THE INFLUENCE OF VOCABULARY SELF-COLLECTION STRATEGY (VSS) TOWARDS STUDENTS' READING COMPREHENSION AT THE TENT GRADE OF SMA NEGERI 1 MENGGALA IN 2021/2022

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Abstract: This research aimed to know the influence of vocabulary self-collection strategy (VSS) towards students' reading comprehension and to improve students' reading comprehension. By applying this strategy students were active and teaching learning process was effective. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabularies of the text. In this research the writer used experimental method. The sample was taken by using random sampling technique. There were two classes for the sample. First class was experimental class and the second class was control class. It consisted of 70 students. The main technique in measuring students' reading comprehension was multiple choices which consisted of 40 items test. Each item has five options a, b, c, d and e, and the score of each item was 2.5. Based on the data analysis and testing of hypothesis the writer got the result that H_a was accepted. It showed that the average score of students who were taught through Vocabulary Self-Collection Strategy (VSS) was higher than which was taught through Direct Method. It was got 60.69 > 43.91 and the end of the result, it showed that t_{test} was higher than t_{table} . in the calculation of two averages scores, it was obtained 6.55 > 1.67 < 2.39 and in the calculation of the difference of two averages score, it was obtained 6.55 > 2.00 < 2.66. Therefore, it can be concluded that Vocabulary Self-Collection Strategy (VSS) improves students' reading comprehension and effective for teaching reading.

Keywords: *Vocabulary Self-Collection Strategy (VSS), Reading Comprehension.*

INTRODUCTION

In Indonesia, English is regarded as the first foreign language and it is taught to students in the secondary schools and students are required to able to master all language skills of English. Such as Speaking, Listening, Reading and Writing. All of them are crucial to be improved, especially reading skill because reading is fundamental skill upon which all formal education depends. It is important skill should be mastered by students, because with reading they can get information, knowledge, and they can know what the writer's purpose. Reading is a difficult activity that requires not only the ability to read the material but also the ability to comprehend it. Reading is also an interactive activity in which readers use good reading methods to develop a meaningful representation of a text. According to Brown (2001: 2) stated that Reading is the process of looking at and comprehending what has been written. It means that when the reader reads a text, they try to get information and understand what the text has written by the writer.

The primary objective of reading is to learn the concepts stated in printed material, the message to be enforced in written forms is the most significant factor that students must understand in reading comprehension. As a result, reading comprehension is only a means for students to determine what they want to learn from the reading content. According to Gilakjani & Sabouri (2016: 230) stated that Comprehension is the process through which readers create sense by engaging with the text using a mix of prior knowledge and prior experience, information in the text, and reader perspectives on the text. It means that reading comprehension is an ability of taking the meaning from the text by connecting the reader's experience and knowledge to find information in the text. According to the explanation above, students' reading comprehension skills need to be improved their reading comprehension but in fact, students still find difficult to understand the meaning of the text.

Based on preliminary research at SMA Negeri 1 Menggala the writer found that the students' reading comprehension needs to be improved. They found difficulties in understanding the meaning of the text and difficult to summarize the text. Those are caused they do not have much vocabulary to understand the text. From the problem above, the successful in learning reading comprehension is depending on teacher. Teachers must implement a variety of ways to increase students' interest in mastering reading comprehension. It will make it easy for students to understand the text. It means that teacher should teach students effectively. It is English teachers' duty to teach them by using appropriate strategy to encourage their interesting in ability to mastery reading comprehension.

Based on some research, Vocabulary Self-Collection Strategy (VSS) is an effective strategy to improve students' reading comprehension. According to Ruddell (2005: 166), the

Vocabulary Self-Collection Strategy (VSS) is a teaching strategy that can be implemented as a pre-reading or post-reading activity in which students are given the opportunity to choose the words that interest them and then define the words based on the context of the text. This activity allows students to identify some words that they want to learn more about and that are important to learn. Based on the explanation above, the writer is interested in using this strategy to improve students' reading comprehension because VSS becomes an interactive-learning that helps the students to increase their vocabulary from some new words that they find in the text. This strategy also always offer much opportunity for students to practice and save vocabulary in long term memory, because they need that vocabulary to understand the meaning of the text.

