**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1. Reading Comprehension**

According to Spear-Swerling in Fitria (2019),Reading comprehension is one type of reading that aims to understand the text.it self. Meanwhile, Alex and Achmad (2010) stated that reading comprehension is a reading strategy that aims to provide an assessment of papers thatparticipate in a reading and make an appropriate analysis of the reading.

Reading comprehension needs to be given more attention, particularly in EFL classes (Robinson et al., 2019). Reading comprehension can also be interpreted as a series of processes carried out by readers to find information and understand the information contained in a reading text (Abidin, 2010: 127).

The researcher can infer from all of these justifications that one of the language skills that kids for whom English is a second language must master is reading. This ability is crucial and beneficial for students since, while reading the book, we already know what the text's aim is, what we may gain from it, and what the key concepts and subject matter are. So, read it while better comprehending its meaning. However, because they lack techniques and approaches and are either too long or too short, many students dislike reading texts.

So in order to make reading comprehension entertaining, engaging, etc., we need a nice way to read. Reading negatively affects students' ability to read in

English because it exposes them to unfamiliar vocabulary, weakens their reading comprehension, makes it difficult for them to translate or comprehend English

texts, and causes them to become confused by the text's content. Students get uninterested and unenthusiastic about learning English as a result of them.

**2.2. Teaching of Reading Comprehension**

Teaching reading seems to have its own importance in language teaching. Steps of Teaching Reading There are three stages of lesson methodology of reading, they are:

* 1. The Pre-/Before Reading
1. Simulating students' curiosity
2. Students answer questions about the topic
3. Students predict what will they read
4. Activating relevant schema
5. Students explore the theme individually
6. Students explore the theme together
7. Explaining the task
8. Teacher explains the goal
9. Teacher explains the conditions
10. Facilitating the task
11. The teacher presents the background information
12. The teacher presents key language
13. The teacher explains cultural reference
	1. The During/While Reading Stage
14. Reading
15. Sustained silent reading
16. silent reading of short segments
17. silent reading of sentences
18. oral reading
19. checking comprehension
20. students answer questions
21. students take notes
22. students translite
23. facilitating comprehension
24. the teacher simplifies
25. the teacher guides
26. the teacher explains
27. the teacher translites
	1. The Post-/After Reading
		1. students summarize the text
		2. students compare several text
		3. students match with the title/picture,etc.
		4. Students resequence resembled the texts
		5. Practising reading skill
		6. Practising other language skill.

Based on the preceding steps, it is possible to conclude that teaching reading consists of three steps: before reading, during reading, and after reading. The teacher can engage in a variety of activities during the pre-reading stage, such as simulating students' curiosity, explaining the goal, and presenting background information. While reading, the students read the sentences, the students answer the question, and the teacher guides the students. After that, students summarize the text, compare several texts, and practice reading skills.

However, sometimes students still have difficulties understanding what they read.in English, so the teacher must help them comprehend the text by using strategy.which offers simple lesson design and can drill them to be able to memorize the text.It is like herringbone, a teaching strategy for reading comprehension that is notdifficult to be understood and can help students' comprehension of the text.

Based on the explanation above, it can be concluded that teaching reading Comprehension is the process of helping, facilitating, and guiding students to understand the text, and by providing students with many opportunities to practice it, they can acquire the meaning and information from the author in the text.

**2.3. Vocabulary**

Vocabulary refers to knowledge gained about words, as well as parts of words that provide clues to the meaning of the whole word. Fauziati (2010: 61) states that vocabulary is the center of language and is very important for

students of common languages. Wardani (2015) said that vocabulary is an important aspect of language because it appears in every skill, including listening, speaking, reading, and writing. It can be concluded from this statement that vocabulary is a major factor in a language because it is needed in speaking, reading, and writing. This means that a person's low ability to speak is closely related to the amount of vocabulary he has. Based on the description above, it can be concluded that vocabulary is all the words that are in something that is heard, spoken, read, and written that is known by an individual.

