

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading

1. Definition of Reading

Learning English is important. English has four skills that should be mastered by students, there are : listening, speaking, reading and writing. In this study, the researcher will focus on reading skill. Reading is very important one of the most important.

According to Grabe, reading is the process of receiving and interpreting information encoded in language form via the medium of print.¹ It means that reading as a way in obtain the information of the text. not only it, by reading we can interpret the words meaning and interpret the significance of contained in a text. then, reading activities is needed concentration to be able to comprehend the text.

According Underwood and Batt, reading is a skill essential for formal education and for an individual's success in society.² It means reading is a way to understand the writing. Reading is

¹ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), 14

² Ilzamudin Ma'mur, *Membangun Budaya Literasi: Meretas Komunikasi Global*, (Serang: IAIN Suhada Press, 2010), 139.

capability that should be owned for every individual like students, then reading should apply in formal education to help the students in learning activity and reading also is a way to help the individual for getting their success.

In summary, reading is one of skills in English language which engage some activities to get the goal from what we have read. Reading is important for the human's success. In other word, Reading is not easy, to understand what we read we must play our eyes to reach reading and also we should concentrate on the text.

2. Kind of Reading

Reading has many various that should we know, according to Praveen there are four kind of reading³, as follow :

a. Intensive Reading

According to Brown, that:

Intensive reading is usually a classroom - oriented activity in which students focus on the linguistics or semantics details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.⁴

³M.F. Patel, M. Jean Praveen, *English Language Teaching Method, Tool, Techniques*, (Jaipur: Sunrise Publisher, 2008), 117

⁴ H. Douglas Brown, *Teaching by Principles on Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2010), 312

In my opinion, intensive reading is the activity that occurs in the classroom. Then the intensive reading should get guidance from the teacher for help the students where they have the problem. The reading activity focus on linguistics, grammatical structure and language feature to understand the meaning of the text. Intensive reading can increase the students' knowledge and also it can improve their comprehension skill.

According to Nation , that :

At its worst, Intensive reading focuses on comprehension of a particular text reading no thought being given to whether the features studied in this text will be useful when reading other text. Such as intensive reading usually involves translation and thus comprehension of the text. The goal of intensive reading may be comprehension of the text.⁵

b. Extensive Reading

Brown also gives statement about extensive reading. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer texts (book, long article, or essays, et). Most of extensive reading is performed outside of class time pleasure reading is often extensive reading.⁶

⁵ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New york and London: Routledge, 2009), 25

⁶ H. Douglas Brown, *Teaching by Principles on Interactive Approach to Language Pedagogy*, 313

In summary, the extensive reading is the activity of reading text that not only occur in the classroom but may occur in the outside of classroom. In extensive reading, the reader may read the others source, not only academic book but other book like never, long article, newspaper, magazine et. It may make the extensive reading is enjoyable and interested because Extensive reading focus on the meaning of the text, rather than language feature, grammatical structure. Extensive reading carried out the word that the reader don't know and find out the general understanding of the text.

c. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation. ⁷ it means that aloud reading should apply in elementary school because in this level the students needed the direct assistance from their teacher. Then reading aloud can help the teacher to restore the students' concentration who easily broke out when the atmosphere of the class.

d. Silent Reading

⁷ M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 120

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficult.⁸

Silent reading is a skill pivotal to English language teaching. The reading activities should be used to increase the students' ability in reading information. The teachers have to make the students read silently so that the students can read without obstacles.

Based on explanation type of reading above, William S. Gay in Ilzamudin Ma'mur's book of *Membangun Budaya Literasi*, introduce to express the term of reading comprehension or silent reading in America. He express it, when he dislike to learning reading, because in learning reading only emphasize oral reading not reading comprehension.⁹

Finally, reading comprehension of narrative text should use silent reading because there are related with the learning in the classroom, effective for discussion and silent reading can help the reader to get a lot of information that they need without the hindrance.

⁸ M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 123

⁹ Ilzamudin Ma'mur, *Membangun Budaya Literasi: Meretas Komunikasi Global*, (Serang: IAIN Suhada Press, 2010), 140

Then reading comprehension of narrative text easy to comprehend because the story in narrative text tell about the past event, legend, humor etc., that easy to understand by the readers.

