CHAPTER I
INTRODUCTION

This chapter consists of the the background of the research; research problem; objective of the research problem; research hypothesis; significance of the research; scope and limitation of the research; and the definition of key terms.

1.1 Background of the Research

Reading is one of the four language skills that need to be developed in teaching English. It is because reading has significant contribution to the development of students' knowledge. According to Alyousef (2006), reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). By reading, it is possible for them to get information, entertainment, and for their career and their study as well.

Reading is the process of looking at series of written symbols and getting meaning from them. When reading text the students use their eyes to receive the written symbol (letters, punctuation marks and spaces) and the students use their brain to convert them into words, sentences, and paragraphsthat communicate something for them. Particularly in cases when students have to read English materials for their own special subject. For the English Foreign language students, reading skill is important because by comprehending a reading material, the students can find the main idea of the reading, get information from the English passages, know the writer's message 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 carefully. Those are finding information, main idea,

reference, and inference.Therefore, reading in this research means that the activity to comprehend the printed-texts by comprehending the words meaning based on the context. The information found in the text can be connected with the students' prior knowledge to make an inference of the text they read.

According to Ruddell (2005:90), in the process of comprehension, the readers will use their prior knowledge and experience to connect with the new information found in the text that will lead to the success of comprehending the text. In line with this, Antonacci and O'Callaghan (2011:3) mention three major factors affecting the comprehension of the text: reader, text, and context. Reader as the first factor brings the prior knowledge, previous experience, cognitive and meta-cognitive strategies, and personal motivation, that can affect to the way of comprehending the text since each reader has different style of learning.

Many learners or students are not serious in learning English. They feel bored when learn English because they think English is hard to learn. We can see it when the students find new words and they do not know the meaning of words, but they do not try to find the meaning of words, so they will never know the meaning of the words. It cause the teaching technique is not effectively, so that the students cannot learn English well. It will make them difficult to accept the explanation of teacher and improve their English especially in improving their vocabulary.

Scott, Ruth McQuirter (2007: 6) conclude that reading comprehension is significally influenced by students' level of word knowledge, It includes vocabulary and spelling skills, as well as the ability to decode word in printing. So, students' vocabulary knowledge has strong influence on reading comprehension. To make the learners or students fun in studying, and make them be easy to improve their English especially in mastering vocabulary the teachers have to use good technique in teaching vocabularies, they feel smarter.

They find themselves understanding more of what they read and they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are

more powerful. Pikulski and Templeton (2004) conclude in their research that the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. Therefore, people who have large vocabulary will has deeper understanding about what they have read. The condition of the learners in mastering English is low. They always feel bored, lazy and not interesting at all to read which made them have a small and limit vocabulary in English. Therefore, they get difficult or hard to understand English because of lack vocabularies. They did not know the English teacher said and instructions in the class which made hard to understand in communication between them. It is also wasting time to explain and translate to Indonesia to make the learners understand in the class. Relationship between reading comprehension and vocabulary is good vocabulary mastery will influence in the good result of reading comprehension.In reading class the teacher did not stimulate the students to give a positive response and apply specific teaching reading technique based on the students' needs, interests, and habits.

The students without guiding them in comprehending the text and knowing whether the students were to do it or not. So many students were not able to answer the questions and also they got difficulties in determining the main ideas. Beside that many students have no dictionaries for help them to study English, and of course the students' vocabularies were very low.

Slavin (1995) as chited in Syawalia (2013) states these techniques are as follows: think pair share, three-step interview, rountable, pairs check, vocabulary self-collection strategy, discussion and the other strategy. All of those strategies allow the students to cooperate with their classmate rather than work individually. They may form into group or pairs. All students will get involved, enjoy the study, mobile the class, and enable them "to learn individually in grouping way". Dealing with this reseach, the reseacher chooses Vocabulary Self-Collection Strategy. 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.

The strategy was first introduced by Haggard (1982, 1986) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. In other words,VSS can be effective for students if the teacher (1) uses it as a whole-group activity, (2) directs the group in selecting the new andinteresting words from a group reading such as a read-aloud, and (3) guides the students in a discussion around the meanings of the words. After the new and interesting words have been selected and discussed, they may be posted on a wall chart for students' use.

