THE EFFECT OF USING WORD SPLASH STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT STATE JUNIOR HIGH SCHOOL 5 BAGAN SINEMBAH

UIN SUSKA RIAU

BY

RIANI SITORUS

NIM. 10814001494

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M

THE EFFECT OF USING WORD SPLASH STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT STATE JUNIOR HIGH SCHOOL 5 BAGAN SINEMBAH

Thesis

Submitted as a Partial Fulfillment of the Requirements

for Getting Bachelor Degree of Education

(S.Pd.)

UIN SUSKA RIAU

BY

RIANI SITORUS

NIM. 10814001494

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1434 H/2013 M

ABSTRAK

RIANI SITORUS (2012): Dampak dari Penggunaan Strategi Word Splash terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMPN 5 Bagan Sinembah

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut. Tujuan utama dari penelitian ini adalah untuk menemukan pengaruh penggunaan strategi Word Splash terhadap pemahaman bacaan siswa.

Penelitian ini diadakan di SMPN 5 Bagan Sinembah. Subjek dari penelitian ini adalah siswa tahun kedua SMPN 5 Bagan Sinembah, dan objek dari penelitian ini adalah dampak dari penggunaan strategi Word Splash. Adapun jenis penelitiannya adalah penelitian semu.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 75 siswa. Peneliti menggunakan *Cluster sample* yang hanya mengambil dua kelas sebagai sampel: kelas VIII.2 yang terdiri dari 25 siswa sebagai kelompok experimen, dan kelas VIII.3 yang terdiri dari 25 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 50 siswa. Untuk data analisisnya, peneliti menggunakan formula independent-sample T-test melalui SPSS.

Setelah data dianalisis, peneliti menemukan pengaruh yang signifikan dari strategi *Word Splash* untuk meningkatkan pemahaman bacaan siswa tahun kedua SMPN 5 Bagan Sinembah, dimana t_o 6.211 lebih tinggi dari pada T-table baik pada 5% =2.01 maupun pada 1% = 2.68. Artinya H_a diterima dan H_o ditolak. Jadi, dapat di ketahui bahwa strategi Word Splash adalah strategi yang efektif untuk mengajarkan skill reading, khususnya untuk siswa tahun kedua di SMPN 5 Bagan Sinembah.

ABSTRACT

RIANI SITORUS (2012): **The Effect of Using Word Splash Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 5 Bagan Sinembah**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem. The main purpose of this research is to find out the significant effect of using Word Splash strategy toward students' reading comprehension.

The research was administered at State Junior High School 5 Bagan Sinembah. The subject of the research was the second year students of State Junior High School 5 Bagan Sinembah, and the object of this research was the effect of using Word Splash Strategy. The design of this research was quasi-experimental design, non-equivalent control group design.

The population of this research was all of the second year students. The total number of population was 75 students. The researcher used cluster sampling by taking two groups only as sample; group VIII.2, consisted of 25 students as experimental group, and group VIII.3, consisted of 25 students as control group, so the number of sample from two groups was 50 students. To analyze the data, the researcher adopted independent-sample T-test formula by using SPSS 17.0.

After analyzing the data, the researcher found that there is significant Effect of Using Word Splash Strategy on Reading Comprehension of the Second Year students at State Junior High School 5 Bagan Sinembah. It can be seen from t_o 6.211 is higher than T-table either at 5% =2.01 and 1% = 2.68. Its mean H_a is accepted and Ho is rejected. So, it can be known that Word Splash strategy is an effective strategy to teach reading skill, especially for the second year students of state junior high school 5 Bagan Sinembah

رياني سيطاروس (٢٠١٢): Word Splash إلى فهم الطلاب في القراءة بالمدرسة الإعدادية الحكومية 5 سينمبه.

كشف الباحث أن الطلاب لا يفهمون معاني النصوص في كتبهم بناء على الدراس الأولية التي أداها الباحث، وتأتي هذه المشكلات ببعض العوامل منها: يفهمون محتويات النصوص و لا يقدرون على تعيين المعلومات الخاصة من رغب الباحث في أداء هذا البحث.

انعقد هذا البحث بالمدرسة الإعدادية الحكومية 5 كن سينمبه. الهدف لهذا البحث طلبة الصف الأول بالمدرسة الإعدادية الحكومية 5 كن سينمبه بينما الهدف في هذا البحث Word Splash. وعرض هذا البحث بشبه التجربة.

الأفراد في هذا البحث جميع 75 عينة في أخذ الفصلين لعينات هذا البحث هما طلاب الصف الـ 25 25. مجموع العينات في هذا البحث بقدر 50 . في تحليل البيانات استخدمت الباحثة أنوفا س .

استنبط الباحث مبنيا على تحليل البيانات أن هناك اثرا هاما من أثر استخدام Word Splash إلى فهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة الإعدادية الحكومية 5 باكن سينمبه. t_o 6.211 s value (0.000) > S (0.05) لذلك كانت الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Pekanbaru, June 16th, 2012

The writer

Riani Sitorus

NIM. 10814001494

LIST OF CONTENTS

APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the activities done by students in language class and it is one of the language skills that should be mastered by students. With reading, students can get a lot of information from many sources. Students read to gather information and to collect data[1]. According to David Nunan, "reading is a fluent process of readers combining information from a text".[2] Reading cannot be understood without grammar or vocabulary as well as, especially for the students in Junior High schools, event student researchers. The important point after reading is a comprehension. From the text read, the readers should know what the kind of texts, settings, events, problems, and resolution.

As one of the language skills, reading has important roles as if house commodities that are consumed by all people, especially literate society. Patel and Praveen said that reading is an important activity in life with which one can update his/her knowledge. Reading is most useful and important skill for people[3]. In English teaching learning process in Indonesian Schools, especially in every educational level, reading is categorized as one of the language skills that should

---

[1] Jane B Hudgey et al. *Teaching ESL Composition Principles and Techniques.* London: Newbury House Publishers, Inc. 1983. p. 52

[2] David Nunan. *Practical English Languge Teaching.* Sydney: McGraw Hill. 2003. P.68

[3] M.F. Patel and Praveen M. Jair. *English Language Teaching (Method, Tools and Technique).* Jaipur: Sunrise. 2008. p. 133

be done or practiced. Kalayo Hasibuan said that instruction in reading and reading practice thus become essential parts of language teaching at every level[4]

State Junior High School (SMPN) 5 Bagan Sinembah is one of the SMPN schools in Bagan Sinembah, Rokan Hilir. This school provides English subject for students. There are four English skill (reading, listening, speaking and writing) that should be mastered by the students and this research focuses on reading skill. English curriculum (KTSP) provides reading as one of the skills in language that should be mastered by the students. The standard competence stated based on the syllabus of SPM N 5 Bagan Sinembah for second year is to comprehend the meaning of short functional texts and essays in the form of recount text and narrative text in the context of daily life activities and to access knowledge[5]. This research focuses on recount text. The passing score (KKM) of English subject in SPM N 5 is 60.

Based on the writer' preliminary study in SMPN 5 Bagan Sinembah, English is taught two meetings in a week. First meeting is two ours and second meeting is three hours, every hour is 45 minutes. Based on the quotation above, English was taught maximally, especially in reading skill but some of the students still get problems and difficulties in reading skill. Their reading comprehension is still far from the expectation of curriculum. The difficulties can be seen from the following phenomena:

---

[4] Kalayo Hasibuan and Muhamad Fauzan Ansyari. *Teanhing English as a Foreign Language (TEFL).*Pekanbaru:Alaf Riau. 2007. p.113

[5] *English Language Syllabus (KTSP) of the Second Class Junior High Hchool (SMPN) 5 Bagan Sinembah 2010-2011*

1. Some of the students are not able to comprehend the reading text.

2. Some of the students get difficulties to find the main idea from the text.

3. Some of the students are not able to answer the questions from the reading text.

4. Some of the students do not have enough vocabularies to comprehend the text.

5. Some of the students are not able to identify referentof the text

Related to the students' reading comprehention problem, it needs an appropriate technique or strategy. There is a strategy that can help students solve their problems of reading comprehension. It is called word splash strategy.

Word Splash strategy is one of reading strategies. Word splash strategy works especially well with non-fiction text[6]. Word Splash helps students access prior knowledge, build meaning for the words related to the concept, and find repetition of key ideas important to the new unit of study[7]. Where Activation of prior knowledge makes up a great amount of the process of reading comprehension[8].

---

[6] Virginia Department of Education 2004. *English SOL Enhanced Scope and Sequence for Reading*. http://teacherresourcecatalog.pwnet.org/docs/reading%20Strategies%20for%20Content%20teachers.pdf. p. 20. Retrieved on February 08, 2011

[7] Edmund Burke. On Target: *Reading Strategies to Guide Learning: "To Read Without Reflecting is Like Eating Without Digesting." Grades 4 – 12*. Dakota: Black Hills Special Services Cooperative (BHSSC). 2005. P. 9

[8] Ellen K. Closs. Teaching Reading Comprehension to Struggling and At-Risk Readers: Strategies That Work. http://www.readinglady.com/mosaic/tools/TeachingReadingComprehensiontoStruggling Readers-MastersThesisbyEllen.pdf. Retrieved on January 08, 2012

Therefore, the writer is interested to carry out the research entitled: "**The Effect of Using Word Splash Strategy toward Reading Comprehension of the Second Year Students at SMP N 5 Bagan Sinembah"**

B. The Definition of the Term

1. Word Splash Strategy

   Word Splash strategy is one of the reading strategies. Word splash strategy allows students to access prior knowledge of the topic by introducing key vocabulary and then students make predictions based on what they know from the introduced vocabulary[9].