**2.4. The Problems of Vocabulary in Reading**

According to Nation (2011: 249), there are fourteen difficulties commonly faced by children in reading, two of them are decoding orrecognizing the printed words and linguistic comprehension Both factors have big influences on the success of reading comprehension. It will beunsuccessful if the students cannot become familiar with the words and cannotunderstand the words that they have decoded. Hence, the reading Comprehension cannot be seen from one perspective. Students who have the ability to recognize words do not always translate that ability into reading success.comprehension if their knowledge and understanding of the words arestill poor.

Furthermore, Leach asserts in Woolley (2011: 25) that the unfamiliar words are the primary issue with the text. schools' students' reading comprehension. The level of words included in the text significantly influences the readability level of the text. In In addition, The difficulties of reading comprehension are not just influenced by word recognition and decoding, but many other factors are involved.such as fluency, short-term memory, lack of strategies, and so on.

Based on the opinions explained above, we can emphasize that the difficulties of the students' reading comprehension are categorized into two points: the students' lack of vocabulary and the teacher's lack of implementing the appropriate strategy to teach reading comprehension. Therefore, the vocabulary self-collection strategy (VSS) is considered as the appropriate strategy to teach reading comprehension since it can Help the students understand the vocabulary found in the text by defining it based on

the context of the text.

**2.5. Vocabulary Self-Collection Strategy**

Antonacci and Callaghan (2012) in their book point out that "Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with member of the class." So, this strategy can create active participation among students in learning vocabulary through context that will be used or being discussed. The main purposes of implementing this strategy are to make the students understand with the new words, promote their interest to the new words and provide a strategy to learn new words.

Vocabulary Self-Collection strategy directly supplies beneficial impact on students' vocabulary achievement. It can be seen when students do all the activities with joyful learning. The process of cooperative learning along vocabulary self-Collection strategy make students active in the class. Among in journal Selfa Idriani (2018) its applied benefits are maximize students' motivation to engage keenly with interested words through reading a context, activate students' participation in decision-making on selected words with their group, and improving students' word consciousness.

Moreover, Yanto (2017) states Vocabulary Self-Collection Strategy has several advantages as follows: a. Engaging students' in collaborative learning b. Motivating students to guess the words meaning in a text before they look up at the dictionary c. Creating a well-organized learning process d. Gaining a large number of incidental vocabulary of the chosen text e. Creating an active learning f. Enhancing students' long term memory Besides, vocabulary self-collection strategy also has some weaknesses during its implementation. Those weaknesses are; first, the use of vocabulary selfcollection strategy needs a long time because it is time- consuming to settle with the activity planned. Second, the strategy is less- suitable to be implemented to young learners since the implementation which required critical thinking of the students. Next, students cannot focus on specific information about the text because the strategy emphasizes only on the important vocabulary found in a text. Hence, through this strategy, the more enthusiastic students' enjoy finding a new words. Naturally, the activities set up in this strategy directed to minimize students' boredom on the material presented. This strategy is one of the solutions to keep the class interested and engaged during the learning time spent in all of activities. besides, the disadvantages of this strategy will also be found in the learning process such as time-consuming, less suitable for young learners, and only focus on vocabulary, not others.

**2.6. Teaching Vocabulary by using Vocabulary Self-Collection Strategy**

Teaching vocabulary becomes challenging for some teachers. As teachers, they have to offer effective strategies to support students' motivation in learning vocabulary. Further, to help teacher involving students with vocabulary learning, teachers can apply vocabulary self- collection strategy as one of alternative way in teaching vocabulary to the students.

Vocabulary Self-Collection Strategy involves rightly defining the words meaning of specific context. To develop a successful of the strategy, the stages of the activity must be well-organized. In its implementation, a teacher will associate the activity with reading activity.

According to Wulan sari (2016) the main following steps of this strategy are: nominating the words, giving explanation about the words, completing the list of words, expanding knowledge of words.