The only use traditional teaching because of many problems that faced by students in reading, therefore the writer needed to limit those problems. This research will be limited on students' difficulties in reading comprehension by using Vocabulary Self-Collection Strategy (VSS). The objective of this research is to know and describe the influence of using Vocabulary Self-Collection Strategy (VSS) towards students' Reading Comprehension. In addition, this research is to know and describe whether or not the average score of students' Reading Comprehension which is taught through Vocabulary Self-Collection Strategy (VSS) higher which is taught through Direct Method. Significance of the study, the study is use for teacher to give information about the influence of Vocabulary Self-Collection Strategy (VSS) towards students' reading comprehension and to help students develop their reading comprehension. Then to give learning experiences for them by using various strategies in learning English.

METHOD
Research can be divided into two categories: quantitative research and qualitative research. In this research the writer used quantitative research with quasi-experimental design. According to Mackey (2005: 363), quasi-experimental research is a type of experimental study in which participants are not assigned at random. In doing this research, the writer selected two classes at random to determine the impact of a variable following treatment. The experimental class and the control class. The first class is an experimental class that is taught using the Vocabulary Self-Collection Strategy (VSS) and the second class is a control class that is taught using the direct technique.

In this research, the population was the first-grade students of Senior High School of SMA Negeri 1 Menggala. The total number of the population is 286 students. They were distributed into eight classes, each class consist 34-36 students. The sample of this research are class X MIPA 1 for experimental class and X MIPA 2 for control class. The writer used cluster random sampling technique to determine samples. According to Heaton (1988: 107-133) stated that there are nine techniques to measure the students' ability in reading a text,

those are; word matching, sentence matching, true or false, multiple choice, completion, rearrangement, cloze procedure and open-ended questions. In this research the writer used a test to get the data. The kind of the test was objective test that was multiple choice testing. The test was consisted of 40 items each item consists of five options; a, b, c, d, and e. The point of each item is 2.5.

Population, Sample, and Sampling Technique
Population
The writer took th e population from ten grade of SMA N 1 Menggala in 2021/2022 which consists of eight classes and with total number of the students are 285 students.

Table 1. Population of The Students

CLASS	GENDER		TOTAL
	MALE	FEMALE	
X MIPA 1	16	20	36
X MIPA 2	18	17	34
X MIPA 3	17	19	36
X MIPA 4	19	17	36
X MIPA 5	16	20	36
X IPS 1	18	17	35
X IPS 2	24	12	36
X IPS 3	25	11	36
TOTAL	**153**	**133**	**285**

Sample
This research as quasi-Experimental research, therefore there are two sample experimental class and control class. Experimental class was X MIPA 1 and Control Class Was X MIPA 2.

Sampling Technique
Sampling technique is a mean that is used by the writer to take the sample of research (Sugiyono, 2009: 81). In this research, the writer used cluster random sampling to determine the sample. According to Setiyadi (2006: 42) Cluster random sampling is group sample does when the population have different classes in the population are determined. The steps in determining the experimental and control class are as follows: First, the writer made some of lottery. Second, the writer provided 3 small pieces paper, which there are have name of representative each class and then, put them into a glass. Third, the writer shaking the glass and chooses a piece of the paper. Last, the writer determined the first lottery is chosen as experimental class and the second as a control class.

Technique of Collecting Data

The writer was collected the research data by giving instrumentation test. Instrumentation consists of one test that is post-test is giving after applying the strategy. The kind of the test was objective test that was multiple choice testing.

Instrument

In this research, to get the data of students' reading comprehension, the writer used reading test with multiple choice tests. The writer focused on genre of recount text. It consists of 40 items, each item consists of five options; a, b, c, d, and e. The point of each item is 2.5. So that, the highest score is 100 and the lowest score is 0.

