

THE USE OF VOCABULARY SELF-COLLECTION (VSS) STRATEGY IN INCREASING STUDENT READING COMPREHENSION

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Abstract

Lack of vocabulary became a problem on student reading comprehension. This condition brings the writers to solve student's problem by applying of vocabulary self-collection strategy. Several researchers conducted the effect of vocabulary self-collection in teaching language learning. 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 %. Furthermore, it was categorized as the criteria of not success in test reading. If we compare to the diagnose test before, it seem the significant differences among of them. Moreover, the use of vocabulary self-collection strategy is not only increase student reading comprehension but also student's curiosity and interesting in reading of English text. It can be seen from the observation had been done by the researcher and collaborator during the application of this strategy. They looked more active than before. The student enjoyed this strategy because it can help them in reading and memorizing of the word. Therefore, the application of this vocabulary self-collection can be recommended to improve students in reading skill. Furthermore, the result also suggest to teachers, lecturers or other educators to attempt this strategy in supporting of language learning. Because of this strategy is usable to improve student ability in English skill and student's interest in learning English.

Keywords: Vocabulary Self-Collection, strategy, reading comprehension, student

INTRODUCTION

Reading includes to the part of our daily life. Reading is needed to fulfil the necessity for pleasure and information. In obtaining the benefit of reading, the reading skill is important for having reading comprehension. The students who have no reading skill, they cannot get successful to reach comprehension (Kaya, 2015). Reading also influences the other language skills such as writing. Reading and writing is one unit. They cannot be separated each other. The ability of writing can be gained from the reading comprehension,

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because of reading presents information to start writing. Therefore, reading comprehension should be mastered by students to enlarge their knowledge and experience.

Reading is not passive process. It is an active process in which the reader builds the meaning from reading material. Then they bring into their experience and knowledge to gain message and author's goal. Therefore, the students need strategy to achieve reading comprehension (Short., 1996)

Comprehension strategies can be defined as conscious or intentional plans that people use in order to reach the purpose and create sense of a text. The reader uses strategy to make understanding, criticize and integrate their new knowledge into their background knowledge. Strategy is useful to be implemented by a teacher to emphasize teaching and student engagement (Roit EdD, 2005)

There are many types of reading strategy, but in this case, the writer chooses vocabulary self-collection to solve student's problem in reading. Vocabulary self-collection strategy has been applied in the several grade high school and the graduated students. Rudell implemented this strategy for reading activity. The students are distributed occasion to choose the word that they interest base on the context of the text (Rudell, 2005). Self-collection strategy allowed the students to meet the important word depend on their choice. The strategy is conducted in group and each group will be asked to find word in the different meaning.

Other researcher also conducted this strategy such as Yanto. He implemented this strategy to improve student reading skill through three stages of reading. As the result, the student can improve their reading ability in English text (Yanto, 2016). Based on this previous study, it can be seen that this strategy is very useful to assist learner who have difficulties to catch the meaning during reading. Therefore the writer interested to apply this strategy to students in MAS Al Ulum Medan. Related to previous observation, students in this school are very hard to understand the reading text because of their weakness in vocabulary. As the students in university, mastering of reading English text is a must. They are demanded to master English. By mastering English, they can compete globally in rapid growing of technology now days. The writer investigated whether vocabulary self-collection can increase student reading comprehension and how the application of vocabulary self-collection strategy in increasing of student reading comprehension.

Vocabulary self-collection is includes to interactive strategy, because the students became active in investigating of the new vocabulary in their class (Rudell, 2005). Vocabulary self-collection strategy is an interactive-learning instructional strategy that

shows the word consciousness, as students are actively engaged to identify the important words from their reading to share with members of their class (Maghfuri, 2017). In this case, the teacher ask the students to read a text then students nominate one word or term that they would like to learn or to know more about that they think should put on a class vocabulary list.

