" The Students' Strategies in building Vocabulary during Reading Comprehension activities in the classroom."

(A Descriptive Quantitative Study at eight grade students' of SMPN 5 Bengkulu City in Academic Year 2017/2018).

THESIS

**Submitted as Partial Requirements for "Sarjana Degree" (S.Pd)
in English Education Study Program**

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) BENGKULU
2019**

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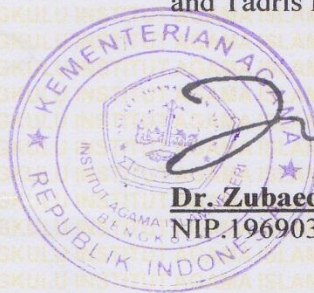
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Assalamualaikum Wr. Wb

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DEDICATION

This paper dedicates to all people who always pray and give support in completing this thesis for my success. I was finally able to complete my bachelor degree. I would like to present this thesis to:

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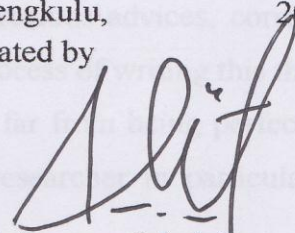
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general

Bengkulu,   2018
The Researcher

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Thesis. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Tadris

Advisor   : 1. Dr. Riswanto, Ph.D , 2. Nadrah, M.Pd

Key Words   : *Vocabulary, Reading Comprehension*

This research was a classroom action research. It was aimed to explain whether using Strategies in building Vocabulary during Reading Comprehension activities in the classroom." (A Descriptive Qualitative Study at eight grade students' of SMPN 5 Bengkulu City in Academic Year 2017/2018).The subjects of this research were 25 students, consisted of **11 females and 14 males**. The instruments of this research were Listening tests, students' observation checklists and field notes, teacher's observation checklist and field notes, and documentation. The research was conducted in two cycles which included plan, action, observation, and reflection. Based on the findings of this research, it showed that applied running dictation technique in teaching listening in class could improve the teaching and learning process in class. Students were active in listening and felt easy to get the information by audio language.All of them increased their listening score **from 52,60% be 74,56%** toward students listening ability. This research shows that using Running Dictation technique has successfully improved the students' listening ability, The improvement was influenced by the used of interesting material chosen and teacher's participation toward the students.

ABSTRAK

Arief Muhammad. 2019

The Students' Strategies in building Vocabulary during Reading Comprehension activities in the classroom." (A Descriptive Quantitative Study at eight grade students' of SMPN 5 Bengkulu City in Academic Year 2017/2018).

Thesis. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Tadris

Advisor : 1. Dr. Riswanto, Ph.D , 2. Nadrah, M.Pd

Key Words : *Vocabulary, Reading Comprehension*

Penelitian ini adalah penelitian tindakan kelas. Itu bertujuan untuk menjelaskan apakah menggunakan Strategi dalam membangun Kosa kata selama kegiatan Pemahaman Membaca di kelas. "(Sebuah Studi Kualitatif Deskriptif pada siswa kelas delapan di SMPN 5 Kota Bengkulu pada Tahun Ajaran 2017/2018). Subjek penelitian ini adalah 25 siswa, terdiri dari 11 perempuan dan 14 laki-laki. Instrumen penelitian ini adalah Tes Mendengarkan, daftar periksa pengamatan siswa dan catatan lapangan, daftar periksa pengamatan guru dan catatan lapangan, dan dokumentasi. Penelitian ini dilakukan dalam dua siklus yang meliputi rencana, tindakan, observasi, dan refleksi. Berdasarkan temuan penelitian ini, itu menunjukkan bahwa menerapkan teknik dikte berjalan dalam mengajar mendengarkan di kelas dapat meningkatkan proses belajar mengajar di kelas. Siswa aktif dalam mendengarkan dan merasa mudah untuk mendapatkan informasi dengan bahasa audio. Semua dari mereka meningkatkan skor mendengarkan mereka dari 52,60% menjadi 74,56% terhadap kemampuan mendengarkan siswa. Penelitian ini menunjukkan bahwa menggunakan teknik Running Dictation telah berhasil meningkatkan kemampuan mendengarkan siswa, Peningkatan ini dipengaruhi oleh penggunaan bahan yang menarik yang dipilih dan partisipasi guru terhadap siswa.

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CHAPTER I

INTRODUCTION

A. Background

Reading plays an important role for students who are in the process of learning a language, especially foreign language in higher education. It is important because it is one of the ways for the students in school to improve their English proficiency. Pointsout that reading is a beneficial media to ease students in learning English such as vocabulary, grammar, pronunciation, and the way of constructing sentences, paragraphs, and texts. [1]

Reading turns out to be aneffective way to learn English, if learners know how to read words in English appropriately and know how to figure out the implication of words, sentencesand the meaning of text as a whole.[2]Some researchers have described reading in many ways. For examples, describes reading is an activity in creating meaning from written text.[3]Reading is an active process which involves the readers and the reading materials in building meaning through the readers' experience and readers' prior knowledge. Further, explains that reading is an active process where various kinds of knowledge are used such as linguistic or systematic

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[1]Jeremy Harmer, 1989. *The Practice of English Language Teaching,* (New York: Longman).
[2]Blank. Marion, 2006. The Reading Remedy: *Six Essential Skills That Will Turn Your Child Into a Reader.*
[3] Johnson, A.P. 2008. *Teaching Reading and Writing (A Guidebook for Tutoring and Remediating Students).* New York: A Division of Rowman& Littlefield Publishers, Inc.

knowledge (through bottom-up processing) as well as schematic knowledge (through up-down processing).

Founded on the experts' theories above about reading it can be concluded that interpretation is a complex procedure to make the substance of the text which is typified in written or printed language.

In recent years, the need for vocabulary development has come to the forefront of literacyinstruction. As early as the primary grades, readers begin to acquire a significant number ofvocabulary knowledge through reading. By the end of second grade, average children haveacquired approximately 6,000 root-word meanings, but the lowest 25% have acquired only 4,000.

However, if students experience reading difficulties, they are less likely tohave the appropriate knowledge base and vocabulary necessary for comprehension of texts incontent-area classes. Additionally, found that the main source of difficulty forstudents knows the meaning of words, if they are even able to pronounce them. As studentsmove beyond primary classrooms, literacy instruction shifts from learning the processes ofacquisition, genre, text type, and structure to utilizing those systems of language to gainknowledge of concepts and content. These systems of language contain a much wider variety ofspecific content-based vocabulary, and what strategies students have learned in primary gradesmay not always transfer to those content areas. If readers are not proficient in using vocabularystrategies, they will struggle with gaining comprehension from content-related texts.

As all students benefit from vocabulary strategy instruction however, it is the strugglingreaders that make the most gains. Many struggling readers may not have had as much exposureto literacy events, or lack experience to provide background knowledge. Suggests that the relationship between vocabulary instruction and reading comprehension iscomplex, and the results of children who enter school with a limited vocabulary find readingdifficult.

However, in foreign language reading is not an easy thing to do. Many students have difficulties in reading, for example when the students need to read a text, not all of them are able to find the correct information based on the text they have read. One of the students' problems in reading English is the lack of vocabulary. Also explained that reading is a complex act, it involves a number of processes before the readers get the information that they need. When the students cannot comprehend a text well because they find some unfamiliar word, teachers need to create someactivities to optimize the students' ability in understanding information from a text and to enrich students' vocabulary.

