

## CHAPTER I

### INTRODUCTION

#### A Background of Study

English is a world language and is used as a method of communication between two people from different countries. It's for this reason that the government of the Republic of Indonesia has made English lessons a compulsory language for junior high school to college students.

In Junior high school, the students need to learn four Basic English skills (speaking, writing, listening and reading) and these four basic skills of English are closely related to each other. These four basic abilities are divided into two parts: input capabilities and output capabilities. Output capabilities are used to disseminate or provide information either through writing or speaking, input capabilities are used to obtain information and knowledge, and the input capabilities most often used by students is reading. Because if the teacher use listening, there are possibilities that students will get misinformation, miscommunication or forget what they heard after some time if the information or knowledge is not written in their books.

Among the four basic skills, reading could be an important basic skill for junior high school students who are new/currently learning English, and that they must master it as a top priority. Reading is the best way to gather information and knowledge to master other Basic English skills like speaking, writing, and listening. Reading is also an excellent way to collect new

vocabulary for students who are just learning English. The importance of reading is also mentioned in holy Qur'an surah Al-Alaq (96) 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)  
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning this verses is Allah SWT order the prophet Muhammad SAW to read in the name of Allah SWT who create human from a clot of blood, and Allah SWT as a lord who is the most generous, who taught human what they don't know through the pen.

Reading skills include skills that are utilized in daily life. Having a strong reading skill is extremely helpful for students to grasp and understand what they're reading, and if they still improve their reading skills, students can develop their reading skills into the power to communicate through the writing process. Reading skills are abilities that include someone's ability to read, understand, comprehend, and describe text. A good reading skill is extremely useful for receiving and responding to written communications like emails, messages, letters, and other written messages.

Reading comprehension comprises two sets of skills, skills related with decoding or recognizing the printed words and those related to linguistic comprehension. Decoding and linguistic comprehension are related to each other. Without decoding students will not be able to make sense of the meaning of the text even if they have linguistic comprehension, and vice versa students

will not be able to understand what they have decoded without linguistic comprehension (Nation, 2008, p. 249).

Using reading skills are essential to ensure a smooth written language, which can reduce opportunities for miscommunication and misunderstanding. A smooth communication in teaching very important which is mentioned in Al-Qur'an Surah Ibrahim (14) 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ

يَشَاءُ ۗ وَهُوَ الْعَزِيزُ الْحَكِيمُ ( إِبْرَاهِيمَ: ٤ )

According to Abdullah Yusuf Ali, the meaning of the verses above is: (14:4). We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases: and He is exalted in power, full of wisdom.

Reading skills include several main aspects that are interrelated to develop general language skills, including understanding, fluency, vocabulary, and methods which will help students interpret and understand meaning in a text. The most important point in Reading is how efficiently we are able to comprehend the meaning and content in texts, messages, books, news, etc.

In addition, Reading is an information gateway to the outside world which influences students' futures. Most of the material in the school is in the form of a text, which means that students must be able to read in order to

understand the content in the text. However, students are not only required to understand the meaning of the existing words, but students must also comprehend and master the content of the text as much as possible to get the meaning of the text itself. However, implementing a good Reading activity and getting the benefits of Reading are not as simple and easy as what is written.

Unfortunately, the Reading comprehension of junior high school students is relatively low. This can be because of several factors like the shortage of material to support the English teaching process, student's lack of interest in reading activities, the methods utilized by the teacher aren't suitable for junior high school students, and the student's lack of vocabulary to grasp the meaning and context of the text makes students bored. Due to this, students need guidance and appropriate strategies to unravel the issues mentioned above.

Prihatini states, difficulties of students in reading comprehension can be caused by 3 factors. The first factor is the inadequate instruction of teachers who do not accustom students to reading and the teacher sometimes explains beyond the topic being discussed, this will make students confused. The second is the lack of interest, some students are not interested in reading because they are not accustomed to reading and are not accustomed to reading by their teacher. Third-factor vocabulary difficulties, students find it difficult to translate some words in reading but students do not want to use a dictionary to find out the meaning of words they do not know and sometimes even if they are willing to search on the dictionary, they found it troublesome to search the word they don't know. So the factor most experienced by students is vocabulary

difficulties, almost all students experience this because they do not want to find out the meaning of words they do not know (Prihatini, 2020, p. 29). Three problems above are the most common faced by the students in reading comprehension.

One way to solve this problem is to guess the meaning of the text according to the context. The best way for dealing with unknown words is to try to guess what it means. This strategy has four advantages. First, this strategy is fast because you don't need to interrupt your own reading. Second, it helps your comprehension because you stay focused on the general sense of what you are reading. Third, it helps build vocabulary because you are more likely to remember the words. Fourth, it allows you to enjoy your reading more because you don't have to stop often (Mikulecky & Jeffries, 1996, p. 49).

During the researcher's pre-observation and teaching practice in MTs Muhammadiyah, researcher found that the seventh grade students were really new in learning the English language, so they did not have enough vocabulary to understand what the teacher said or what was written in the book. This caused the students to not be able to achieve the goal and objective that have been set in the curriculum. Therefore, the researcher proposes the teacher to use Vocabulary Self-Collection Strategy (VSS) where the students are asked to recognize words or terms based on the existing context. That's why this strategy can be used to increase student's vocabulary effectively.

Vocabulary Self-Collection Strategy (VSS) are often used as a technique to strengthen students' ability to read the contents of the text where

students are asked to grasp and understand the meaning according to the context of the text assisted by various tools. Students ought to understand the meaning of a text based on the existing context, and they are asked to work as a team which will share the meanings and words they get from the text. The teacher is needed to guide students by giving examples to students on how to do the assignments.

Therefore, the researcher is interested in choosing the problem above to observe the issues entitled as **“VOCABULARY SELF-COLLECTION STRATEGY TO STUDENT’S READING COMPREHENSION”**. Therefore, the researchers assumed that VSS were a strategy that could be used to solve the issues and to assist the students to enhance their Reading comprehension.

## **B Research Questions**

In reference with the problems, the research question in this study is presented in the following form of question:

1. How is the implementation Vocabulary Self-Collection Strategy in student’s reading comprehension at seventh grade of MTs Muhammadiyah Banjarmasin?
2. What are the students and teacher responses to the implementation Vocabulary Self-Collection Strategy?

### **C Objectives of Study**

The objective of the study is to investigate the implementation of Vocabulary Self-Collection Strategy to reading comprehension of the seventh grade students MTs Muhammadiyah Banjarmasin and the response of the students and teacher to the implementation of Vocabulary Self-Collection Strategy.

### **D Significance of Study**

1. The research finding can be used by the English teachers at MTs Muhammadiyah Banjarmasin to increase the students' reading comprehension ability
2. The research findings can be used as the model for other teachers as an alternative technique to help increase the students' reading ability.
3. The research findings can be used as input for other researchers who are interested in the similar field and will enrich and enlarge the knowledge of teaching English, especially in improving reading ability.

### **E Definition of Key Terms**

In order to explain some of key term:

1. Reading comprehension

Reading comprehension is a process of interaction between the reader and the text which leads to reading fluency. In this process, the reader

decoded the text using various language knowledge in order to understand the meaning or idea of the text (Alyousef, 2005, pp. 143-154).

## 2. Vocabulary self-collection

Vocabulary self-collection strategy is a method used by the teacher in order to develop student's word consciousness and increase their vocabulary depth so they can comprehend the text easier as long term development for students.