THE EFFECTIVENESS OF USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMP 25 PURWOREJO IN THE ACADEMIC YEAR OF 2019/2020

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Abstract: This research is conducted to know the students' reading comprehension and to find out whether or not use of vocabulary self-collection strategy (VSS) effective in teaching reading of SMP 25 Purworejo in the academic year of 2019/2020. The population of this research is 186 students of the eighth grade students of SMP 25 Purworejo in the academic year of 2019/2020 and the amount of sample is 30 students. From the computation, the result showed that the mean score of pre-test is 62.93 (sufficient category) and the mean of post-test is 77.07 (good category). It shows that the result of computation is t value obtained bigger than t table (3.705>2.000) it can be concluded that vocabulary self-collection strategy (vss)is effective to teaching reading Narrative text at the eighth grade students of SMP 25 Purworejo in the academic year of 2019/2020.

Keywords: e*ffectiveness, vocabulary self-collection strategy (vss), reading comprehension,narrative text.*

Abstrak: Penelitian ini dilakukan untuk mengetahui pemahaman membaca siswa dan untuk mengetahui apakah penggunaan strategi pengumpulan diri kosakata (VSS) efektif atau tidak dalam mengajar membaca SMP 25 Purworejo pada tahun akademik 2019/2020. Populasi penelitian ini adalah 186 siswa kelas VIII SMP 25 Purworejo pada tahun akademik 2019/2020 dan jumlah sampel adalah 30 siswa. Dari perhitungan, hasil menunjukkan bahwa skor rata-rata pre-test adalah 62,93 (kategori cukup) dan rata-rata post-test adalah 77,07 (kategori baik). Hal ini menunjukkan bahwa hasil perhitungan adalah nilai t yang diperoleh lebih besar dari t tabel (3,705> 2.000). Dapat disimpulkan bahwa strategi self-collection kosakata (vss) efektif untuk mengajar membaca teks naratif pada siswa kelas VIII SMP 25 Purworejo di Indonesia. tahun akademik 2019/2020.

Kata kunci: efektivitas, strategi pengumpulan-sendiri kosakata (vs), pemahaman membaca, teks naratif.

Introduction

Reading comprehension is a medium to build knowledge especially in the academic world. People will have a good understanding of a certain phenomenon if they have a good ability in reading comprehension. It also influences the other two skills, for instance reading comprehension is needed when writers want to write a great writing because they have to read many sources first before writing. Moreover, the experiences got from reading comprehension will help people to speak fluently since they have many ideas to deliver.

In the academic world, reading comprehension is required especially in doing some tests, like TOEFL, TOEIC and IELTS. It is required in one of the sections of each test. While doing the test, for instance, a student will use the time effectively since he or she can read a certain text in a short time and can fully understand the context so that the questions will be answered easily.

In fact, the result shows that the students' achievements on reading in Indonesia are still unsatisfied. The lack of the students' reading comprehension can be caused by some factors, such as the teaching and learning methods applied by the teacher in the classroom or the lack of media to support the teaching and learning process. The researcher assumes that the lack of motivation maight relate to the materials in learning reading.

In conducting research, the researcher takes theories which are used as foundation to run the research in sequence. Those theories are related to vocabulary self-collection strategy (VSS).The details of the literature are as follows:

1.   Vocabulary Self-Collection Strategy (VSS)

Ruddell (2005:166) promotes that VSS is a strategy for teaching that can be implemented as the pre-reading or post-reading activity in which the students can choose the words based on their interest and then they can define the words based on the context of the text.

2.   Teaching

According to Brown (2007:8) teaching is guiding and facilitating learning, enabling the learner to learn, sitting the condition for learning. In addition, Chambers (2006:40) says that teaching is a complex activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learner. It means that teaching is helping the students to develop their knowledge.

3.   Learning

According to Brown (2007:7) learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In addition, Grainger (2003: 28) defines that learning is social activity that takes place when a more "knowledgeable" is able to engage in dialogue with the learner about how the task performed.

