pertanyaan sebelum menjawab	✓		✓		✓		tapi ada yg ngakun kudu ditany: masekangpaw madum

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		Siswa mencari jawaban berdasarkan isi teks	✓		✓		✓		
		Siswa fokus saat mengerjakan quiz	✓		✓		✓		
		Siswa menyelesaikan quiz tepat waktu	✓		✓		✓		
3	Review Question	Siswa menjawab pertanyaan review secara lisan	✓		✓		✓		aktif banget - sampai minta lagi
		Siswa mengingat materi sebelumnya saat review	✓		✓		✓		
		Siswa aktif merespon pertanyaan guru	✓		✓		✓		
		Siswa terlihat antusias saat sesi review	✓		✓		✓		
		Siswa berani mencoba menjawab	✓		✓		✓		
4	Strategi Membaca	Siswa membaca judul sebelum membaca teks	✓		✓		✓		
		Siswa melakukan skimming (membaca sekilas)	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		Siswa melakukan scanning (mencari info spesifik)	✓		✓		✓		
		Siswa membaca ulang teks saat tidak paham	✓		✓		✓		
		Siswa memahami isi teks secara umum	✓		✓		✓		
5	Strategi Kosakata	Siswa menebak arti kata dari konteks	✓		✓		✓		
		Siswa menggunakan kamus/Google Translate	✓		✓		✓		
		Siswa bertanya kepada guru/teman	✓		✓		✓		kata yg baru frasa guru -
		Siswa mencatat kosakata baru	✓		✓		✓		
		Siswa mengulang kosakata	✓		✓		✓		
6	Respon & Motivasi	Siswa terlihat senang saat pembelajaran	✓		✓		✓		
		Siswa lebih percaya diri	✓		✓		✓		178. mktf.
		Siswa lebih aktif dibanding biasanya	✓		✓		✓		
		Siswa menunjukkan minat belajar	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		Siswa terlibat sampai akhir pembelajaran	✓	✗	✓		✓		

Subjek observasi: Siswa kelas X-5

Lokasi: Ruang kelas X-5

Beri tanda checklist (✓) pada kolom yang disediakan sesuai dengan pengamatan peneliti. Tambahkan catatan jika dibutuhkan.

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
1	Partisipasi (Earn Stars)	Siswa berusaha mendapatkan bintang selama pembelajaran	✓		✓		✓		
		Siswa aktif menjawab pertanyaan dari guru	✓	✓			✓		
		Siswa menunjukkan semangat saat bintang diberikan	✓		✓		✓		Sangat bangg. per dapat bintang.
		Siswa tetap fokus karena ingin memperoleh reward	✓		✓		✓		
2	Monthly Quiz	Siswa membaca teks	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		sebelum menjawab soal	✓		✓		✓		
		Siswa memahami pertanyaan sebelum menjawab	✓		✓		✓		
		Siswa mencari jawaban berdasarkan isi teks	✓		✓		✓		
		Siswa fokus saat mengerjakan quiz	✓		✓		✓		sebelum Fokus - ngurain danipatan ngabrol.
		Siswa menyelesaikan quiz tepat waktu	✓		✓		✓		
3	Review Question	Siswa menjawab pertanyaan review secara lisan	✓		✓		✓		
		Siswa mengingat materi sebelumnya saat review	✓		✓		✓		
		Siswa aktif merespon pertanyaan guru	✓		✓		✓		
		Siswa terlihat antusias saat sesi review	✓		✓		✓		
		Siswa berani mencoba menjawab	✓		✓		✓		aktif

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
4	Strategi Membaca	Siswa membaca judul sebelum membaca teks	✓		✓		✓		
		Siswa melakukan skimming (membaca sekilas)	✓		✓		✓		
		Siswa melakukan scanning (mencari info spesifik)	✓		✓		✓		baca paragrafnya lalu cari jawaban di foto.
		Siswa membaca ulang teks saat tidak paham	✓		✓		✓		
		Siswa memahami isi teks secara umum	✓		✓		✓		
5	Strategi Kosakata	Siswa menebak arti kata dari konteks	✓		✓		✓		
		Siswa menggunakan kamus/Google Translate	✓		✓		✓		
		Siswa bertanya kepada guru/teman	✓		✓		✓		
		Siswa mencatat kosakata baru	✓		✓		✓		
		Siswa mengulang kosakata	✓		✓		✓		
6	Respon & Motivasi	Siswa terlihat senang saat pembelajaran	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		Siswa lebih percaya diri	✓		✓		✓		
		Siswa lebih aktif dibanding biasanya	✓		✓		✓		
		Siswa menunjukkan minat belajar	✓		✓		✓		antusias + aktif.
		Siswa terlibat sampai akhir pembelajaran	✓		✓		✓		

Subjek observasi: Siswa kelas X-9

Lokasi: Ruang kelas X-9

Beri tanda checklist (✓) pada kolom yang disediakan sesuai dengan pengamatan peneliti. Tambahkan catatan jika dibutuhkan.