Further, in applying this strategy, Antonacci and O'Callaghan (2012) adds the procedures of teaching vocabulary by using vocabulary self- collection strategy as follows:

* 1. Teacher introduces the purpose of VSS to students
	2. Teacher models how to select and nominate important words from the readings
	3. Teacher demonstrates how to use context and other resources to learn the meaning of the words
	4. Teacher writes the word, the context in which it was used, its meaning and the reason for selecting the words on a chart paper
	5. Teacher engages students in the process of vocabulary selection
	6. After students are familiar with this strategy, teacher provides guided practice to support the use of VSS during reading
	7. Students in a small group discuss the words they wish to nominate
	8. Students write the words on a chart

Further, in this study, the writer would like to implement vocabulary selfcollection strategy in the class which collaborated with reading activity by using procedure text as the materials. As for the steps to be taken can be illustrated as follows:

* 1. The teacher divides the students into five groups Before grouping the students, the writer explains the students about the strategy being used and the activity that they will follow in each meeting. Students are selected by the teacher and the teacher strives for the ability of students to be evenly distributed. Then, each group has to decide who will be a spokesperson or a leader in the group to lead a discussion.
	2. The teacher gives a procedure text to each group The procedure text will be given as the material to be discussed by the students with their group. Each group will read the same text. After that, students will be given time to read and work on the teachers' instruction from the text such as nominating the words to be studied.
	3. Students analyze important or interesting words The teacher reminds each student to pick one word from their nomination and share it to their member group. After collecting some words, they will discuss about the words selected. In the final, Each group determines only one word that they have to share with students in the class.
	4. After having discussion in the group, students fulfill VSS chart Students will record the nominating words on the graphic organizer (VSS chart) which includes some questions such as:
* What is the word that I believe is important to learn?
* How was the word used? Write the sentence in which the word was used.
* What is the meaning of the word?
* Why would I select it as an interesting or important word to learn? They would not be permitted to look for the definition on dictionary or other sources.
	1. Each group presents the result of their discussion about vocabulary in class. After that, a spokesperson in each group presents the result of discussion written on VSS chart in front of the class. It becomes interactive learning since students in other groups can give their argument about the presenting result.
	2. The teacher compares students' answer with the dictionary A teacher took a role as a facilitator who sets the activity and keeps the class quiet. Besides, at the end of activity, the teacher will correct students' answer and give more explanation about the nominating words.
	3. The teacher writes list of word on board Teacher collects some words that presented by each group and asks students to write it down on their book h. Students take notes the words and make a sentence using those words The following activity to measure students' understanding of the vocabulary and to know how far students master the vocabulary, students are requested to make a sentence about one jumbled word they pick out from nominating words. The example of VSS chart can be seen below:

Figure 2.1

VSS Chart

Name:

|  |  |
| --- | --- |
| WORD | WORD IN SENTENCE |
| THE MEANING OF WORD | REASON OF CHOOSING |

To wrapped upon the ideas illustrated above, the steps of VSS allow the students to work in their group that the members are selected by the teacher, then teacher will ask them to read a text to be discussed and nominating the important words they want to present with others. The chosen words will be write down on a vocabulary chart. Students are also not expected to not only be conscious of the words but to also the reason why the words are important to be learned. Then, the activity ends up presenting the result of the discussion done by the leader of each

group.

**2.7. Relevant research**

The writer found some preliminary studies conducted by other researchers related to the same topic. Other studies are considered as useful information that guides the writer in completing this thesis. Those studies are:

The first is a study that was conducted by Selfa Idriani entitled "The Effectiveness of Vocabulary Self-Collection Strategy and Motivation on Students' English Vocabulary Mastery." This study is aimed to prove whether Vocabulary Self-Collection Strategy and students' motivation give a significant effect on the students' vocabulary mastery on English Subject. Then, the instrument used to collect the data is vocabulary test. The researcher divided the class into two, the first is experimental class which was taught by using vocabulary self-collection Strategy compared with the control group taught by using memory strategy. From this study, the researcher found that the experimental group gained higher score than the control group which means that the vocabulary self-collection strategy gave a significant effect on students' vocabulary mastery.

