I. INTRODUCTION

A. Background of The Problems

In Indonesia, English is a foreign language that has been taught formally from the Elementary School through University. According to the 2006 English Curriculum, there are four language skills that should be taught to the students, they are: listening, speaking, reading, and writing.

The objectives of teaching English based on the curriculum are divided into some categories: to have a basic knowledge and competence in English; to have advanced knowledge of English, and English skills, mainly in reading; and to be able to appreciate English literacy work. In this curriculum, reading is more emphasized than the other skills.

In teaching reading, the students are expected to be able to comprehend reading tests. Students who are reading with purpose tend to comprehend what they read better. To set the purpose, the teacher may give them questions which enable the students to comprehend the passage. Ideally the students can answer the questions correctly after reading activity in the class. They can give the most significant information required by the questions. But most of the students lack skills to locate the details by including inappropriate words in their answers. These statements were based on the writer’s experience especially when she taught
reading in the second year students of SMP Negeri 3 Gading Rejo. Unfortunately the students’ reading ability is very low.

In reading class the teacher did not stimulate the students to give a positive response and apply specific teaching reading technique based on the students’ needs, interests, and habits. The teacher only focussed on giving writing tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were to do it or not. So many students were not able to answer the questions and also they got difficulties in determining the main ideas. Beside that many students have no dictionaries for help them to study English, and of course the students’ vocabularies were very low.

In facing this condition, the students’ reading ability should be improved, because the students should master the English reading comprehension ability. To do so, the teacher has responsibility to find out the alternative way to solve the problem in reading comprehension.

The use of *Vocabulary Self-Collection Strategy* is very important in teaching reading. *Vocabulary Self-Collection Strategy* refers to the raising questions by individual student readers. They took responsibility for their own reading and enhance the aesthetic experience. According to the statements above, the writer assumed that *Vocabulary Self-Collection Strategy* can overcome the difficulty in reading comprehension because teaching students to activate relevant prior
knowledge and develop their metacognition during reading may enhance questioning and consequently, lead to better comprehension.

In order to locate the details or information required, the students need some directions about the types of details signalled by specific questions. It is also necessary to develop the ability how to locate the details which affect the meaning by having them to construct *Vocabulary Self-Collection Strategy* by themselves throughout reading activity. One of the skills is to apply *Vocabulary Self-Collection Strategy* of any meaningful statements printed in the reading material throughout reading activity.

The writer expected that this technique would be useful in teaching reading. It also can help the students’ ability to locate some details or information that they have already read before. By using such technique, the students of SMP Negeri 3 Gading Rejo, hopefully would be motivated because they have set the purpose of reading which are realized by using *Vocabulary Self-Collection Strategy*.

Therefore, *Vocabulary Self-Collection Strategy* was employed in order to solve the problem of students at the second year of SMP Negeri 3 Gading Rejo in reading comprehension could be improved. This classroom action research would be focused on investigating whether or not students’ reading ability if taught through *Vocabulary Self-Collection Strategy* and how *Vocabulary Self-Collection Strategy* can be used to improve students’ reading ability at the second year students at SMP Negeri 3 Gading Rejo.
B. Research Problem.

Concerning with the background of the problems, the researcher formulated the problem as follows:

1. Can *Vocabulary Self-Collection Strategy* be used to increase students’ reading comprehension in teaching learning process at the Eighth Grade of SMP Negeri 3 Gading Rejo?

2. How is the process of *Vocabulary Self-Collection Strategy* in improving students’ reading comprehension in teaching learning activity at the Eighth Grade of SMP Negeri 3 Gading Rejo?”

C. Objectives of the Research

The objectives of this research are as follow:

1. To investigate how *Vocabulary Self-Collection Strategy* can be used to increase students’ reading comprehension in teaching learning process.

2. To describe the process of *Vocabulary Self-Collection Strategy* in improving students’ reading comprehension in teaching learning activity.

D. Uses of the Research

This research is used as follows:

1. Practically.

   This research would be useful for English teachers to implement this strategy to improve their students’ reading comprehension.
2. Theoretically

The result of this classroom action research would be useful for supporting the theory about the implementation of Vocabulary Self-Collection Strategy used to improve students’ reading comprehension.

E. Scope of the Research

To give the limitation in this research, the researcher made the scope of the research as follows:

1. This research was conducted at SMP Negeri 3 Gading Rejo and the subject was the eighth grade students of SMP Negeri 3 Gading Rejo.

2. This research is focused on the students’ learning achievement of a narrative text reading through Vocabulary Self-Collection Strategy.

3. The researcher explained the process of teaching a narrative text reading through Vocabulary Self-Collection Strategy and the problems that may arise during the teaching process.

4. The researcher focused the research on narrative text reading in order to make this research more specific and the researcher takes the students material in accordance to 2006 curriculum of SMP. The materials of the teaching reading are taken from Smart Steps, an English textbook for the
first semester of the eighth grade of Junior High School. The topic is discussed by the students in reading narrative text is Pinocchio.