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
1	Partisipasi (Earn Stars)	Siswa berusaha mendapatkan bintang selama pembelajaran	✓		✓		✓		
		Siswa aktif menjawab	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		pertanyaan dari guru	✓		✓		✓		
		Siswa menunjukkan semangat saat bintang diberikan	✓		✓		✓		
		Siswa tetap fokus karena ingin memperoleh reward	✓		✓		✓		
2	Monthly Quiz	Siswa membaca teks sebelum menjawab soal	✓		✓		✓		
		Siswa memahami pertanyaan sebelum menjawab	✓		✓		✓		
		Siswa mencari jawaban berdasarkan isi teks	✓		✓		✓		
		Siswa fokus saat mengerjakan quiz	✓		✓		✓		
		Siswa menyelesaikan quiz tepat waktu	✓		✓		✓		maaf karena terlambat. disamping itu June.
3	Review Question	Siswa menjawab pertanyaan review secara lisan	✓		✓		✓		
		Siswa mengingat materi	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		sebelumnya saat review	✓		✓		✓		
		Siswa aktif merespon pertanyaan guru	✓		✓		✓		
		Siswa terlihat antusias saat sesi review	✓		✓		✓		
		Siswa berani mencoba menjawab	✓		✓		✓		
4	Strategi Membaca	Siswa membaca judul sebelum membaca teks	✓		✓		✓		
		Siswa melakukan skimming (membaca sekilas)	✓		✓		✓		dis baca kelimpah nua / 3 aja
		Siswa melakukan scanning (mencari info spesifik)	✓		✓		✓		
		Siswa membaca ulang teks saat tidak paham	✓		✓		✓		
		Siswa memahami isi teks secara umum	✓		✓		✓		
5	Strategi Kosakata	Siswa menebak arti kata dari konteks	✓		✓		✓		
		Siswa menggunakan	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		kamus/Google Translate	✓		✓		✓		
		Siswa bertanya kepada guru/teman	✓		✓		✓		
		Siswa mencatat kosakata baru	✓		✓		✓		ada yang punya catatan -
		Siswa mengulang kosakata	✓		✓		✓		kalau kecil.
6	Respon & Motivasi	Siswa terlihat senang saat pembelajaran	✓		✓		✓		
		Siswa lebih percaya diri	✓		✓		✓		
		Siswa lebih aktif dibanding biasanya	✓		✓		✓		
		Siswa menunjukkan minat belajar	✓		✓		✓		
		Siswa terlibat sampai akhir pembelajaran	✓		✓		✓		ada yg belum selesai.

Subjek observasi: Siswa kelas X-10

Lokasi: Ruang kelas X-10

X-10

Beri tanda checklist (✓) pada kolom yang disediakan sesuai dengan pengamatan peneliti. Tambahkan catatan jika dibutuhkan.

alasan budget
sampai minta lagi

kuota
quiz
maksudnya

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
1	Partisipasi (Earn Stars)	Siswa berusaha mendapatkan bintang selama pembelajaran	✓		✓		✓		
		Siswa aktif menjawab pertanyaan dari guru	✓		✓		✓		
		Siswa menunjukkan semangat saat bintang diberikan	✓		✓		✓		
		Siswa tetap fokus karena ingin memperoleh reward	✓		✓		✓		
2	Monthly Quiz	Siswa membaca teks sebelum menjawab soal	✓		✓		✓		
		Siswa memahami pertanyaan sebelum menjawab	✓		✓		✓		
		Siswa mencari jawaban berdasarkan isi teks	✓		✓		✓		
		Siswa fokus saat mengerjakan quiz	✓		✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		Siswa menyelesaikan quiz tepat waktu	✓		✓		✓		
3	Review Question	Siswa menjawab pertanyaan review secara lisan	✓		✓		✓		
		Siswa mengingat materi sebelumnya saat review	✓		✓		✓		
		Siswa aktif merespon pertanyaan guru	✓		✓		✓		
		Siswa terlihat antusias saat sesi review	✓		✓		✓		
		Siswa berani mencoba menjawab	✓		✓		✓		
4	Strategi Membaca	Siswa membaca judul sebelum membaca teks	✓		✓		✓		
		Siswa melakukan skimming (membaca sekilas)	✓		✓		✓		
		Siswa melakukan scanning (mencari info spesifik)	✓		✓		✓		
		Siswa membaca ulang	✓	✓	✓		✓		