The second is a study that was conducted by Juwita & Sunaryo (2013). They have concluded that the Vocabulary Self-Collection Strategy (VSS) is the interesting strategy to teach vocabulary in Junior High School. The students can be more active to collect and find the meaning of key vocabularies found in the text. Therefore, it can be concluded that the strategy can be implemented in teaching reading comprehension since it is related to vocabulary learning in which the students can comprehend the text if they understand the meaning of the words based on the context.

The third is a study that was conducted by Putri (2012) has conducted an experimental research at the sixth grade of elementary school students in order to find the effect of using Vocabulary Self-Collection Strategy (VSS) to reading achievement. The result of this research shows that there is significant correlation between the use of VSS and students' reading achievement. The mean score of the experimental class using VSS is higher than the control class (i.e 81,89 > 72,96). It means that VSS had given the positive value to the student's reading achievement.

The fourth is a study that was conducted by Rizal Arisman (2021) in entitled "Vocabulary Self-Collection Strategy: Is It Effective to Improve Vocabulary Mastery Achievement on Senior High School Students?". The objective of this research was to find out whether there was a significant difference in vocabulary mastery between students who were taught using vocabulary self-collection strategy and those who were taught using a conventional method. This research used a quantitative approach with the experimental method of quasi-experimental design. There were 60 students involved as a sample of this research selected using the purposive cluster sampling technique. The instrument used was a test including pretest and posttest. Data were analyzed using Mann Whitney U test. The result indicated that the score of Asymp Sig. (2-tailed) was 0.001 which was fewer than a (0.05). It meant there was a significant difference in vocabulary mastery between students who were taught using vocabulary self-collection strategy and those who were taught using the conventional method. Furthermore, based on the result of the N-Gain test, it was found that the vocabulary self- collection strategy was more effective than the conventional method.

The firth is a study that was conducted by Manal Khodary (2017) "Using the Vocabulary Self-Collection Strategy Plus to Develop University EFL Students' Vocabulary Learning". This study was carried out to examine the effectiveness of using the Vocabulary Self-Collection Strategy Plus (VSSPlus) on developing university EFL students' vocabulary learning. It adopted the quasi experimental design which included two groups design. The participants were first level students at Languages and Translation Department, Arar Faculty of Education and Arts, Northern Border University, KSA. They formed two groups: an experimental group (n = 40) and a control one (n = 40). Both groups were pre- tested by using the pre Vocabulary Achievement Test (VAT) for equivalence in vocabulary prior to the treatment. The researcher taught the experimental group throughout the sessions that based on using the VSSPlus in vocabulary learning and she taught vocabulary to the control group by using the Vocabulary Self- Collection Strategy (VSS). Then, the researcher post tested the two groups by using the post VAT and she used the t-test to calculate the differences between the mean scores of the pre and post VAT. The results revealed that a statistically significant difference was found between the mean scores of the experimental group and the control group on the post VAT in favor of the experimental group. The results also showed that a statistically significant difference was found in the mean scores of the experimental group between the pre and post VAT in favor of the post VAT. Therefore, it was concluded that the experimental group outperformed the control group on the post VAT as a result of receiving training on the VSSPlus. It was also concluded that the experimental group performed better on the post VAT than the pre VAT because the VSSPlus helped them develop vocabulary. Some recommendations and suggestions for further research were provid.

The sixth is a study conducted by Husniah and Syahfriati (2018) entitled "The Vocabulary Mastery of the Seventh Grade students through vocabulary Self- Collection Strategy." This research focuses on extending the effectiveness of the strategy on students' vocabulary of students' at the seventh grade. In line with the first study, the object is randomly assigned into two groups, experimental group and control group. After giving the treatment whereas pre-test and post-test in both of class, the score of experimental group is higher than control group. The result had shown that the Vocabulary SelfCollection strategy was effective to improve students' vocabulary mastery. Moreover, the researcher added that the vocabulary self-collection strategy was highly recommended for low-level students at mastering vocabulary.

