

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of Vocabulary Self-Collection Strategy to student's reading comprehension. The findings and discussion are designed to answer the research questions.

#### A. Findings

The purpose of this research was to investigate the implementation Vocabulary Self-Collection Strategy to student's reading comprehension and the responses of the students and teacher to the implementation of Vocabulary Self-Collection Strategy. The data of this research are collected from the result of observation and interview with the teacher and students.

##### 1. The implementation Vocabulary Self-Collection Strategy

The first data of this research was collected through an observation, the observation used in this research is partially participating. Observation is conducted to find out the implementation Vocabulary Self-Collection Strategy to student's reading comprehension.

a. First Observation

The first research observation was conducted on Monday 18 October 2021. In this research, the researcher as an observer during the research was partially participate in the class in order to explore the research environment as a teacher at certain times and as observer at other times. Before the class started ET led the students to pray and read Al-Qur'an and asmaul husna. And then during the meeting, the teacher focused on helping students explore and search for important vocabulary so they can comprehend the whole text. The students divided into three groups consist of 3 or 4 students. After the ET explained the word and sentence related to "*Apologize*" and then they were given five minutes to read the reading material with the title "*Birthday Party*" in the textbook. After five minutes, she asked them if they already understood the text. All of them said "not yet." They found many unfamiliar words in the text

To solve the problem, ET leads the students to read aloud the reading material in the textbook and translate them sentence by sentence and then ET makes a VSS chart table on the whiteboard and explains how to use the chart. After that they had to collect the key vocabularies that they thought were important and the unfamiliar words. They also had to write the reason for selecting the words and the meaning if they already knew. During the activity,

ET walked around to control each group and answered some questions they asked.

After filling the chart, the representative of each group was asked to write the selected words on the board involving their reason, meaning, and definition of word. All of the groups wrote that they did not know the meaning yet for the selected words. The discussion was continued by giving the clues for defining the unfamiliar words they selected into Bahasa Indonesia. They were asked to guess the definition of the words from the meaning of words and the context of the text. For instance, most of the students defined the word “*birthday party*” as “*perayaan yang diadakan setahun sekali pada tanggal kelahiran masing-masing*” because they were invited to pay attention to the sentence “*I won't miss your birthday party next year*” they had to look at the word “*next year*” which is mean “*tahun depan*” At the end of activity ET choose 5 word and definition from the result of discussion and told the students to write them on their notebook.

#### b. Second Observation

The second research observation was conducted on Monday 25 October 2021. Before the class started ET led the students to pray and read Al-Qur'an and asmaul husna. The class was started by asking the students about the materials that were learnt in the previous meeting. After that, they were asked

to open the textbook. It was about “*telling our family members*” teacher first guided the students to do a brainstorming on the vocabulary for example “*apakah ada yang tau apa Bahasa Inggrisnya ibu?*” some students answered “*ibu Bahasa Inggrisnya mom*” but the other answered with “*Bahasa Inggris ibu adalah Mama*” after brainstorming for some time, then the teacher explained and translated the word to the students. Next teacher started to explain the expression of greetings and introduce yourself and others to the students.

The next activity was about reading aloud the text of conversation. Students are asked by the teacher one by one to read the conversation text in front of the class aloud. And then the teacher directs the students to translate the conversation text they have read together. After that teacher asks students to make a table which is divided into three parts namely vocabulary, meaning, and definition of the word. Then the teacher gives individual assignments for the students to choose five words that they don't understand and then write the words they choose into their notebooks. Defining the meaning of unfamiliar words (into Indonesian meaning) based on the context of the text was more explored in this meeting. For instance, most of the students defined the word “*glasses*” as “*tempat air minum*” because they were invited to pay attention to the sentence after the word “I will take two glasses of iced tea for you” they had to look at the word “*iced tea*” which means “*es teh*” They understood that they need a glass if they want to drink an iced tea. At the end of activity the teacher

reviewed the materials and asked the students if there were any questions. Then, the teacher told them that they would learn the new materials in the next meeting.

