The Development of Reading Comprehension Material Based on Vocabulary Collection Strategy at SMAN 13 Medan in Academic Year 2022/2023

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Abstract. The objective of this research is to develop the reading comprehension materials for Senior High School students based on Vocabulary Self-Collection Strategy at SMAN 13 Medan. The data of this research are quantitative and qualitative. The researcher uses the percentage of the questionnaire of need analysis for the quantitative data. Meanwhile, for the qualitative, the researcher uses the content analysis for describing the data. The data is collected by using questionnaire. The result of needs analysis showed two parts, those were target needs and learning needs. After gathering the need analysis. The researcher implemented ADDIE model for developing the materials. In order to maintain the students' needs, the researcher created the theoretical model which consists of two big components namely; the components of reading comprehension and vocabulary self-collection strategy. The researcher develop the theoretical model which has been verified by the expert. The researcher finds that the model can give the big advantages to the students' reading skills development.

Keywords: Reading Comprehension Materials, Vocabulary Self-Collection Strategy, Theoretical Model

1. INTRODUCTION

Reading comprehension proficiency was regarded as the foundational information required to acquire other skills like speaking, listening, and writing. Knowledge could be required through reading comprehension, particularly in an academic setting. Strong reading comprehension abilities were necessary for understanding a certain occurrence. It has an impact on the other three talents as well. For example, reading comprehension was important for writers who wish to write excellent essays since they must read a variety of sources before writing.

Furthermore, because people had a lot of ideas to express, reading comprehension experiences would help them communicate more fluidly. The capacity to read with comprehension would also have an impact on one's capacity to listen. Things that fit with the context that was heard could be deterimined by the listener using their prior knowledge. Reading comprehension was necessary in the academic setting, especially while taking exams like TOEFL, TOEIC, and IELTS. In one of the text portions, it was necessary. The literacy ability that a reader with that high level of ability would have to read proficiently was related to reading comprehension. For exampla A students would make a good use of the time allotted for the examination since he or she could quickly read a particular text and comprehend its context , which would make it simple to respond to the questions.

Unfortunately, reading comprehension among students was still generally inadequate, especially in junior high. The lack of the students' reading comprehension could be caused by some factors, such as the teaching and learning methods applied by the teacher in the classroom or the lack of media to support the teaching and learning process. The students' lacks also occurred in SMAN 13 . The students had the difficulties to read the text. One of the reason was they were lack of vocabulary.

Considering to the problem above, the researcher intended to develop the reading comprehension material based on vocabulary self-collection strategy.

Referring to the above background, the research problem is formulated in three questions as follows;
1. How is the development of reading comprehension material with vocabulary self-collection strategy?
2. How to develop vocabulary self-collection strategy can increase reading comprehension?
3. What is the benefit of reading compreyhension based on vocabulary self-collection strategy?

2. METHOD

The type of research used is research and development (R&D) research methods. The model used is the ADDIE Model. The ADDIE model is an abbreviation for the five stages of the development process, namely analisys, desaign, develop, implement, and evaluate.

Questionnaire one of the data-collecting techniques in this research is a questionnaire. According to Sugiyono (2013, P.199) questionnaire is a technique of data collection conducted by giving statements to respondents to be answered. will be shared to experts, teacher, and students. used to collect data about the feasibility of the book will be filledby experts, the questionnaire for a teacher is given before the learning process, and the questionnaire for student responses is given after the learning process.

3. RESULTS AND DISCUSSION

a. Developing Reading Comprehension based on the Students' Need Analysis

In this part, the researcher wanted to know what the students' needs in learning reading comprehension. The need analysis from the students took an important role as the background for developing the material. The researcher utilized the questionnaire as the instrument. There were 15 questions that were answered by the students. The result of the questionnaire showed two kinds of students' needs namely; the target needs and the learning needs

The Target Needs

Target need was defined as learners' view of the target situation (Hutchinson & Water, 1987). The target needs consisted of the student's needs, lacks, and wants.

1. Goals

Goals were defined as intentions and desires behind any given learning task. It was related to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. For the data was shown in the following table.

