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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of a skill activity for English language learners. It cannot be separated to other linguistic components such as, grammar, vocabulary, spelling and other linguistic convention. Nunan (2003) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. Reading determines how the students are able to think, that it has fundamental effect on the development of imagination.

As one of linguistics skills, reading has a similar function likes foods in people's life especially for literate society. According to Anderson (1969:4), reading is equally complex because it requires close coordination of the body and the brain. The readers' purposes in reading are to get the information of the text and to get a pleasure after reading.

In teaching learning process of English in the schools started from kindergarten up to university, reading skill is categorized the main skill that students should have. According to Idham (2014:17) reading is as the most usable skill that students in foreign language should have in order to get effective comprehension in class and vocabularies as the controller.

Vocabulary is the crucial component in acquiring and understanding language. It is one of the elements that links the four skills of listening, speaking, writing and reading together and also vocabulary. The more students master the

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English words, the better they will have language performance. For this reason, Moore (1986) in Aranda (2009) mentioned that possible sentences strategy can blends technical vocabulary introduction with purpose setting and improves vocabulary knowledge and comprehension of material containing targeted words. Another expert called possible sentences as predicting words outcomes. It supported by Idham (2014) stated that predicting outcomes can make peoples become active readers, which has some benefits in order to remember what peoples read.

SMAN 1 Bangkinang Kota is one of the famous senior high school in Kampar regency that uses Curriculum 2013 (K13) for a guidance in their teaching and learning process. As an educational institution, this school is also offers English subject for students, especially reading. English is taught twice a week. The teaching and learning process for meeting about 12 hours, the duration for one hour is about 40 minutes, reading is taught to all grades, from the tenth grade to the twelfth grade. The aim of reading here is to enable the students to understand and comprehend the text well.

Based on Badan Standarisasi Nasional Pendidikan (BNSP) SMAN 1 Bangkinang Kota should have the competence in vocabulary competence. However, the fact is most of students had low ability for mastering vocabulary. In this school the minimum of criteria passing grade (KKM) of this lesson is 75. The teacher said that the students' score were lower than the minimum of criteria passing grade (KKM). It was based on interview with an English teacher of the school. Some of difficulties faced by students in reading class are follows:

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1. Some of students were not able to understand about word formation.
2. Some of students were not able to understand to spell the words correctly.
3. Some of students were not able to predict the words.
4. Some of students were not able to use appropriate vocabulary grammatically.
5. Some of students were not able to understand about the meaning relationship (synonym and antonym).

Based on the problem depicted above, it can be stated that some of the students of the eleventh grade at SMAN 1 Bangkinang Kota had problem in terms of vocabulary in reading comprehension. It can be caused by the implementing appropriate teaching technique. Teacher should be able to create an interesting and fun learning in the classroom to develop the students' vocabulary. There is actually strategy to improve students' vocabulary in reading comprehension at SMAN 1 Bangkinang Kota. This strategy is Possible Sentences Strategy. The possible sentences strategy is the strategy that can reinforce predicting and vocabulary development. Regarding with the idea above, Allen (2007:82) stated that possible sentence is one of the best instructional activities for building background knowledge with targeted vocabulary words. It supported by Moore & Moore (1992: in Bruner, 2011:18) mentioned that possible sentences strategy will help know the meaning of word before reading the selection. The students will make predictions in unfamiliar word and phrases and examine the meaning and

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relation among them. The purpose of possible sentence strategy is to help student anticipate meaning of word before reading the selection.

Thus, the researcher is interested in investigating the problems into a research project entitled:” **The Effect of Using Possible Sentences Strategy toward Students’ Vocabulary in Reading Comprehension of The Eleventh Grade Students at SMAN 1 Bangkinang Kota**”

B. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follow:

1. What were the causes that the students were not able to understand about word formation?
2. What were the causes that the students were not able to understand to spell the words correctly?
3. What were the causes that the students were not able to predict the words?
4. What were the causes that the students were not able to use appropriate vocabulary grammatically?
5. What were the causes that the students were not able to understand about the meaning relationship (synonym and antonym)?

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2. The Limitation of the Problem

In relation to the identification of the problems stated above. This research **only** focuses on students' vocabulary in reading comprehension of the eleventh grade students at SMAN 1 Bangkinang Kota that refers to word formation, spelling, grammar, meaning relationship (synonym and antonym) and appropriate teaching strategy by the teacher .

3. The Formulation of the Problem

Based on the identification of the problem above, thus, the research questions are formulated as following questions:

- a. How is students' vocabulary comprehension taught by using possible sentences strategy at SMAN 1 Bangkinang Kota?
- b. How is students' vocabulary comprehension taught without using possible sentences strategy at SMAN 1 Bangkinang Kota?
- c. Is there any significant effect of using possible sentence strategy toward students' vocabulary comprehension of the eleventh grade students at SMAN 1 Bangkinang Kota?

C. The Objective and the Significance of the Research

1. Objective of the Research

Based on the formulation of the problem above, thus, the objectives of research are formulated as follows:

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- a. To measure the students' vocabulary comprehension taught by using possible sentences strategy at SMAN 1 Bangkinang Kota.
- b. To measure the students' vocabulary comprehension taught without using possible sentences strategy at SMAN 1 Bangkinang Kota.
- c. To identify whether there is any significant effect of using possible sentence strategy toward students' vocabulary comprehension of the eleventh grade students at SMAN 1 Bangkinang Kota.

D. The Significance of the Research

1. Hopefully, this research finding is able to benefit the researcher as a novice researcher in learning how to conduct a research.
2. The research findings are expected useful and valuable for both teachers of English and students of at SMAN 1 Bangkinang Kota
3. For further teaching and learning English.
4. Besides, these research findings are also expected to be positive and valuable information especially for those who are concern in the world of teaching and learning as a foreign language.
5. Finally, these research findings are also expected to be the practical and theoretical information to development of theories on language teaching in general..

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E. Definitions of the Term

There are many terms involved in this research to avoid misunderstanding to the term used in this research, the following term are necessarily defined as follow:

1. Vocabulary Comprehension

According to Ur (1996:60) vocabulary can be defined, roughly, as the words we learn in the foreign language. Meanwhile, according to Grabe & Stoller in Fajar (2013) defined comprehension as processing word, forming a representation of general main idea and integrating it into a new understanding. In this research, it refers to students' comprehension of vocabulary in predict the words before reading section.

2. Possible Sentence Strategy

According to Allen (2007:82) possible sentences strategy is one of the best instructional activities for building background knowledge with targeted vocabulary words. Possible sentences strategy means in this research is the strategy used by the researcher to develop students' vocabulary comprehension at the second grade students at SMAN 1 Bangkinang Kota..