2. Reading Comprehension

   a. Reading is an active process, where the (during which) readers must work with the text in an effort to explore and construct meaning[10]

   b. Comprehension is referring to the ability to understand and interpret spoken and written language[11].

   c. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text[12].

---

[9] *Op.cit*

[10] Joann Cilmi, Lauren Kolanovic and Tara Mole. *Reading in the Content Area. Morris:* The College of Saint Elizabeth. 2009. p.16

[11] David crystal. *A Dictionary of Lingustics and Phonetics: Sixth Edition*. Garsington Road: Blackwell. 2008. p. 97

[12] Peter Westwood. *What Teacher Need to Know About Reading and Writing diffculties*. Camberwell: Acer press. 2008. p. 31

3. Recount Text

Recount text is one of non-fiction texts. Recount is a text which retells events or experiences in the past[13]. Its purpose is either to inform or to entertain the audience.

C.   The Problem

1.   The Identification of the Problem

Based on the problems above, the writer identifies the problems as follows:

a. The students' reading comprehension in recount text taught without using word splash strategy

b. The students' reading comprehension in Recount text taught by using word splash strategy

c. There is any significant effect of students' reading comprehention in recount text taught by using word splash strategy

d. The students' difficulties in finding the main idea from the text

e. The students' vocabularies mastery in comprehending the reading text

f. Factors make the students are not able to comprehend the reading text

g. Factors make the students are not able to answer the questions from the reading text

h. Some of the students not able to identify referent of the text

---

[13] Maurine Hyland. *Another 60 Writing Topics Exploring Text Types*. Perth: RIC Publication, 2008. p. 5

2. The Limitation of the Problem

The writer has limitation in doing this research, such as: limited time, finance, the writer's ability, because of that the writer was not able to research all problems that identificated in identification of the problem. So, the problems of this research are limited to the effect of using the Word Splash strategy toward reading comprehension of the second year students at State Junior High School 5 Bagan sinembah, and text is used in this research was recount text.

3. The Formulation of the Problem

The problems of this research are formulated in the following questions:

a. How is the students' reading comprehension in recount text taught without using word splash strategy?

b. How is the students' reading comprehension in Recount text taught by using word splash strategy?

c. Is there any significant effect of students' reading comprehention in recount text taught by using word splash strategy?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

a. To find out the students' reading comprehension in recount text taught without using Word Splash strategy

b. To find out the students' reading comprehension in recount text taught by using the Word Splash strategy.

c. To find out the significant effect of the students' reading comprehension in recount text taught by using the Word Splash strategy?

2. The Significance of the Research

The research activity is significantly carried out for the following needs. They are:

a. To give some information to the teacher and school about the effect of using the Word Splash strategy toward students' reading comprehension in recount text.

d. To give some contributions to the students in order to improve the students' reading comprehension in recount text.

e. To enhance the writer's knowledge about teaching reading by using the Word Splash strategy.

f. To fulfill one of the requirements to finish the writer's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Theoretical Framework**

1. **The Nature of Reading**

Reading is one of the English skills which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning of text. The purpose of reading is to connect the ideas on the page to what the reader already knows. According to Patel, reading is most useful and important skill for people. This skill is more important than speaking and writing because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language[1].

Reading is a way to get information and knowledge. It is an activity that always done in daily life. Reading books, magazines and newspapers is a daily habit especially in literate society. Reading can be easier done if it done as a pleasure activity. It is supported by Beatrice, she explained that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, and give us a chance to gain more knowledge[2]. To get information from the written language, we need to find the meaning of it well. Background knowledge is needed in

[1] Dr. M.F. Patel and Praveen M. Jair. *English Language Teaching (Method, Tools and Technique)*. Jaipur: Sunrise. 2008. p. 133

[2] Beatrice S Mikulecky and Linda Jeffries. *More Reading Power*. London:Wesley Publishing Company.1996. p.7

finding meaning of the written language. Neil Anderson said that: "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning"[3].

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The reading also helps readers to decipher new words and phrases that they come across in everyday conversations. According to Danny Brassell and Timothy Rasinski, reading refers to the ability to comprehend or make meaning from a written text[4]. In addition, reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print[5].

Reading is an interactive process. In reading process, the reader should be able to interactive with the text well. Good interaction between the readers and the text is one way to find out the meaning of the text. Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). Hesham Suleiman

---

[3] Neil Anderson. "What is reading?". In David Nunan. *Practical English Language Teaching.* Sydney: McGraw Hill. 2003. p. 68

[4] Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students beyond Ordinary Understanding to Deep Comprehension.* Huntington Beach: Shell education. 2008. p. 15-16

[5] Ann Brownne. *Developing Language and Literacy 3-8 2nd Edition.* Trowbrige: Paul Chapman Publishing. 2001. p. 27

Alyousef said that in reading process, the reader interacts dynamically with the text as he/she tries to elicit the meaning of the text[6].

Based on explanations above, the writer concludes that reading is an activity with many purposes, such as: to get information or verify existing knowledge, for enjoyment, for entertain, etch. There are many manners to get the purpose of reading.

a. Teaching and Learning Reading

Reading has many advantages, such as: getting new information, getting / increasing knowledge, getting entertainment, getting enjoyment, adding new vocabulary, etc. All can be gotten if some one has reading ability and also comprehension ability of the meaning of the text its self.

To get reading ability needs some processes. Reading is not done automatically. This idea is supported by Judy Willis, he said that reading is not a natural part of human development[7]. The reading processes are: (1) the eye context to the reading text should be done by the readers (students), because reading is an intensive process in which the eye quickly moves to assimilate text[8] (2) the readers/students should understand the word in reading text (3) utter

---

[6]Hesham Suleiman Alyousef. *Teaching Reading Comprehension to ESL/EFL Learners.* http://www.readingmatrix.com/articles/alyousef/article.pdf. Retrieved on January 17, 2012

[7]Judy Willis, M.D. *Teaching the Brain to Read: Strategy for Improving Fluency, Vocabulary and Comprehension.* Association for Supervision and Curriculum Development: Alexandria: ASCD. 2008. p.2

[8]Wikipedia. *Reading (process).* http://en.wikipedia.org/wiki/Reading_%28process%29. Retrieved on January 19, 2012

the words/sentences with feeling and stressing the right word or phrase so that a sentence sounds natural[9]. After reading the text, the next step is comprehending the reading text. To comprehend the reading text is not an easy thing. The reader needs background knowledge, skills and strategies to comprehend the reading text.

In learning English, reading is one important skill that should be mastered by the students. So, the students should be able to comprehend the text in order to get information from the text. Therefore the teacher's role is important in improving the students' ability in reading. Based on Harmer there are some reasons why teacher teaches reading, they are[10]:

1 many of students want to be able to read texts in English either careers, for study purpose or simply for pleasure
2   some of the language sticks in their text is especially interesting and engaging, acquisition is likely to be even more successfully
3 Reading texts also provide opportunities to study language (vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts)
4   Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

Besides, the students can use strategy that will help them become better readers. These strategies are:

---

[9]NICHD. *Reading*. http://www.nichd.nih.gov/health/topics/reading.cfm. Retrieved on January 19, 2012
[10] Jeremy Harmer. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Cambridge:Longman. 2000. p. 68

1. Skimming

   Skimming is a form of rapid reading for finding the general idea or gist of a passage or a book. In your daily and academic life, you probably skim many things: movie reviews, newspaper articles, and passages and websites that might be useful for a research paper[11]. By using skimming the students can obtain main ideas and discourse topic quickly and efficiently, establish quickly the structure of a text, decide the relevance of a text to their needs[12].

2. Scanning

   Scanning is quickly reading to find specific information[13]. In scanning the students (readers) let their eyes wander over the text they looking for. To scan effectively, the students should know what kind of information that they need and also they should have strong belief where they will find the information from the text.

---

[11]Beatrice Mikulecky S and Linda Jeffries. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster.* London: Pearson Longman. 2007. p. 178

[12] David Nunan. *Practical English Languge Teaching*. Sydney: McGraw Hill. 2003. p. 138

[13] Barbara Birch M. *English L2 Reading: Getting to the Bottom*. London: Lawrence Erlbaum Associates (LEA). 2002. p. 128

In teaching reading, Harmer also said there are some principles that should be concerned by teacher, they are:

1. Reading is not a passive skill

    In reading there are some activities that interact each other (the reader and the text) thus activities are: understand what words mean, see the pictures the words are painting, understand the arguments, and work out if we agree of them

2. Students need to be engaged with what they are reading

    The teacher should choose the interesting topic for the students in order that the students can get much more from what is in front of them

3. Students should be encouraged to respond to the content of a reading text, not just to the language

    Its mean that the teacher should give the students a chance to respond about the content or the message of the text and how their feelings about the text.