### c. Third Observation

The Third research observation was conducted on Wednesday 3 November 2021. Before the class started ET led the students to pray and read Al-Qur'an and asmaul husna. The class was started by asking the students about the materials that were learnt in the previous meeting. After that, they were asked to open the textbook. It was about "family tree", ET first guides the students to do a brainstorming on the vocabulary for a family position for example "grandfather and grandmother is my father's/ mother's parent" after the brainstorming discussion for some times, then ET explains and translates the word to the students. Next ET started to explain about the family structure for the students.

The next activity was about answering questions or exercises in the textbook together led by ET. During the exercise ET explained how and when to use the English pronoun "I, you, we, they, he, she, and it" and its meaning for the students. ET also explains about words used for questions "if you want to ask, you can use 5w+1h. What, where, when, who, why, and how" to the student.

Then the teacher started activity for reading and translating a text in the textbook. She translates the text while occasionally asking the students about the meaning of the word she says to check their vocabulary. After that ET asks students to make a table which is divided into three parts namely vocabulary, meaning, and definition of the word. Then ET divides the students into 3 groups. After that they had to collect the key vocabularies that they thought were important and the unfamiliar words. After filling the chart, the representative of each group was asked to write the selected words on the board. All of the groups wrote that they did not know the meaning yet for the selected words. During the activity, ET asked R to walk around to control each group and answered some questions they asked. For instance, most of the students defined the word “*father and mother*” as “*seseorang yang melahirkan dan memiliki kemiripan dengan kita*” because they were invited to pay attention to the sentence “*I am tall. I have big eyes and straight hair*” they had to look at the word “*tall and straight hair*” which means “*tinggi dan memiliki rambut lurus.*” So they conclude that they are father and daughter because of their similarity.

At the end of activity ET chose 5 words and definitions from the result of discussion and told the students to write them in their notebook. The time was up. Before the class dismissed ET reviewed the materials they learned that day and asked the students if there were any questions.

#### d. Fourth Observation

The fourth research observation was conducted on Wednesday 10 November 2021. Before the class started ET led the students to pray and read Al-Qur'an and asmaul husna. The class was started by asking the students about the materials that were learnt in the previous meeting. After that, they were asked to open the textbook. It was about "*me and family*" ET first guided the students to do a brainstorming on the vocabulary for a family position for example "*siapa yang masih ingat apa arti family?*" a few students can get the right answer and some of them forget or don't know the answer. After the brainstorming discussion continued for some time, ET started to explain and translate the words related to that day's lesson to the students.

Then the teacher started reading and translating a text in the textbook. She translates the text while occasionally asking the students about the meaning of the word she says to check their vocabulary. After that ET asks students to make a table which is divided into three parts namely vocabulary, meaning, and definition of the word. Then ET divides the students into 3 groups. After that they had to collect the key vocabularies that they thought were important and the unfamiliar words. After filling the chart, the representative of each group was asked to write the selected words on the board. All of the groups wrote that they did not know the meaning yet for the selected words. During the activity,

ET asked R to walk around to control each group and answered some questions they asked. For instance, most of the students defined the word “*student*” as “*anak/seseorang yang belajar di sekolah*” because they were invited to pay attention to the sentence “*I am a student. I study in SMP 1 Bandung*” they had to look at the word “*study in SMP 1 Bandung*” which means “*belajar di SMP 1 Bandung.*” The next activity was about answering reading comprehension questions or exercises in the textbook.

At the end of activity ET chose 5 words and definitions from the result of discussion and told the students to write them in their notebook. The time was up. Before the class dismissed ET reviewed the materials they learned that day and asked the students if there were any questions.

## 2. The responses of the students and teacher to the implementation of Vocabulary Self-Collection Strategy

The secondary data of this research was collected through an interview. The interview was conducted as a semi-standardized interview to cope with unanticipated responses, problems and issues during the interview. Interviews are conducted to find out the students and teacher responses to the implementation Vocabulary Self-Collection Strategy. In this section, the researcher will present the results of interviews with English teachers and seventh grade students.



a. Teacher's Interview

Based on the results of interviews with English teachers, the researchers found that according to the English teachers the process of learning and teaching English in seventh grade was quite smooth and usually teachers focused on teaching reading, understanding texts, memorizing sentences, and practicing.

