

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading

Reading is the most useful and important skill for people. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life which one can update his/her knowledge. By reading, the students will get much information and then the students can update their knowledge continuously. It is very useful for them in learning process.

Reading has been defined as the activity to recognize symbols and to comprehend their meaning. The readers could also define reading as an activity skill based process of constructing meaning and gaining knowledge from oral, visual, and written text. Beside that, reading is much more than simply extracting the meaning from the text. Linse (2005: 69) stated that “reading is a set of skills that involves making sense and deriving meaning from the printed word, in order to read the students must be able to decode the printed word and also comprehend what the students read”. When the students read, they use their eyes and try to focus on the letters, written symbols such as capitalization and punctuation.

Reading is a process to get the point of text. According to Pang et al (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Then, according to Pang et al (2003: 14), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. According to Woolley (2011: 15), reading comprehension is the process of making meaning from 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 sentences.

Based on the explanation above, the researcher concludes that reading comprehension is a process of constructing information and knowledge from a text the readers. When the students are able to comprehend what the students read the student can get new information that will be useful for student academic life..

2. Teaching Reading Comprehension

In teaching reading, the teacher have a lot of text type to train the students to be good readers. In senior high school level, the text type can be more various, such as: recount, descriptive, explanatory, narrative and others. Here, the role of teacher is guide the students as well as possible to understand the reading material. In turn, it will benefit the students when they are able to understand the reading text. McIntyre et al., (2011: 1) argued that teaching reading can help the students to open their mind. But teaching reading is not only asking the students to read a lot but also to guide them to comprehend the text.

In teaching reading comprehension, the teacher plays the important roles. The teacher should do some strategies or technique to improve students' reading comprehension. Moreillon (2007: 10) states that reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in text.

Teaching reading might not be a simple matter but by planning and choosing the right strategy, teachers can help their students to achieve comprehension. In reading classes, the teachers have to decide what the purpose in reading will be done. This is done so that students understand what to do in reading. Also, teacher should understand the students' need and what kinds of reading text that can stimuli them to engage within the class and become an active learner.

3. Aspects of Reading Comprehension

As same as the other skill, in reading comprehension there are also some indicators that can be used to measure the students, comprehension.

According to King & Stanley cited in Juita et al., (2014) point out some aspects of reading comprehension. These aspects are

a. Finding Factual Information

Finding factual information requires readers to scan specific detail.

The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: readon, purpose, result, time, comprehension, etc in which of the answer can be found in the text.

b. Finding Main Idea

Each paragraph is organized in such a way that it has a main idea. Which is often contained in the first sentence of paragraph. The rest of the paragraph support and develops this main idea. Sentence which usually contain the main idea are called topic sentences. The main idea is usually expressed as a complete thought and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

c. Finding the Meaning of Certain Word (vocabulary)

It means that the readers can develop their guessing ability to the word which is not familiar, by relating the close meaning of unfamiliar words to the context in the text. The words have nearly equivalent meaning when it has or nearly the same meaning as another word. Meanwhile the students are expected to be able from and understanding the meaning.

d. Identifying References

Reference is the relationship of one linguistic expression to another's' characters and abilities, etc. Reference in reading comprehension is the use of demonstrative pronoun in a reading text. Reference words are usually short and very frequently pronoun, such as it, we, they, she, he, this, etc. Recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage.

e. Identifying Inferences

Identifying inference is a skill where the reader has to able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates on information from the text. These enable students to think critically to find any information and understand the text.

Based on the explanation above, the researcher used all the aspect of reading comprehension, they are finding factual information, finding main idea, finding the meaning of certain word (vocabulary), identifying references, and identifying inference.

4. The Relation Vocabulary to Reading Comprehension

Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension. Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction. Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print. Kids who hear more words spoken at home learn more words and enter school with better vocabularies. This larger vocabulary pays off exponentially as a child progresses through school. Good readers use a variety of strategies to help them construct Meaning from the text. There is a relationship between vocabulary development and reading comprehension. Word knowledge supports reading comprehension. Limited vocabulary knowledge or limitations of being able to effectively use vocabulary strategies result in poor reading comprehension because children are not able to understand what they have read. Vocabulary knowledge is one of the best predictors of reading comprehension (Jamie et al., 2015).

B. Vocabulary Self-Collection Strategy (VSS)

1. Definition of Vocabulary Self Collection

Vocabulary Self Collection Strategy (VSS) is one of vocabulary strategies to teach vocabulary. This strategy involves some steps; like selecting the word, defining the word, finalizing the word, extending word knowledge, and it is supported by small group activity and class discussion as well. Difa et al., (2020) said “Vocabulary Self-collection Strategy (VSS) has also been introduced to encourage students to create a list of selected words from the post-reading content to analyze and understand the selected words. It is used to encourage them to extend their prior knowledge of the chosen words or terms, deepen their comprehension of them, and inspire them to improve their knowledge of the words”.

Furthermore, Haggard (2015) states the Vocabulary Self-collection Strategy (VSS) is significantly traditional instruction through its use of student generated word lists and its emphasis on students' personal experience and world knowledge. Using this strategy students will have a new vocabulary list that can help them use English. During Vocabulary Self-collection Strategy (VSS), students use their rationale in selecting new words in understanding certain words that they have already found. Teaching Vocabulary Self-collection Strategy (VSS) is facilitated to help students finding new words in a way they are learning.

