CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the four language skills that needs to be developed in teaching English. It is because reading has significant contribution to the development of students' knowledge. By reading it is possible for them to get information, entertainment, for their career and their study as well. According to Harmer, reading is useful for language acquisition. Provides that students more or less understand what they read, they more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and their writing[1].

For the English Foreign language students, reading skill is important because by comprehending a reading material, the student can find the main idea of the reading, get information from the English passages, know the writer's massage and understand what the text tells about. In addition to increase the reading comprehension, the students should know some reading components that may help them to read

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[1] Jeremy Harmer, *How to Teach English*, (England: Longman, 2010) p. 99

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carefully. Those are finding information, main idea, reference, and inference. Discussing about comprehending text, Francoise state that reading comprehension is understanding a written text, means extracing the required information from it as efficiently as a possible.[2] This is means comprehending the text fully is needed in reading process, in order to figure out the appropriate information from it.

Furthermore, in Curriculum 2013 the student were demanded to comprehend several types of the text that related to genre based approach, such as narrative, descriptive, and recount. Especially for the second grade of Junior High School. It meant that the students were expected to uderstand those types of text in order to achieve the level of comprehension.

When the researcher practiced to teach (PPLK) at SMPN 3 Pandeglang, it was found that most of the students were failed to comprehend the reading text well. The students find difficulties in reading texts and one of the reasons is the students lack of vocabularies. There are so many unfamiliar words found 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 the

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[2] Francoise Grellet, *Developing Reading Skill* (USA, Cambridge University Press, 1981) p.3

unfamiliar words when reading so that those words are not explored more. In fact, the key vocabularies might be found from the unfamiliar words that they skipped. The situation certainly causes a problem that the students cannot comprehend the whole text well.

Based on explanation above, it could be concluded that there were some problems in teaching reading at second grade of SMPN 3 Pandeglang. Therefore, the teacher should have the appropriate strategies in teaching reading, because a good reading strategy helped students to catch the meaning, and the specific information. In order to make teaching learning process in reading activities run well, more effective and effeciently to the students, the one of many ways to get the goal of teaching and learning process could be done for making combining some strategy to be applied in teaching reading. In other words, teacher should use the effective strategies in order to make the reading activity run successfully in teaching reading comprehension. In this point, the writer applied one of the strategies namely Vocabulary Self-collection Strategy (VSS).

One of the strategies that can solve the students problem in reading comprehension is Vocabulary Self-Collection Strategy (VSS). 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 members of their class.[3] This strategy can help the students understanding the text. The writer will try this strategy in narrative text to measure the students achievement in reading comprehension.

Narrative text is one of the kinds of English text. Narrative text is the text that explain about mythos, legend, folkate, fable, etc. According to Anderson, narrative text is type tells a story. It purpose is to present a view of the world that entertains or informs the reader or listener.[4] The writer hopes that Vocabulary Self-Collection Strategy (VSS) can improve students reading comprehension in narrative text.

Based on explanation above, the researcher was interested in conducting an experiment research by using Vocabulary Self-collection Strategy (VSS). Therefore, the researcher will conduct the research entitled: **"The Effectiveness of Vocabulary Self-collection Strategy towards Reading Comprehension in Narrative Text at the Second Grade of SMPN 3 Pandeglang"**

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[3] Partici A. Antonacci and Catherine M. O'callaghan, *Promoting Literacy Development: 50 Research-Based Strategies For K-8 Learners*. Sage Publications, 2011, p. 96

[4] Mark Anderson, Kathy Anderson, *Text Type in English 2,* (South Yara: Macmilan Education Australia PTY LTD, 1997), p. 6

B. Identification of Problems

Based on the background above, there are problems can be identified as allow:

1. The students get the difficulty to understand of the text.

2. The students did not know the meaning of some vocabularies and reference of the word.

C. Statements of the Problem

1. How is the students' reading comprehension skill at the second grade of SMPN 3 Pandeglang?

2. How is the effect of Vocabulary Self-Collection Strategy (VSS) towards students' reading comprehension at the second grade of SMPN 3 Pandeglang?

D. The Objectives of the Research

The objective of the study the writer purposed as bellow:

1. To know out the students' reading comprehension in narrative text at the second grade of SMPN 3 Pandeglang .

2. To know the effect of Vocabulary Self-collection Strategy (VSS) towards students' reading comprehension in narrative text at the second grade of SMPN 3 Pandeglang.

E. Benefit of the Research

The benefit of the study can be stated as follows:

1. For Students

    It is expected to give the positive contibution, especially in term of students reading comprehension by using Vocabulary Self-collection Strategy (VSS).

2. For Teacher

    Teacher can use the result of this research as reference when they want to improve their ability and get more variation strategies in teaching reading. This reasearch can be an evaluation for the teacher who frequently used monotonous strategy in teaching reading in the classrooms.

3. For the Writer

    The writer can use this strategy to improve her skill in comprehending the text and also to academic requirement to get under graduated degree.

4. For the Readers

    It is hope that this strategy can give more information and continue the knowledge about speaking skill in teaching English.

5. For the School

It can be alternative strategy to improve the teaching and learning process.

F. Organization of Writing

This paper arranged to five chapter, the writer organizer this writing as follow:

Chapter one is introduction which consist of background of study, the statements of the problem, the objectives of the study, the significant of the study and the organization of writing.

Chapter two is the review of the related theories which conisists of the definition of reading, the definition of reading comprehension, the kind of reading, the purpose of reading, assessing reading, the definition of Vocabulary Self-collection Strategy (VSS), the purposes of VSS, the benefits of using VSS, the steps of using VSS, definition of narrative text, generic structure of narrative text, Language features of narrative text, previous study and hypothesis of the study.

Chapter three is the research procedure which consist of the time and place, the method of research, the population and sample,

the research variable, instrument and data collection, data analysis and statistic hypothesis.

Chapter four is the result of the study which consists of description of data collecting and interpretation of data.

Chapter five is closing which consists of conclusion and suggestion.