In Indonesia, English language learning has been introduced to children since elementary school but there is a presumption among Indonesian students that learning English is difficult, challenging and time-consuming.

The limitation of facilities owned by the school is also one of the inhibiting factors on students' English language learning in school. Therefore, the information and knowledge presented by the teacher are often unacceptable or cannot be understood by learners.

Based on the first observation with English teacher in SMP N 5 Bengkulu on January-March, 2017 at PPL. It was found out the students' English reading comprehension achievement was still far from minimum criteria for completeness (KKM). So, they were still difficult to enjoy and get information in their reading of either fiction or non-fiction books so, it madestudents are still troubled in enjoy their reading.Therefore the researcher did interview with the studentsof literature class who apply strategy in their class..

Based the description above, researcher is intersested to investigate the strategy which is effective to students'reading comprehension. It also help the teacher in creatiting effective teaching proccess for reading.

Thearefore,the research was interesed to investigative " The Students' Strategies in building Vocabulary during Reading Comprehension activities in the classroom." (A Descriptive Quantitative Study at eight grade students' of SMPN 5 Bengkulu City in Academic Year 2017/2018).

B. Identification of the Problem

Based on the background above it is necessary to conduct the study of comprehending analysis of the current practice reading activities in Reading class. This study focused on the reading practice in teaching learning activities that will observe in reading class. After the researchers conducted interviews with some English students of SMP 5 Bengkulu , researcher got almost the same results for

each student that they are still many students in school who had not applied reading in daily life, especially reading a text or a book. So, they were still difficult to enjoy and get information in their reading of either fiction or non-fiction books so, it made students are still troubled in enjoy their reading. Therefore the researcher did interview with the students of reading class who apply reading in their class. Therefore, it was important to know their current practice in reading class.

C. Limitation of Problem

This study focus to investigates the effect of using Strategies in building Vocabulary in using of reading textstrategy in teaching reading comprehension. This investigation was conducted at eight grade students' of SMPN 5 Bengkulu City in academic year 2017/2018.

D. Research Questions

Based on background of the research above, the problem of this research is:

1. What are the students' strategies in building vocabulary during Reading Comprehension activities in the classroom of SMPN 5 Bengkulu city in academic year 2017/2018?
2. What are the factors that influence students in vocabulary during Reading comprehension of SMP 5 Bengkulu city in academic year 2017/2018?

E. Objectives of the Problem

Based on the statement in the background of study, the objective of research is to descriptive the strategies of reading descriptive text at second grade students of SMPN 5 Bengkulu city.

The objectives of this research are as follows:

1. To find out the students' strategies at eight grade students' in vocabulary SMP N 5 in their Reading Comprehension in academic year 2017/2018.

2. To find out what are the factors that caused of vocabulary in the eight grade students' at SMPN 5 Bengkulu city in academic year 2017/2018.

F. Significance of the Study

For the student, the writer hoped that these strategies might provide interesting learning and increase their motivation to learn English, especially in reading skill and to stimulate the students to difference their reading comprehension at the class.

For the teacher, the writer hoped that this technique was to be an alternative to using narative text at the class in reading comprehension and using technique instructional pause in teaching reading in the class.

G. Key of Terms

In order to help us, these are some term and definitions used in this study to avoid ambiguity and misinterpretation:

1. Reading Comprehension

Reading is about understanding the written text. It is a complex activity that `includes both perception and thought.

2. Students' Strategies

Students' Strategies is strategies which are called compensation strategies in learning and using a foreign language.

3. BuildingVocabulary

Vocabulary is the basic that must be learn first by learners. It will help the learner in learning English language well.

CHAPTER II
LITERATURE REVIEW

A. The Concept of Reading

Reading is one of the important skill to in EnglishLanguage. Through reading it would be give the new informations from texts that written by the author. Also, reading can help students to get new vocabulary from text that their read.Reading is an activity to get information, or idea from the text what the writer mean at the messages in the printed page. It means that a process to understand what we read. Reading means getting meaning from print. Reading is not phonic, vocabulary, syllabication, or other "skills," as useful as these activities may be. The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning constructed. This mean that the 6 xviii main goals of reading instruction must be comprehension: above all, we want readers to understand what is on a page.

Reading comprehension is imperative to a student's ability to successfully engage in text.It is the teacher's responsibility to ensure that students are effectively trained in multiplecomprehension and reading strategies because students must apply multiple comprehensionstrategies to ensure accurate understanding. It would be great if all students could easilyunderstand and utilize comprehension skills, and then use them appropriately in their reading,however, many students struggle with

comprehension and teachers are held accountable inassuring students receive the strategies they need.

These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help. Based on the explanation above, the students' read with larger texts which agree with the students' level and carried out to achieve general understanding what they read.

They make students understand the readings and stories presented with an understanding and interpretation of the story. Plot and setting make the readers enjoy the reading texts.

Grabe stated that reading comprehension was an extraordinary feat of balancing and according many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader.[4]

Reading is the process of receiving and interpreting information encoded in language form via the medium of print. In expeditious reading, the linearity of text is not necessarily followed as the reader attempts to sample the text in order to extract pieces of information necessary to answer specific test items.[5] In addition, reading is the complex and complicated process. Because involves the internal and the external factors of the readers. The

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[4]Grabe, Wand Stoler, FL, (2001)*Teaching and Researching Reading.* Malay: Logman, p.29
[5]Urquhart & Weir, 1998.*Reading in a second language: Process, product and practice.* Essex: Pearson Education Ltd., p. 22

internal factors mean everything that has relationship with the reading materials and the environment where the reading taking place. Thinker in Abbot defines that reading is identification and recognition of printed or written symbols that serve as stimulus for the recall of meaning build up through pass experience. Similarly, reading is high complex, purposeful, thinking process engaged the by entire organism while acquiring knowledge, evolving new ideas, solving problems, relaxing or recuperating through the interpretation of printed symbols. It mean that reading is an activity between writer and reader, the writer send his ideas in the writer symbol and then the reader catches the idea from the printed page. Reading is very complex process to learn and to teach, it involves eyes and brain. Eyes look at the messages in the printed pages and then send into the brain, the brain processes the significance of the message. also argues that, reading is both visual comes from in front of the eye ball, that is brain (here the brain processes what the eyes have seen).

It has been proven that students whopossessprior reading strategy knowledge are better able to comprehend text. "Although reading strategically is important forcomprehension, the amount of knowledge the reader possesses about the world and about thetext content is also an important factor to consider.

Based on some definitions presented, reading could be defined as a complex process whereby looks at and understands what has been written, the

combination of some components that result of one active attempt the part of the reader to understand writer's message. Comprehension is a special kind of the thinking process. A reader comprehends by actively constructing meaning internally from interacting with the material that is read. Good in stated that comprehension is the act of understanding the meaning of printed or spoken language. Through this definition, we may understand that comprehension involves both oral and written language, while reading is of finding information from printed words only. Thus reading comprehension is the act comprehending what we read. Meanwhile, "Process that depend not only comprehension skill, but also the students judgment, and evaluation. Reading comprehension understands what has been read. It is active thinking experience and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among word and concepts, organizing author's purpose, making". The definition above tell us that, in reading comprehension, the success of reader depends not only on his skill of comprehending but also on his experience, and his prior knowledge related to what he reads. Further, reading comprehension is a communication process. It involves reconstructingan author message by using one's prior knowledge specially the knowledge of language.

