II. FRAME OF THEORIES

A. Concept of Reading

Reading is extracting information from print (Smith, 1982: 2). In other words, reading is the cognitive process of deriving meaning from written or printed text. It is supported by Clark and Silberstein in Simanjuntak (1987:24) who defined that reading is as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that students are required to be able to get a lot of information based on what they are reading in the text. Meanwhile, Nuttall (1990:7) defined reading as meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader’s language skill, cognitive skill and knowledge of the world. From the definition above, it can be concluded that reading is a process of brains, which work together with eyes in order to get the information in verbal or printed symbols.

In the process of reading, both in intensive and extensive reading, there are three models of reading process (Eskey in Simanjuntak 1989:7):
a. Bottom-up process is a process of reading involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns and larger language units.

b. Top-down model deals with the general notion of reading as the reconstruction of meaning based on skillful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of a text.

c. Interactive model deals with a particular cognitive behavior based on certain kinds of knowledge which forms a part of the reader’s cognitive structure. To begin with, the reader must know both the written forms and the meaning of the subject matter, structures and words of which this sentence is composed.

Furthermore, Woodward (2001:62) said that reading skill can be seen in terms of bottom-up and top-down skills. Bottom-up (or systemic) skills consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraph). A text may be partially understood at this level, but it is unlikely that a full understanding can be achieved without top-down skills. Top-down (or schematic) skills involve the prior knowledge brought by the reader to the text. This kind of knowledge can be seen as being cultural or word knowledge. Our learners therefore need both types of skill if they to make sense of a text, and our methodology needs to pay attention to both.
In addition, Nuttall (1982:4) stated that reading involves communication process between encoder and decoder. The encoder is the writer since he can well speak his message. The encoder has a message in his mind which he wants somebody else to share. To make it possible he must first put it into words: that is he must encode it. Once it is encoded, in either spoken or written form, it is available outside his mind as a text. The text is accessible to the mind of another person who hears or reads it, i.e. who decodes the message it contains. Once it is decoded, the message enters the mind of the decoder and communication is achieved. In other words, reading means getting out of the text as nearly as possible the message that the writer put into it.

**B. Concept of Reading Comprehension**

Smith (1982:5) mentioned that comprehension is not a quantity of anything and therefore cannot be measured. Comprehension can be regarded as a condition where no uncertainty exists that, therefore, results in the attempt of someone to make sense of something, in this case the content of a text. Therefore, students’ attempt to understand the text in term of questions of what are stated in the text is able to be defined as a process of comprehension.

The first point to be made about reading process is that reading comprehension and the knowledge of the language meaning are the basic element for comprehension (Eskey in Simanjuntak 1989:7). In line with her, Smith (1982:6) mentioned that comprehension in reading as a matter of making sense of text, of relating written language to what we know already and to what we want to know.
It is a correlation between reader’s background knowledge and the information stated in the text. The reader tries to get something based on her or his background knowledge while reading the text. Therefore, comprehending a text, as it is mentioned earlier, is an active process between reader’s background knowledge and the text (Eskey in Simanjuntak 1989:7).

According to Nuttall (1982:146), reading approach can be categorized into two:

1. **Extensive Reading**

   Extensive reading program is a private world of reading for reader’s own interest. Reader reads what they want to read for their own pleasure. This program should be encouraged to do because by reading extensively, a reader will find the best way to improve his knowledge of a foreign language. The more students read in the foreign language, the better result in their progressing at increasing speed of productive skill’s improvement, for example they can read novel, magazine, article and short story.

2. **Intensive Reading**

   Intensive reading program deals with assignment of reading lesson in the classroom to students guided by teachers. It is sometimes labeled as reading for accuracy while the extensive reading is labeled as reading for fluency. In the classroom, students’ role is as a reader. It demands that he should make sense of the text for himself. Then, the teacher has to take the responsibility to find out what students can or cannot do, work out on the program aimed at giving them the skills they need, choose suitable texts to work on and the activities,
prepare the class undertake the tasks, make sure everyone in class works productively and improve steadily according to his capabilities.