Table 1 The Students' Goal

Questions	Items	Value	Respondent	Score
Do you agree that your main goal of learning English is for work needs?	SD	1	0	0
	D	2	5	10
	A			
	SA	3	15	45
		4	10	40
Total			**30 students**	**95**

Formula :NA = PS x (100 %) SM

Where   : NA = Final Score

                PS = Score Obtained

                SM = Maximum Score

Therefore, NA = 95 X (100%) 120

NA $= \frac{95}{120}$ x 100 %

NA = 0,79 x 100%

NA = 79 %

The data of the first question indicated the high category (79%) from Riduwan range scale (2010). It presented that the students had a high goal of learning English for their future career and the works needs. They claimed that English was very important for getting the better career. Also, many documents was written in English. therefore, they needed to have a good reading comprehension to fullfill the work needs documents.

Another goal of the students was they learned English to enhance their skill both orally and written. They claimed that language as the tools of communication. They needed to have a manner in describing the ideas both written and orally. The data indicated very high category (89%) from the range scale. The data was shown in the following table.

Questions	Items	Value	Respondent	Score
Do you agree that your main goal in learning English is to improve your English skills both orally and in writing to facilitate communication?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	13	39
		4	17	68
Total			**30 students**	**107**

Formula :NA = PS x (100 %) SM

Where   : NA = Final Score

                PS = Score Obtained

                SM = Maximum Score

Therefore, NA = 107 X (100%) 120

NA $= \frac{107}{120}$ x 100 %

NA = 0,89 x 100%

NA = 89 %

2.   **Necessities**
Necessities belong to what the learners needed to know to function effectively in the target situation. The data for analyzing the students' need was presented in the following table.

Table 2 The Students' Necessities

Questions	Items	Value	Respondent	Score
Do you agree that one of the skills you need to learn English is reading?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	25	75
		4	5	20
Total			**30 students**	**95**

Formula :NA = PS x (100 %) SM

Where   : NA = Final Score

PS = Score Obtained

SM = Maximum Score

Therefore, NA = 95 X (100%) 120

NA = $\frac{95}{120}$ x 100 %

NA = 0,79 x 100%

NA = 79 %

The data of the question above indicated the high category (79%) from Riduwan range scale (2010). It presented that the students had a high need to learn reading. They assumed that reading was the key of learning English. Reading comprehension was the ability to read the text, comprehend the meaning, and constructing the vocabulary.

Another students' need was vocabulary enrichment (90%) after learning reading comprehension. They assumed that vocabulary was the key in constructing the ideas into the sentences. The data was shown in the table below.

Questions	Items	Value	Respondent	Score
Do you agree that the most important key in reading is vocabulary enrichment rather than mastering grammar?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	12	36
		4	18	72
Total			**30 students**	**108**

Formula :NA = PS x (100 %) SM

Where   : NA = Final Score

PS = Score Obtained

SM = Maximum Score

Therefore, NA = 108 X (100%) 120

NA $= \frac{108}{120}$ x 100 %

NA = 0,9 x 100%

NA = 90 %

3. **Lacks**

   Lacks were related to the gap between the target proficiency and the existing proficiency. The data for analyzing the students' lacks were presented in the table below.

Table 3 The Students' Lacks

Questions	Items	Value	Respondent	Score
Do you agree that the most difficult thing in reading is the ability to analyze the main idea and structure of the text?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	5	15
		4	25	100
Total			**30 students**	**115**

Formula :NA = PS x (100 %) SM

Where   : NA = Final Score

PS = Score Obtained

SM = Maximum Score

Therefore, NA = 108 X (100%) 120

NA $= \frac{115}{120}$ x 100 %

NA = 0,958 x 100%

NA = 96 %

The data of the question above indicated the very high category (96%) from Riduwan range scale (2010). It presented that the students had a very high lacks ability in analyzing the main idea and the structure of the text in reading comprehension. They assumed that in reading consisted of many questions about main idea and structure of the text. They thought that main idea could be found directly in the text. It was needed the comprehension to analyze the text.

4. **Wants**

   Wants to be related to what the learners need from learning English. The data was presented in the following table.