The purpose of self-collection strategy is emerging of the students' activity to learn new vocabulary. Thus, it can support student for learning process (Rudell, 2005). The others purposes are making the students comprehend and study the new vocabulary. The application of this strategy is better in group, because the student can collaborate during teaching and learning process. It also reinforce student to memorize the new vocabulary. Using of Vocabulary self-collection is aimed to emerge motivation to learners in finding a new word as the way to recognize it in a long time and develop student vocabulary. This strategy asks students to comprehend the text by the easiness of searching new words.

In using of vocabulary self-collection strategy (VSS) has a great effect toward the successful on teaching learning process, especially in reading. This strategy is not only assist student in reinforce of their memory in wording, but also create fun atmosphere on students. The one of advantages of using vocabulary self-collection strategy are the students can keep their own learning style, the students can choose their style to search and recognize unfamiliar words from the text of reading, and improve the students' vocabularies and be a word or sentence (Martin, 2002)

In addition, Haggard also states that there are three advantages of vocabulary self-collection strategy those are firstly, the student can make a connection between their new words and the meaning, secondly self-collection strategy can rise the students to search the new words, and create the students' enthusiasm to learn and search the new words (Putri, 2005)

The description above can be taken a conclusion that vocabulary self-collection strategy can be utilized to improve student reading comprehension effectually. The student can realize that they have found the new word and define them so that the can be easy comprehend the text. In addition, the utilizing of vocabulary self-collection is able to motivate student reading comprehension. The concept of grouping from this strategy brings benefits especially for the students who are confusing in learning reading text. They can discuss and share together to find the message of reading material. Therefore, student difficulties in reading can be reduced by this strategy

Vocabulary self-collection strategy is most effective way to implement. This strategy can apply in a pair or group which consists of two to five students to collaborate each other (Rudell, 2005). Every group should determine who will present their discussion and then the member of the other groups give responding focus on their topics discussion, in this activity, teacher plays as a facilitator or guide for every student in giving definition and exploring of their idea based on the text.

The steps in applying the vocabulary self-collection strategy based on Ruddell clearly are: After reading, the teacher asks each group to discover or term based on their choice or willing. Teacher asks students to prepare such as: identifying the word/term in context of the text. Secondly the teacher tells where they found the word or term in the text. Thirdly the student explains their opinion about the meaning of the word or term that they found in the text. And lastly the student conveys their argument whether the word choice is important and why does this should be put on chart of vocabulary self-collection.

In addition, Antonacci and O'Callaghan models of using the vocabulary self-collection strategy consists of three steps they are pre- reading, during reading and after reading (Antonacci, & O'Callaghan, 2011)

1) Pre-reading

Firstly, the teacher should determine the suitable topic which aim 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. The chart of vocabulary self-collection strategy can be drawn on the following:

Figure 1. Chart of Vocabulary Self-Collection

| WORD | REASON FOR WORD CHOICE | DEFINITION |
|------|------------------------|------------|
| | | |
| | | |

2) 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.

During reading process was strengthened by the Greek philosopher Socrates. He said, "All thinking begins with wonder." when you read the text to find the answers to some questions with specific-purpose, your comprehension improves dramatically. And then once you know where you are going, you're ready to begin reading the text. But what can you do as you are reading to help you understand the material as well as possible? The answer is to pose a question. When you ask yourself about a question, your brain swings into action. Questions can obtain your focus and attention your concentration.

3) 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.

Based on some explanations above, it can be summarized that the vocabulary self-collection teaches student to criticize in reading of text. This strategy is not demanded student to search new words, define them but also build their thinking by giving the reasons for choosing the words. Thus, this strategy can assists student to grow their high order thinking skill to have a solution for their problems in learning. Meanwhile, teacher should role as a facilitator or guide who provides students media, invite students to collaborate among of their friend in group and other groups. Teacher also should play as model who exemplifies the way to find new words. This activity will assists student in comprehending of the text.