From theories above, it can be concluded that the Vocabulary Self-collection Strategy (VSS) is an interactive strategy in which students choose words from within the text that they believe are important to learn

2. The Steps of Using Vocabulary Self-Collection (VSS)

Antonacci & O'Callaghan (as cited in Emeliya et al., 2021) VSS consist of three steps they are pre-reading, during reading, and after reading.

a. Pre-reading

Firstly, the teacher should determine the suitable topic which aims to improve reading process. Secondly, ask student to choose key words that are necessary and write it on the chart of vocabulary self-collection.

Thirdly, the teacher asks the student to read aloud the first paragraph of the text. The fourth the student show their way in selecting of the key words or term for comprehension of the text. And the last the student distributes the word to include in the chart list, some reasons for choosing of the key word and give the definition.

b. During reading

In this activity that teacher should do some steps. Firstly, ask students read the reading material for selecting the passage of the text. The second the teacher asks the students to observe the word in the text and choose five words minimally based on their necessary, their interesting or as a challenging in comprehension of the text. The third the teacher asks the students to complete and write the word that they select before in the vocabulary self-collection chart.

c. After reading

In the first steps the teacher should manage the class into several groups. Secondly, teacher orders students to determine one of their friends to be a leader in every group. Then encourage students to tell their selecting of words in front of the class and write the words into the chart of self-collection. Finally, ask the students to discuss the main idea or message coded in the text that they have read before.

**Table 2.1
Vocabulary Self-Collection strategy chart**

Name : _____		
Topic : _____		
WORD	REASON FOR SELECTION	DEFINITION

3. Advantages and Disadvantages of Vocabulary Self-Collection

a. Advantages of Vocabulary Self-Collection

The advantages of Using Vocabulary Self-Collection Strategy (VSS) there are some advantages of using Self Collection Strategy to increase elementary school students' vocabulary (Indrian & Sunaryo 2013):

- 1) Vocabulary Self-collection Strategy (VSS) helps the students to develop important connection between new words and their meaning so that it is more completely understood and remembered by the students.
- 2) Vocabulary Self-collection Strategy (VSS) increases the students' enthusiasm to learn and collect the words.
- 3) Vocabulary Self-collection Strategy (VSS) can help the students to work together to determine the words they do not know from the text.
- 4) Vocabulary Self-collection Strategy (VSS) can make the students be able to determine the meaning of many words by context and to decide what words are more important than others. So, it will increase the students' understanding about the words and the text that they have read.
- 5) Vocabulary Self-collection Strategy (VSS) helps the students to understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those words.
- 6) For the teachers, this strategy is not too hard to apply in teaching in the classroom.
- 7) For the students, Vocabulary Self-collection Strategy (VSS) can motivate them in learning new words because it is an interesting strategy to be introduced for elementary school students and also suitable for them in learning a foreign language.

b. Disadvantages of Vocabulary Self-Collection

According to Waro (2019) disadvantages are; first, the use of vocabulary self-collection strategy needs a long time because it is time-consuming to settle with the activity planned. Second, the strategy is less-suitable to be implemented to young learners since the implementation which required critical thinking of the students. Next, students cannot focus on specific information about the text because the strategy emphasizes only on the important vocabulary found in a text.

C. Previous Study

Some researchers have conducted studies about vocabulary self-collection strategy. First, Difa Viola, Elih Sutisna Yanto, & Mobit (2020) entitled “Students’ Perception On Learning Technical Vocabularies Through Vocabulary Self-Collection Strategy” the conclusion is that The result of this study showed that the vocabulary self-collection strategy had positive impacts on students' vocabulary size, their ability to comprehend text, and the constraints that the students had during the VSS process.

Second, Rizal Arisman (2021) entitled “Vocabulary Self-Collection Strategy: Is It Effective to Improve Vocabulary Mastery Achievement on Senior High School Students?”. Based on the end result of the data analysis as provided formerly within the descriptive analysis, supported through the hypothesis test and the effectiveness test, this research concludes that there's a significant difference in the achievement of vocabulary proficiency among students at those that are taught using self-taught vocabulary. Collection strategy and those who are taught through the conventional approach. it may be seen inside the average score of the posttest in which inside the experimental class it is 79.67 and it is categorized as good. It means that students gain an awesome command of vocabulary after based on the end result of the data analysis as provided formerly within the descriptive analysis, supported through the hypothesis test and the effectiveness test, this research concludes that there's a significant difference in the achievement of vocabulary

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Third, Emeliya Sukma Dara Damanik, Sholihatul Hamidah Daulay, Rora Rizky Wandini, & Isnaini Siagian (2021) entitled “The Use Of Vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension” The results showed that this strategy is effective to help students in language learning. Therefore, writers intrigued to apply this strategy. Vocabulary self-collection strategy is an interactive-learning instructional strategy that shows the word consciousness To implement this strategy, the writers used Classroom Action Research. It took four steps proposed by Kemmis and Taggart, Planning, action, observation and reflection. This research took 36 students in Mas Al Ulum Medan. Based on the two cycles, it can be proved that the mean score is higher in the second cycle. The mean score of first cycle was 65,7 %.