Table 4 The Students' Wants

Questions	Items	Value	Respondent	Score
Do you agree that the input in learning to read is to enrich vocabulary?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	10	30
		4	20	80
Total			**30 students**	**110**

Formula :NA = PS x (100 %) SM

   Where   : NA = Final Score

                PS = Score Obtained

                SM = Maximum Score

Therefore, NA = 108 X (100%) 120

   NA $= \frac{110}{120}$ x 100 %

   NA = 0,916 x 100%

   NA = 92 %

The data of the question above indicated the very high category (92%) from Riduwan range scale (2010). It presented that the students had a very high wants to improve and enrich their vocabulary through reading comprehension. They thought that vocabulary could help them organize, construct, and comprehend the text easily.

Learning Needs

Learning needs were the knowledge and abilities that learners will require to be able to perform to the required degree of competence in the target situation. It was related to input, procedures, setting, learner's role, and teacher's role.

1. **Input**

Input related to the learning source which would be included in the material that would be written. The data in analyzing the input of learning reading comprehension was presented in the following table.

Table 5 The Students' Input

Questions	Items	Value	Respondent	Score
Do you agree that the input in learning reading is being able to write in various paragraphs rather than understanding the meaning and structure of the text?	SD	4	5	20
	D	3	18	54
	A			
	SA	2	3	6
		1	4	4
Total			**30 students**	**84**

Formula :NA = PS x (100 %) SM

Where : NA = Final Score

    PS = Score Obtained

    SM = Maximum Score

Therefore, NA = 84 X (100%) 120

NA $= \frac{84}{120}$ x 100 %

NA = 0,7 x 100%

NA = 70 %

   The data of the question above indicated the high category (70%) from Riduwan range scale (2010). It presented that the students preffered the input to comprehend the text with the structure rather than wrote the sentences in paragraph. They claimed that reading was to construct meaning, vocabulary, ideas, and structure of the text. The ability in writing paragraph was the goal of writing not reading.

   In analyzing the input of reading, the researcher wanted to know about the length of words in the text which was suitable for the students. The data was shown in the following table.

Questions	Items	Value	Respondent	Score
Do you agree that a good standard of reading is consisted of > 150-250 words?	SD	1	0	0
	D	2	2	4
	A			
	SA	3	26	78
		4	2	8
Total			**30 students**	**90**

Formula :NA = PS x (100 %) SM

Where : NA = Final Score

    PS = Score Obtained

    SM = Maximum Score

Therefore, NA = 90 X (100%) 120

NA $= \frac{90}{120}$ x 100 %

NA = 0,75 x 100%

NA = 75 %

   The data of the question above indicated the high category (75%) from Riduwan range scale (2010). It presented that the students had a high need to read a text which comsisted of 150-250 words. They assumed that it was the standard of reading text. They thought if the text was more than 250 words, they would faced the difficulties to comprehend the text. They also said the reading text with 150-250 words had taken a long time to read then analyze it.

In consrasted to the data above, the text which consisted of < 300-400 were responded negatively. 98% students highly disagreed about the length of the text. They assumed that it would take much time to analyze and comprehend it. The data was shown in the following table.

Questions	Items	Value	Respondent	Score
Do you agree that a good standard of reading is consisted of < 300-400 words?	SD	4	27	108
	D	3	3	9
	A			
	SA	2	0	0
		1	0	0
Total			**30 students**	**117**

Formula :NA = PS x (100 %) SM

    Where   : NA = Final Score

        PS = Score Obtained

        SM = Maximum Score

Therefore, NA = 117 X (100%) 120

NA = $\frac{117}{120}$ x 100 %

NA = 0,975 x 100%

NA = 98 %

2. Procedures

Procedures related to activities that were needed by the students to learn reading that would be included in the reading material. The data was presented in the table below.

Table 6 The Students' Procedure

Questions	Items	Value	Respondent	Score
Do you agree that learning reading is better in the form of vocabulary collection than reading aloud?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	8	24
		4	22	88
Total			**30 students**	**112**

Formula :NA = PS x (100 %) SM

    Where   : NA = Final Score

        PS = Score Obtained

        SM = Maximum Score

Therefore, NA = 112 X (100%) 120

NA = $\frac{112}{120}$ x 100 %

NA = 0,93 x 100%

NA = 93 %

The data of the question above indicated the very high category (93%) from Riduwan range scale (2010). It presented that the students had a very high need to utilize the vocabulary collection strategy as the procedure of teaching reading comprehension. They assumed that it was the fun strategy which provided fun activities, pictures, and vocabulary wall. Therefore, the students were not getting bored and could enrich their vocabulary to make them easier in comprehending the text.