RESEARCH METHOD

This study was done by using of Classroom Action Research. Classroom action research is the research which is combination of the research procedures with includes action/treatment, an action/treatment which going on inquiry disciplines, or somebody's

effort to comprehend what is while join to the process of improving and increasing (Sukardi, 2015a). The research is done by collaboration. The collaboration is done by researcher and lecturer.

The subject of this research is students who study in MAS Al Ulum Medan. The subject took 36 Students. The reasons for choosing as the subject of this research was the writers looked that the students still have weakness in reading comprehension. The instrument of data collection is design order to gain the result of the result of the study, the instrument are followed by interview, observation, field note, documentation and test.

The Procedures of Research

The action research using of model which will be used in this research is the one purposed by Kemmis and McTaggart as cited in Sukardi that there are four step in each cycle included in this study, they are planning, action, observation, and reflection (Sukardi, 2015).

Technique of Data Analysis

The technique of analysis had conducted the qualitative and quantitative. The qualitative were obtained and analysed from the interview, observation, test and documentation. In order to know the mean of the students' score of each cycle, the researcher will apply the formula (Sudjono, 2008)

$$\bar{X} = \frac{\sum x}{N}$$

X : The mean of the students' score

$\sum x$: The total value of X.

N : The total number of students

In reaching of the minimum mastery criteria, the score percentage of had been calculated through the following formula:

$$P = \frac{R}{T} \times 100 \%$$

P : The percentage of students who get score (≥ 75).

R : The total number of students who get score (≥ 75).

T : The total number of students in the class

FINDING AND DISCUSSIONS

The writer took the quantitative data from student's score in reading test. Meanwhile, the qualitative data were collected from the observation sheet, interview and

documentation. This research was conducted based on four stages of Classroom Action Research; planning, action, observation, and reflection. The research was conducted of two cycles. For the diagnose test, the writer found that the students' reading skill is being under standardization. It seems from the percentage that there are 6 students who got success and 30 students got unsuccessful scores. Then, it continued to implementation of vocabulary self-collection strategy. The following will describe the stages of implementation vocabulary self-collection

PROCESSES OF CYCLE

Planning

In this processes, the researcher designed a post-test to see the student's ability in reading comprehension. There are some actions was planned by the researcher for this cycle such as give motivation to students by describing of the important vocabulary self-collection strategy (VSS). The teaching and learning process would be implemented by using of steps from Antonacci and O'Callaghan as follows (Antonacci, P.A. & O'Callaghan, 2011):

a) Before reading

The first, the teacher selects topic which is suitable to teaching and learning reading process. The second, the student chooses the important vocabularies from the text. The third, the teacher ask the student to read aloud the first paragraph of the text. The fourth the student models how to select the important words or term which help them in understanding the text. And the last the student distributes the word to include in the chart list, the reason for choosing the key word, and meaning of the word

b) During reading

In this activity that teacher conducts some steps, the first the teacher orders students to read the whole reading material for choosing the passage of the text. The second the teacher asks the students to observe the word in the text and choose five words minimally. Word choice should depend on their reason whether it is necessary, interesting or challenging to understand reading material. The third the teacher orders students to collect the word choice and write the word that they select before in the vocabulary self-collection chart.

In during reading process was strengthened by the Greek philosopher Socrates. He said, "All thinking begins with wonder." when you read the text to find the answers to some questions with specific-purpose, your comprehension improves dramatically. And then once you know where you are going, you're ready to begin reading the text. But what can you do

as you are reading to help you understand the material as well as possible? The answer is to pose a question. When you ask yourself about a question, your brain swings into action. Questions can obtain your focus and attention your concentration.

c) After reading

In this steps the teacher should manage class into several group. The second teacher guides the students to determine a leader for every group who control their small group. The third teacher asks each student to convey their word choice in front of the class. The fourth teacher asks the student to define every word choice in vocabulary self-collection chart. The last teacher asks small-group discussion to collaborate each other to comprehend the text that they read.