3. Definition of Reading Comprehension

To know the definition of reading comprehension, we can see the definition from the authors :

Woolley states that reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.¹⁰

According to Schumn Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.¹¹ Then Johnston suggested, Reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended message. Process of using one's own prior knowledge and the writer's cues to infer the author's intended

¹⁰ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New york: Springer, 2011), 15

¹¹Janette K. Klingler, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 2

message.¹² According to Wainwrigth, reading comprehension is a complex process which comprises the successful use of many abilities, when read, we should be able to recall information after wards.¹³ It mean only the recall of information have read but also the recall of information will read.

From some explanation above, the writer able to get the conclusion that the reading comprehension is an active process to understanding the written, get the meaning, the purpose from the written and the reader can show it by their own language and their background knowledge. Then, reading comprehension is important when you read the text, you should read slowly and concentrate to the text. because if they do not understand what they have read, they cannot get the meaning, main idea from the written.

4. Level of Reading Comprehension

According to Peter Westwood, reading comprehension has four levels. There are : literal level, inferential level, critical level, and creative level.¹⁴

¹² Jeanne S.Schumn , *Reading Assessment and Instruction for All Learner*, (New York: The Guilford Press, 2006), 223

¹³ Gordon Wainwrigth, *How To Read Faster And Recall More*, (oxford : How to Content, 2007), 35

¹⁴ Peter, Westwood, *Reading and Learning Difficulties: Approach to Teaching and Assessment*, (Australia: ACER Press, 2001), 21.

a. Literal level

Literal level is the first level of reading comprehension. At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. The information is contained explicitly within the text.

b. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also gather that landlord is becoming a little frustrated by Miss Chow's complaints.

c. Critical level

At critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and apparent exaggeration of bias. For example, when Miss Chow landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader

know he could be exaggerating. Critical and inferential reading together probably make the reader feel the moving up to the 18th floor may not suit Miss Chow and it is not good solution.

d. Creative level

At creative level the reader can take information or ideas from what has been read and develop new ideas from them. the creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and landlord receives complaints, the tenant will be asked to leave within one week.

From the explanation above the writer concluded that reading comprehension has four level of reading comprehension that should be mastered by reader. Then the reader should be applied it when reading process.

B. Vocabulary Self-Collection (VSS) Strategy

1. The Nature of VSS

Ruddell promotes that VSS is a strategy for teaching that can be implemented as the pre-reading or post-reading activity in which the

students can choose the words based on their interest and then they can define the words based on the context of the text.¹⁵ The activity lets the students to nominate the word that they want to learn more and it is important to learn. In the practice, the students can be divided into some groups consist of two to five and the teacher can gives three to five minutes to the students to find and define the words based on their rationale before presenting them to the class. The focus of the activity is to define the words in the specific context based on the content of the text.

Antonacci & O'Callaghan state that VSS has the purposes to promote the students' word awareness and to motivate them to learn new words so that it will support their academic success.¹⁶ They also say that the main purposes of implementing this strategy is to make the students understand with the new words, promote their interest to the new words and provide a strategy to learn the new words.

According to Martin, that:

¹⁵ M.R Ruddell, *Teaching Content Reading and Writing* (4th ed.) (London: John Wiley,2005), 166

¹⁶ Patricia A. Antonacci & Catherine M. O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms.*, (London: SAGE Publications, 2011). P.88

The 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.¹⁷

From the literature explained above, we can conclude that Vocabulary Self-Collection Strategy is an effective strategy to teach reading comprehension since it promotes the students with the word awareness that can be stored in long-term memory so that they can understand the text easily. Furthermore, the students can be motivated to read since the activity offers them to work in groups. It will give the advantages especially for the students who are worrying much in performing themselves, so it will help them to decrease their feeling of fear.