Furthermore, divides the comprehension skill into four categories. The four categories are as follow:

a. Literal Comprehension Literal comprehension refers to the idea and facts directly stated on the printed page. In fact, literal and facts are clearly stated. The literal level of comprehension is fundamental all reading skill at any level because the reader must first understand what the author said before he can draw an inference or make an evaluation. In others word, this category requires a lower level of thinking skills than other three levels.

b. Interpretation This category demand a higher level of thinking ability because the question on the category of interpretation are concerned with answer that are not directly stated in the text book, but are suggested or implied to answer questions at the interpretative level, readers must have ability and be able to work at various level of abstraction. The interpretation level is the one at which the most compulsion exists. The compulsion is the term inference may be defined as something derived by reasoning something that is not directly stated but suggested in the statement, a logical conclusion that is draw from statements a dedication and induction..

c. Critical Reading Critical reading is a higher level than other two categories because it involves evaluation the making of the personal judgment, a reader must be able to collect, interpret, apply, analyze the information to criticize of merit, for example in those part of the

material where the writer expressed his ideas or his facts better perhaps than others writer on the same subjects.

d. Creative Reading Creative reading use different thinking skills to go beyond the literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to come up with the new or alternative solutions to there, present by the writer.

That it is important to focus on reading comprehension isas will be shown in the followingbeyond doubt. It is crucial to make the students realize that reading, and reading with comprehension, is of vital importance not only in school, but in everyday life. Whether it is the need for learning something new, increasing knowledge, or searching for information,one has to be able to read with comprehension.

Comprehension is the essence of reading and the active process of constructing meaning from text. [6] Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.[7] Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and

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[6] Durkin, D. (1993). *Teaching them to read (6th Ed.)*. Boston: Allyn& Bacon
[7] Van den Broek, P., &Espin, C. A. (2012).*Connecting cognitive theory and assessment: Measuring individual differences in reading comprehension*. School Psychology Review, 41(3), 315-325.

motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn.[8] The National Assessment of Educational Progress[9] revealed that 24% of eighth graders and 33% of fourth graders tested below basic in reading skills in 2011. Further, on the International Assessment of Adult Competencies Literacy Scale, adults in the United States achieved an average literacy proficiency score of 270 on a scale of 0 to 500—3 points below the international average score of 273! These results indicate a need to examine current practices in reading comprehension instruction. Because comprehension is so complex and requires multiple cognitive skills and stored memory, several barriers to improving comprehension must be overcome. First, we must be able to identify weaknesses in specific cognitive skills. Further, we must also have procedures for enhancing those specific skills rather than general interventions that target a limited number of skills without regard for identified strengths or weaknesses. Finally, we have to recognize that several components of comprehension—such as prior experience and vocabulary—are acquired over time, making them difficult targets for training and intervention. Therefore,

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[8]Yovanoff, P., Duesbery, L., Alonzo, J., & Tindal, G. (2005). *Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency.* Educational Measurement: Issues and Practice, 24(3), 4-12

[9]National Center for Education Statistics. (2012). *National Assessment of Education Progress: Reading Assessments 1992-2011.* Retrieved from http://nces.ed.gov/pubs2012/2012045_5.pdf#page=85

the next section highlights research that identifies the cognitive skills and processes required for the development of reading comprehension ability, followed by research supporting effective interventions for reading comprehension development.

B. Factors That Influence Reading comprehension

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the materials, syntactical structure, and the appearance of print.

a. Vocabulary

One of the important factors in herein; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is 12 xxiv possible when most of the vocabulary in a reading selection is familiar to the readers.

b. Concept of the Material

Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also affects

reading difficulty. In fact, informational reading usually requires greater concentration and cognitive process than fiction.

c.   Syntactical Structure

Another factor can probably provided barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a reader, but still difficult to comprehend the tortuous of grammatical structure. To comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentence. This practice reflect an awareness of students' language development and is an attempt to match the language level of reading materials with that of student' oral language.

d.   The Appearance of Print

The format of reading materials can influence the ease in comprehending them. The number of word per page, the print and spacing style are necessary. It is considered that a high density of words and printed in small size on a page can discourage the less capable readers. On the others hands, the primer offensive materials can make the older reader bored.

In addition, that there are some factors affects the comprehension of a reader, they are:

a. Speed and Perception

Some readers are quick to grasp the meaning while the others are not. Those who are slower usually have difficulties and take longer to comprehend comparing with the fast ones. This can happen due to the regression marked by the reader and the narrow vocabularies range.

b. The Accuracy of Perception

A reader who perceives the ideas or message of a passage wrongly will affect his comprehension. It leads him/her to misunderstanding to the whole passage.

c. Memory and Ability to Recall Information

A reader may understand the reading material even though he/she is not able to remember much of the actual content. In order to have a good memory of the material, retention is needed. So that he/she can locate some points which required checking.

d. Motivation or Purpose in Reading

A reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about what he/she is going to read accordingly he/she comprehend easily.

e. Concentration

Full concentration is necessary for good comprehension; however it can be affected either from external distraction factors, such as anxieties wandering attention, noises or movements.

C. Kinds of Reading

Commonly, there are types or way to read the text that can help reader to understand the meaning of texteasier. These, enable for reader to get the point withoutread the whole of the text sequent.

According Hall (1983: 162-166). There are many kinds ofreading, each of them requires different approaches, technique and levels of concentration.[10]They are: 1) reading for an overview or exploratory reading – skimming or pre- reading. Reading a book or journal to get a general idea of topic. This is the sort of reading used when looking through a book before deciding whether or not. To take it out of the library to read in greater detail, 2) revision reading – Re-reading material with which you are already familiar. Revision reading is used to test information recall, 3) search reading- reading to locate specific information or an answer to particular question. A trivial example of this technique is looking for a phone number in telephone directory. You are not interested in reading all the names and numbers in the phone book, all the other informatory is relevant and can be ignored, 4) reading for mastery- reading to obtain detailed information and an

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[10]Hall, Donald. 1983. *"Four Kinds of Reading."Thinking in Writing.2nd ed. Ed. Donald McQuade and Robert Atwan.* New York : Longman, p.163-166.

understanding of it; usually slow; careful and repeated reading requiring intense concetration. This may be appropriate when reading directions for laboratory classes, or instructions for working an exam paper. Reading where you are requied to progress through specific steps of reasoning, paying particular attention to detail is another example, 5) critical reading- reading to asses or review ideas. This also requires concentration. Critical reading requires that you distinguish between opinion, assumption, fact, illogical reasoning, false statements, omission of information and repetition, 6) proof reading-reading to correct grammar, spelling,punctuation, requiring meticulous attention to detail.

Beside that, reading of two related processes they are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspond to one's spoken language and comprehension is the process of making sense of words, sentences and connected text. Reader typically make use of background knowledge, vocabulary, grammatical knowledge. Experience with text and other strategies to help understand written text. Reading depends on efficient word recognition and comprehention in struction should develop reading skills.

Classifies reading into two types namely oral reading and silent reading.