4. Prediction is a major factor in reading

    The teacher should give students the hints / book cover, headline, the word processed page. So that they can predict what will be discussed and it will make them better and more engaged reader

5. Match the task to the topic

   The teacher not only should choose good reading topic but also the teacher should choose the good reading task – the right kind of questions, engaging and useful puzzle.

6. Good teachers exploit reading texts to the full

   Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation

   Sharon said that there are three activities in teaching reading, they are:

1. Before reading

   In this activity many students are connecting their prior knowledge to what they are going to read by building key concepts and vocabulary of the text. And the teacher should help students make connections based on their prior knowledge and set for purpose. Graves, Juel, and Graves suggest that teachers do the following prior to having students read[14]:

   a. Teach students to set a purpose for reading
   b. Provide questions and connections that motivate students to be engaged when they read
   c. Pre-teach key vocabulary and concepts
   d. Link students' background knowledge and experiences with what they are going to read
   e. Related the text to students' lives

---

[14] Graves, Juel, and Graves (2001) in Sharon Vaughn and Sylvia Linan Thompson. *Research-Based Methods of Reading Instruction: Grade K-3*. Alexandaria: Association for Supervison and Curiculum Development (ASCD). 2004. p. 105

   f. Teach students text features and how to use them to understand what they read.

  2. During reading and After reading

In this activity the teacher ensures that students are active, engaged, and likely to understand and respond to text during and after reading, teacher should do[15]:

   a. Teach students though demonstration and think-aloud how to monitor their understanding before while they read and recognize difficult concept or word

   b. Provide students with student or teacher generated questions to consider while reading

   c. Help students draw inferences from text

   d. Have students summarize the main idea of selected paragraph

   e. Ask students to confirm, disconfirm or extend predictions and questions generated prior to reading.

Teaching reading is not only focuses on developing the students' ability in reading, but also focuses on the students' reading comprehension skill. Taele and Yakuto stated that Comprehension must be the central focus of teaching children to read and not something to be emphasized[16].

---

[15] Sharon Vaughn and Sylvia Linan Thompson. *Research-Based Methods of Reading Instruction: Grade K-3*. Alexandaria: Association for Supervison and Curiculum Development (ASCD). 2004. p. 105

[16] Taele and Yakoto in Peter Westwood. *Reading and Learning Difficulties Approaches to Teaching and Assessment*. Camberwell: Acer Press2001. p. 9

b. Students' Reading Comprehension

Comprehension is the central of reading[17]. It is the important ones in reading. Without comprehension the readers / students are not able to find out the meaning of the text. Comprehension is the process of deriving meaning from connected text[18]. The readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more readers have good prior knowledge the easier they comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information[19].

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[20]. When reading, a reader should use his / her prior knowledge to get new knowledge. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts[21].

[17] Karen Tankersley. *The Threads of Reading Strategies for Literacy Development*. Alexandria: ASCD, 2003. p. 90

[18] Elizabeth S Pang, Muaka, Angaluki, Bernhardt, Elizabeth B and Kamil, Michael L. *Teaching Reading*. Saskatchewan: IAE. p.14

[19] Judi Moreollon. *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact*. Chicago: American Library Association. 2007. p.19

[20] Chathine Snow. *Reading for Understanding Toward R&D Program in Reading Comprehension*. Santa Monica : RAND. 2002. p. 11

[21] Elizabeth, *Op.cit. P. 13*

Based on Karen, reading comprehension is dependent on three factors[22], they are:

1. The readers have command of the linguistic structures of the text.

2. The readers are able to exercise metacognitive control over the content being read. Its means that the readers are able to monitor and reflect on his or her own level of understanding while reading the material.

3. The readers have adequate background in the content and vocabulary being presented.

c. Level of Students' Reading Comprehension

According to Smith, reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and[23]. Consider the following brief passage:

1. Literal level

The literal level is the first level of comprehension. at this level the readers understand and identify the fact or the information stated in text directly. In here, the readers are required to be able to recall the fact of the reading text. Linda said that literal level is level of understanding represented by the ability to recall factual information from the text[24].

---

[22] Karen Tankersley. *The Threads of Reading Strategies for Literacy Development.* Alexandria: ASCD, 2003. p. 90

[23] Smith in Peter Westwood. *Reading and Learning Difficulties: Aprroaches to Teaching and Assessment.* Camberwell: Acer press. 2001. p. 21

[24] Linda J Dorn and Carla Soffos. *Teacing for Deep Comprehension: A Reading Workshop Approach.* Maine: Stenhouse Publishers. 2005. p.14

2. Inferential level

   At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. At this level, the author's m.essage serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals[25].

3. Critical level

   At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

4. Creative level

   At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking

d. **Ways of Improving Students Reading Comprehension**

   Comprehension is actually the main goal of learning to read. There are many ways to improve reading comprehension[26]:

   1. Building vocabulary can help a reader recognize more words and better understand the overall meaning of the text.
   2. Understanding the structure of text or how it is organized helps readers know what to expect and where, so they can better comprehend what they are

---

[25] Ibid

[26]NICHD. *Reading*. http://www.nichd.nih.gov/health/topics/reading.cfm. Retrieved on January 19, 2012

reading. Teachers show students different ways to understand the structure of the text to improve their comprehension.

3. Teachers can give students strategies or guidelines for understanding different types of texts, such as a newspaper, a fiction book, or a menu.

4. Such strategies teach students to ask and answer questions about what they are reading, summarize paragraphs and stories they read, and draw conclusions about the information.

5. Teaching students to think about what they are reading is an important way for them to use their skills to understand science, history, social studies, math, and many other subjects they will study throughout their education.

Thus, Elizabeth stated that students can be instructed in strategies to improve text comprehension and information use. The practical applications are[27]:

1. Instruction can improve comprehension by focusing on concepts and the vocabulary used   to express them.

2. Comprehension can also be enhanced by building on students' background knowledge, e.g. by having a group discussion before reading.

3. Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions.

---

[27] Elizabeth S Pang, Muaka, Angaluki, Bernhardt, Elizabeth B and Kamil, Michael L. *Teaching Reading*. Saskatchewan: IAE. p.14

4. Teaching a combination of different strategies is better than focusing on one.

5. Different methods have been found to be effective in teaching text comprehension.

2. Students' Reading Comprehension in Recount Text

Recount text is one of non-fiction texts. Recount text is the retelling or recounting of past experiences. Recount is generally based on the direct experiences of the author but may also be imaginative or outside the author's experience[28]. Recount text may be in the form of biographies, autobiographies, newspaper reports of event, histories, letters, diaries, journals, eye-witness accounts of incidents. The purpose of recount text is to tell what happened in past or experiences. There are three types of recount text:

1. Personal recount: retelling an experience in wich the author has been directly involved[29].

2. Factual recount: retelling an event or incident in the past. It is common in news paper, on TV news shows, on Internet website that report and when people tell each other about something they have heard or seen[30].

---

[28] Glenda,Raison and Judith Rivalland. *Writing Recource Book*. Perth: Longman Australia. 2004. p. 45
[29] *ibid*
[30] B.R Sundara Ajan, George M. Jacobs, Wan Inn Oh and Chistoper S. Ward. *A Lower Secondary Guide English in Focus*. Jurong: Pearson Education Asia Pte Ltd. 2002 .p. 43

3. Imaginative recount: taking on a fictitious role and relating imaginary event[31]

The three types of recount text have same general structure, they are:

1. Orientation: introduce the participants, place, and time, usually for answering who? When? Where? And why?

2. Event: the series of event that written/ arrangred chronologically

3. Reorientation: the closing series of event.

The three types of recount text also have same language feature, they are:

1. Includes specific participants and use first personal pronoun

2. Usually written in simple past tense

3. Use of dynamic or action verb, e.g went, saw

4. Use of linking words to do with time provides the cohesive ties in the text, e.g yesterday, when, after, before, during

3. Factors Influence Students' Reading Comprehension

There are some factors that influence reading comprehension. Dorn and Soffos said that comprehension is influenced by a range of internal factors, they are: perceptions, belief, motivation, and problem solving strategies[32]. According to Petter Westwood, there are eight factors that influence the comprehension. They are[33]:

---

[31] *loc.cit*

[32] Anthony V. Manzho, Ula Casele Manzo. *Content Area Reading: A Heuristics Approach.* Melbourn: Merril Publishing Company, 1990, p.23

[33] Peter Westwood. *Reading and Learning Difficulties: Aprroaches to Teaching and Assessment*. Camberwell: Acer press. 2001. p. 33

a. Limited of vocabulary

b. Lack of fluency

c. Lack of familiarity with the subject matter

d. Difficulty level of the text (read ability)

e. Inadequate use of effective reading strategies

f. Weak verbal reasoning

g. Problems with processing information

h. Problems in recalling information after reading

According to Tankersley reading comprehension is influenced by four main factors. They are as follows: [34]

a. Command on the linguistic structure of the text

b. Adequate the vocabulary in content area

c. Degree of metacognitive control of the text and

d. Adequate domain knowledge

4. Word Splash Strategy

a. Concept of Word Splash strategy

Word splash is adapted from a strategy called *key word*, originally developed by reading researcher Dorsey Hammond of Oakland University in Rochester, Michigan[35]. Word Splash strategy is one of great reading strategies. Word Splash allows students to activate their

---

[34] *Ibid* p. 108-109

[35] Laura Lipton, Deborah Hubble. *More Than 100 Ways to Learner-Centered Literacy*. Thousand Oaks: Corwin Press. 2008

prior knowledge and discuss key vocabulary term all at once[36]. Word Splash is designed to help students access prior knowledge of the topic, contructs meaning for the word and find key idea.