4.   Reading Comprehension

According to Klingner (2007:2) defines reading comprehension as "the process of constructing meaning by coordinating a number of complex processes that included word

reading, word and word knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

Whereas, according to Lenz (2005:1) says "Reading comprehension is the process of constructing meaning from text". In his theory, Lenz explains that the aim of all reading instruction is ultimately targeted at helping a reader comprehends a text. Reading comprehension involves at least two people that are the reader and the writer. The process of comprehension involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer message.

Based on the explanation above, the researcher has two goals and they are as follows:

1. To know the students' reading comprehension at the eighth grade students of SMP 25 Purworejo in the academic year of 2019/2020.
2. To find out wether or not use of vocabulary self-collection strategy (VSS) effective in teaching reading to the eighth grade students of SMP 25 Purworejo in the academic year of 2019/2020.

a. Definition of Teaching

According to Brown (2007:8) teaching is guiding and facilitating learning, enabling the learner to learn, sitting the condition for learning. Nevertheless, Chambers (2006:40) says that teaching is a complex activities, strategies, mechanisms, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learner. It means that teaching is helping the students to develop their knowledge. Based on the definitions above, the researcher may conclude that teaching is an activity of the teacher give something for someone to know about the materials, instruction, effort, shared about the teachers experience and knowledge for the students to develop their ability.

1) Effectives Teaching

According to Gurney (2007:91-95), there are five factors for effective teaching.

a) Teacher knowledge, enthusiasm and responsibility for learning.

b) Classroom activities that encourage learning.

c) Assessment activities that encourage learning through experience.

d) Effective feedback that establishes the learning processes in the classroom.

e) Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.

2) Theory of Learning

1) Definition of Learning

According to Brown (2007:7) learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In addition, Grainger (2003: 28) defines that learning is social activity that takes place when a more "knowledgeable" is able to engage in dialogue with the learner about how the task performed. Based on those definitions above, the researcher may conclude that learning is process getting information to develop their knowledge with their experience in daily life and to give effort to build the intelligence.

2) Components of Learning

Brown (2007:8) breaking down the components of the definition of learning as follows.

a. Learning is acquisition or "getting".

b. Learning is retention of information or skill.

c. Retention implies storage system, memory and cognitive organization.

d. Learning involves active, conscious focus on an acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject for forgetting.

f. Learning involves some forms of practice, perhaps reinforced practice.

3) Theory of Reading

1) Definition of Reading

According to Murcia and Olsten (2002:119),reading is a process of trying to understand a written text by readers through decoding, interpreting the message and eventually understanding the writer's intention. In addition,Morrilton (2007:10) state that reading is an active process that requires a great deal of practice and skill. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Based on the definitions above, it can be concluded that reading is an activity to communication uses the experiences and background the knowledge.

1) Definition of Reading Comprehension

To know further about comprehension, it is important to understand the definition first. There are many definitions suggested by the experts. Klinger (2007:2) defines reading comprehension as "the process of constructing meaning by

coordinating a number of complex processes that included word reading, word and word knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

a. Vocabulary Self-Collection Strategy (VSS)

The Vocabulary Self-Collection Strategy (VSS) was developed by Ruddell in 2005. It was implemented in the classroom consisting students from the seventh grade, high school and graduate school students. Ruddell (2005:166) promotes that VSS is a strategy for teaching that can be implemented as the pre-reading or post-reading activity in which thestudents can choose the words based on their interest and then they can define the words based on the context of the text.

Ruddell (2005:167) promotes that the activity lets the students to nominate the word that they want to learn more and it is important to learn. In the practice, the students can be divided into some groups consist of two to five and the teacher can gives three to five minutes to the students to find and define the words based on their rationale before presenting them to the class. The focus of the activity is to define the words in the specific context based on the content of the text.

From the literature explained above, the researcher conclude that Vocabulary Self-Collection Strategy is an effective strategy to teachreading comprehension since it promotes the students with the wordawareness that can be stored in long-term memory so that they canunderstand the text easily.