1. Oral Reading Anderson states "in oral reading vocalizes the printed word one by one. Thus, a reader who does oral reading must have good 11 xxiii pronunciation. Oral reading is used when a reader is

learning to combine words with meaning." Oral reading can be divided into group reading and individual reading. Reading in group is done with a whole group reading loudly usually by imitating the teacher. This type intends to check pronunciation and intonation of the students one by one.

2. Silent Reading Silent reading does not mean that a reader reads without sounds. A reader my sound in respond to words. But there is no need to say out each word. A reader, in silent reading only says the words in his mind, thus, the main aim in silent reading understand without any references to pronunciation, stress, or intonation.

D. Teaching Reading

In the curricula in our country. English is quite important lesson. The government emphasized the importance of foreign languages. Besides useful to increase skill proficiency especially among students, it is also can help students in dealing with the times in the future. Especially in the era of globalization. But in fact that reading is one skill that is quite difficult. Many students do not understand what they have just read. Although most of the students already has skills in reading. But, when they are in a higher level such as middle and high school, which is of course different levels of reading text types. They are often not easy to understand the text they read.

Becoming an effective reader is a dynamic and complex process. "Reading" at age three is not the same as reading at age five; reading for a

nine-year-old is different from reading for a college student. Maturing readers need to keep pace with the changing demands of text and the purpose for reading.[11]

Besides that, although teachers often teach students how to read for beginning readers, but the teacher does not teach how to read a good skill-based on theire knowledge. Which means that not only how to read text that is good but also understand the meaning of the text they read in accordance with the knowledge that they know.

Therefore, teachers are very influential in the mastery of reading students. Teacher have to find the right technique in teaching reading. It is must be appropriate to the needs of students.

Teacher must think about questions questions that need to be addressed beforetheir can get to grips with the teaching and learning of reading:

1. What impact do we want reading to have on the lives of the children we teach?

2. What does it mean to be a reader?

3. What is involved in the process of reading?

4. What implications do these questions have for schools in general and for English teachers in particular?

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[11]Nonie K. Lesaux,. 2012. *"Reading and Reading Instruction for Children from Low-Income and Non EnglishSpeaking Households".*Journal The Future of Children, VOL. 22 / NO. 2.

Besides that, school has responsibillity of teaching reading. School must teach the students a variety of reading skills to deverse needs of education and outside world. It is means that school must teach students various types of reading in accordance with the purpose of each reading.

E. The Definition of Vocabulary

Vocabulary are acquired incidentally through indirect exposure to words intentionally through explicit instruction in specific words and word learning strategies.

Vocabulary is a core component of language proficiency and provides much basis for how well learners speak, listen, read, and write.[12] Vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

Many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension..

Reading is concluded that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge. Given that students' success in school and beyond depends in

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[12]Richards, C. J. and Renandya, A. W. 2002.*Methodology in Language Teaching An Anthology of Current Practice.* Cambridge: Cambridge University Press. 2000.

great measure upon their ability to read with comprehension, there is urgency to providing instruction that equips students with the skills and strategies necessary for lifelong vocabulary development.

One of the most persistent findings in reading research is that the extent of students'vocabulary knowledge relates strongly to their reading comprehension and overall academic success. This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

Although this definition of word is convenient and commonly used in vocabulary research.It should be remembered that vocabulary learning is more than the study of individual words.

Based on the techniques used for presenting new vocabulary and vocabulary learningstrategies, the experts suggest lots more techniques that are claimed to be helpful forstudents to learn vocabulary in an easier way. What the researcher sees as better way toteach vocabulary is by learning in rich contexts.

F. Kinds of Vocabulary.

There are at least five kinds of Vocabulary. They are follow:

1. Word Classes.is known well as parts of speech such as noun, verb, adverb, adjective, prounon, preposition, and conjuction.

2. Word Families is the clarifies about affix and the shift of word.

Examples : - Play-plays-played =inflected.

- Play-replay-playful = Derivaties.

3. Word Formation is cab denote either state or a proces, and it can be viewed either diachroniacally or synchronically.

Examples : A. Compounding:

Second hand, word processior, typeresearcher.

B. Blending: Information + entertaiment = infotaiment.

C. Clipping : a. Influenza : Flu,

b. Electronic mail : e-mail.

4. Collocation is can be called as two words usually found together.

Examples : - This day, this week, this year, once more, once again and as well.

5. Homonyms is has same form but different in meaning:

Examples :   a. Well =Sumur.   a. Left = kiri.

b. Well = Baik. b. Left = berangkat.

G. The Definition of Strategies

Learning strategies refer to Students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their

goals".Reading through which we can access worlds of ideas and feelings, as well as the knowledge of ages and visions of the future, is at once the most extensively researched and the most enigmatic of the so-called language skills.

Reading Strategies is notes that the strategies have been labeled differently in the literature and goes on tolist the following: techniques, tactics,potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies and problem-solving procedures.[13]

Reading Strategies is investigated the effect of the goal of reading and motivation on the learners' utilization of strategies. The results indicated that the participants with stronger goals generally performed better than those with the same proficiency levels but weaker goals.[14]

Interests in learning strategies began with the publication of papers collectively known as the "good language leaners".[15] Since then, of studies have been generated that look at different aspects of learning strategies and their roles in language learning. In an effort to make sence of the huge

[13]Wenden, A. L. (1987). Metacognition: An expanded view on the cognitive abilities of L2 learners. Language Learning 37 (4), 573-594.

[14]He, T. (2008). Reading for different goals: the interplay of EFL college students' multiple goals, reading strategy use and reading comprehension. Journal of Research in Reading 31, 224–242.

[15]Cohen . A. D., & Weaver. S. J. (1998). Strategies – based instructions for second language leaner. In W. A. Renandya & G. M. Jacobs (Eds*). Leaners and Language learning* (pp. 1-25). Singpoare: SEAMEO Regional Language Centere.

database and numerous research findings in this area.[16] In differentiates learning strategies into the following catagories :

1. **Cognitive**

Cognitive strategies involve in identification, retetation, and retrival of language elements. For example, students may use memory-enchancing strategies to help them remember new words.

Fluency is a prerequisite skill to comprehension. It is the automatic recognition of words that frees up the cognitive capacity required for comprehending the meaning of the words.[17] Considered a bridge between decoding and comprehension,[18] reading fluency took center stage after the results from the National Reading Panel[19] were published. Although early studies recognized decoding as the skill that predicted differences in comprehension skills between children, a landmark study of struggling readers revealed that only those who practiced reading the words until they automatically recognized them were able to accurately answer comprehension questions about the text.[20] A study of at-risk second graders also revealed that

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[16]Ibid, p. 25

[17]Pressley, M. (2000).*Explicit and implicit instruction in comprehension*. In B. M. Taylor, M. F. Graves, & P. van den Broek (Eds.*), Reading for meaning: Fostering comprehension in the middle grades*. New York: Teachers College Press

[18]Pikulski, J.J., & Chard, D.J. (2005).*Fluency: Bridge between decoding and reading comprehension.* The Reading Teacher, 58(6), 510-519. doi: 10.1598/RT.58.6.2

[19]National Reading Panel.(2000, April). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development,

[20]Tan, A., & Nicholson, T. (1997).*Flashcards revisited: Training poor readers to read words faster improves their comprehension of text.* Journal of Educational Psychology, 89, 276-288.

accuracy and rate of oral reading uniquely predicted comprehension ability.[21] However, fluency appears to be a larger influence in developing reading comprehension skills for younger readers compared to older ones. As text becomes more challenging with each grade level, fluency becomes less predictive of reading comprehension and, instead, gives way to vocabulary.[22] In a multivariate study of Florida students' reading comprehension scores, discovered that oral reading fluency did explain the differences in comprehension among third grade students while vocabulary emerged as a major factor among older students. In the section that follows, research on the role of vocabulary in comprehension development is discussed.