Table II.1

Word Splash Format

WORD SPLASH
First Experience **fluently** Motorcycle
persuaded **proud** **surrendered**
refused *Teach me* **nervous** *ride*
accident **intended** *advices*
SLIPPERY **my father**

b. Procedures of Word Splash Strategy

Based on two books (Virginia and Randy Stone) that have been read by the writer, the writer concluded the procedure of Word Splash strategy as follow:

1. Introduce 10-12 or more unusual or unfamiliar words from the text, arrange the words around the Word Splash.

2. Ask the students to read the key word of the text

3. Ask the students to work in groups

---

[36] Jessica Galla Lincoln and Rhode Island in Randy Stone. *Best practices for Teaching Reading: What Award-Winning Classroom Teacher Do.* Thousand Oaks: Corwin press. p. 101

4. Asks the students to make prediction on how the word may connect to each other and predict the topic of the text based on the key vocabularies

5. The students write their prediction into complete sentence

6. The teacher gives the text to students

7. The students read the text

8. The students check how close their prediction was

9. Ask the students to revise their prediction based on the text that they have been read

c. Advantages of Using Word Splash Strategy

By using Word Splash strategy the students are easier to comprehend the reading text because as the writer said before, Word Splash is one of great reading strategies. By using it the students can activate their prior knowledge and build vocabularies of the text, where prior knowledge and vocabulary are needed in comprehension and also both of them are the key element of reading. This idea is supported by David Nunan "the key element of reading are: activate prior knowledge, cultivate vocabulary, teach for comprehension, increase reading rate, verity reading strategies and evaluate progress[37]". In addition, the advantages of the using word splash strategy is that students are more active in learning reading because in word splash procedures the students read, comprehend the key words of reading, then the students

---

[37] David Nunan. *Practical English Languge Teaching*. Sydney: McGraw Hill. 2003. p. 79

predict the meaning of the text by using the key word are given and write it. After that the teacher gives the reading text to the students and the students read it and match their prediction with the text it self.

Based on explanation above, it is clear enough that the students get more jobs in learning reading that make them more active.

d. Teaching Reading by Using Word Splash Strategy

There are some steps in conducting Word Splash in the classroom, they are:

1. Introduce 10 or more main vocabularies to the students that taken from the the text by the teacher

2. Arrange the key vocabularies in around the Word Splash

   The teacher can modify the written form of the vocabularies. The vocabularies can be written on paper or white board by one color and also colorfully. If the teacher wants to write the vocabularies on the paper, she / he can prepare them before coming to the class.

3. Ask the students to work in team/group

4. The students read the key vocabulary and the students have to understand how the vocabularies may connect to each other

5. Then, the students are asked to predict the topic of the text by using the key vocabularies

6. The teacher asks the students to write their prediction

7. Ask the students to present their prediction

8. The students read the text

9. The students should revise their prediction based on what (the text) they have read.

B. Relevant Research

Relevant research requires some previous researches conducted by other researcher in which they are relevant to our research itself. Besides, the researcher has to analyze what the point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. Egis Fajruna El Mubarok conducted a research entitled: "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High school Arroyan At-taqwa". The research was included into Experimental research focus on Static-group research. His research was conducted at intergrated Islamic Junior High School Arroyan A-taqwa Pekan Baru. It was conducted in December up to May 2009. The population of his research was the second year students at Integrated Islamic Junior High School Arroyan At-taqwa Pekan Baru. They were about 156 students divided into five classes and the sample were 1_3 as experimental group and 1_5 as control group.

Pre-Questioning strategy is defined implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors. Pre-questioning is very useful to active the schamata, thus the students can predict what they will face in the reading text.

At the end of his research, he concluded that there was significant effect of Pre-question toward students' reading comprehension. It can be seen from T-Table at the 5% grade of significance refers to 2.01. while in the level of significance 1% is 2.68. Therefore, it can be analyzed that t_o is higher than T-table in either at 5% or 1% grade of significance. It can be read that 2.01, <8.26>2.68[38].

2. Agvemi Zulhadi Alga conducted a research entitled: "The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenty". The research was included into Experimental research focus on Static-group research. His research was conducted at the First Year Students of SMAN 1 Cerenty. It was conducted in July up to September 2008. The population of his research was the second year students at the First Year Students of SMAN 1 Cerenty. They were about 163 students divided into five classes and the sample were 1_3 as experimental group and 1_5 as control group.

DRTA is a teaching strategy that guides students in making prediction about a text before reading and then read the text to confirm or revise their prediction.

At the end his research, he concluded that H_a is accepted (there is a sicnificant difference in reading comprehension between students who are treated with DRTA and those who are treated without DRTA of the first

---

[38] Egis Fajruna El Mubarok. "The Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Intergrated Islamic Junior High school Arroyan Attaqwa": Pekan Baru: Unpublished Thesis. 2009

year students of SMAN 1 Cerenty). It can be seen from T-table in either at 5% and 1% (2.01<8.26>2.68)[39].

There are similars and differences of Pre-questioning, DRTA and Word Splash strategy.

a. The similar of pre-questioning and word splash strategy are both of them are useful to activate prior knowledge and making prediction about the meaning of the text and similar DRTA and word splash strategy are also both of them are useful to activate prior knowledge and making prediction about the meaning of the text.

b. The differences between Pre-questioning srategy, DRTA strategy and Word Splash strategy are: In pre-questioning strategy students activate prior knowledge based on the title of the text, in DRTA strategy students activate prior knowledge based the topic of the text and in Word Splash strategy students activate prior knowledge by introducing key vocabulary. In Pre-questioning strategy students make prediction by using question, in DRTA strategy students make prediction by using clues and in Word Splash strategy students make prediction based on what they know from the introduced vocabulary.

---

[39] Agvemi Zulhadi Alga. "The Effect of Directed Reading Thinking Activity (DRTA) Strategy Toward Reading Comprehension of the First Year Students of SMAN 1 Cerenty": Pekan Baru. Unpublushed Thesis. 2009.

C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables; they are independent (X) variable, refers to Word Splash Strategy and dependent(Y) variable, refers to students' reading comprehension. The writer combined the procedures of the indepedent variable from two books(Virginia and Randy Stone) in order the actitities in classroom will be more effective.

1. The Indicators of the using Word Splash strategy are as follow:

   a. Introduce 8-15 unusual or key vocabulary from the text, arrange the words around the Word Splash.

   b. each vocabulary is read aloud by the students

   c. The teacher asks the students to work in groups

   d. The teacher asks the students to make prediction on how the word may connect to each other and predict the topic of the text based on the key vocabularies

   e. The teacher asks the students to write their prediction in to a paragraph based on the words on the list

   f. The teacher asks students to share their pridiction to other group

   g. The teacher asks students to read the recount text

   h. And then the teacher asks the students to confirm or revise their predictions based on what they have read.

2. The indicators of variable Y (reading comprehension)

    a. The students are able to find out main idea of recount text.

    b. The students are able to find the meaning of vocabulary in context.

    c. The students are able to determine generic structure of recount text.

    d. The students are able to find out the information of recount text.

    e. The students are able to identify referent.

D. Assumption and Hypotheses

1. Assumption

In this research, the writer assumed that (a) recount text has been studied by the students. Thus, it is assumed that the students at the second semester of the second year state Junior High School 5 Bagan sinembah were able to do the examination in recount text well. (b) The researcher can applly the procedures of Word Splash strategy well in the class.

2. Hypotheses

    a. H_o: There is no significant effect of using Word Splash strategy toward students' reading comprehension in recount text of the second year students at state Junior High School 5 Bagan Sinembah.

b. H$_a$: There is a significant effect of using Word Splash strategy toward students' reading comprehension in recount text of the second year students at state Junior High School 5 Bagan sinembah

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research was a quasi experimental design. John Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly[1]. Furthermore, Gay and Peter Airasian state that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments[2]. The researcher used intact groups, the first class is as the experimental groups and the second class is as the control group. Both of groups took a pre-test and post-test and only experimental group took the treatment

Therefore, the writer determined that research was a quasi-experimental research, especially non-equivalent control group design. It was structured like a pretest-posttest randomized experiment, but it lacks the key feature of the random assignment. Campbell and Stanley state that non-equivalent control group design involves an experimental group and a control group both given a pretest and a posttest, but in which the control group and

---

[1] John W Cresswell. *Educational Research (Third Edition).* London: Pearson Prentice-Hall, 2008. p. 313
[2] L.R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition).* New Jersey: Pearson Prentice-Hall, 2000. p.394

the experimental group do not have pre-experimental sampling equivalence[3]. The nonequivalent control group design, shown below[4]:

Experimental Group   O_____X_____O

Control Group   O_____O

O = Test

X = treatment by using the Word Splash strategy.