3. Settings

Settings refer to the classroom arrangements specified or implied in the task, and it also required consideration of whether the task was to be carried out wholly or partly outside the classroom. The data was presented below.

Table 7 The Students' Settings

Questions	Items	Value	Respondent	Score
Do you agree that this form of reading practice is better in groups than individually?	SD	1	0	0
	D	2	6	12
	A			
	SA	3	20	60
		4	4	16
Total			**30 students**	**88**

Formula :NA = PS x (100 %) SM

    Where   : NA = Final Score

                PS = Score Obtained

                SM = Maximum Score

Therefore, NA = 88 X (100%) 120

NA = $\frac{88}{120}$ x 100 %

NA = 0,73 x 100%

NA = 73 %

The data of the question above indicated the high category (73%) from Riduwan range scale (2010). It presented that the students had a high need of the group classroom settings in learning reading. They assumed that they needed to discuss with their team. They claimed that discussing with team could make the activities more fun. Also, it could make the task easier to be done together with team.

4. Teacher and Students' Roles

Roles here belong to the part that learners and teachers were expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1990: 79). The data was shown in the following table.

Table 8 The Teacher and Students Role

Questions	Items	Value	Respondent	Score
Do you agree that in the process of teaching and learning reading the teacher must be more active than the students?	SD	4	0	0
	D	3	25	75
	A			
	SA	2	5	10
		1	0	0
Total			**30 students**	**85**

Formula :NA = PS x (100 %) SM

    Where   : NA = Final Score

            PS = Score Obtained

            SM = Maximum Score

Therefore, NA = 85 X (100%) 120

    $NA = \frac{85}{120}$ x 100 %

    NA = 0,708 x 100%

    NA = 71 %

The data of the question above indicated the high category (71%) from Riduwan range scale (2010). It presented that the students had a high disagreed if the teacher was more active in the classroom. They needed the teacher just being the facilitator or students' assessor. They claimed that in learning process, the students should be more active in gathering the material.

In constrasted to the data above, the students' needed their participation were more active in the classroom (75%). They preffered to be the critical thinkers rather than the active listener. They wanted to get involved in the learning process. They needed to join in discussion, to share ideas or thought, etc. The data was analyzed in the following table.

Questions	Items	Value	Respondent	Score
Do you agree that the role of students in learning English is better to be active thinkers than active listeners?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	30	90
		4	0	0
Total			**30 students**	**90**

Formula :NA = PS x (100 %) SM

    Where   : NA = Final Score

            PS = Score Obtained

SM = Maximum Score

Therefore, NA = 90 X (100%) 120

$NA = \frac{90}{120}$ x 100 %

NA = 0,75 x 100%

NA = 75 %

In concluding the data from need analysis, the researcher found the dominant needs of the students were the students needed a reading text which consisted of 150-250 words (98%), the students were lacks of analyzing the main idea and the structure of the text (96%). In order to overcome their lacks, they preferred vocabulary collection strategy as the procedure in learning and teaching reading comprehension (93%). They assumed that the key of reading comprehension was enrich the vocabulary (92%). Therefore, after finding the students' need, the researcher developed the theoretical model to find the relation of vocabulary collection to the students' reading comprehension.

b. Developing Theoretical Model for Connecting VSS and Reading

As the result of the students' need, the researcher developed the theoretical model of reading comprehension based on vocabulary self-collection strategy. It consisted of two big components, namely;

1. The components of reading comprehension
2. The components of vocabulary self-collection

Coady (1979) claimed that reading comprehension involved the interaction of the reader's "conceptual abilities," "background knowledge", and "process strategies" (p. 7). Then, it combined with the four components of Graves' vocabulary program include: (1) frequent, varied, and extensive language experiences; (2) teaching individual words; (3) teaching word--learning strategies; and (4) fostering word consciousness.