We can conclude that Vocabulary Self-Collection Strategy is cooperative and interactive strategy in which student's words from their textthat the words are important to comprehend the content of the text. it can be effective strategy to teach reading comprehension since it promotes the students with the wordawareness that can be stored in long-term memory so that they canunderstand the text easily.

Readence, Bean, & Baldwin (2001) state that the purpose of the Vocabulary Self-Collection Strategy (Haggard, 1982) is to help students generate a list of words to beexplored and learned and to use their own prior knowledge and interests to enhance theirvocabulary. This strategy can be used to stimulate growth in word knowledge. Because the list is self-generated, an internal motivation is utilized. This strategy can help students become fascinated with language and thus, increase their enjoyment of the subject. It means that vocabulary self-collection strategy in teaching learning process is to help students understand the content of the text by generate a list of important words and the meaning of the words to be explored, learned to use their own prior knowledge.

Antonacci& O'Callaghan (2011:26) 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. 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. In line with Ruddell, Antonacci& O Callaghan agree that the VSS is better implemented in the small groups so that the students can work together.

From explanation above, we can conclude that the purpose of vocabulary self-collection strategy in teaching learning process is to help students understand the content of the text by generate a list of important words and the meaning of the words to be explored, learned to use their own prior knowledge.

From the background above, the researcher would like to have the research by the title"The Effectiveness of Vocabulary Self-Collection Strategy (VSS) on Fifth Grade Students Descriptive Reading Achievement at SDN Batuaji 2"

1.2 Research Problem

Based on the background of the study above, the researcher stated the formulation of the research question as follow, "Is there any significant different score on 5th grade students' vocabulary mastery between control group and experimental group by using Vocabulary Self Collection Strategy (VSS) at SDN Batuaji 2?"

1.3 Objective of the Research Problem

The main aim of this research is knowing any significant differences score on 5th grade students' vocabulary mastery between control group and experimental group by using Vocabulary Self Collection Strategy (VSS) at SDN Batuaji 2.

1.4 Research Hypothesis

The hypothesis is a formula to answer the statement of problem. According to Arikunto (2002), there are two kinds of hypothesis, null and alternative hypothesis. The null hypothesis is against the theory while alternative hypothesis is always in line with the theory.

In this reasearch, the hypothesis consists:

1. The Null Hypothesis (Ho)

Since this study is statistically oriented, the research's hypothesis will be stated in form at null hypothesis. A null hypothesis is also called a statistic researched hypothesis, because it is usually used in statistic research, which is scored by statistic account. The null hypothesis of this study is: "There is no significant different score between experimental group and control group by using Vocabulary Self-Collection Strategy (VSS) to improve students' reading achievement in descriptive text of the fifth grade students at SDN Batuaji 2."

2. Alternative Hypothesis (Ha)

In attempt to give a solution to the problem deal with the Hypothesis at this study that is formulated as follows: "There is any significant different score between experimental group and control group by using Vocabulary Self-Collection Strategy (VSS) to improve students' reading achievement in descriptive text of the fifth grade students at SDN Batuaji 2."

1.5 Significant of the Research

The result of this research is expected to be useful theoritically and practically. Theoretically,Hamalik (1986:16) said that the teacher does not have only needs knowledge, but he/she should have creativity to choose and use the method in teaching learning. One of the easiest and best ways of allowing all students in the class to practice reading comprehension is to encourage VSS.

VSS is technique in teaching reading achievement. It can be concluded that the teacher does not only need knowledge, but also creativity how to make the students interest in the material, that presented by the teacher.