No	Aspek	Indikator (Kegiatan Nyata di Kelas)	20/01/2025		24/02/2025		28/04/2025		Keterangan
			Ya	Tidak	Ya	Tidak	Ya	Tidak	
		teks saat tidak paham	✓		✓		✓		
		Siswa memahami isi teks secara umum	✓		✓		✓		
5	Strategi Kosakata	Siswa menebak arti kata dari konteks	✓		✓		✓		
		Siswa menggunakan kamus/Google Translate	✓		✓		✓		
		Siswa bertanya kepada guru/teman	✓		✓		✓		
		Siswa mencatat kosakata baru	✓		✓		✓		
		Siswa mengulang kosakata	✓		✓		✓		
6	Respon & Motivasi	Siswa terlihat senang saat pembelajaran	✓		✓		✓		
		Siswa lebih percaya diri	✓		✓		✓		
		Siswa lebih aktif dibanding biasanya	✓		✓		✓		
		Siswa menunjukkan minat belajar	✓		✓		✓		
		Siswa terlibat sampai akhir pembelajaran	✓		✓		✓		

Appendix 7: Student grades in the final semester, the result of the implementation of the Pin Star Reward Program.

LEADER NILAI KELAS X.2 Group - Copy - Excel																											
File Home Insert Page Layout Formulas Data Review View Help																											
P12																											
A B C D E F G H I J K L M N O P Q R S T U V W																											
Rafael		X.2		Nama		Denzel																					
Kelas		RANZ LAMONGAN		Tahun Ajaran		2024/2025																					

[illegible]

Appendix 8: The text

The Hare and the Tortoise (Narrative text)

A long time ago, in a lush green forest, lived a pompous hare who was incredibly proud of his speed. He loved to run around the forest arrogantly and wouldn't stop bragging to all the other animals, "No one in this forest can run faster than me!"

He even often teased a tortoise for his slowness. "I'm the fastest runner in the woods, and you are the slowest one!" he jeered.

One day, the Hare challenged the animals in the forest, "Good day, friends! Who wants to race me?" With a smirk, the Hare presented his challenge.

They all shook their heads 'no,' but the Tortoise raised his hand. Calm and steady as ever, the tortoise simply said, "I will race you." Hearing the Hare's challenge accepted, his friends tried to stop him, but it was to no avail.

"You want to run against me?" The Hare laughed at his face.

"You may be fast, but I am persistent," he replied confidently.

"I will meet you at the starting line, where we will start the race, and I'm ready to embarrass you!" said the Hare, laughing as he left them behind.



The next day, the race began. When the race fell to the ground, a sign of the race was starting, the Hare sprinted at top speed. He looked back and saw the tortoise slowly moving. The tortoise watched him calmly while running with ease.

But running made the Hare tired. Confident that he would win easily, the Hare thought, "I have plenty of time for a quick nap." He found a comfortable spot under a big tree, then he turned his head for a moment to check on the turtle, but it was still far away. So, he drifted off to sleep.

Meanwhile, the tortoise, though slow, never stopped. He continued to put one foot in front of the other, steadily making his way towards the finish line. He didn't rush; he didn't boast; he just kept going to get to the finish line.

His friends were all excited and told him to hurry. This noise woke up the Hare. He finally woke up, stretched, and yawned, then looked towards the finish line.

To his absolute astonishment, he saw the tortoise was about to win. Then he started to run as fast as a flash. But it was too late.

The Tortoise, with a quiet determination, crossed the finish line first, winning the race. The Hare couldn't hide the disappointment from his face. While the other animals celebrated the win, cheered loudly, and hoisted the tortoise in the air.

Red-faced and humbled, the hare congratulated the tortoise and apologized for being pompous. He had learned a valuable lesson that day.

(Narrative text)



Activity 2

Read the text aloud.