RESEARCH METHOD

This research is conducted by using quantitative technique in processing the data and getting the result. The subjects are two classes, namely VIIIA and VIIIC, which is taken place at SMP 25 Purworejo. The variables in the research are independent variable and dependent variable.

From the population that is 186 students, the researcher takes 2 (two) classes consist of 60 students by using sampling technique. Meanwhile, to get the data the researcher uses multiple choices test which consists of 25 questions to measure the students reading comprehension. The steps in collecting the data is asked the permission to conduct the

research, compiled the instrument, teaching with vocabulary self-collection strategy (VSS), gave the test, corrected the test, and put the data into table had been prepared.

To analyze the data of each variable, the researcher uses descriptive data analysis of percentage in order to describe the fact. The researcher needs the statistical analysis. This analysis is related to the computation in answering the problem statement and the hypothesis testing presents. This research is a quantitative research, so it needs a data analysis. To analyze the data, the researcher applies an appropriate technique to find out correlation of both variables in this research.

1. Descriptive Analysis

According to Sugiyono (2015: 29), descriptive analysis is a statistic which has function to describe or to give a description on the observed object by data sample or population without doing analysis and make conclusion to general.. The Descriptive analysisis used to describe variable of this research that is the use Vocabulary Self-Collection Strategy for teaching vocabulary.

The researcher will take some simple formulas through these following steps:

a) Mean

According to Sugiyono (2015: 49), mean is the average scores obtained by the subject of the study.

The formula is: $Me = \dfrac{\sum xi}{n}$

In which:

Me = Mean (Average)

$\sum xi$ = Total of the scores

n   = Total number of students or sample

The interpretation of students" achievement based on the mean to measure the students" proficiency is proposed by Arikunto (2009: 245). The table below will show the category of the students" ability of their vocabulary achievement.

Table 1.
The range and its category students' ability

Range	Category	Criteria of ability

		stage
80-100	A	Very Good
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
<39	E	Low

b) Median

According to Sugiyono (2015: 48), Median is one of explanation based on the middle value of the data which have been organized from the lowest to highest or from the highest to the lowest.

c) Mode

According to Sugiyono (2015: 47), Mode is a technique to explain based on the value which is popular or which often being found.

d) Range

According to Sugiyono (2015: 55), Range is a way to talk about the spread of distribution of scores.

The formula is as follows:

$$R = X\ highest - X\ lowest$$

e) Variance

According to Sugiyono (2015: 56), Variance is used to explain the homogeneity.

The formula is:

$$S^2 = \frac{\sum(X_1 - X)^2}{n-1}$$

In Which:

S^2 = Sample variance

n   = Number of sample

$\sum(X_1 - X)^2$= The square of each score subtracted by mean   score.

a)   Standard Deviation

According to Sugiyono (2015: 58), Standard deviation is the way of showing the spread of the score. It measures the degree to which the group of score deviates from the mean.

The formula is follows:

$$SD = \sqrt{\frac{\sum(xi - x)2}{(n-1)}}$$

In which:

SD	=The square of the standard deviation
$\sum(xi - x)2$	= The square of each score subtracted by mean scor
N	=The total number of the students

1.   Inferential Analysis

In this analysis, the researcher analyzes the data to the hypothesis. This analysis is conducted to find out the effectiveness of using brainstorming technique in teaching reading comprehension.

a) The Normality Test

Sugiyono (2015:107) gives certain technique in testing the normality of data. He uses Chi Square (x^2). It is done by comparing normal curve formed from the gathered data (B) and standard normal curve (A). If B is not different significantly with A,B is included in the normal distribution data.