B. Time and Location of the Research

This research was conducted on April 2012. This research was conducted at state junior high school 5 Bagan Sinembah, especially the second year students of state junior high school 5 Bagan Sinembah. The length of time to apply the strategy was about ten meetings including pre-test and post-test.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the second semester of the second year students of State Junior High School 5 Bagan Sinembah, in the academic year of 2011/2012.

---

[3] Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi-Experimental Design for Research [Electronic Book]*. Boston: Houghton Mifflin Company. 1963. p. 47.
[4] Bruce W Tuckman. *Educational Research Fifth Edition*. San Diego:Harcourt Brace College Publisher.1999. p. 141

2. Object of the Research

The object of this research was the effect of using Word Splash strategy toward the students' reading comprehension, especially in a recount text.

D. Population and Sample of the Research

1. Population

The population of this research was the second year students of state junior high school 5 Bagan Sinembah. They were about 75 students divided into three classes. They are assumed to have the same level of proficiency and the same background.

Table III.1
The Total of Population

Class	Number of Student
VIII. 1	25
VIII. 2	25
VIII. 3	25
TOTAL	**75**

2. Sample

In this research, the writer used the cluster random sampling as the way to take the sample. It is done by selecting group (not individual) because all members of selected group have similar

characteristics[5]. For the example, the material, the grade and the teacher.

The writer took two classes from population as the sample by using lottery. The writer prepared three rolled papers which were written each class then the writer shake them into a bottle. After that, the writer pulled two rolled papers out. Finally, the writer chose the class of VIII.2 and VIII.3 as the sample of this research. Based on the preliminary study by asking the teacher in State Junior High School 5 Bagan Sinembah, both classes were almost homogenous for the total of the students in the class even the achievement in learning.

E. Technique of Collecting the Data

In this research, the writer used test as the technique to collect data.

The test was given before and after the students learned by using Word Splash strategy to the experimental class and without using Word Splash strategy to the control class in reading comprehension. It was called pre-test and post-test. The pre-test was done in order to know the students' ability in reading comprehension before being taught by using Word Splash strategy and the post-test was done in order to know the effectiveness of using Word Splash strategy toward the students' reading comprehension, especially in a recount text. To get the data about the students' reading comprehension, the

---

[5] L.R Gay and Peter Airasian. *Educational Research:Competencies for Analysis and Application (Sixth Edition).* New Jersey: Prentice hall. 2000.p. 129

writer used the assessment based on the indicators of reading comprehension that have been explained in operational concept.

Kind of the test is used was multiple choices. Multiple choices is a kind of test was designed by using four choices and respondent chose one, it is based on the question. The technique can assess the students' reading comprehension. The test consisted of 25 items. The writer constructed or adapted the test from the book which is related. Before questions were given to the students, it was tested about validity and reliability. Therefore, the test was tried out to know if the test is reliable and valid. It used the formulation of validity and reliability.

In analyzing the validity and reliability of the test, the researcher used correlation product moment formula by dividing items into odd and even (split-half method), the formulations are as in the following[6]:

The formulation of validity:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - \sum X^2}\sqrt{N\sum Y^2 - \sum Y^2}}$$

r_{XY} : Correlated Confession between X and Y

X   : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29)

Y   : Even Items (2,4,6,8,10,12,14,16,18,20,22,24,26,28,30)

N   : Respondents

---

[6] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan.* Jakarta: Bumi Aksara, 2008. p. 70-93

The formulation of reliability

$$r_{11} = \frac{2\,r_{1/2\,1/2}}{1 + r_{1/2\,1/2}}$$

Based on the analysis of validity and reliability above (see Appendix 6), the writer found the r_{value} of validity was 0.658 and r_{value} of reliability was 0.793. According to Suharsimi Arikunto the value of correlation coefficients is follows[7];

1. Between 0.800 to 1.00   = Very High
2. Between 0.600 to 0.800   = High
3. Between 0.400 to 0.600   = Enough
4. Between 0.200 to 0.400   = Low
5. Between 0.00 to 0.200   = Very Low

In conclusion, the validity of the test was categorized into High level while reliability of the test was also categorized into High level.

F. Technique of Data Analysis

The writer used T-test as technique to analyze the data. T-test is used in order to find out whether there is a significant effect of Word Splash strategy toward students' reading comprehension, especially in recount text. The technique of data analysis used in this research in independen sample T-test formula. By using SPSS 17.0 version.

---

[7] *Ibid.* p. 75

Suharsimi Arikunto classified score as follow[8]:

Table III.2

Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Bad

---

[8] *Op.cit*. p. 245

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study is the analysis of the pre-test and post-test. The pre-test and post-test were analysed by using SPPS 17.0 for windows. The aim of this research is to obtain the significant effect of improvement of the students' reading comprehension.

The first data were the students' pre-test score. The second data were from the score of the improvement of the students' reading comprehension from pre-test to post-test for both experimental and control group. In giving test; pre-test and post-test, the students were asked to answer the questions based on the text. The test dealt with recount text. It was the topic being taught at the time and evaluated by concerning five components of the students' reading comprehension; namely:

1. The students are able to find out main idea of the text.

2. The students are able to find out detail information containing in the text.

3. The students are able to find the meaning of vocabulary in context (synonym or antonym).

4. The students are able to identify reference.

5. The students are able to identify the generic structure of the text.

The data of this research are all relevant to the required information. The data gathered in this research were all information related to the implementation of Word Splash toward students' reading comprehension.

There were several steps in collecting the data. First, the writer tried out the test to another group of the second year of state junior high school 5 Bagan Sinembah . The result was analysed to find out the level of difficulty of each item and the reliability of the test.

The data of this research were gotten from the score of the students' experimental group and control group. The test was composed of 25 items, and each item was given score 4. The final score was analyzed by using the following formula[1]:

$$Final\ Score = \frac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$$

B. The Data Presentation

The data of this research were gotten by the researcher from pre-test and post-test. The data were collected through the following procedures:

1. The experimental group and the control group got pre-test, they were asked them to answer the questions based on the reading text given (multiple choices).

2. The experimental group got treatment, it was taught by using Word Splash strategy, while the control group was taught without Word Splash strategy.

---

[1] Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008. p. 32

3. Both groups got post-test, they were asked them to answer the questions based on the reading text.

4. The students' answer sheet was collected in order to evaluate their comprehension.

1. Students' Reading Comprehension Taught Without Word Splash Strategy (Control Group)

Pre-test was conducted on April, 2012. The pre-test was conducted in order to measure the students' reading comprehension of recount texts before the treatments. The analysis of the pre-test was aimed to ensure that two groups employed in the research were equal. The analysis involved normally of distribution test in order to examine whether or not the scores of both experimental and control group are normally distributed; homogeneity of variance test to see whether or not the scores of experimental and control groups were normal and homogenous.

Post-test was conducted after giving treatments for experimental class for 8 meetings. The post-test was conducted in order to measure the students' reading comprehension of recount texts after the treatments

Table IV.1

The Students' Reading Comprehension Score

of Control Class

No	Students	Control Class	
		Pre-Test	Post-Test
1	Students 1	40	44
2	Students 2	32	40
3	Students 3	44	52
4	Students 4	36	44
5	Students 5	40	52
6	Students 6	36	40
7	Students 7	52	44
8	Students 8	40	44
9	Students 9	56	48
10	Students 10	48	60
11	Students 11	40	44
12	Students 12	48	48
13	Students 13	36	36
14	Students 14	36	44
15	Students 15	48	36
16	Students 16	48	60
17	Students 17	44	56
18	Students 18	48	52
19	Students 19	40	48
20	Students 20	40	52
21	Students 21	48	60
22	Students 22	64	56
23	Students 23	48	56
24	Students 24	60	64
25	Students 25	48	56
Total		**1120**	**1236**

From the table above, the researcher found that the total pre-test score of control class was 1120. The highest score of pre-test was 64 and the lowest was 32. While, the total of score post-test was 1236 with the highest score was 64 and the lowest score was 36.

Table IV.2

The Result of Students' Pre-test and Post-test Score

Control Group

Statistic	Pre-experimental	Post-experimental
Mean	44.8	49.44
Std. Error of mean	1.566	1.564
Median	44	48
Mode	48	44
Std. Deviation	7.832	7.821
Variance	61.333	61.173
Range	32	28
Minimum	32	36
Maximum	64	4
Sum	1120	1236

Based on the table above, it shows that mean pre-test score of control group was 44.8 and its standard deviation was 7.832. While, mean post-test score was 49.44 and its standard deviation was 7.821.

2. **Students' Reading Comprehension Taught By Using Word Splash Strategy (Experimental Group)**

Table IV.3

Students' Reading Comprehension Score of

Experimental Group

No	Students	The Score of Experimental Group	
		Pre-Test	Post-Test
1	Student 1	52	60
2	Student 2	40	68
3	Student 3	56	72
4	Student 4	32	64
5	Student 5	56	72
6	Student 6	40	56
7	Student 7	56	64
8	Student 8	44	64
9	Student 9	52	64
10	Student 10	72	76
11	Student 11	56	60
12	Student 12	32	68
13	Student 13	28	60
14	Student 14	28	60
15	Student 15	44	52
16	Student 16	44	76
17	Student 17	44	72
18	Student 18	40	60
19	Student 19	40	60
20	Student 20	28	64
21	Student 21	40	64
22	Student 22	52	60
23	Student 23	44	64
24	Student 24	56	72
25	Student 25	40	64
Total		**1116**	**1616**

Referring to the table, it also can be seen that the total number of the students was 25 students. The highest score was 76 and the lowest score was 52. The highest frequency was 8 at the score of 64.