Hopefully, this research can benefit the researcher itself as a notice researcher, especially in learning how to conduct research also benefical to other people. The reseach of the study are contributive for researcher itself, students, teacher, school and for the next researcher. Following are the significant ot the study theoretically and practically:

1. Theoretically
   a. Hopefully this reseach can approve and support the theory of foreign language teaching.
   b. Hopefully this reseach can enhance and improve the knowledge on English education especially in the use of teaching and learning technique and become one of the trusted sources that contains valuable information for those who are concerned in the world of teaching learning process of English.
2. Practically
   a. For Students

      The finding of this reseach hopefully can motivate student to improve the students' knowledge on every learning material especially English, also can enhance their learning outcomes. And hopefully can improve reading achievement of students by the suitable technique.
   b. English Teacher

      This research can help the teacher to develop their teaching reading comprehension. So they create an active and attractive reading class where all the students give their participation well.
   c. For School

      The finding of this reseach hopefully can be used as consideration to enhance teacher performance on teaching learning process on the classroom so that enhance motivation and learning outcomes by using the suitable teaching learning technique.
   d. Further Reseacher

This research hopefully can become reference to conduct and develop the further research and as references to improve their source.

Besides that, hopefully this study can be an example of simple technique make the students easy t2o improve reading achievement in Elementary School.

1.6 Scope and Limitation of the Research

This research concentrates to find out the effect of using *Vocabulary Self-Collection Strategy* in teaching and learning process, especially in teaching reading comprehension, reading comprehension has some indicators, they are; (1) the certain information of the text, (2) the specific information of the text, (3) the purpose of the text, (4) the reffrence of word, (5) the synonym or anthonym of word.

Vocabulary Self-Collection Strategy is one technique can be used in cooperative learning method. It is used to facilitate the students to find out the information that they get from the text by collect and select the difficult words that they do not understand the meaning of word. However, descriptive text is chosen because the fifth grade English material in each chapter already has descriptive text.

The school chosen is SDN Batuaji 2. The subjects of study are the fifth graders. The experimental group chosen is V A of SDN Batuaji 2 in academic year 2023/2024. Meanwhile, the control group chosen is V B of SDN Batuaji 2 in academic 2023/2024.

This research is done in certain time and the result from this research refers the time in continuity. The generalization may be used to other places and who have the same characteristics and condition as SDN Batuaji 2.

The limitations of this study is only focusing on testing Vocabulary Self-Colletion Strategy (VSS) on students' descriptive reading achievement by measuring how influence the Vocabulary Self-Colletion Strategy (VSS) on

student learning outcomes using the quasi experimental method. For further research, it would be better if researchers could add innovative methods and other techniques to obtain maximum results in obtaining research results.

1.7 Definition of Key Terms

Concerning with the title of this research, the researcher shows the definition of some key terms in order to avoid misunderstanding and make the reader clear what the researcher writes.

1.7.1. Effectiveness

The effectivenessin this research refers to the successfulnes of teaching student's reading achievement about descriptive text by using Vocabulary Self -Collection Strategy at the fifth grade student of SDN Batuaji 2. The indicators of the effectiveness are the average score of students' reading achievement ability after being taught by using VSS technique is better than before being taught by using VSS technique, and the t-test is greated than t-table value. It showed that degree of freedom found that the t-value is compared with the table of t-value at 5% and 1% level significance. The value is higher than t-value limit at the table of t-value or the extent to which an activity fulfils its intended purpose or function.

1.7.2. Reading Comprehension

Reading comprehension is the act of understanding what the reader is reading or the way and process to understand what has been read. It means that the readers' effort to construct the meaning from something which they read with the mind's act or power of understanding. Reading comprehension in this research means the ability of the students to understand the meaning from what they read. The indicators of reading comprehension that used are: (1) The certain information of the text, (2) The specific information of the text, (3) The purpose of the text, (4) The reffrence of word, (5) The synonim or anthonym of word.

1.7.3. Vocabulary Self-Collection Strategy

Vocabulary Self-Collection Strategy is a technique to collec tand select the unfamiliar words from the text. Students begin by read whole of text. Then, the students find the important unfamiliar word from the text and fill it in the VSS chart. The important unfamiliar word are listed in Word column of the chard, students give reason that is why they choose the word in Reason for Selection column, and fill the meaning of word is choosen in Indonesian, and nominate the words to be learned by others in the group or class.