The formula is follows:

$$(x^2) = \sum \frac{(fo - fh)^2}{fh}$$

In which:

x^2= The chi square value

fo = the observed frequency

fh = the expected frequency

The objective of this test is to see whether the distribution of the data is normal or not. The data is considered normal if they obtained x^2 value which is lower than critical value of $x^2$1 the table, it means that the data distribution of the variable is normal.

b) The Homogeneity Test

To determine the t-test formula, the researcher applies the variance homogeneity test to test the variance of two samples. To know whether the variance of two samples in homogeneous or not, the writer uses F test. Statistically, if the value of F obtained is lower than the value of F obtained is lower than the value of F table, it means that the variance of two samples is homogeneous.

The formula is follows:

$$F = \frac{the\ highest\ varance}{the\ lowest\ varance}$$

Sugiyono (2015:140).

c) Test of Hypothesis

This test is used to know whether brainstorming technique is effective or not in teaching reading comprehension at the tenth grade students at SMP 25 Purworejo in the academic years 2019/2020.

The researcher will use t-test to find out the result of the research. According Sugiyono (2009:264) t-test can be formulated as follow:

The t-test formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

Where :

t	: t-value
$\overline{x_1}$	: the mean score of experimental group
$\overline{x_2}$	: the mean score of control group
n_1	: the number of student of experimental group
n_2	: the number of student of control group
s_1^2	: variance of experimental group
s_2^2	: variance of control group

If t value is lower than t table then the null hypothesis (Ho) accepted. And on the contrary, if t value is higher than t table the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) accepted.

FINDINGS AND DISCUSSION

From the data and computation, the researchers got the finding and it will be discussed below:

Table 2. The Descriptive Analysis of Reading Comprehension Result of Pre-test and Post-test

Descriptive Analysis	Pre-test		Post-test	
	Expe	Co	Expe	C

High Score (H)	76	76	92	8
Low Score (L)	44	44	60	5
Mean (M)	62.93	61	77.07	6
Median (Me)	64	62	78	6
Mode (Mo)	60	64	80	6
Range (R)	32	32	32	3
Standard Deviation	7.272	6.	8.064	6.
Variance (SD^2)	52.89	45	65.03	4

Based from the data, the students' achievement in pre-test of experimental group of the eighth grade students at SMP 25 Purworejo are sufficient result on their reading mastery. From 30 samples, there are 20 students (67%) are sufficient in reading mastery, 7 students (23%) are good in reading mastery, and there is no student excellent in reading mastery, and the students' achievement in posy-test of experimental group of the eighth grade students at SMP 25 Purworejo are good result on their reading mastery. From 30 samples, there are 2 students (7%) are sufficient in reading mastery, 13 students (43%) are good in reading mastery, and 15 students (50%) are excellent in reading mastery.

Table 3. Normality Test using SPSS Computation

One-Sample Kolmogorov-Smirnov Test

		Post Experiment	PostControl
N		30	30
Normal Parameters^a	Mean	77.0667	69.8667
	Std. Deviation	8.06411	6.94676
Most Extreme Differences	Absolute	.158	.173
	Positive	.158	.173
	Negative	-.142	-.145
Kolmogorov-Smirnov Z		.866	.945
Asymp. Sig. (2-tailed)		.442	.333

a. Test distribution is Normal.

Interpretation data above, if the value of Asymp. Sig. (2-tailed) higher than 0.05 (p> 0.05), the data is normal. Based on the data above, the result of experiment group is 0.442. Because the value of Asymp.Sig. (2-tailed) (0.442) is higher than 0.05, so that the distribution of data experimental group is normal. Then, the result of control group is 0.333. Because the value of Asymp.Sig. (2-tailed) (0.333) is higher than 0.05, so that the distribution of data control group is normal.

CONCLUSIONS

Based on the research finding and discussion, the researcher comes to these following conclusions:

1. The result mean of post-test experimental group is 77.07(good category) and the result mean of post-test control group is 69.87 (good category).

2. It shows that the use of vocabulary self-collection strategy (VSS) to teaching reading at the eighth grade students of SMP 25 Purworejo in the academic year of 2019/2020 was accepted. It can be proven by the result of t value obtained bigger than t table (3.705>2.000).

3.

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