However, according to the teacher, students have difficulty memorizing vocabulary in the process of learning reading in English lessons. Maybe it's because the students' reading ability is mediocre, or it's a bit lacking due to lack of practice or memorizing vocabulary. Before the teacher used VSS, she only taught as usual, such as reading, translating, then answering questions/practices.

That's why in the teaching process, students begin to experience difficulties and their motivation is reduced, for example students were too lazy to write and memorize vocabulary translated by the teacher or were told to look it up in a dictionary, but they did not want to bring a dictionary. Students prefer to read the text aloud without translating it themselves and just waiting for the teacher to translate it or just reading the dialogue in the textbook.

However, after the teacher uses VSS, students find it easier to understand texts or dialogues, increasing students' reading comprehension skills. It's just that according to the teacher, the lack of initiative from students

because this activity is not supported by a dictionary makes students more passive than the teacher, they are like waiting for the teacher to give answers to them and also the lack of students' thinking ability to make up their own word definitions. This shows that there is no change in students' motivation or interest in learning before or after the implementation of the VSS strategy.

b. Student's Interview

Based on the results of interviews with seventh grade students, the researcher found that when students were asked if they liked learning English, out of the nine students, five students didn't like English lessons and four others said that they liked learning English. Then when asked if they like reading activities in English class, from nine students, seven students said that they liked reading activities in English class and there were only two who said that they did not like reading activities.

But when they were asked about their difficulties during reading activities they gave several different opinions, five students said that they had difficulty reading because the vocabulary was difficult to understand, could not distinguish vocabulary, or did not know the meaning of the vocabulary itself, two people find it difficult to understand the text as a whole, one student has difficulty reading aloud because he doesn't know how to pronounce words in

English, and the last person has difficulty because he doesn't know, understand, and can't comprehend the meaning of English text.

And when students were asked how they could improve their reading skills five people said that they reread what they had learned or reading a lot of texts that they had learned, two students answered that they did a lot of practice and memorized a lot of vocabulary, one student answered if he didn't understand or found it difficult he would ask the teacher, and one last student answered he didn't know what to do.

When students were asked what activities they liked during reading activities the students also gave different answers, four students answered they liked listening to the teacher's explanation when the teacher translated the text, two students liked to listen and follow the teacher to read the text aloud, two students liked the Vocabulary Self-Collection Strategy activity and one person answered he doesn't know. And the last question for students is which teacher's way of teaching reading do you prefer? With VSS or without VSS, seven people answered that they liked learning English with VSS, and two people answered that they preferred to learn English without VSS.

## **B. Discussion**

The purpose of this research was to investigate the implementation Vocabulary Self-Collection Strategy to student's reading comprehension and

the responses of the students and teacher to the implementation of Vocabulary Self-Collection Strategy.

#### 1. The implementation Vocabulary Self-Collection Strategy

At the beginning of learning the teacher guides students to brainstorm with the aim of training students' creativity and thinking skills, focusing students' attention on the topics to be discussed, and training students to express their opinions about the topics being discussed.

The next activity is reading, reading activities are divided into two, namely silent reading and reading aloud (Brown, 2001, p. 312). Based on observations and interviews, the teacher likes to carry out reading aloud or reading aloud simultaneously with the aim that students can imitate the way the teacher pronounces words and students can more easily remember the words they read aloud compared to reading silently. Reading aloud is very useful in helping students learn the placement of words or phrases they have learned previously, memorize idioms, introduce new words, or increase vocabulary.

The material used by the teacher in reading activities is material that has a lot to do with everyday life or relates to student's identities, for example, names, dates of birth, activities at home, family members, and others. Some students like learning to read English but some do not, that's why some students look bored or don't pay attention when learning takes place. Because of this, the

teacher tries to apply the Vocabulary Self-collection Strategy. VSS can be used to improve students' vocabulary development in the long term and can also be used as an activity after reading (Ruddell, 2005, p. 312).

Vocabulary Self-collection Strategy can be categorized as a learning strategy that is centered on student activities, student-centered learning methods require students to actively participate in learning not only students, teachers are also required to be proactive in guiding students (Gelişli, 2009, p. 470). In VSS activities, students do more activities compared to teachers who only need to control student discussions and answer student questions because they need to find the meaning of the word and discuss the definition of the word they choose with their friends.