2. Metacognitive

Strategies of this type deal with the planing, monitoring, evaluation of language learning activities. For example, students may develop a plan monitoring their progress by constantly comparing their current level of proficiency with course goals outlined in the curriculum.

3. Affective

Affective strategies are those that serve to regulate emotion, attitudes, and motivation. For example,   students may read lingustically   simplified books develop a positive attitude toward reading materials.

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[21]Berninger, V.W., Abbott, R.D., Vermeulen, K., & Fulton, C.M. (2006).*Paths to reading comprehension in at-risk second grade readers.* Journal of Learning Disabilities, 39(4), 334-351.

[22]Yovanoff, P., Duesbery, L., Alonzo, J., & Tindal, G. (2005*).Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency.* Educational Measurement: Issues and Practice, 24(3), 4-12.

4. Social

These strategies refer to actions leaners take to interact with users of the language. For example, student may deliberately seek out opportunities to use target languages with native speakers of the language. The best language students have used strategies, ranging from naturalistic language practice techniques to analytic, rule-based strategies.

These are the characteristics of effective interventions for Reading Comprehension Explicit Strategy Instruction. Meta-analyses of research indicates that reading comprehension interventions are effective only when they are accurate, consistent, and intensive, as well as explicit and recursive. In a comprehensive review of research, the Institute of Education Sciences found a preponderance of evidence that explicit strategy instruction is associated with improved reading comprehension outcomes. This finding aligns with the recommendations from the review of reading comprehension strategies. Recent research also supports this assertion. For example, reported that explicit instruction in comprehension strategies to third and fourth graders enhanced their comprehension for both narrative and expository text. In another study, also reported statistically significant improvements in reading comprehension following explicit strategy instruction to third and fourth grade students with learning difficulties. Indeed, the evidence for explicit instruction in reading comprehension strategies continues to mount. Text and

Word Structure Instruction. Text structure refers to how ideas or facts are related on the printed page, such as in a sequence, a comparison, a question and answer, or a cause and effect. Following a review of existing research, the Institute of Education Sciences (2010) recommended explicit instruction to students in text structure for improving comprehension. Consistent with this recommendation, current research suggests that training in strategies based on text structure produces significant reading comprehension outcomes for students. The research indicates that even students in primary grades achieve reading comprehension improvement from explicit instruction in text structure. In addition, instruction in analysis of word structures, including root words, prefixes, and suffixes, is supported by several preliminary research studies conducted by. In a follow-up study, discovered that direct instruction in word structures to 20 fifth graders produced a 36% increase in word volume and a 42% increase in the use of low-frequency words in students' writing samples. In addition, vocabulary is improved by learning common prefixes. It is clear that instruction in both text and word structure is supported by the reading comprehension research findings. Individualized Instruction. Along with explicit and intensive instruction, research indicates greater gains in reading comprehension when students are instructed one-on-one. Highlighting the importance of one-on-one reading instruction, suggest that group measurements obscure individual weaknesses and prevent tailored interventions for individual student needs. Studied two intensive one-on-one

interventions for reading disabilities and discovered that both programs produced significant improvements across reading skills. In fact, 40% of the students in the study were able to return to the general education classroom from special education. Further, in a study of 47 first-grade classrooms,students with the most individualized reading instructions achieved the greatest gains in literacy (McDonald Conner et al., 2009). Indeed, research continues to demonstrate the benefit of individualized instruction for reading comprehension.

H. Learning about Skimming, Scanning and intensive Reading Strategies

Frequently used Techniques for assessing students' include informal or formal, and ability to describe their internal behaviors, both cognitif and affective. Cognitive strategies are essential in learning a new language. Strategies for practicing are among the most important cognitive strategies. The term affective refers to emotions, attitudes, motivations, and value. Efficient readers use advanced reading strategies to save time and cover a lot of ground.Your purpose for reading should determine which strategy or strategies to use forhandling a reading task most efficiently and effectively. The main strategies are:overviewing, skimming, scanning and intensive reading.You will also need to use criticalanalysis when reading. Our handout

Critical Analysis explains what this involves and provides a series of questions to ask about the texts you read.

This involves running your eye very quickly over large chunks of text. It's different from gaining an overview, because when skimming you deal with the standard print. You are trying to pick up some of the main ideas without paying attention to detail. It's a fast process. A single chapter should take only a few minutes.

You would choose to skim read if there is very little changed print to gain an overview of a text.

- Skimming adds further information to an overview, and may allow you to avoid further reading.

A. How to skim:

    a.   Review your reading task.

    b.   Note any changed print and graphics.

    c.   Start at the beginning and glide your eyes over the text very quickly.

You don't actually read the text in total. You may read a few words of every paragraph, perhaps the first and last sentences. Always familiarise yourself with the reading material by gaining an overview and/or skimming before reading in detail:

- Scanning

Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces ofinformation.

B.   How to scan:

    a.   After gaining an overview and skimming, identify the part of the text that probably contains the information you need.

    b.   Read the question again, or be clear what it is you are looking for.

    c.   Scan the text. As soon as your eye catches an important word or phrase, stop reading.

    d.   Read the material close to this point. Can you complete your task? If not, scan the material again.

B. Intensive reading

    When you've used the techniques of overview, skimming and scanning to narrow downthe reading field, then you can settle into intensive reading, which is detailed, focused,'study' reading of those important parts, pages or chapters. Remember to organise what you need to do into manageable segments with their own time frames.

A. How to read intensively:

a.   Write down bibliographic information. For a book you need author, date, title, publisher and city of publication. In the case of a journal article you

need author, date, article title, journal title, volume number, issue number and page numbers of the article.

b. Start at the beginning. Underline any vocabulary you don't know, but don't stop the flow of your reading.

c. If the text is relatively easy, underline, highlight or make brief notes.

d. If the text is difficult, read through once or several times (depending on the level of difficulty) and then take notes.

e. Be alert to the main ideas. Each paragraph should have a main idea, usually contained in the first sentence.

f. If paraphrasing or copying sections for quoting, write the page number in the margin of your notes for future referencing on this material in your paper.

g. When you've finished go back to the new vocabulary. Look it up in an ordinary or subject-specific dictionary. Keep a new word book or card system.

I. Kinds of Strategies

Reading strategies are studying the reading process rather than analysing the readingcomprehension product, researchers deducted the readers' strategiesgetting the meaning out from the text. We present here the results ofstudy on reading strategies. Reading used the protocolanalysis in

getting the data. Kindof Reading Strategies were divided into three categories:word-related, clause-related,and story-related strategies.

a. ***Word:*** Use of context to define a word, synonym substitution, statedfailure to understand word.

b. ***Clause:*** Re-reading, inference, addition of information (using knowledge of world), personal identification (drawing on personalexperience), hypothesis, stated failure to understand clause.

c. ***Story:***Use of information from story to solve a problem.