2. The Purposes of VSS

The Vocabulary Self-Collection Strategy (VSS) has purposes to give an opportunity to the students to understand the concept of a text and to determine the meaning of the words based on the context. According to Antonacci & O'Callaghan, it was proposed that:

¹⁷A.Martin, *Essential Strategies for Teaching Vocabulary: A Brief Overview of Vocabulary Development 2002*. <http://www.sagepub.com/>. Accessed on November, 2nd 2014, 88

The purpose of the vocabulary self-collection strategy (VSS) is to motivate students to learn new words by promoting a long-term acquisition and development of the vocabulary of academic disciplines with the goal of integrating new content words into students working vocabularies.¹⁸

It is quite clear that the purpose of VSS is to promote the long-term acquisition in the context of reading comprehension. The students are supposed to understand the concept of the text that will ease them to comprehend the text they read.

3. The Benefits of Using VSS

The Vocabulary Self-Collection Strategy (VSS) gives benefits to the success of teaching and learning process especially in reading comprehension, such as improving long-term acquisition and development, making the class more fun, and making the students know their learning objective. The primary benefits of using VSS are that the students can keep their own way of study, find the best way to identify the words from their readings, improve their vocabularies and be a word conscious.

¹⁸ Patricia A. Antonacci & Catherine M. O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms.*, (London: SAGE Publications, 2011). P.26

Moreover, Haggard in Putri states that there are three benefits of using VSS, those are making connection between the new words and the meaning, encouraging the students' interest related to the new words, and improving the students' enthusiasm to learn and find the new words. It seems that VSS makes the learning process to be more fun and enjoyable.

The students will not feel bored during the activity since they will be asked not just to answer the questions related to the text without any instructions, but firstly they will observe the text to find the unfamiliar and important words. In addition, the role of the teacher in guiding the students to do the tasks gives the essential effect to the success of learning.

4. The Steps of Using VSS

The most effective way to implement the strategy is to make the students work in pairs or in groups consisting of two to five students with three to five minutes to do the activity. Each group appoints the spokes person who will present the result of their discussion and then it will be responded by the member of the other groups. In this part of the activity, the teacher should guide each student to explore their idea in

defining the words by which they can interpret the meaning from the context of the text or based on their prior knowledge and experience.

Antonacci & O'Callaghan models the steps of using the VSS that are divided into three parts, those are before reading, during reading and after reading as follows.¹⁹

- 1) Before reading
 - a) Selecting the appropriate topic to that would be developed in teaching and learning reading.
 - b) Choosing the key vocabularies that are important to comprehend the text.
 - c) Reading aloud the first paragraph of the text.
 - d) Modeling how to choose the important words for understanding the text.
 - e) Distributing a graphic organizer including a box for the word, the reason for selecting the word, and the definition of the word.

Tabel 2.1

Vocabulary Self-Collection Strategy Chart

Name : _____		
Topic : _____		
WORD	REASON FOR SELECTION	DEFINITION

¹⁹ Patricia A. Antonacci & Catherine M. O'Callaghan *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, 27-29

- 2) During reading
 - a) Asking the students to read the selected passage.
 - b) Asking the students to revisit the text and select at least five words that they think those are important, interesting, or challenging to comprehend the text.
 - c). Asking the students to complete the VSS chart.

- 3) After reading
 - a) Dividing the students into some groups.
 - b) Guiding the students to choose a leader for each group to control the discussion.
 - c) Asking each student to mention the words that he or she has selected.
 - d) Asking the student write the meaning of the selected words.
 - e) Bringing up small-group discussion to guide the students in comprehending the text.

In other book Antonacci & O' Callagan explain the steps of Vocabulary Self- Collection Strategy (VSS), that is:²⁰

1. Teachers introduce the purpose of VSS to students.
2. Teachers model how to select and nominate important words from the readings. Teachers show why the word they selected is important by providing a strong rationale.
3. Teachers demonstrate how to use context and other resources to learn the meaning of the word.
4. Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper. Using a chart, teachers write the word, the sentence or phrase in which the word was used, the meaning, and the reason for selecting the word.