Table. IV.4

The Result of Students' Pre-test and Post-test Score

of Experimental Group

Statistic	Pre-experimental	Post-experimental
Mean	44.64	64.64
Std. Error of mean	2.175	1.215
Median	44	64
Mode	40	64
Std. Deviation	10.874	6.075
Variance	118.24	36.907
Range	44	24
Minimum	28	52
Maximum	72	76
Sum	1116	1616

Based on the table above, it shows that mean pre-test score of experimental group was 44.64 and its standard deviation was 10.874. While, mean post-test score was 64.64 and its standard deviation was 6.075. There were improvement in experimental group.

3. **The Significant Effect on Students' Reading Comprehension Taught by Using Word Splash Strategy**

Table IV.5

Students' Reading Comprehension Score of

Experimental and Control Class

No	Students	Experimental Class		Control Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Students 1	52	60	40	44
2	Students 2	40	68	32	40
3	Students 3	56	72	44	52
4	Students 4	32	64	36	44
5	Students 5	56	72	40	52
6	Students 6	40	56	36	40
7	Students 7	56	64	52	44
8	Students 8	44	64	40	44
9	Students 9	52	64	56	48
10	Students 10	72	76	48	60
11	Students 11	56	60	40	44
12	Students 12	32	68	48	48
13	Students 13	28	60	36	36
14	Students 14	28	60	36	44
15	Students 15	44	52	48	36
16	Students 16	44	76	48	60
17	Students 17	44	72	44	56
18	Students 18	40	60	48	52
19	Students 19	40	60	40	48
20	Students 20	28	64	40	52
21	Students 21	40	64	48	60
22	Students 22	52	60	64	56
23	Students 23	44	64	48	56
24	Students 24	56	72	60	64
25	Students 25	40	64	48	56
Total		**1116**	**1616**	**1120**	**1236**

From the table above, the researcher found that the total pre-test score of experimental class was 1116. The highest score of pre-test was 72 and the lowest was 28. Then, the total post-test score was 1628 wich highest score was 76 and the lowest score was 52. While the total pre-test score of control class was 1120. The highest score of pre-test was 64 and the lowest was 32. While, the total score post-test was 1236 wich the highest score was 64 and the lowest score was 36.

C. The Data Analysis

The data analysis presents the statistical result followed by the discussion about how students' reading comprehension in recount text who were taught by using Word Splash Strategy is, how students' reading comprehension in recount text who were taught without using Word Splash Strategy is, and the significant effect of using Word Splash Strategy toward reading comprehension in recount text at the second year students of state junior high school 5 bagan Sinembah. The writer used indipendent sample T-test formula from SPSS.17 version to analyse the effect of using Word Splash toward students' reading comprehension of the second year students at state junior high school 5 Bagan Sinembah.

1. **The Students' Reading Comprehension Taught Without Using Word Splash Strategy (Control Group)**

   The data of the students' pre-test scores of control group were obtained from the result of students' reading comprehension test which has been presented above (in the data analysis) can be distributed as follows:

Table IV.6

The Frequency of Students Pre-test

Score of Control Class

Score	Tally	Frequency	Percentage
32	I	1	4%
36	IIII	4	20%
40	IIII I	6	44%
44	II	2	8%
48	IIII III	8	32%
52	I	1	4%
56	I	1	4%
60	I	1	4%
64	I	1	4%
Total	25	25	100%

   Based on the table above, it shows that there were 1 student got score 32 (4%), 4 students got score 36 (16%), 6 students got score 40 (24%), 2 students got score 44 (8%), 8 students got score 48 (8%), 1 student got score 52 (4%), 1 student got score 56 (4%), 1 student got score 60 (4%), and also 1 student got score 64(4%).

   Referring to the table, it also can be seen that the total number of the students was 25 students. The highest score was 64 and the lowest score was 32. The highest frequency was 8 at the score of 48. The diagram of the students' pre-test score in control group can as bellow:

Table IV.6

The Diagram of Students' Pre-test Score of Control Group

From the diagram above, it can be seen that there are 6 students got score 30-36, 16 students got score 40-48, 2 students got 50-56 and 2 students got 60-64.
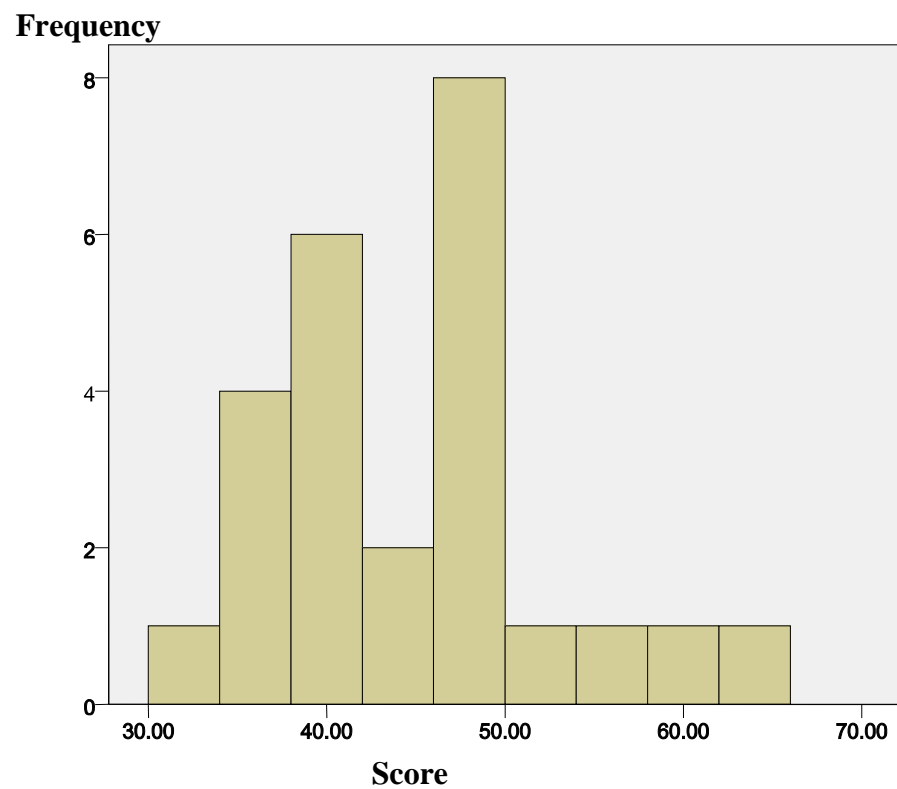
The data of the students' pre-test scores of control class were obtained from the result of students' reading comprehension test which has been presented above can be classified as follows:

Table IV.8

Classification of Pre-test Score

of Control Class

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	0	0
2	Good	70-79	0	0
3	Enough	60-69	2	8
4	Less	50-59	2	8
5	Bad	0-49	21	84
	TOTAL		25	100

Based on the table above, the pre-test classification of control class of the second year students at state junior high school 5 Bagan Sinembah shows that there were none student categorized into Very Good level (0%), and Good level (0%), 2 students are categorized into Enough level (8), 2 students are categorized into Less level (8%), and 21 students are categorized into Bad level (84%). Thus, the majority of students in this regard were classified into BAD category.

The data of the students' pre-test scores of control group were obtained from the result of students' reading comprehension test which has been presented above (in the data analysis) can be distributed as follows:

Table IV.9

The Frequency of Students Post-test Score

of Control Class

Score	Tally	Frequency	Percentage
36	II	2	8%
40	II	2	8%
44	IIII I	6	24%
48	III	3	12%
52	IIII	4	16%
56	IIII	4	16%
60	III	3	12%
64	I	1	4%
Total	25	25	100%

Based on the table above, it shows that there were 2 students got score 36 (8%), 2 students got score 40 (8%), 6 students got score 44 (24%), 3 students got score 48 (12%), 4 students got score 52 (16%), 4 students got 56 (16%) 3 students got score 60 (12%), 1student got score 64 (4%)

Referring to the table, it also can be seen that the total number of the students was 25 students. The highest score was 64 and the lowest score was 36. The highest frequency was 6 at the score of 44. The diagram of post-test score of control class can be seen as bellow:

Table IV.10

The Diagram of Students' Post-test Score

of Control Group

From the diagram above, it can be seen that there are 2 students got score 30-36, 11 students got score 40-48, 4 students got 50-56 and 4 students got score 60-64. The data of the students' post-test scores of control class were obtained from the result of students' reading comprehension test which has been presented above can be classified as follows:
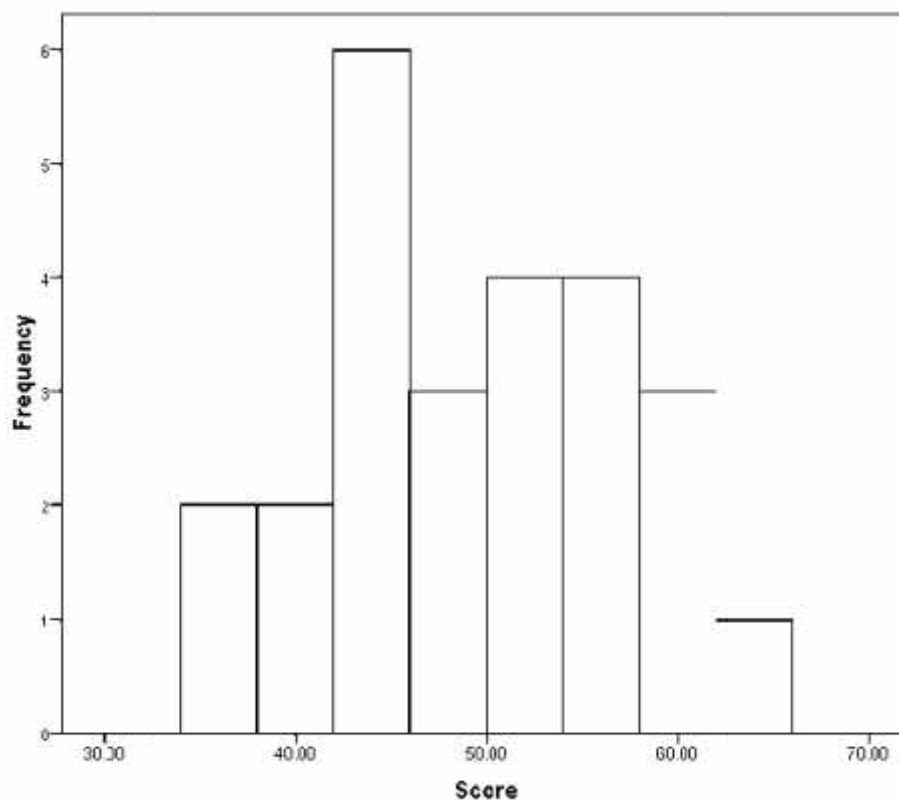
Table IV.11

Classification of Post-test Score of Control Group

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	-	-
2	Good	70-79	-	-
3	Enough	60-69	4	14
4	Less	50-59	8	32
5	Bad	0-49	13	52
	TOTAL		25	100

Based on the table above, the post-test classification of control class of the second year students at state junior high school 5 Bagan Sinembah shows that there were 4 students are categorized into Enough level (16%), 8 students are categorized into less level (32%), and 13 students are categorized into bad level (52%). Thus, the majority of students in this regard were classified into BAD level.

2. **The Students' Reading Comprehension Taught by Using Word Splash Strategy (Experimental Group)**

The students' pre-test scores of experimental group were obtained from the result of the students' reading comprehension test which has been presented above (in the data analysis) can be distributed as follows:

Table IV.12

The Frequency of Students' Pre-test

Score of Experimental Class

Score	Tally	Frequency	Percentage
28	III	3	12%
32	II	2	8%
40	IIII 1	6	24%
44	IIII	5	20%
52	III	3	12%
56	IIII	5	20%
72	1	1	4%
Total	21	25	100%

Based on the table above, it shows that there were 3 student got score 28 (12%), 2 students got score 32 (8 %), 6 students got score 40 (24%), 5 students got score 44 (20%), 3 students got score 52 (12%), 5 students got score 56 (20%), 1 student got score 72(4%).

Referring to the table, it also can be seen that the total number of the students was 25 students. The highest score was 68 and the lowest score was 24. The highest frequency was 6 at the score of 40. The diagram of the students' pre-test score in experimental group can as bellow:

55

Table IV.13

The Diagram of Students' Pre-test Score

of Experimental Group

From the diagram above, it can be seen that there are 3 students got score 20, 2 students got score 32, 15 students got score 40-44, 8 students got score 52-56 and 1 student got score 72.

The students' pre-test scores of experimental class were obtained from the result of the students' reading comprehension test which has been presented above can be classified as follows:
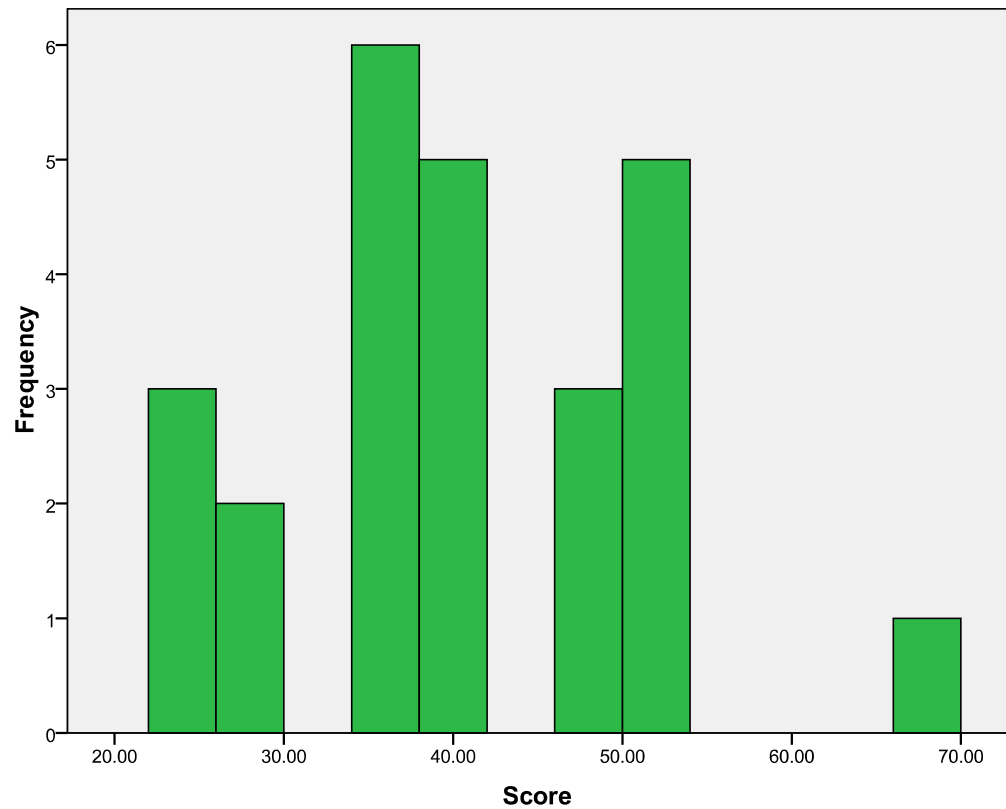
Table IV.14

Classification of Pre-test Score of

Experimental Group

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1.	Very Good	80-100	-	-
2.	Good	70-79	1	4%
3.	Enough	60-69	-	-
4.	Less	50-59	8	32%
5.	Bad	0-49	16	64%
	TOTAL		25	100%

Based on the table above, the pre-test classification of experimental class of the second year students at state junior high school 5 Bagan Sinembah shows that there were none students categorized into Very Good level (0%), 1 student categorized into Good level (4%), and also there were none students categorized into Enough level (0%), and 8 students categorized into Less level (32%), and 16 students categorized into Bad level (64%). Thus, the majority of students in this regard were classified into BAD category.
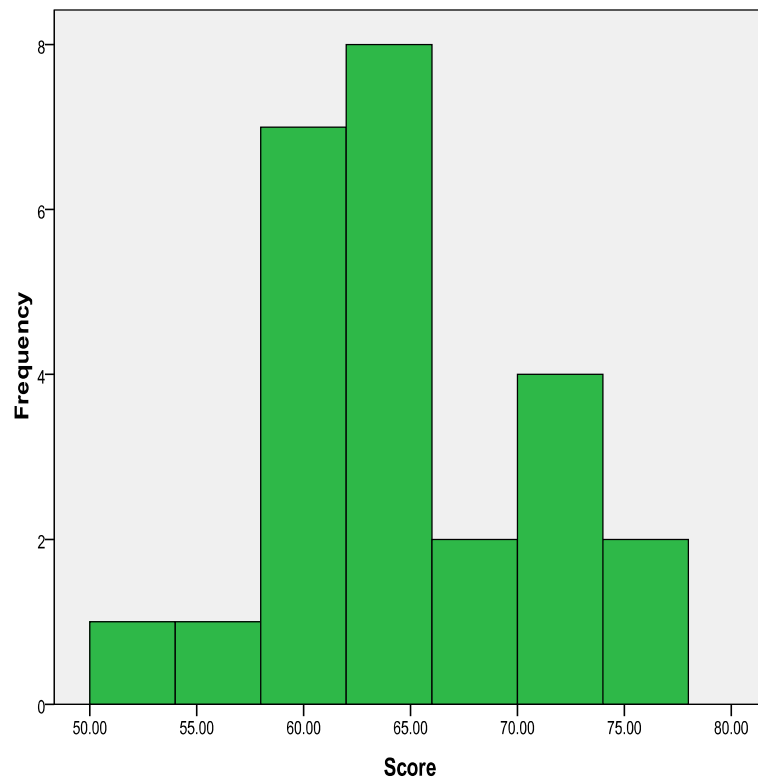
The students' post-test scores of experimental group were obtained from the result of the students' reading comprehension test which has been presented above (in the data analysis) can be distributed as follows:

Table IV.15
Frequency Distribution of Students' Post-test
Score of Experimental Class

Score	Tally	Frequency	Percentage
52	I	1	4%
56	I	1	4%
60	HJJ II	7	28%
64	HH III	8	32%
68	II	2	8%
72	IIII	4	16%
76	II	2	8%
Total	25	25	100%

Based on the table above, it shows that there was 1 student who got score 52 (4%), 1 student who got score 56 (4%), 7 students who got score 60 (28%), 8 students who got score 64 (32%), 2 students who got score 68 (8%), 4 students who got score 72 (16), 2 students who got score 76 (8).