There are three reading technique that are commonly known. They are skimming, scanning, and semantic mapping or clustering: a. Skimming Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist. Skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas. 10 xxii b. Scanning The second in the "most valuable" category is scanning, or quickly search for some particular piece or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text. For academic English,

scanning is absolutely. In vocational or general English, scanning is important in dealing whit genres like schedule, manuals, form. c. Semantic Mapping or Clustering Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

Some experts divide vocabulary into two types: active and passive vocabulary distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Therefore, the second one refers to the words which the students will recognize when They meet them, but which they will probably not be able to pronounce. indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary:

a. **Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are usedin context, but which they cannot produce. It is vocabulary that learners recognize whenthey see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and canpronouncecorrectly and use constructively in speaking and writing. It involves what is needed forreceptive vocabulary plus the ability to speak or write at the appropriate time. Therefore,productive vocabulary can be addressed as an active process, because the learners canproduce the words to express their thoughts to others.

J. Previous Study

There are some studies that relevant to this study of Skimming and Scanner Technique. First, Nguyen Thi Minh Ngoc, with the title "*reading skimming and scanner strategy" strategy to find ideas for writing a hortatory exposition text to the senior high school students in Padang*. This article discusses about a strategy in teaching english cooperatively for senior high school students. This strategy is called the two stay two stray strategy. The teacher divides class into some groups discusses with their original group about the topic that is given by the teacher and share the result of their discussion to other groups. The goal of this technique is to help students to find the ideas that will be developed in thier writing especially in writing hortatory exposition text.

Afrianti (2007) in her research entitled "Students' ability in Comprehending English text. She showed that the ability in comprehending English reading text most of students is low level. In the first test 52 % (60

student) have score 68 to down is low level. 48% (56 students) have score 70 to up is high level, the second test 39% (45 students) have score 68 to up is high level, 61% (71 students) have score 67 to down is low level, and the third test 28% (33 students) have score 68 to up high level. 72% (83 students) have score 67 to down is low level, the avarage level percentage from the third test 355 students obtained high level, and 65% students low level of quality''

Meliana (2007) in her research entitled ''Students' Problem in Mastering the Reading Tasks of the Text book (A case study at the first level in SMP II Bengkulu). She found that the students of the first year in SMP II Bengkulu. Bengkulu have problems in doing the reading tasks. From the data, reading taks which disigned in multiple choices has significant problem. It is elicited by them in the way of doing questions. Elsewhere, from the test students have significant problem in multiple choice. From the result had shown that multiple choice places hardest task of the reading task in English on Sky. There are some factors, which make the reading taks are not easy to do by students. Their reason are: The vocabularies reading comprehension are not familiar, their mastering in stucture is low, and the reading taks are not easy to do because they do not quite understand about the instruction.

From the result of the I can be concluded that the problem of the research which investigated is now. It had never yet been in investigated because of that I 'm very interested to hold the research about ''The

Students'Strategies in building Vocabulary during Reading Comprehension activities in the classroom".

There are several researches that have been done by researcher in using Story Grammar strategy in reading comprehension. First, Mulyati (2011) conducted a research entitle "Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs MiftahulMubtadiinMuncarBanyuwangi)". The objective of this research was to describe how the Story Grammar strategy can improve the eighth graders' reading comprehension of narrative text at MTs MiftahulMubtadiinMuncar. The subjects of the research were the eighth graders of second semester (VIII-3) of MTs MiftahulMubtadiinMuncar in the 2010- 2011 academic year. This research was conducted in two cycles. The implementation of the action encompassed three meetings in Cycle 1 and two meetings in Cycle 2. The comparison of the result of reading comprehension in the preliminary study and in Cycle 2 indicated that 21 students reached gain score of ≥ 20 points. Dealing with the students' interaction, it also seemed that students were enthusiastic and actively involved in all activities. The result of this research shows that the story grammar strategy was successful in improving the students' reading comprehension of narrative texts. Second, Putra (2013) conducted a research entitle "The Effect of Story Grammar Strategy toward the Eighth Graders' Reading Comprehension at 22 Junior High School 11 Jambi". The aim of this research was to investigate the effect of story

grammar strategy toward the eighth graders' reading comprehension at junior high school 11 Jambi. The method used in this research was quasi-experimental method that used pre-test & post-test and non-equivalent control group design. The population of this research was all eighth grader of junior high school 11 Kota Jambi in academic year 2012- 2013. The result of this research shows story grammar strategy helped the students to improve their score in comprehending narrative and recount texts. Based on those two studies, it can be concluded that Story Grammar strategy is an effective strategy to teach in the classroom, especially in reading activity. In teaching reading, a teacher usually gives some texts to the students and asks students to answer some questions. But through varieties activities in the classroom, it can warm up classroom atmosphere. Story Grammar strategy is one of strategy which can be implemented in the classroom activity. It is effective to motivate students. We can see from the both studies, Story Grammar strategy can increase students' ability in reading

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research would use descriptive qualitative study.It was descriptive quantitative approach to described strategies especially in vocabulary by students in their reading comprehension.

Quantitative research was fundamentally interpretive. It means that the researcher made an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked.[23]

Descriptive method used to obtain information concerning the current status of the phenomena to describe what exist with respect to variables or condition in a situation and quantitative research is emphasis on words rather than numbers.

The purpose of descriptive was to describe systematically a situation or area of interest factually and accurately. It also means that the researcher filters the data through a personal lens that is situated in aspecific

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[23]Cresswell. J, Walcott.1994. Research design *Qualitative, Quantitative, and mixed methods approaches fourthedition, P. 208*

sociopolitical and historical moments, One cannot escape the personal interpretation brought toqualitative data analysis. [24] In this research, the description is about students' strategies in building vocabulary in reading comprehension.

A. Source of Data

Source of data in this research was the result from the observation data in field and result from field note, observation checklist, questionnaire and interview with students to know the students' current practices of reading practice in literature class. The students were in eight grade in Class VIIIA of SMP N 5 Bengkulu in academic year 2017/2018 that consist of 25students. Then, The student's performance and attitudes on reading materials, in this case the students' attitudes of reading practice in literature class.

B. Data Collection Technique and Instrument

In collection data,the researcher used*non particant observation* and didsome following techniques and instruments:

a) Questionnaire

In every research, data was the most pertinent part. To obtain and collect data, there were various ways and techniques that could be done, one of them by used a questionnaire. Questionnaire was a method of data

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[24]Ibid. ,p.208

collection conducted by giving or submitting a set of questions or written statement to the respondents.