Then, complete the table based on the text.

Once upon a time in a village, there lived Mak Minah and her three children named Utuh, Ucin, and Diang. Mak Minah loved her children dearly and worked hard for them. Every day, she cooked delicious meals for them. Unfortunately, her children never helped her. They didn't care for her mother and spent their time only for fun. Even when Mak Minah was sick, her children didn't care for her.

Being desperated, Mak Minah went to *batu betangkup* and told it about her suffer. She couldn't stand her children's behavior anymore, so she asked *batu betangkup* to eat her. Then, *batu betangkup* granted her wish.

All day long Utuh, Ucin, and Diang didn't see their mother. It was dusk and Mak Minah wasn't at home. The three siblings searched for their mother everywhere. Later on, they found their mother's hair under *batu betangkup*. They realized that their mother was inside, so they begged it to let her out. *Batu betangkup* hesitantly fulfilled their demand, but they successfully convinced it that they would be obedient children. *Batu betangkup* trusted them and set Mak Minah out.

The three children happily welcomed their mother. As they had promised to *batu betangkup*, they changed into obedient children. Unfortunately, it didn't last long. They were back to their nature, naughty and disobedient.

Batu betangkup was angry with the children as they broke their promise. Finally, *batu betangkup* ate them and never set them out.

Adapted from: <https://repositori.kemdikbud.go.id/10127/1/CERITA%20RAKYAT%20BATU%20BELAH%20BATU%20BETANGKUP%20SEBAGAI%20BENTUK.pdf> (October 12, 2022)

Table of identification:

(Expository text)



Activity 2

Read the texts in proper pronunciation.
Then, answer the questions.

Text 1

Why Anime Series Are Popular

Anime is a form of Japanese animation which is now popular around the world. Previously, anime was aimed at entertaining kids. Nowadays, anime series take various themes and are not only aimed at children. Many of them target teenagers and adults as the audience. Now, let's look at the reasons why anime series are so popular.

First, anime series are widely available. Previously, people could only enjoy anime series on TV channels. Almost all people around the world have televisions at home and it makes them enjoy anime series easily. Now, thanks to the Internet development, they can be accessed online everywhere and everytime. People can enjoy the series using popular streaming applications. They can also download free anime series without any charge.

Second, anime series have solid visuals. If we look at the anime characters, we'll find out that the drawings are very detailed. Each character has detailed specific features. Also, the background has shadows and it seems like a real scene.

Third, anime series have factual topics and relatable characters. Different from other cartoons, anime series are more serious. They don't just talk about happiness and laughter, but they can also present sadness and depression. The series may have topics such as mental sickness, difficulties in finding life's purposes, and struggles for survival.

Finally, anime series are wrapping up. Anime began a long time ago and newer anime series are always coming out. The series have new and various themes now. It will make people keen on watching anime series and never get bored.

For these reasons, we can say that anime series have been people's favorite. The diversity in themes of stories and detailed characters have made people into them.

Adapted from: <https://www.geekgirlauthority.com/5-reasons-anime-popularity-is-booming/> (August 25, 2022)

This text is for questions 24 to 26.



Rachel Kartika Putri

Today at 4PM

People say that listening to music while studying is beneficial. It can enhance their spirits and motivation. Actually, I disagree with the idea. *Wanna* know why? Well, for me, studying is a serious activity that needs concentration, but listening to music is a distraction. Soothing music may make us daydream and romantic music may make us melancholic. Besides, listening to music while studying is not good for our hearing. We usually listen to music at high volume and continuous exposure to loud music can harm our hearing.