In addition, Eskey in Simanjuntak (1989:1) implied that the purpose of intensive reading program is to understand and remember the content of reading text. There are seven stages cover the program for very effective reading focused for detailed comprehension and long retention:

a. Overview

The teaching reading activity that implies intensive reading method is preceded by overview stage. At this stage, the teacher makes the students explore the content of the text. Next, the teacher asks them to obtain some news, messages and information from the text.

b. Planning Purpose

After conducting the overview stage, the teacher should formulize the target of his teaching reading activity. He should analyze the elements of students’ reading comprehension that must be increased after the students pass the teaching reading activity.

c. Questioning

After conducting the overview stage and plan the purpose his teaching reading activity, he should arrange several questions for the students about the content of the text. The questions should reflect the whole content of the context in
order to ease the students in comprehending the content of the text in the next stage.

d. Reading

Reading is the core of intensive reading program because at this stage the students’ reading comprehension is really trained to be increased.

e. Summarizing

After the teacher conducts the reading stage, he asks the students to summarize the content of the text.

f. Testing

At this stage, the students’ reading comprehension is tested.

g. Understanding

The end of intensive reading is to be sure that the students understand the content of the reading text in details. They have to be able to answer every important question that asking about the content of the reading text.

It is important that intensive reading can lead students to have an exposure to a text which deal with anything difficult vocabulary in the text. Stahl (1999:56) says that vocabulary mastery has a significant correlation to reading comprehension. By understanding the vocabulary well, learners will mostly have better comprehension to the content of the text. In other word, vocabulary should be
prerequisite before students are given the exposure to the text so that students will have better reading comprehension.

C. **Concept of Teaching Reading**

Reading skills are often regarded as receptive skills and likened to listening skills. There are similarities, but one important difference is that the reader can take control of the input more easily. Woodward (2001: 62) says that a listening input is often taped with pauses built in or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching of reading.

When trying to gauge how difficult a particular text will be for students, teachers need to bear in mind not only the inherent difficulty of the text, but also the nature of the tasks they plan to set and whether they require students to attempt such task before, during or after students have studied the text. Woodward (2001:63) classifies the activities in reading class into three as follows:

1. Pre-reading task

   This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre-reading activities that can help readers related to the full meaning of a text are ones which activate top-down skills, or schematic knowledge. All of them enable students to familiarize themselves with the content of a text. The activities can be systematic (such as vocabulary exercise)
or schematic (such as thinking of the purpose of a text or predicting the content from its title).

2. While reading tasks.

These kinds of task, as Woodward (2001:63) states, have become more used since the adoption of the idea of reading as an interactive process. These encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the idea in a text; react to the opinion expressed; understand the information it contains; ask themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

3. Post reading tasks.

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

The activities above are a part of a structured program of learning probably chosen by teachers when teaching reading. All the above kinds of activity can be undertaken on an individual or group basis. Reading is frequently taught as being a solo and quiet activity, but group pre- and post-reading activities can motivate the crucial while-reading activities. The task of the teachers in class is to go beyond course books and to introduce the students to a challenging element of the
target language which can add a new dimension to their learning and which can
give them some autonomy.

D. Concept of Vocabulary

Vocabulary is a set of lexeme including simple word, compound word, and idiom.
Oshima and Hague (1993:3) defined a simple word as single word that may or
may not have a prefix and/or suffix, for example: table, chair, door, etc. While a
compound word is a word joined from two or more other words. Compound word
can be written as one word, two words or as hyphenated-word, for example:
classroom, textbook, policeman, etc. Idiom is a group of words with a meaning
which is different from the individual words and often difficult to understand the
individual words, for example: look up, look at, give up, etc

Mastering vocabulary as a basic element of language is a must, since vocabulary
is basic element of language that will make language become meaningful and
without vocabulary one cannot use language for communication purpose. It is
impossible to learn language without vocabulary (Rivers, 1978:462). Moreover,
Finnochiaro (1973) stated that the essential part of the language learning is the
lexicon or vocabulary of the language. Wallace (1989:30) says that vocabulary is
the stock of word used by the people, a particular class of people or even person.
Concerning with those statements indeed vocabulary is fundamental for everyone
who wants to speak or to reproduce any utterances for reading. In short,
Vocabulary is the number of words which is used to communicate.
Literally vocabulary is a total number of words which with rules for combining them to make up language. We cannot develop four language skills, namely listening, speaking, reading, and writing without having enough mastery of vocabulary. So, this becomes an English teacher task to help students enlarge their vocabulary mastery. The teacher of language should increase the students’ vocabulary because vocabulary is an important part in language. Stahl (1999), states that vocabulary is a building block to build the language. In order to communicate effectively the learner needs adequate numbers of vocabulary. This statement is supported by Rivers (1970:462), who says that it would be impossible learning a language without words. It means that by mastering vocabulary one is able to communicate in English.

