**CHAPTER I**

**INTRODUCTION**

**1.1. The Background of Problem**

Reading comprehension proficiency is regarded as the foundational information required to acquire other skills like speaking, listening, and writing. Knowledge can be acquired through reading comprehension, particularly in an academic setting. Strong reading comprehension abilities are necessary for understanding a certain occurrence. It has an impact on the other three talents as well. For example, reading comprehension is important for writers who wish to write excellent essays since they must read a variety of sources before writing.

Furthermore, because people have a lot of ideas to express, reading comprehension experiences will help them communicate more fluidly.The capacity to read with comprehension will also have an impact on one's capacity to listen. Things that fit with the context that was heard can be determined by the listener using their prior knowledge. Reading comprehension is necessary in the academic setting, especially while taking exams like the TOEFL, TOEIC, and IELTS. In one of the test portions, it is necessary. The literacy ability that a reader with that high level of ability will have to read proficiently is related to reading comprehension. For example A student will make good use of the time allotted for the examination since he or she can quickly read a particular text and comprehend its context, which will make it simple to respond to questions.

Unfortunately, reading comprehension among students is still generally inadequate, especially in junior high. According to PISA (Program for

International Student Assessment), the average reading literacy scores of 15-year- old pupils in 2012 ranged from 60 to 62; data were collected from 65 different nations, placing them above Argentina, Albania, Kazakhstan, Qatar, and Peru (PISA, 2012). The outcome demonstrates that reading proficiency among Indonesian students is still subpar. The PISA statistics figures show that pupils' readiness to compete on a global scale is still far from being attained. The lack of the students' reading comprehension can be caused by some factors, such as the teaching and learning methods applied by the teacher in the classroom or the lack of media to support the teaching and learning process. It is stated in Permendikbud No. 68 Tahun 2013 tentang Kurikulum SMA-MAN that the lack of the Indonesian students' achievements reported several times by TIMSS and PISA is caused by many of the test materials that are not included in the curriculum.

Therefore, Curriculum 2013 is developed to guide the students toward a better future by emphasizing three competences: attitude, knowledge, and skill. The students' lack of reading comprehension also occurs in the seventh grade of SMAN 13 MEDAN. The students have difficulties reading texts, and one of the reasons is their lack of vocabulary. There are so many unfamiliar words in the text. As a result, their motivation to read decreases since they find it difficult to translate the words into Bahasa Indonesia. Many students prefer to skip over unfamiliar words when reading in order to avoid further exploration of those words. In fact, the key vocabulary might be found in the unfamiliar words that they skipped. The situation certainly causes a problem in that the students cannot comprehend the whole text well. In this case, the teacher's guidance and the implementation of a suitable strategy are required to solve these problems.

According to Curriculum 2013, there are six steps in the teaching and learning process, called the Scientific Approach. This approach helps the students think scientifically when studying the materials given. For instance, in the step of observing, the students will be given the opportunity to observe the text so that they can find many things that will support them in learning the further materials. The way of observing the text is quite similar to the Vocabulary Self-Collection Strategy (VSS), in which, in the first step, the students are asked to identify the word or term based on the context. The vocabulary self-collection strategy (VSS) as a strategy to teach reading comprehension can enhance the students' ability to read in the content area in which they can interpret the text based on the context. The students are supposed to understand the meaning of the words based on the context. They will work in groups so that they can share their ideas related to the meaning of certain words with their friends. The teacher also takes a role in the process of implementing the strategy in which he or she can give examples of how to do the task. Considering the problems above and the advantages of using VSS in improving the students' reading comprehension, it is necessary to conduct research on improving the students' reading comprehension in the tenth grade of

SMAN 13 MEDAN through VSS.

**1.2 Identification of Problem**

There are some factors influencing the students' reading comprehension in SMAN 13 MEDAN, including the teacher, the students, and the teaching and learning process. Firstly, the teacher lacks instructional media to teach reading, so, he just uses the text available in the course book. Sometimes, the students feel bored with the learning activity since the topic does not stimulate them to learn. Thus, the teacher must really think about the appropriate teaching strategy to solve this problem. Moreover, most of the students cannot be motivated to read a text because they find many unfamiliar words within the text. The students thought that they would never understand the meaning of the text since they did not know the meaning of the words. It was quite hard for them, even though they tried to find the meaning by using the dictionary; they found a different meaning than what they expected. Another issue was that the students were still perplexed when asked to answer questions about the text because their reading comprehension ability was still relatively low. Meanwhile, during the teaching and learning process, the teacher rarely engages the students to see the context of the text. The words were translated one by one. The opportunity for the students to participate actively in the class was still very limited, and the class was very noisy. In this case, the students should be given more opportunities to express their ideas by answering and explaining the answer based on their knowledge or experiences so that they will get the experience to solve the problems.

**1.3 Limitation of the Problems**

In reference to the background of the research and identification of the problem, the research focuses on a teaching strategy, particularly known as the Vocabulary Self-Collection Strategy (VSS). The reason for this limitation is that students' low reading comprehension can be improved by a vocabulary self- collection strategy (VSS). It can overcome the problems of reading (comprehension, word recognition, fluency) as well as problems related to the teacher (method and media), students (motivation, confidence, interest), and process (classroom activities, interaction, language practices). In light of this view, the research would be conducted focusing on improving the reading comprehension of SMAN 13 MEDAN tenth grade students using a vocabulary self-collection strategy (VSS).

**1.4 Formulation of the Problem**

1. How does the development of reading comprehension with a vocabulary self-collection strategy for students?
2. How to develop vocabulary self-collection strategy can increase reading comprehension?
3. What is the benefit of reading comprehension based on vocabulary self-collection strategy?

**1.5 Aim of the Research**

1. To develop reading comprehension with a vocabulary self-collection strategy for students.
2. To develop vocabulary self-collection strategy can increase reading comprehension.
3. To benefit of reading comprehension based on vocabulary self-collection strategy.

**1.6 Benefit of Research**

1. For the teachers, the result of the research could be useful in solving the problem of teaching reading comprehension.
2. For the Tenth grade students as the subjects of the research, the Research can motivate them to improve their reading comprehension and help them overcome their difficulties with reading comprehension.

**1.7 Basic Assumption**

The basic assumption is something that is believed to be true by researchers which will serve as a foothold for researchers in carrying out their research. The basic assumption in this study is that using a vocabulary self-collection strategy will improve students' reading comprehension.