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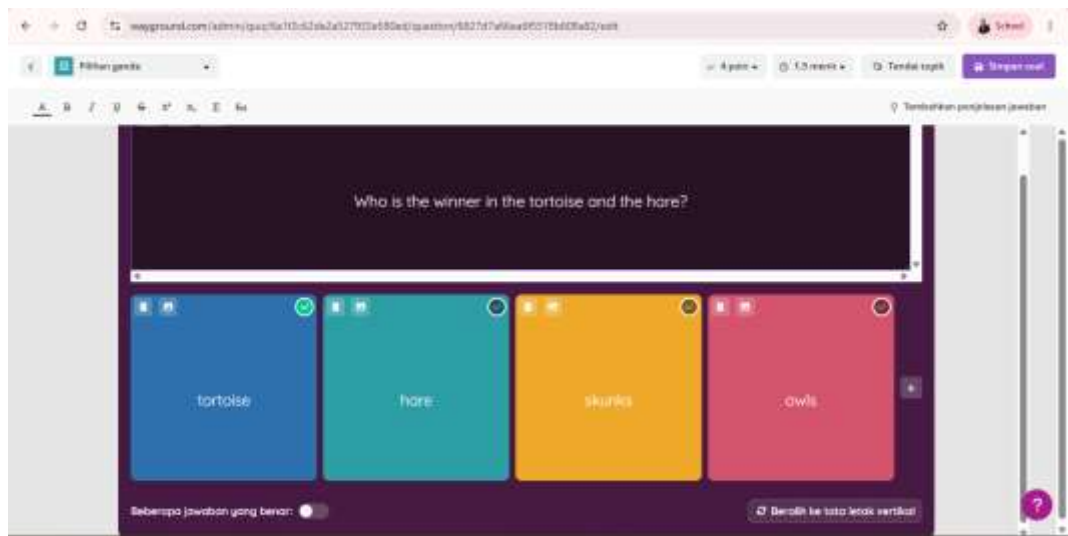
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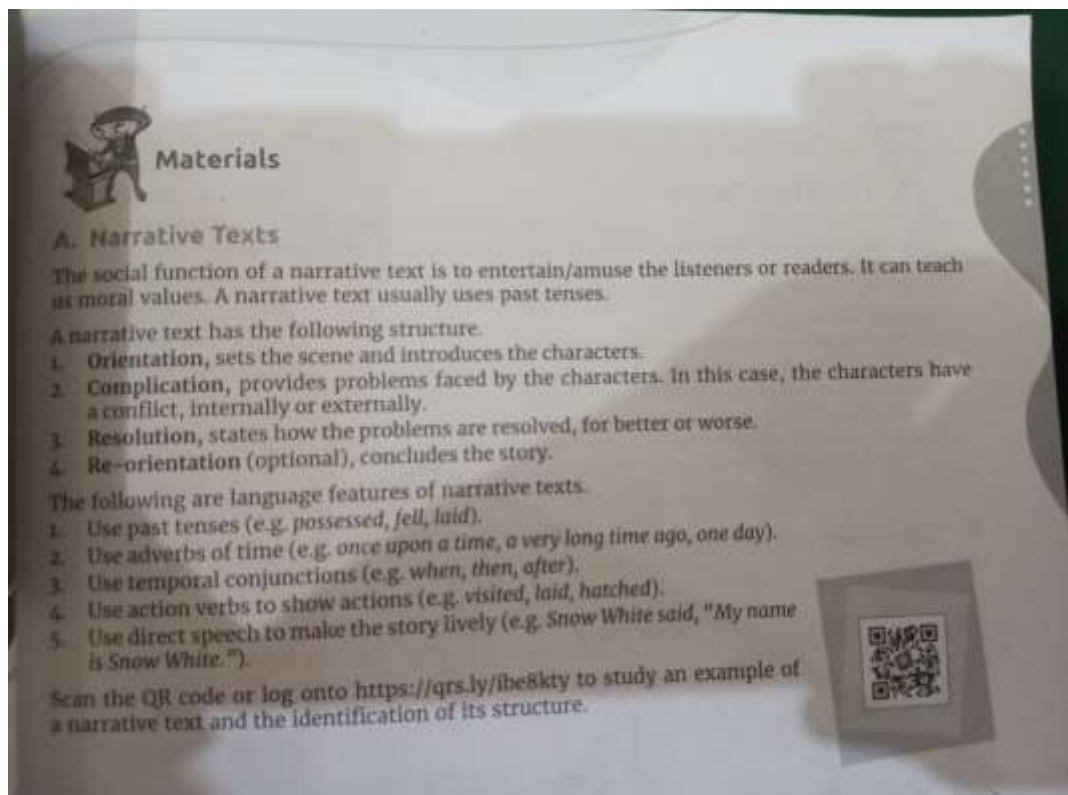