According Allen and Rebecca (1977:124), vocabulary is a sum or stock of words used in language by class, individual, or field of knowledge.

Meanwhile, Stahl (1999:38) says that it would be impossible to learn a language without vocabulary, learning a language means learning vocabulary. It means that vocabulary take an impotent part in language in which the vocabulary would make a language meaningful.

There are some types of vocabulary in English. Fries (1974:4), classifies English words into four groups, namely:

1. Content words represent the names of object or things that is concrete nouns (athlete, ball, racket, etc), for example: *Athletes from many different nations take part in the Olympic Game*; action done by or with these things, that is
verbs (run, jump, hit, push, etc), for example: *Wahyu runs fast in the competition*; and qualities of these things, that is adjectives (noisy, fast, big, long, small, tall, heavy, etc), for example: *The spectators at the stadium are very noisy*.

2. Function words are those words which are used as a means of expressing relation of grammatical structure, such as, conjunctions (and, but, however, etc), for example: *The cheerleaders cheer and dance energetically*; articles (a, an, the), for example: *A football coach should have a very loud voice*; auxiliaries (do, does, did), for example: *Susi Susanti does her job as well as in her previous competitions*.

3. Substitute words are those which represent to individual things or specific action as substitutes for whole from-classes of words, that is, indefinite article (anybody, anyone, somebody, and someone), for example: *A referee is someone who controls a game*.

4. Distributed words are those distributed in use according to grammatical matter as the presence or absence of a negative, such as, any, either, too, or yet, for example: *A climbing is too dangerous sport for children*.

From those types of English vocabulary, the content words (nouns, verbs, adjectives) were taken as the material in teaching English vocabulary since it is
appropriate with guessing word game. The writer had chosen them as the material because they are often used as a satisfactory means of communication.

Concerning some concepts of vocabulary proposed by the experts above, that vocabulary is an important part in learning a language. Without mastering a large number of vocabularies, it is difficult for a learner to study, to use the language. A large number of vocabularies can help the students to express their ideas precisely, vividly, and without repeating ourselves in composition. It also helps a learner to understand foreign language easily, including English as the language being researched here.

We can say that vocabulary is basic things in language and has an important role in language learning and it would be said that no vocabulary, nothing could say.

E. Concept of Teaching Learning Vocabulary

Mastering English vocabulary is very important in order that we can communicate with others. Vocabulary is also an important factor in all languages. In teaching vocabulary, there are some important points to be considered. These are spelling, meaning, pronunciation, use, and number of word. And in this research, the aspects that the researcher will take are about meaning, pronunciation, and use. Students must continually learn words as they practice the sound system (Allen & Rebecca M.V. (1977:149).
Nation (1990:2) said that giving attention to vocabulary is important. This is important, because when teacher teach the student, this aspect of target language at the same time they can help the students to acquire language skills; listening, speaking, reading, and writing.

Kriedler (1983:21) said that modern technique of language teaching. Vocabulary in any learning activity consists of memorizing list of word in isolation. But words are usually introduced in meaningful context and practiced in appropriate sentence pattern, such as word rubbish. The vocabulary comes from the theme of Pollution. By having enough vocabulary, it will be easier for student to comprehend the text and to express ideas in speaking and writing.

Due to the idea previously described, the writer chooses guessing words game because this game hopefully can enlarge student’s vocabulary.

Nation (1990:15) stated that teaching vocabulary by using guessing word game is one of the ways to teach vocabulary.

In the teaching vocabulary the teacher has responsibility to make their teaching successful. There are very strong reasons for systematic and principle approach to teach vocabulary. First, because vocabulary is one of vital component to communicate it needs to be directed toward useful word so that the learners can practice their vocabulary. Second there are a lot of variety words which related with vocabulary in foreign language
Nation (1990:5) stated that the teacher may often give particular attention to a certain word. The purpose of learning vocabulary is that the student can understand the meaning of words in the language but also must memorize a number of words more than that.