Testing Instrument
Validity of Test

According to Sugiyono (2011: 353) stated that Content validity could be complied using points instruments that were usually include variables to be studied and indicators to measure. In this research, to know the validity of the test, the writer will use content and construct validity.

According to Sugiyono (2011: 353) stated that Content validity could be complied using points instruments that were usually include variables to be studied and indicators to measure. In the case, the writer conducted the instruments of reading test based on teaching material applied in syllabus on the curriculum for the tenth grade of SMA Negeri 1 Menggala.

Heaton (1988: 161) states "Construct validity is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning". In this research, the writer confirmed to predicate corrections with the other theoretical propositions. In reading comprehension test, there are five components, they are; identify the main idea of the text, identify supporting idea in the text, recognize reference used in a text, make inference from the text and recognize vocabulary in a text.

Reliability of the Test

Reliability of the test is about the characteristic of the score and not about the tester instrument. If the test can be measured twice and the results are constants, it means that the test is reliable. To ensure the reliability of the test, the writer used split-half technique by Arikunto (2006: 170). The writer found that the coefficient of reliability was r_{count} 0.773 > r_{table} 0.444. It based on r_{table} product moment. It showed that N = 20 is 0.444. So, the writer concluded that test was reliable.

ANALYSIS DATA
Data Normality test

Normality data is the data distribution gives the normal result (Arikunto, 2006: 314). It is used to know whether or not the data of two classes are normality distribution. Before executing the hypothesis, the writer tried to know whether the data normal or not, the writer used Chi-Square formula by Sudjana (2005: 273). After the calculation obtained the result of the experimental class was $x^2_{ratio} = 5.71$ and for control class $x^2_{ratio} = 5.99$. While $x^2_{table} = 7.81$ and 11.3. It means the data have normal distribution.

Homogeneity Test

Homogeneity is the data distribution have similarity with the sample who take from the same population (Arikunto, 2006:320). It is used to know whether the data were homogeneous or not. To know the data were homogenous or not, the writer used formula of F test by Sudjana (2006; 250). Based on the data, F_{ratio} was 1.58. F_{table} at significance level for 0.05 was 1.85 and for 0.01 was 2.34. It means that variance of the experimental class and control class was homogeneous.

Hypothesis Test

The hypothesis test use to prove the hypotheses proposed by the writer whether they are accepted or not. To know the influence of Vocabulary Self-Collection Strategy (VSS) towards students' reading comprehension the writer used t-test formula. Before used this formula, the writer had to find out the Standard Deviation. After the writer found the standard deviation, the writer would to calculate the data were calculated into the following t-test formula as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{60.69 - 43.91}{10.68\sqrt{\frac{1}{36} + \frac{1}{34}}}$$

$$= \frac{16.78}{10.68\sqrt{0.03 + 0.03}}$$

$$= \frac{16.78}{10.68\sqrt{0.06}}$$

$$= \frac{16.78}{10.68(0.24)}$$

$$= \frac{16.78}{2.56}$$

$$= 6.55$$

After know the results of the t-test, the writer consulted the results with the t-table (distribution t) with a significant level of 5% and 1%.

For the significance level 5% (α = 0.05) obtained:

t_{table} $= t (1 - α) (df)$

           $= t (1 - 0.05) (68)$

           $= t (0.95) (68)$

           $= t (0.95) (68)$

           $= 1.67$

For the significance level 1% (α = 0.01) obtained:

t_{table} $= t (1 - α) (df)$

           $= t (1 - 0.01) (68)$

           $= t (0.99) (68)$

           $= t (0.99) (68)$

           $= 2.39$

Based on significance level 5% (α = 0.05) and 1% (α = 0.01), then the value of t-table of the level freedom 34. The value of t-test (6.55) was bigger than t-table 1.67 and 2.39. It means that there is an influence of using Vocabulary-Self Collection Strategy (VSS) towards Students' Reading Comprehension at the Tenth Grade of SMA Negeri 1 Menggala in 2021/2022.