Appendix 9: Quiz Question

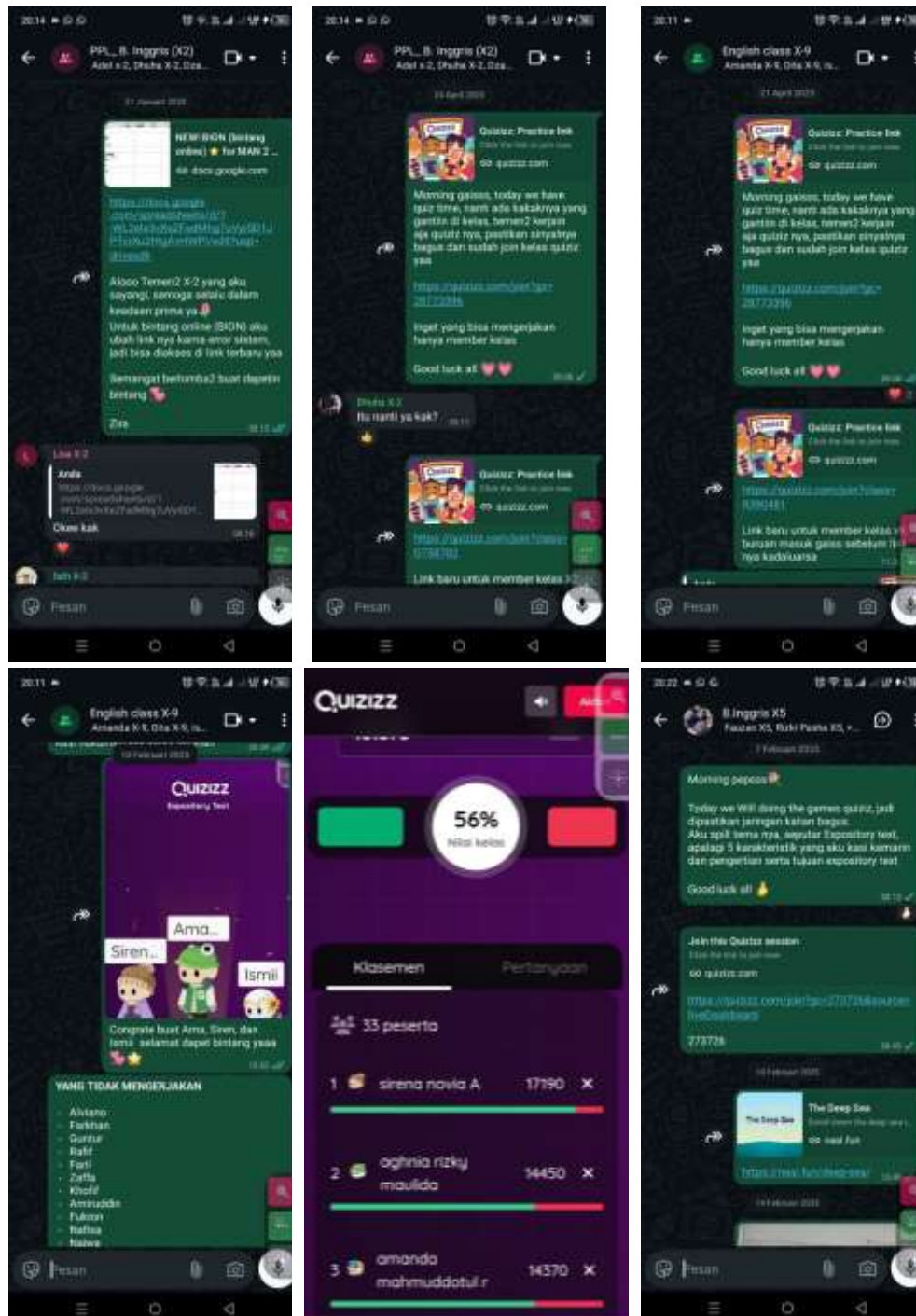


Quizizz Link: <https://wayground.com/join?gc=47186313>

Appendix 10: The assignment



Appendix 11: Proof of program implementation



Appendix 12: Documentations



Appendix 13: Curriculum vitae

CURRICULUM VITAE



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2. MI Nurul Huda Sawo (2008-2014)
3. MTs Nurul Huda Sawo (2014-2017)
4. TMI Al-Amien Prenduan Sumenep Madura (2017-2022)
5. UIN Maulana Malik Ibrahim Malang
Professional experience : Kindergarten Teacher of TK ABA 16 Malang (2025 – Present)
Achievements :
1. 1st Winner at Peer Teaching Competition Selection for TK ABA Teachers, Lowokwaru District Level (2026)
2. 1st Winner at Peer Teaching Competition for TK ABA Teachers, 109th Milad Aisyiyah collaborated with Malang City Educational Office, Malang City Level (2026)