

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English is as an international language. English is very important and has interrelationship with various aspect of life owned by human being. Used to communicate, to get everything that they need and they do not know. As we know that English is one of the language that used in almost countries in the world.

In our country, Indonesia is the first language and English is foreign language. Although as foreign language, Indonesian students learn English from elementary school up to university level. English language has four skills that should be mastered by students, there are listening, speaking, reading and writing.

The goal of education in Indonesia is the making students to develop basic character good citizens. Our society need as well as provide students prerequisite for future studies to increase the quality of education that should be achieved by the society. Many ways can use by teachers to improve students' English achievement. One of them is reading. Reading is one of the skills that should be mastery by students.

According to Harmer, reading is useful for language acquisition. Provides that students more or less understand what they read, the more they read, the better they get at it. Reading also has positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>1</sup>

By teaching reading we get information, knowledge and pleasure. We should comprehend what we have read because reading comprehension is very important for the reader.

According to Wolley that reading comprehension is the process of making meaning from the text.<sup>2</sup> In making comprehend the text sometime the reader will find the difficult or problem like pronounce the word, difficult vocabulary and comprehend the text itself. For solve the problem, the teacher should use the strategy in teaching reading to help the teacher for making the students pay attentions and learning process become effectively.

One of strategies that can solve the students' problem in reading comprehension is vocabulary self- collection (VSS). The Vocabulary Self-Collection Strategy (VSS) as a strategy to teach reading

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, (Cambridge: Longman, 2007), 99.

<sup>2</sup> G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New york: Springer, 2011), 15

comprehension can enhance the students to read in the content area in which the students can interpret the text based on the context. It can be implemented as the pre-reading or post-reading activity in which the students can choose the word based on their interest or those which are important to know and then define the words based on the context of the text.<sup>3</sup> 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 idea related to the meaning of the 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. The writer will try this strategy in descriptive text to measure the students achievement in reading comprehension.

From the first observation, the second grade of SMP Negeri 1 Sukamulya they confuse to read the word and cannot comprehend the text as well. It is occur because the students cannot be motivated to read a text because they find many unfamiliar word within the text. The student thought that they would never understand the meaning of the text while they do not know the meaning of the word. It was quite hard for them even though they tried to find the meaning by using the

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<sup>3</sup>M.R Ruedel, *Teaching Content Reading and Writing*. The Fourth Edition. (U.S.A: Wiley/Jossey-Bass Education 2005), 166

dictionary, they found the different meaning from what expect to be. There are make students lazy to read. The researcher chooses this grade in SMP Negeri 1 Sukamulya to help the teacher in teaching Reading using vocabulary self-collection (VSS).

### **B. Limitation of the Problem**

To limit the scope of this study, the researcher will concern on using vocabulary self –collection (VSS) on reading comprehension at second grade of SMP Negeri 1 Sukamulya in academic 2016-2017.

### **C. Statement of The Problem**

Based on background study above, the writer find some problems, there are :

- 1) How is students' reading comprehension at the second grade of SMPN 1 Sukamulya before and after using vocabulary self-collection (VSS) Strategy?
- 2) How is the effectiveness of using vocabulary self- collection (VSS) Strategy towards students' reading comprehension at the second grade students of SMPN 1 Sukamulya?

#### **D. The Objective of Study**

The objectives of this study are going to find out the answer whether the further, the writer hopes that the result of this study will give some users follows:

- 1) To find out Students' reading comprehension at the second grade of SMPN 1 Sukamulya before and after using vocabulary self- collection (VSS) Strategy.
- 2) To know the effectiveness of using vocabulary self- collection (VSS) Strategy towards students' reading comprehension at the second grade students of SMPN 1 Sukamulya.

#### **E. Significance of the Study**

The result of the research is expected has many uses for the researcher, especially and also for several people, the research has two major benefits as follows:

1. Theoretical benefit
  - a. The result of the research can be used an input in VSS Strategy on the students' reading comprehension.
  - b. The result of the research can be used as reference for who want to conduct this research.

## 2. Practical Benefit

### a. Student

- 1) Through VSS strategy, students can improve their reading comprehension skill as one process and enjoyable activity.
- 2) Can help student understanding the reading material is better.

### b. English Teacher

- 1) It can develop a teaching technique more creative, effective and efficient to make students interested in learning reading.
- 2) The teacher can know the teaching technique which can improve students reading comprehension.

## **F. Organization of Writing**

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

Chapter one is introduction which consist of background of study, limitation of problem, 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 consists of the definition of the reading, the kind of reading, the definition of reading comprehension, level of reading comprehension, teaching reading comprehension, the nature of vocabulary self-collection, the purpose of vocabulary self-collection, the steps of using vocabulary self-collection, the benefits of vocabulary self-collection, previous study and hypothesis of the study.

The third chapter is research methodology which consists of the method of the research, time and place of the research, the population and sample, the research instrument, the technique of data collection, and the technique of data analyzing.

The fourth chapter is result of the study, which is consists of the description of data, the data analysis, and the data interpretation.

The fifth chapter is closing which is consists conclusion and suggestion.