Action

In this process, researcher has done the action in twice for each cycle. Researcher followed stages in teaching started from introduction, core activity and closing. The following are stages in each meeting:

1. Explain about the goal of teaching and learning steps
2. Preparing of class management
3. Activate student's background knowledge and motivate them
4. Explain about the reading material
5. Explain about the Vocabulary self-collection strategy
6. Modelling
7. Make several question and ask them to answer and put on the chart list
8. Ask students to explore vocabulary in the text
9. Student and teacher discuss together to discover meaning from their word searching in the text

The stages above have been conducted in twice for each cycle. But in the second cycle, the researcher changed planning based on the reflection on the first cycle. The second cycle, the researcher did this strategy by grouping and change the other reading text to see how far student's ability in comprehension. This planning is aimed to explore their comprehension by interaction and collaboration to their friend in group.

Observation

The observation is aimed to discover the information from action during the implementation of vocabulary self-collection strategy. The observation was done to observe how about the student condition in the classroom related to their attitude, respond, and

reaction during the application of vocabulary self-collection strategy. Then, the result of data observation was organized as the source data in reflection. The qualitative data is carried out through interview to English the teacher and several students. One of student answering in interview such as: "I like the vocabulary self-collection strategy (VSS). The strategy is not difficult because this strategy helped me to read and select the new word to fill in the chart vocabulary list.

Related to the result of the students' interview, it can be said that they felt better, fun, interest, enjoyable to learn reading in descriptive text, and they more enthusiastic learn by using vocabulary self-collection strategy (VSS). Thus, in this research, the student score in reading improved are implementing the vocabulary self-collection strategy (VSS) significantly. It can be proven by documenting that the students look active and concentration during the implementation of vocabulary self-collection strategy (VSS).

Reflection

After observation from the first and second cycle, it can be seen that the student has a good respond to the application of this strategy. They seem more active in learning than before. The students can concentrate during learning because they have a responsible to their selecting of word. This strategy also encourages student to discuss and share their idea among of their friend. The teacher argued that self-collection is effective strategy in teaching reading. The data of reflection above is taken from observation which has been done by researcher. This reflection can be a feedback for the teacher in teaching reading of English text.

Accordance to the students' responses, the researcher summarized that vocabulary self-collection strategy can be utilized to grow student's interesting in English learning. It also suggested by the percentage on student's score between first cycle and second cycle. In the first cycle, the percentage of students was 65,7 % and then continued to second cycle. They can gain percentage was 86%. There are only 6 students who fail success in reading test. It was 14% in the second cycle. Therefore, the researcher stops this cycle.

After conducting of this strategy, the writer found that the use of vocabulary self-collection can increase student reading comprehension. It can be shown in the percentage from each cycle. Vocabulary self-collection makes students easy to follow reading comprehension process and the students are able to comprehend the text. The percentage shown that there is 65,7 % in first cycle and then 86% in the second cycle. If we compare to the diagnose test before, it seem the significant differences among of them.

Moreover, the use of vocabulary self-collection strategy is not only increase student reading comprehension but also student's curiosity and interesting in reading of English text. It can be seen from the observation had been done by the researcher and collaborator during the application of this strategy. They look more active than before. It is also suggested by the interview. The student enjoyed this strategy because it can help them in reading and memorizing of the word.

CONCLUSION

Dealing to the data analysis and discussion, it can be concluded that student reading comprehension can be increased by utilizing of vocabulary self-collection strategy. This strategy allows students to search new word or difficult word and define them. From this activity, the student can enrich their vocabulary which helps them in comprehension. The improvement of students' skill in reading comprehension can be seen on the total percentage gained from first cycle and second cycle. The significant improvement is from 65,7 % in first cycle and 86 % in second cycle. This percentage indicates that student reading comprehension achieve higher than before.

In the application of this strategy, the student seems enjoyed and felt fun during teaching and learning. Moreover, when they join and collaborate to their friend in searching word and definition as well as discussion of the main idea from the reading text. Therefore, this strategy is recommended to be applied in teaching learning of English language. Teacher, lecturer and other researcher can use this strategy in other skill.

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