²⁰ Patricia A. Antonacci & Catherine M. O'Callaghan, *Promoting Literacy Development: 50 Research- Based Strategies for K-8 learners*, (London: SAGE Publications, 2012) p.89

5. Teacher engage students in the process of vocabulary self-collection. Student work in small groups of three or five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. Students use their own charts to write the word, the sentence from the text in which word was found, the meaning, and the reason for selecting the word.
6. After students are familiar with the strategy, teacher provide guided practice to support the use of VSS during reading. Teacher organize students in small group for reading. They introduce the book and provide a brief overview of the strategy. To help them recall the steps in the process for nominating one or two words to learn, students are given the following questions, which may appear as a reminder on a classroom wall chart:
 - a. What is the word that I believe is important to learn?
 - b. Why would I select it as an interesting or important word to learn?
 - c. How was the word used? Write the sentence in which the word was used.
 - d. What is the meaning of the word? Can I get meaning of the word from the context, dictionary, glossary, or some diagram in the book?
7. Students in small groups discuss the word they wish to nominate. Within their small group, they talk about each word and why they think the class should learn the word. Through consensus, they nominate the words.
8. Students write the two words on the chart, each group presents its two words to the class. On a class chart, one member of the group writes the word, the sentence in which the word was used; it's meaning , and the reason for selecting the word.

Based on the explanation above, it can be concluded that the activity promotes the students to think critically. The activity does not just ask the students to define the meaning of the word, but also they have to think of the reason for selecting the word. Therefore, this activity could help the students to develop their high-order thinking skill since they would be able to solve the problem (in this context, the students are trained to define the words after observing the text and they need to tell the reason of selecting the words).

The teacher's role here is to give an example how to deal with the activity and then let the students to participate actively in doing all of the tasks. For instance, the teacher gives an example of how to choose an important word which has a big influence to comprehend the whole text. This modeling will help the students to do the further activity that will be done in the small groups. The group work will encourage the students' motivation to learn since they can communicate to share ideas with the teacher and their friends in the same or different group.

A. Previous Study

The writer finds some previous studies of researches in academic research as follow :

1. The first study was conducted by Fatonah (2015) from Yogyakarta State University entitled “Using Vocabulary Self-Collection Strategy (VSS) to Improve Reading Comprehension of the Seventh Grade Students of SMPN 4 Kalasan in the Academic Year of 2014/2015”. The design of the study is Classroom Action Research with two cycles. The research findings showed that reading comprehension of most students improved after the Vocabulary Self-Collection Strategy was used in the teaching and learning process.²¹
2. The second previous study is held by Aisyiah (2015) from IAIN Tulungagung entitled “Improving English Vocabulary Mastery through Vocabulary Self-Collection Strategy of the First Grade Students of Muttawasith at Addirasat Islamiah School Laddua Panarea Pattani South of Thailand”. The design of the study is also

²¹ Fatonah, *Using Vocabulary Self-Collection Strategy (VSS) to Improve Reading Comprehension of the Seventh Grade Students of SMPN 4 Kalasan in the Academic Year of 2014/2015*.

Classroom Action Research with two cycles. The result of the study found that vocabulary mastery of most students improved after the Vocabulary Self-Collection Strategy was used in the teaching and learning process. It was indicated by the increase of the number of students who passed the criteria of success from Pre-Test – Post-Test 1 – Post-Test 2.²²

By basing on those two previous studies, the researcher does want to conduct a research in the same field. What makes it different is that in this study, the researcher applies Vocabulary Self-Collection Strategy by attaching on the teaching of reading comprehension in SMPN I Sukamulya.

B. Hypothesis of the Study

Based on the theory and the objective of the study, The hypotheses of the study are proposed in terms of null hypotheses (H_0) and alternative hypotheses (H_a). They are follows:

²² Aisyiah, *Improving English Vocabulary Mastery through Vocabulary Self-Collection Strategy of the First Grade Students of Muttawasith at Addirasat Islamiah School Laddua Panarea Pattani South of Thailand in academic year of 2005.*

(H₀) : There is no significant effect of vocabulary self-collection (VSS) strategy on students' reading comprehension.

(H_a) : There is a significant effect of vocabulary self-collection (VSS) strategy on students' reading comprehension.