In this research, the researcher used questionnaire with close questions as an instruments to know about the students' base knowledge of building vocabulary in reading and then for the last section to know about students' attitudes in extensive reading practice in Literature class. The questionnaire were consist of 10 questions that should be answerby the students in this section. itwas close questions with answer YES, NO, or UNSURE. The questionnaire for students' attitude toward extensive reading in Literature class divided in two part, positive and negative statements. So, it discussed in different part.

b) Interview

The kind of questionnaire is this research was open questionnaire. That open questionnaire was opened question that gave freedom for respondent to answer the questions. This questionnaire was use to find the data about the reason why they feltdifficulties to understand.

c) Observation checklist

The researcher followed the teaching learning activities in the classroom and field notes were the primary way of capturing the data that is collected from observation.The researcer used observation checklist in collection the data during follow the teaching learning process in literature

class. The purpose of the obsevation checklist in this reseach will be (1) to complete documentations that will be gether as source of data (2) learn where documentation may reside, (3) to check accuracy and verify the impression gained through observation. So, the researcher got complete information about extensive reading practices in literature class.The researcher observed students' extensive reading practices in literature class and report about the result from every meets in the class.

d) Documentation

Documentation used to obtain data from all documents, Arikunto said that documentation was observed in form of notes, books and other sources besides human beings. In this reseach the documentation data were about photograps and video recorded during the teaching and learning process especially student and teachers' interaction in the class every meeting. The documentation data above used to support in describe autenticity of the data in the reseach.

B. Data Analysis

The important part of the reseach is how the reseacher analyzed the data after collecting them. In the reseach, the data analyze will use interactive model of

data analyze proposed by Miles and Hulxman to find the result. The data analyzed

procedure can be describe as the folowing figure.[25]

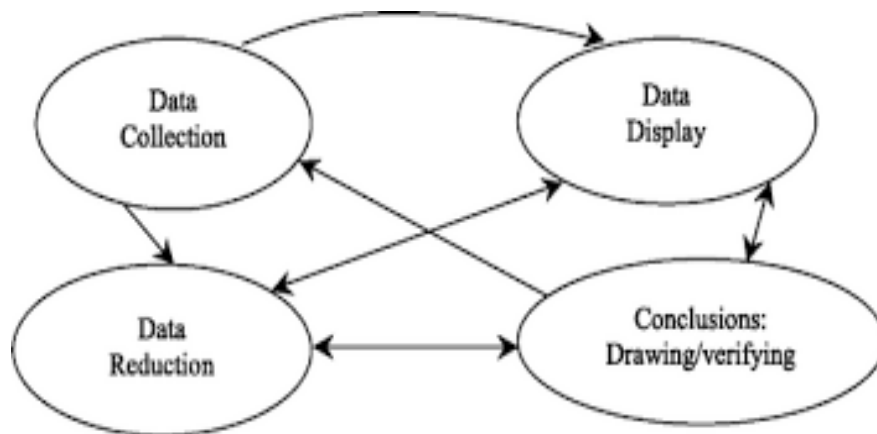Components of Data Analysis Interactive Model Miles and Huberman

Figure 1. Interactive Models Miles and Huberman

The figure above can be explained that :

1. Data reduction: Data reduction occurs continually through out the analysis. In early stages, it happen through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and meaning, and associated activities such as finding themes, cluters, and patterns. In the latter stages it happens through conceptualizing snd explaining, since developing abstract concept is also a way of reducting the data.

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[25]Matthew B. Miles and A. Micheal Huberman. (Alternative Data Analyze A Severed Third Edition, USA. Sage Publishing. 1994. P.174

2. Data display: data display organize, compress and assemble information. The activities in this stage are: Making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically.

3. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.[26]

C. Research of Procedure

The procedure of this study are as follow :

1. Prepare the instrument

2. Collected data by distributing the questionnaire

3. Analyzed the responded answer of the quesionnaire

4. Interpreted the result of analysis and concluded the result.

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[26]Miles, M.B., and Huberman, A.M. (2003). *Qualitative Data Analysis*,. Newbury Park, CA: Sage.P.16

CHAPTER IV

RESULT AND DISCUSSION

This chapter would interprets the result of the study that students have difficulties in building vocabulary in reading comprehension at second year students of SMPN 5 Bengkulu Academic year 2017-2018.

A. Result

A. 1. Students strategies in building Vocabulary during Reading Comprehension in activities in classroom

A.1.1 The Result from Questionnaires

In this part, the researcher used questionnaire and interview to know about students attitudes in their current practiced of reading in reading class. The questionnaire used by the researcher to know about the students feeling after studied reading class, and then the interview used to make accuracy the answer of the students. The questionnaire was consists of 10 questions that answered by 25 students. The interview was about 8 questions that conducted with 10 students from Literature class in A class, they consists of 2 students were high achiever; 2 students were moderate achiever students; then 4 students were low achiever students. The researcher divided the questionnaire in two parts; positive statements and negative statements.After doing the test, the result which is found from the test was presented in table distribution below:

Table 2.1

The Result Positive Statements

POSITIVE STATEMENTS		
Option	**F**	**Percentage (%)**
YES	145	80,6%
NO	17	9,4%
UNSURE	18	10%
Total	**180**	**100%**

Table 4.1The result of questionnaire (positive statements)

Based on the table above, there were 80, 6% answer YESin positive statements. Then, 9,4% answer NO and last 10% answer UNSURE. It means that more than a half of students in the class that consist of 25 students agree with the positive statements that served in questionnaire. To know more clearabout the result of students' responseof positive statements, the researcher also serving the data from the table in pie chart below.
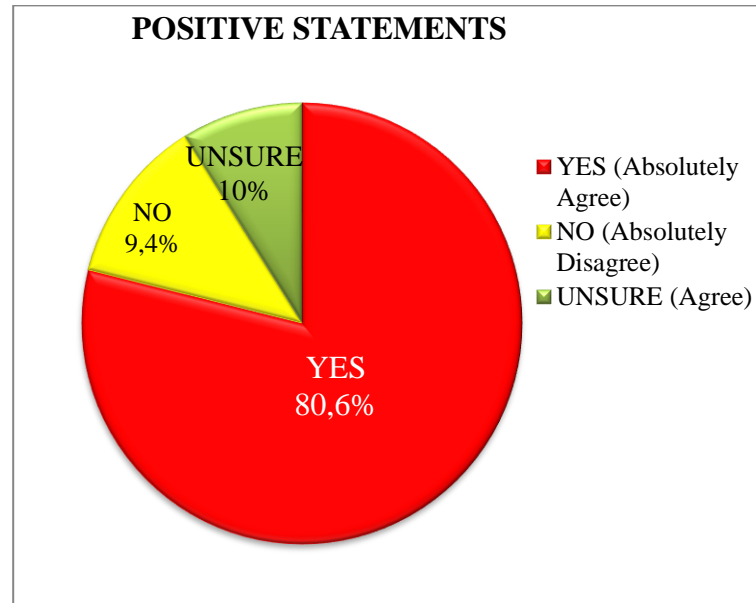
Chart 4.1. Questionnaire (positive statements)

Based on the pie chart above, it showed that from 25 students in the class most of the students were agree (chose 'yes') in positive statements.There were 80,6% students absolutely agree. Then, students that chose "unsure" in this part (positive statements) divided in positive answer, so there were just 9,4% students did not agree with the 5 positive statements. We concluded that almost totality students agree with positive statements in this part, the result positive.

