ABSTRACT

IMPROVING STUDENTS’ READING COMPREHENSION THROUGH VOCABULARY SELF-COLLECTION STRATEGY AT THE EIGHTH GRADE OF SMP N 3 GADING REJO

(A CLASSROOM ACTION RESEARCH)

BY
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Reading is one of the skills that should be taught at school. Based on the writer’s teaching experience at SMP Negeri 3 Gading Rejo, he found that the students still have difficulties in reading. One of the problems are they lack of vocabulary dealing with verb, noun and noun to be taught that makes students difficult to reveal unstated information or tell an idea with their own words. Therefore, the writer employed Vocabulary Self-collection Strategy to improve students’ reading comprehension.

The subject of this research is the Second year students of SMP Negeri 3 Gading Rejo. A classroom action research is carried out in order to improve students’ reading comprehension after using Vocabulary Self-collection Strategy in reading class.

The result of the research proved that Vocabulary Self-collection Strategy improves the students’ reading comprehension. The indicators of the research are concerned on the learning process. In cycle I, there were 17 students (42.5%) who gained score ≥ 60, thus, she conducted cycle II, and there were 33 students (82.5%) who gained score ≥ 60. It means the indicator is achieved. For the learning process, that is the students’ activities, there were only 20 students (50%) who did 70% of the activities in cycle I, then he conducted the other cycle to reach the indicator, and in cycle II there were 35 students (87.5%) who did 80% of the activities, it showed that the indicator is achieved. Meanwhile, for the teacher’s performance the indicator of the research is, if the teacher can get score at least 80 for his teaching performance. The teacher got 60 in cycle I, and then he got 87 in cycle II which means that he could teach the students well after using Vocabulary Self-Questioning Strategy.

Based on the data, the researcher concluded that there is an improvement of the students’ reading comprehension after being taught using Vocabulary Self-collection Strategy. Therefore, Vocabulary Self-collection Strategy is
recommended to be used by teachers to improve their students’ reading comprehension. However, since students have opportunity to interact in discussion, teacher should pay careful attention to overcome the noisy class.