Students are also divided into several groups with the aim that they help each other when they make their own definitions. This is done to help students because their thinking abilities are still immature or still not developed. By dividing students into several groups they are expected to complement the shortcomings of their friends and make it easier for them to discuss the definition they choose.

Students are also asked to make a VSS table that contains vocabulary, meaning, and definition similar to the example given by the teacher. Tables are used to make it easier for students to collect the main vocabulary they find in

the text they read. The students were asked to find and collect what they liked, wanted to know, important, interesting, and difficult to understand, then they had to write the word they chose into the table they had made.

After the amount of vocabulary they have collected is sufficient or reaches the amount requested by the teacher, they need to discuss the definition of the word they have chosen together. This activity is useful for making students reread carefully and preventing them from skipping words they do not know and giving them the opportunity to understand the meaning of words they find difficult to understand.

Students are asked to make definitions of vocabulary that they think is important or difficult to understand with the aim of training them to comprehend the text based on the existing context, because they need to read/look for words or sentences around to make good and correct definitions of the words of their choice. Students are also asked to find as much as possible the meaning of sentences or vocabulary related to their chosen word. If they can't, they can ask the teacher who will give some clues for them to discuss.

In addition to asking students to make definitions and practice understanding texts based on the existing context, students are also given several questions related to reading comprehension that test the understanding of the texts they read. The questions given to students are in the form of short

answer questions. This is done to find out how many students already understand and who do not understand the text as a whole. After that, at the end of the lesson the teacher will choose five or more vocabularies that will be used as a special vocabulary dictionary containing vocabulary, meanings, and definitions made by the teacher or students. The vocabulary chosen by the teacher will be asked again at the beginning of the next learning session.

Because of the above process, students can slowly or indirectly memorize vocabulary along with their own definitions or understandings. Based on the observations of the researcher and the teacher's opinion during the process of implementing the Vocabulary Self-collection Strategy, students can understand the meaning and content of English texts faster than when VSS is not used or before VSS is used.

## 2. The responses of the students and teacher to the implementation of Vocabulary Self-Collection Strategy

There are several responses from teachers and students for the implementation of VSS, which are as follows:

### a. Teacher

Based on interviews that have been conducted, the researcher concludes that the way teachers teach before using VSS focuses more on lecturing in class,

this causes students to become more passive which has an impact on students' motivation and focus on ongoing learning. Activities that are often used by teachers in learning are reading, memorizing, and practicing activities.

According to the teacher, the students' reading ability was a little lacking for several reasons, namely the lack of hours of learning during the Covid19 outbreak, the students lacked practice, and there was also a lack of effort to memorize vocabulary. Because the problems above are what cause students to have difficulty in reading activities and the lack of vocabulary they have. There is less initiative from students to bring a dictionary or study past lessons and they also lack the initiative to memorize or increase their vocabulary. Students prefer reading text aloud and waiting for the teacher to translate the text.

After the teacher uses VSS, the student's ability to comprehend the text increases because the VSS activity requires them to look for and think about the definitions they have to make, which indirectly makes them remember or memorize the vocabulary they translate and define. VSS also helps students to understand the text as a whole. However, there are some obstacles found by the teacher in the implementation of VSS, namely students are lazy to memorize the existing vocabulary, they also do not want to bring a dictionary which causes the teacher to have to translate the text first.



b. Students

The lack of interest of some students to learn English is the main reason that learning activities don't go well. This happens for several reasons, many students think that they have difficulty due to lack of vocabulary, others think that English text is difficult to understand, difficult to read, and also English is rarely used in their daily life.

Based on interviews with students, it can be concluded that there are several shortcomings during the VSS activity, such as the lack of use of supporting media other than textbooks, because the activities are carried out in groups, some students do not participate in the discussion and only let their friends make definitions. To overcome this the teacher asked all students to do the VSS activity individually, which caused most students to find it difficult to come up with their own definitions.

The VSS activity is quite liked by students and is also quite attractive to students compared to the lecture method that is often used by teachers in class. Because they not only listen but the students also give their opinion to their other friends. This makes students feel participating in the learning process.