CHAPTER I
INTRODUCTION

A. Research Background

In language learning, there are four skills that must be mastered by students, such as listening, speaking, reading and writing. These four skills must be involved by the teacher in the teaching and learning process in the classroom. Reading is one of the most important language skills for students to learn. Reading is needed to fulfill the need for pleasure and knowledge. Reading skills are important for reading comprehension to achieve reading benefits. Reading also affects other language skills such as writing. Reading and writing are one unit. They are inseparable from each other. Writing ability comes from reading comprehension, because reading provides information to start writing. Therefore, students must master reading comprehension to increase their knowledge and experience.

The most important point in reading is how efficiently we can understand the meaning and content in texts, messages, books, news, etc. However, junior high school students' reading comprehension is relatively low. This can happen due to several factors such as lack of materials to support the process of teaching English, lack of student interest in reading activities, the methods used by teachers are not suitable for junior high school students, and lack of student vocabulary. Understanding the meaning and context of the text makes students bored. Therefore, students need guidance and the right strategy to solve the problems mentioned above.

Prihatini (2020) stated difficulties of students in reading comprehension can be caused by 3 factors. The first factor is the inadequate Instruction of teachers who do not accustom students to reading and the Teacher sometimes explains beyond the Topic being discussed, the second is the Lack of pupil interest some students are not Interested in reading because they are not Accustomed to reading and are not accustomed to reading by their teacher, third-factor vocabulary difficulties Students find it difficult to translate some

words in reading but students do not want to use a dictionary to find out the meaning of words they do not know. It means that the factor most experienced by students is vocabulary difficulties. The three problems above are the most common problems related to student reading comprehension.

During initial observations at SMPN 3 Mandor, researcher found that class VII students were completely new to learning English, so they did not have enough vocabulary to understand what the teacher was saying or what was written in the book.

Vocabulary Self-Collection Strategy (VSS) will be used as a technique to strengthen students' ability to read the contents of the text where students will be asked to capture and understand the meaning according to the context of the text assisted by various tools. Students must understand the meaning of the text based on the existing context, and they will be asked to work as a team that will share the meaning and words they get from the text. The teacher is needed to guide students by giving examples to students on how to do assignments.

Studies on vocabulary self-collection strategies to students' reading comphrehension have been carried out by several studies. The first research is that Amalia (2018) has conducted research on vocabulary self-collection Strategy and found an increase in vocabulary mastery learning outcomes through the application of Vocabulary Self-collection Strategy in class VII A3 students of SMP Negeri 1 Singaraja. In another year, the researcher applied the Vocabulary Self-Collection Strategy in ESL Classroom (Tahira 2022). Other research discusses the effect of self-collection strategy on students (Afriani 2022).

Therefore, in this study, the researcher was interested in choosing the problem above by observing the vocabulary self-collection to reading comprehension at SMPN 3 Mandor.

B. Researc Questions

Based on the research background above, the research question in this study is presented in the following form of questions:

1. How is the implementation Vocabulary Self-Collection Strategy in student's reading comprehension at seventh grade of SMP Negeri 3 Mandor?
2. What are the students and teacher respons to the implementation Vocabulary Self-Collection Strategy?

C. Research Purpose

Based on the research question above, the research purpose in this study are:

1. To find out how is the implementation Vocabulary Self-Collection Strategy in student's reading comprehension at seventh grade of SMP Negeri 3 Mandor.
2. To find out what are the students and teacher respons to the implementation Vocabulary Self-Collection Strategy.

D. Research Significance

1. Theoretical significance

The result of this study is to investigate the implementasi of Vocabulary Self-Collection Strategy to reading comprehension of the seventh grade students SMP Negeri 3 Mandor and the response of the students and teacher to the implementasi of Vocabulary Self-Collection Strategy.

2. Practical significance
   a. To English Teacher

   The research finding can be used by the English teachers at SMP Negeri 3 Mandor to increase the students' reading comprehension ability
   b. To Other Teacher

   The research findings can be used as the model for other teachers as an alternative technique to help increase the students' reading ability

c. To Other Research

The research findings can be used as input for other researchers who are interested in the similar field and will enrich and enlarge the knowledge of teaching English, especially in improving reading ability

E. Scope of Research

1. Research Variable

In this research, the researcher used a single variable, the single variable in this research is improving students reading comprehension. It includes the dependent variable. Based on Creswell (2012:112) a variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization studied.

2. Research Terminology

a. Reading Comprehension

Reading comprehension is the activity between the reader and the writer's idea, where the writer sends the idea in the write symbols and then the reader catches the idea.

b. Vocabulary self-collection

Vocabulary self-collection strategy is a method used by the teacher in order to develop student's word consciousness and increase their vocabulary depth so they can comprehend the text easier as long term development for students