RESULT AND DISCUSSION

Based on the data analysis by using t_{test} and testing of hypothesis. The writer got the result that H_a was accepted. It showed by test was higher than t_{table} with significance level 5 % and 1 % (6.55 > 1.67 < 2.39). It means that there is significant influence of using Vocabulary Self-Collection Strategy (VSS) towards students' reading comprehension. It was proved by the average score in experimental class was higher than in control class (60.69 > 43.91)

The writer conducted the research in two classes, first class as experimental and second class as control class. The writer taught reading through different strategy. In experimental class, the students were taught through Vocabulary Self-Collection Strategy (VSS). While in control class the students were taught through Direct Method. In the end of the meeting, the writer gave the reading test to the students. It was multiple choice which consisted of 40 questions with five options a, b, c, d and e.

The differences of two classes were happened because of the different techniques. Firstly, the writer would like to explain the students who were taught through vocabulary self-collection strategy. It was on experimental class. They got better score than control class because this technique allows students to think creative, not only focused on the teacher's explanation, but also the ideas from students. In this strategy, the students learn how to

understand the meaning of text because vocabulary self-collection strategy can make students to realize that they have found the new word and define them so that the can be easy comprehend the text.

Vocabulary Self-Collection Strategy (VSS) is an excellent teaching strategy for teaching students reading comprehension, building students' vocabulary and working together cooperatively with their friends. This strategy is a way to help foreign language learners engage with difficult text and use the keywords in the text to improve comprehension. By using it, students can enrich their vocabulary, understand a text easily and create good relationship among students in the classroom.

In other class, the writer taught reading through Direct Method. This is a strategy which has character teacher-center. It means that all of the explanation and the whole of material based on teacher's mind. The students will just follow it. In control class, the writer also gave multiple choice in the end of lesson with the same instrument. They got lower score than the students in experimental class. The writer thought that the students got unclear explanation from the technique, about how to comprehend the text well. So, that they were hard in comprehending reading text and could not answer the questions well.

From the result above, it can be concluded that the hypothesis in this research was accepted. There was an influence of Vocabulary Self-collection towards students ' reading comprehension at the tenth grade of SMA Negeri 1 Menggala in 2021/2022. It means that this research was valid. The data of the students were good and the score of the students in experimental class was higher than control class. It was appropriate to the aim of this research. The students who were taught through Vocabulary Self-Collection Strategy (VSS) higher score than control class who were taught through Direct Method. VSS has influence to the students ' reading comprehension because they were required to be able to think critically to determine words that are difficult for them to understand and determine the keywords of the text. So that they can understand the text. In addition, this strategy also requires teamwork. Therefore, through team the students were easier in comprehending the passage given.

The result above was related to the theory stated by Damanik, Daulay, etc. (2021 :56) that Vocabulary makes students understand the text and learn new vocabulary. The implementation of this strategy is better in groups, because students can collaborate during the teaching and learning process. The use of self-collection Vocabulary aims to raise motivation to students in finding new words as a way to recognize them for a long time and develop vocabulary. This strategy asks students to understand the text easily find new words.

From the theory and the result above it is clear that Vocabulary Self-Collection Strategy (VSS) can be used as a strategy in teaching reading comprehension. It also could improve students ' reading comprehension and decrease students' laziness in reading. Therefore, this

strategy is really recommended for further research in order to influence the students' reading comprehension.

CONCLUSION

Based on the result and discussion above, it can be concluded that There was an influence of Vocabulary Self-Collection Strategy towards students' reading comprehension at the tenth grade of SMA Negeri 1 Menggala in 2021/2022. In addition, the average score of students' reading comprehension on the experimental class who taught through Vocabulary Self-Collection Strategy (VSS) was higher than control who taught through Direct Method.

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