The table below showed the data about the students' response of negative statements:

NEGATIVES STATEMENTS		
Options	**F**	**Percentage (%)**
YES	36	20%
NO	90	50%
UNSURE	54	30%
Total	180	100%

Table 4.2 The Result of questionnaire (negative statements)

From the data we know that there were 20% students answer YES in negative statements, 50% answer NO and 30% answer UNSURE from the total answer of students that consist of 25 negative statements. It means that, in negative statements, less than 50% students agree with negative statements. To know more clearabout the result of students' responseofnegative statements, the researcher also serving the data from the table in pie chart below.
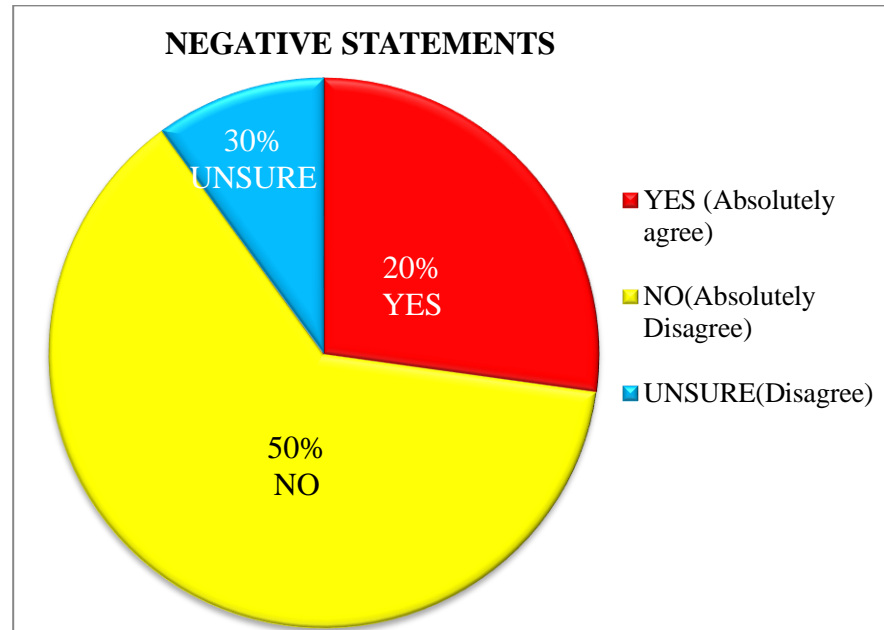
Chart 4.2The result of questionnaire (negative statements)

Based on pie chart above, in negative statements the answer 'NO' was more dominant than 'YES' and 'UNSURE'. There was 20% 'NO', it means that more than 50% students 'disagree' with the negative statements. Then, 50% students 'agree' with the statements. The last, there was 30% students chose 'Unsure' and divided in disagreement with the negative statements. So, it was clear that the most of students in the class disagree with the negative statements in the questionnaire.

After the researcher got the data from positive and negative statements of the questionnaire, the researcher found that: in

positive statements, the students were dominant in positive answer; in negative statements, the students' answer still dominant in positive answer. Based on the result above, we can conclude that students' in class VIII B of SMP N 5 Bengkulu had positive attitude ofbuilding vocabulary reading practice in Literature class.

A. 1. 2. The Result from Interview

After got data from questionnaire, the researcher conducted interviewed with several students in the reading class to ensure the answers from the questionnaire that the researcher had given before. The results of the interviewed that have been conducted, the researchers obtained data of the 8 questions that given to 10 students of the reading class, they were selected based on their ability in understand the material and their act as they participate in reading class. The results of the interview were similar with the answers that given by students on the questionnaire.

A. 2. The Factors that influence Students strategies in building Vocabulary during Reading Comrehension

2. 1. The results from interview

The results obtained from the interview with 10 students about their current practices of reading in reading class showed that: they were very interest with reading material used in the reading

class and their reading skill was increase; after reading many short stories in the reading class, they obtained additional new vocabulary, although not too much; students enjoy reading material used in the reading class, which is some short stories that make them more imaginative when reading, for example the background of the place and situation in the story. Although, some of the low achiever students still had difficulties in understanding their reading; some of the abilities of students in other fields such as their writing and speaking also increased because the learning system applied by lecturers in class; for the level of reading given in the reading class, they still have difficulty understanding the implicit messages conveyed by the author. So that according to them the reading level was still too high for some students; students are also able to read independently, they enjoy reading more when they are quiet and alone so they are better able to understand and interpret the meaning of the story; Student motivation in reading was also increasing, not only for reading books, but also for several other genre books outside the classroom; students feel they have not been too able to become independent learners when they have to read alone without guidance from lecturers in this course; even though you have to read a number of literary works that can be said to require a high level of understanding, students don't feel bored to

take this course. They were very attractive to take the class and most of them said that they got a lot of benefits from what they had learned in the literature class, then, they got improvements in other fields and aspects. However, there were a few of students in the class had difficulties to follow the class, because they thought that reading and analysis the literary work was too difficult for them. Whereas, most students still gave positive attitudes toward reading in vocabulary practices in reading class.

Based on the details analysis above, it can be concluded that the eight grade students of SMP 5 Bengkulu in academic year 2017/2018 have been understood about the concept of building reading that applied by students in literature class and they could enjoy their reading. Even though there were still a number of low achiever students who were still having difficulty in reading and analyzing literary works. However, overall they got many positive impacts after they follow this class. It means that they have positive attitudes toward reading practice in reading class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data analysis above, the researcher concluded that based on the analysis conducted by the researcher, Literature class was one of the subject in SMP N 5 Bengkulu that applied building vocabulary in reading in their teaching learning activities.

Based on the result in previous chapter, the researcher could conclude that: First, after giving reading test about strategies buildingfor 25 students, there are positive Statement. And there are Yes 80,6%then, No 9,4% ,and UNSURE 10%. It indicates that there are a number of students who have medium skill for reading comprehension. Besides the second dominant students who master reading is more than one-fifth of the total students observed. It can be said that the students or second year students of SMPN 5 Bengkulu academic year 2017-2018. Moreover a half is able to build vocabulary in reading comprehension.Second, based on opened questionnaire, there are some factors that make students getdifficulties in building vocabulary, they are:Lack of vocabulary, Misinterpretation in translating English sentence to Indonesia, Grammar focus, Lack of schematic structure understanding, and Lack of language feature understanding. Having lacks of vocabularies impacts their capacity of reading comprehension. Therefore it makes them hardly figure out the text or passages given in order to find the meaning of it. On the other hand,

the students also have lack of grammar capacity. Even if they for instance have many vocabularies, it won't be supported well if it is not followed by having the good understanding of structure of language or known as grammar focus. The last reason is because they have a low skill of language feature comprehension. It matters for language learners to have understood of basic usage of language. As it is known that learning a language does not require a good intelligence, but it must be equipped by the understanding of the elements of language itself such as direct and indirect speech, noun phrase, and many more. Understanding language feature can possibly ease students out when they have to read English reading or comprehend the meaning.

B. **Suggestion**

As an English teacher who teaches reading skill has to improve students' motivation to make the studies to read a English reading text. He or she also has to prepare good teaching strategy or use various methods in reading class. Learning about reference in reading text is very important because building vocabulary is the pointing that names perform. By knowing vocabulary, the students will be easy in building vocabulary the reading text. The teacher should give explanation relate to reading subject include the vocabularies, schematic structure, and language features of a text.

For the students, they should learn vocabulary meaning. By knowing it they are not confused when they meet unfamiliar words. It doesn't enough if the students only learn vocabulary meaning, they also increase their understanding

about grammar, language features, and schematic structure of the text. By daily practicing them, the students will be easy in understanding a reading text.For the students, they feel more interest and motivated in learning reading in narrative text because they can enrich their knowledge and helps stimulate their thoughts in reading. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.

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