Teacher must be able to know what kind of technique that should to achieve their goal. Nation (1990:24) maintained that there are five possible ways of teaching vocabulary; they are:

1. Teaching vocabulary through creativity. It is done by the following way:
   The teacher should provide many choices to the students as they want to learn. The teacher can apply some techniques which enable the students to be creative in producing vocabulary, such as by using game or picture. Example, matching the statement with the picture or the students should tell the creativity in the picture.

2. Teaching vocabulary through context clues which is done like the following.
   The teacher uses the key word or the clues to help the students to produce the word. Example: Who is he? He leads a sport competition. (Referee)

3. Teaching vocabulary through guessing. It is done like the following:
   The students should guess the word from the first letter given and the clue.
   Example: T : What is given by referee for booking the player’s fault?  
   S : We need them as motivator to improve the moral team.
The answer is Yellow card and Supporter.

4. Teaching Vocabulary through derivation which is done like the following:
   
The teacher can use the noun, verb, adjective, and adverb then asks the students to mention the derivation of the words. For example: to play (V), player (N), playing (N).
   
   1. He plays badminton every Sunday.
   2. David Beckham is a football player.
   3. Playing makes him happy.

5. Teaching vocabulary through translation, considered as a conventional technique. Because the teacher teaches the meaning directly for example:

   Need in Indonesian means memerlukan, warning means peringatan, etc.

According to those five possible ways of teaching vocabulary, vocabulary self-collection strategy is applied as a technique to teach English vocabulary.

**F. The Relation between Vocabulary and Reading Comprehension**

Vocabulary and reading comprehension are highly correlated, making vocabulary among the best single predictors of comprehension (Thorndike in Curtis, 2003:44). In line with this statement, Stoller and Grabe in Coady (1993:284) emphasizes the important of vocabulary building as an integral part of reading, viewing it as a strategy skill that is necessary to be included in reading instruction. Through the teaching of reading, vocabulary knowledge can be acquired gradually.
and incrementally in a myriad of contexts through repeated exposures (Stoller and Grabe in Coady, 1993:285), and this may lead to the incidental learning of lexical items which provides at least three benefits, namely, richer sense of the words’ use and meaning due to the context, efficiency that can be achieved by simultaneous two fold learning (reading and vocabulary), and the more individualized and learner-based nature of the acquisition (Huckin and Coady, 1999:181).

As explained above, vocabulary self-collection strategy is a tool to aid students in identifying and learning terms that are keys to a text or activity. Students connect prior knowledge to new conceptual understanding acquired through reading or an inquiry-based unit of study. Since the students’ problem in understanding the content of a reading text is due to the lack of vocabulary mastery, vocabulary self-collection strategy was chosen to be implemented in the teaching of reading in this research so that the unfamiliar words will no longer be inhibitor for the learners when understanding a text.

G. Vocabulary Self-Collection Strategy

The vocabulary self-collection strategy involves having students choose the words they want to learn, chat about their rationale for selecting words, and agree upon words for a classroom collection (Miciano, Remedios:2002). Readence and Baldwin (2001) defined vocabulary that involves some of the following steps; selecting the words, defining the words, finalizing the word lists, and extending word knowledge done through categorizing each of parts of speech. This strategy
is an effective approach to help students understand the meaning of new words, use them in conversations and writing, and make personal connections with words while reading. The strategy also encourages students to use the words for authentic tasks and on a regular basis in their writing. In addition, the strategy can be applied to any content area reading.

The purpose of the vocabulary self-collection strategy is to help students generate a list of words to be explored and learned and to use their own prior knowledge and interest to enhance their vocabulary. (Readence in Literacy and Learning, 2001:22). This strategy can be used to stimulate growth in word knowledge. Because the list is self-generated, an internal motivation is utilized. This strategy can help students become fascinated with language and thus increase their enjoyment of the subject. The steps in vocabulary self-collection strategy enable the long term acquisition of vocabulary. Because students generate both the vocabulary and the meaning from a text they are currently using, not only do they learn the vocabulary in the context but also they can learn to use a useful reading strategy that will help them better understand their current text and others in the future.