The procedure of using the model was done in the following aspects :

1. Firstly, in teaching reading comprehension, the goal of conceptual abilities which meant to the equivalent of the students' intellectual capacity should consider to the process of wide reading vocabulary program (frequent, varied, and extensive language experiences). The activity of teaching reading should be like the students should create a vocabulary wall which consisted of 10 uncommon vocabularies everyday. Every students should write the different vocabularies with another students.
2. Secondly, in order to achieve the goal of background knowledge, the teacher should teach individual words by utilizing the content and the formal schemata. It meant that the teacher should give the reading text (topics) which were related to the students' daily life (content schemata). Then, providing some uncommon topics regularly. The activity for this stage, the teacher could ask the students about the main idea, the language structure of the text.
3. Thirdly, in order to achieve the goal of the process strategies by combining to the teaching word--learning strategies and fostering word consciousness, the teacher could ask the students to make a group discussion. Then, they should write the uncommon vocabulary which they had found in the text. After that, they should made the synonym list with the meaning of each word. Also, they should guess the word class of the vocabulary. After, the procedures had completed, the teacher should reinforce the students' memory day by day about their vocabularies self-collection. The theoretical model showed in the following figure.
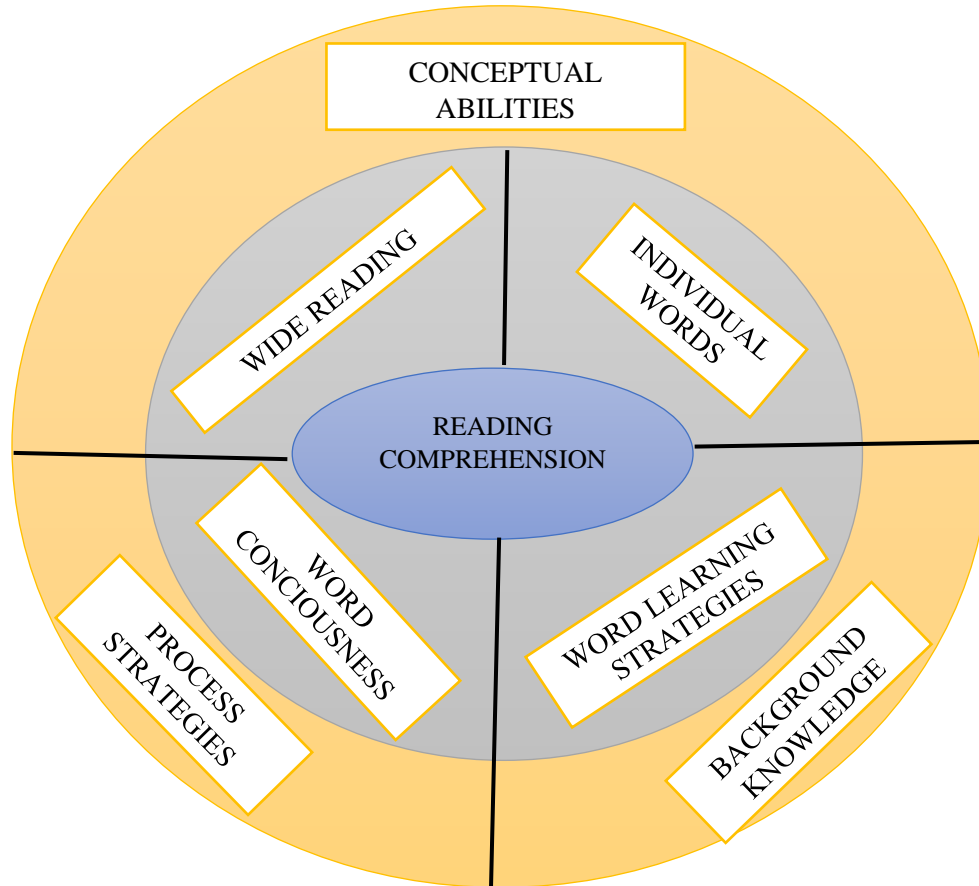
Figure 1 Theoretical Model of Reading Comprehension based on VSS

c. The Benefits of Developing Reading Comprehension through VSS

Vocabulary Self-Collection strategy directly supplied beneficial impact on students' vocabulary achievement. It could be seen when students do all the activities with joyful learning. The process of cooperative learning along vocabulary self-Collection strategy made students active in the class. Among its applied benefits were maximized students' motivation to engage keenly with interested words through reading a context, activated students' participation in decision-making on selected words with their group, and improving students' word consciousness. Moreover, Yanto states Vocabulary Self-Collection Strategy had several advantages as follows:

a. Engaging students' in collaborative learning

b. Motivating students to guess the words meaning in a text before they look up at the dictionary

c. Creating a well-organized learning process

d. Gaining a large number of incidental vocabulary of the chosen text

e. Creating an active learning

f. Enhancing students' long term memory

Hence, through this strategy, the more enthusiastic students' enjoyed finding a new words. Naturally, the activities sat up in this strategy directed to minimize students' boredom on the material presented. This strategy was one of the solutions to keep the class interested and engaged during the learning time spent in all of activities.

DISCUSSION

The researcher was focused on developing reading comprehension based on vocabulary self-collection strategy for tenth grader. The ADDIE model was used in this research.

The needs analysis was conducted during one week. The questionnaire were administered to the students.There were 13 questions were distributed to 30 students. Those were used to get the information about students' needs. The needs analysis was divided into two parts, those were target needs and learning needs.

The researcher found the dominant needs of the students were the students needed a reading text which consisted of 150-250 words (98%), the students were lacks of analyzing the main idea and the structure of the text (96%). In order to overcome their lacks, they preferred vocabulary collection strategy as the procedure in learning and teaching reading comprehension (93%). They assumed that the key of reading comprehension was enrich the vocabulary (92%).

In comparing the theoretical model in this thesis with the Berhardt's model. The researcher found that in Bernhardt's model, she focused on the grammar acquisition from the text and language features (text structure). Meanwhile, the model of this thesis focused to the vocabulary acquisition by attempting their comceptual abilities, background knowledge (content and formal schemata), and process strategies. Another different thing was in the Bernhardt's model, she did not put the schemata theory in order to give the suitable topics based on the students' need. In contrasted to the model in this thesis, the researcher wanted the students learned reading comprehension from the their common knowledge or related to their life. Then, add knowledge to the uncommon topics.

However, there was the similarity process between two models. Although, the name was different but the process was same. Bernhardt's used literacy. In this aspect, the model focused to the vocabulary recognizion same with the model in this thesis. However, there was a different procedure in developing the process. If Bernhardt's gathering vocabulary just from the text given, the model in this thesis not only got the vocabulary from the text, they also added more vocabulary from their uncommon knowledge which were not mentioned in the text. Then, collected it to the vocabulary wall. For the model by Bernhardt's was presented in the following figure.
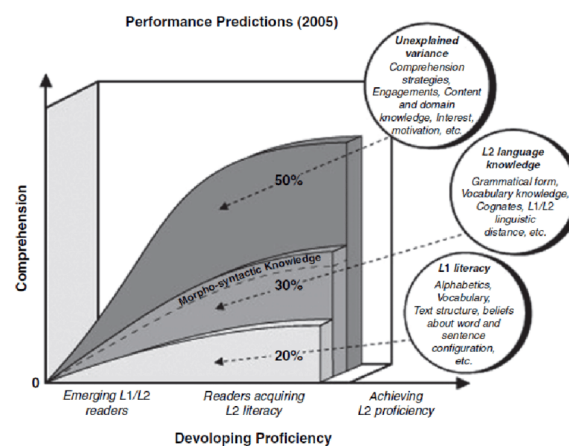

Figure 2 Bernhardt's Model (2005)

4. CONCLUSION

Based on the result of the research, it could be concluded that : (1) the result of the students' need analysis, the researcher found the dominant needs of the students were the students needed a reading text which consisted of 150-250 words (98%), the students were lacks of analyzing the main idea and the structure of the text (96%). In order to overcome their lacks, they preferred vocabulary collection strategy as the procedure in learning and teaching reading comprehension (93%). They assumed that the key of reading comprehension was enrich the vocabulary (92%). (2) the theoretical model of speaking instruction through whole brain teaching consisted of the components of speaking and the procedure of whole brain teaching. (3) the reading comprehension through vocabulary self-collection strategy was beneficial to enhance the students' comprehension of the text and to enhance the students' vocabulary through the fun activities and vocabulary wall.

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