Of the six studies researcher that had been conducted above showed that the Vocabulary Self-Collection Strategy (VSS) was successfully implemented to improve the students' vocabulary learning and reading achievement. Based on the theories described above, reading comprehension is closely related to the vocabulary learning. The students would be able to comprehend the text if they know the meaning of the words found in the text. Hence, this particular research Focused on improving the students' reading comprehension through VSS in which group discussion activities were emphasized in each action of the research. Considering the actions conducted in the previous studies and implementing the new actions, it was expected that VSS could be better to be implemented in teaching reading comprehension.

**RELATIONSHIP BETWEEN COMPREHENSION AND VOCABULARY**

**2.8. Framework of Thinking**

Reading comprehension is a crucial need that should be mastered by the students in learning English. The reasons are quite obvious in which reading comprehension is needed in all aspects of life especially in the academic world. The students have to have a good ability in reading comprehension in order to be successful in their study since almost of the learning materials provide the written- form to read. In addition, as stated in background of the study, most of the academic tests (i.e. TOEFL, TOEIC, IELTS) require the mastery of reading comprehension. For the Junior High School students, the various types of the texts are generally taught. To understand a text, of course, the students are supposed to read it comprehensively so that they can grasp its content.

However, teaching reading comprehension is not as easy as what can be imagined. Some problems found are caused by many kinds of factors. One of the problems is the strategy used in the teaching and learning process. Sometimes, it is confusing for the teacher to choose the appropriate strategy which can cover the students' need. Allowing the students to read a text and answer some questions

related to the text without any guiding activity is a common situation in the reading class. However, it is not enough to teach reading comprehension. In this situation, the students will be bored to do the activity and become passive. There is no strategy that can improve the students' reading comprehension so that they cannot fully understand the text. The mostly factor influencing the students' lack of reading comprehension is the vocabulary. They find the difficulty in defining the unfamiliar words found in the text. Based on the problems, the VSS need to be applied as the strategy to improve the students' reading comprehension. The VSS is the strategy that can facilitate the students to collect the key vocabularies and understand the unfamiliar words by defining them based on the context of the text. It will expand their mind that one word may has a different meaning based on the context they read. A word may have function as a noun in one sentence, but it can be a verb in the other one. Moreover, as stated in the literature review, the VSS could promote the students with the long-term acquisition in which collecting the unfamiliar words and defining them based on the context will help the students to remember the same words in the future.

The use of the strategy is based on some reasons, such as reading comprehension has a significant relationship with vocabulary, guessing meaning from context could expand the students' prior knowledge to be connected with the new information, collecting the unfamiliar words and giving the reason for choosing could improve the students' high-order thinking skill, providing the VSS chart could help the students to comprehend the text, and it can create a more active classroom situation since they can work in groups. In addition, the students

will be aware of some words that have an important influence to determine the key idea of the whole text. By using the VSS, the students could comprehend the text efficiently and become more active in exploring their idea related to text discussed. They will not be bored anymore since there will be various kinds of activities involved in the teaching and learning process. Therefore, after implementing the strategy, it is expected that it will give some positive values both to the teacher and students so that the improvement in the teaching and learning process will come up over time. The figure of conceptual framework is drawn as follow.

In Reading is a crucial need to be mastered in learning English

VSS:

1. Build the students interest and attention in reading the English texts.
2. Collect and explore the key vocabularies
3. Build connection between the key vocabularies and content of text
4. Facilitate the students to comprehend the whole text.

Developing the students' in reading comprehension

**Figure 2.2 Conceptual Framework**

**2.9. Hypotesis**

The hypothesis in this research is

Ho : Able to Development of Reading Comprehension Material Based On Vocabulary Collection Strategy at Sman 13 Medan

Ha : unable to Development of Reading Comprehension Material Based On Vocabulary Collection Strategy at Sman 13