**H. Procedure of Teaching Reading Using Vocabulary Self-Collection Strategy**

The followings are the steps of teaching reading using Vocabulary Self-Collection Strategy that were done in this research (Wong, 1985). The text which is used is the text used in the first cycle, "Tropical Forest."
1. Teacher asks students the issues related to the topic going to be read in the text, e.g.:

T: Have you ever heard about “Tropical Forest?”
S: Yes, I have.
T: What is that?
S: Tropical Forest is the forest in tropical countries.

2. Teacher divides the class into nominating teams of four to five students and asks them to work on a text. Together the students on a nominating team decide which words to select for emphasis in the text selection, e.g.:

T: Now, I will divide you into 6 groups. You will choose three words that you think important for you to know the meaning in order to comprehend the text.
S: Can you give example, ma’am?
T: Sure.

3. Teacher introduces the activity by modeling step 2 using a word from the text selection, e.g.:

T: OK. For example I choose the word “spectacular”. Then, discuss with your friends about where you find the word, what the word means, and why we should learn this word. So, I choose “spectacular”, I find this word in the first line of the first paragraph, “A tropical rainforest is one of the earth’s spectacular natural wonders. “The meaning of this word is very impressive
or unusual. We should learn this word because we think this word is important and we don’t know the meaning yet. Do you understand?

S: Yes.

4. Teacher asks each team to present the word that each team has selected to the entire class. A spokesperson for each team identifies the nominated word and responds to the following questions:
   a. Where is the word found in the text? The spokesperson read the passage in which the word is located or describes the context in which the word is used.
   b. What do the team members think the word means? The team decides on what the word means in the context in which it is used. They must use information from the surrounding context and may also consult reference resources.
   c. Why did the team think the class should learn the word? The team must tell the class why the word is important enough to single out for emphasis, e.g.:

   T: Now, you present the words that you choose. Choose one person in your group to be the speaker and do like what I have shown you.

   S: Alright ma’am.

5. During the team presentations, teacher facilitates the discussion, writes the nominated words on the board with their meanings, e.g.:
T: What do you think about your friend’s explanation? Do you agree with her or you have different idea?

S: If we disagree, can we ask question to them ma’am?

T: Sure. Just ask!

S: Why does the word “wonder” in dictionary mean “heran” while here means “keajaiban”.

6. Teacher asks the students to write all the nominated words and definitions down in their notebook, e.g.:

   T: Now, write down all these words and their meanings in your notebook.

   S: Yes, ma’am. Should we put it based on its part of speech ma’am?

   T: Yes, you can write the words based on its part of speech.

7. Teacher helps students to extend word knowledge by discussing the content of the text with the emphasis on the vocabulary they have learned, e.g.:

   T: How is the word “spectacular” used in the text?

   S: A tropical forest is one of the earth’s spectacular nature wonders.

   T: What is the meaning of the word based on the text?

   S: Here, “spectacular” means “luar biasa,” ma’am.”

   T: Superb! Is the verb, noun, adjective, or adverb?

   S: It is adjective ma’am.

8. Teacher conducts review and test on reading comprehension, e.g.:
T: Now, I want you to still work in the same group and answer these questions.
S: Is it still related to the text we have just discussed ma’am?
T: Sure, it is.

I. Advantages and Disadvantages of Vocabulary Self-Collection Strategy

1. Advantages of Vocabulary Self-Collection Strategy

The Vocabulary Self-Collection Strategy has several beneficial outcomes for use in the content area classroom (Wong: 1985). This strategy helps students develop an awareness of the importance of learning content-area words. It is through the development of this awareness that students begin to use self-monitoring strategies. Through the use of Vocabulary Self-Collection Strategy, students become involved in pointing out important vocabulary in a text. This, in turn, helps students take ownership of their own future learning.

2. Disadvantages of Vocabulary Self-Collection Strategy

There are some disadvantages of Vocabulary Self-Collection Strategy. First, the procedures take time because there are seven steps that teacher has to do, which are shown in the above sub chapter. Therefore, the researcher gave the limit time for the students to do the activity. Moreover, Vocabulary Self-Collection Strategy can only be used to teach intermediate or advanced learner of English because students will have some exposure of texts and find the meaning of the words through context clues. Then, Vocabulary self-collection
strategy can merely be used as pre-requisite to master the content of the text before students try to do another task in the text, e.g. finding the stated and unstated meaning in the text. The researcher gave the time limit for the students to do the activity to overcome the limitation of the time in the class.