Referring to the table, it also can be seen that the total number of the students was 25 students. The highest score was 76 and the lowest score was 52. The highest frequency was 8 at the score of 64. The diagram of the students' post-test score in experimental group can as bellow:

Table IV.16

The Diagram of Students' Post-test Score of Experimental Group

From the diagram above, it can be seen that there are 2 students got score 52-56, 17 students got score 60-68, and 6 students got score 72-76.

The students' post-test scores of the experimental class were obtained from the result of the students' reading comprehension test which has been presented above can be classified as follows:

Table IV.17

Classification of Post-test Score of

Experimental Group

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	-	-
2	Good	70-79	6	24
3	Enough	60-69	17	68
4	Less	50-59	2	8
5	Bad	0-49	-	-
	TOTAL		25	100

Based to the table above, the post-test classification of experimental class of the second year students at state junior high school 5 Bagan Sinembah shows that there were 17 students categorized into Enough level (76%), 6 students categorized into Good level (24%), and 2 students categorized into less level. Thus, the majority of students in this regard were classified into Enough level.

3. The Significant Effect of Using Word Splash Strategy Toward Students' Reading Comprehention Especially in Recount Text

Table IV.18

The Students' Reading Comprehension from Pre-test to Post-test at Experimental and Control Class

No	Students	Experimental Class		Gain Score	Percentage	Control Class		Gain Score	Percentage
		Pre-Test	Post-Test			Pre-Test	Post-Test		
1	Students 1	52	60	8	15	40	44	4	10
2	Students 2	40	68	28	70	32	40	8	25
3	Students 3	56	72	16	29	44	52	8	18
4	Students 4	32	64	32	100	36	44	8	22
5	Students 5	56	72	16	29	40	52	12	30
6	Students 6	40	56	16	40	36	40	4	11
7	Students 7	56	64	8	14	52	44	-8	-15
8	Students 8	44	64	20	45	40	44	4	10
9	Students 9	52	64	12	23	56	48	-8	-14
10	Students 10	72	76	4	6	48	60	12	25
11	Students 11	56	60	4	7	40	44	4	10
12	Students 12	32	68	36	113	48	48	0	0
13	Students 13	28	60	32	114	36	36	0	0
14	Students 14	28	60	32	114	36	44	8	22
15	Students 15	44	52	8	18	48	36	-12	-25
16	Students 16	44	76	32	73	48	60	12	25
17	Students 17	44	72	28	64	44	56	12	27
18	Students 18	40	60	20	50	48	52	4	8
19	Students 19	40	60	20	50	40	48	8	20
20	Students 20	28	64	36	129	40	52	12	30
21	Students 21	40	64	24	60	48	60	12	25
22	Students 22	52	60	8	15	64	56	-8	-13
23	Students 23	44	64	20	45	48	56	8	17
24	Students 24	56	72	16	29	60	64	4	7
25	Students 25	40	64	24	60	48	56	8	17
	Mean	**44,64**	**64,64**	**20**	**52%**	**44.8**	**49.44**	**4.64**	**12%**

The table above shows the mean of score of experimental class is 64,64 while the mean score of control class is 49.44 . Both of the classes have their improvement from pre-test score, but the improvement is different; the score of students' reading comprehention at experimental class is higher than control class.

Besides, the table above shows that the difference of mean gain score at the experimental class was 20 by percentage 52% while at control class was 4,64 by percentage 12%. Based on the percentage of both classes, it means that the Word Splash Strategy gave a good effect on studens' reading comprehension, especially in recount text.

To know clearly the significant effect on the students' reading comprehention taught by using Word Splash strateg, the writer analyzed it by using independent sample T- Test.

TABLE IV.19

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score	Equal variances assumed	4.199	.046	6.211	48	.000	15.360	2.473	10.387	20.333
	Equal variances not assumed			6.211	42.951	.000	15.360	2.473	10.372	20.348

Based on the output SPSS above, independent-Sample T-test shows Levene's Test to know the same variance.

Significant $_{value}$> Significant (0.05)

Significant $_{value}$< Significant (0.05)

Based on the output SPSS above, it can be seen that Significant $_{value}$(0.000) < Significant (0.05).

From the output above, it also can be seen that t_o (6.211) with df=48, becuse of df=48 was not found from the T-table, so the researcher took df=50, mean difference 15.360 and standard error difference is 2.473. Lower interval of the difference is 11.387 and upper confidence difference is 20.33

If t_o 6.211 compares with t_t with df 50, the t critic point is:

Significance 5% = 2.01

Significance 1% = 2.68

It can be seen that the t_o is higher than t_t in significance 5% and 1%. In other words, it can be read 2.01< 6.211>2.68. Its mean H_o is rejected and H_a is accepted or there was significant effect on students' reading comprehention in recount text taught by using Word Splash strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and research finding in chapter IV, finally the research entitled *"The Effect of Using Word Splash Strategy toward Reading Comprehension of the Second Year Students at State Junior High 5 Bagan Sinembah"* can be conclude as follows:

1. The students' reading comprehension taught without using Word Splash at the second year of state junior high school 5 Bagan Sinembah is categorized into less level with mean score 49.44.

2. The students' reading comprehension taught by using Word Splash at the second year of state junior high school 5 Bagan Sinembah is categorized into good level with mean score 64.64.

3. H_o is rejected and H_a is accepted or there was significant effect on students' reading comprehension in recount text taught by using Word Splash strategy. It can be seen from t_o 6.211 is higher than T-table either at 5% =2.01 or 1% = 2.68.

So, it can be known that Word Splash strategy is an effective strategy to teach reading skill, especially for the second year students of state junior high school 5 Bagan Sinembah

B. Suggestion

Based on the conclusion above, the writer found that there was significant effect of using Word Splash strategy toward reading comprehension, so, the writer would like to give some suggestions for the teacher and also for the students.

1. Suggestions for the teacher:

   a. Since the writer used of Word Splash strategy in teaching English, especially in reading skill, she found that there was significant contribution in her teaching, such as: the students' attention is more focus in their studying and students' interest in studying English. So hopefully, the English teacher always keep using different method, technique or strategy in teaching and learning process

   b. In order that students comprehend more text and to diminish boredom in learning English especially in reading subject, the teacher should be creative to select kinds of reading text

   c. Besides that, the teacher should be selective and creative in choosing appropriate materials to improve the students' ability and to enhance students' motivation in learning English.

2. Suggestion for the students:

   a. The students should be aware of the importance of reading to get some information they need. They should not judge that reading as a boring activity.

b. Students in general should encourage themselves to learn more, to ask what they do not understand and to learn as much as possible.

c. The students should try to understand the use of Word Splash strategy in reading text

d. The students pay more attention to the lesson that has been shared by the students in front of the class.

e. The students should independently do their exercise.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

BIBLIOGRAPHY

Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada. 2008

Ajan, B.R Sundara, George M. Jacobs, Wan Inn Oh and Chistoper S. Ward. *A Lower Secondary Guide English in Focus*. Jurong: Pearson Education Asia Pte Ltd. 2002

Artono Wardiman, Masduki B. Jahur, dan M. Sukirman Djusma. *English in Focus 2 : for Grade VIII Junior High School (SMP/MTs).* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 2008

Brassell, Danny and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education. 2008

Brownne, Ann. *Developing Language and Literacy 3-8 2nd Edition.* Trowbrige: Paul Chapman Publishing. 2001

Birch M, Barbara. *English L2 Reading: Getting to the Bottom*. London: Lawrence Erlbaum Associates (LEA). 2002

Burke, Edmund. *On Target: Reading Strategies to Guide Learning: "To Read Without Reflecting Is Like Eating Without Digesting." Grades 4 – 12. Dakota: Black Hills Special Services Cooperative (BHSSC)*. 2005

Closs, Ellen K. "*Teaching Reading Comprehension to Struggling and At-Risk Readers": Strategies That Work.* http://www.readinglady.com/mosaic/tools/TeachingReadingComprehensionto StruggligReaders-MastersThesisbyEllen.pdf. Retrieved on January 08, 2012

Cilmi, Joann, Lauren Kolanovic and Tara Mole. *Reading in the Content Area.* Morris: The College of Saint Elizabeth. 2009

Crystal, David. *A Dictionary of Lingustics and Phonetics: Sixth Edition*. Garsington Road: Blackwell. 2008

Cresswell, John W. *Educational Research (Third Edition).* London: Pearson Prentice-Hall, 2008

Campbell, Donald T and Julian C. Stanley. *Experimental and Quasi-Experimental Design for Research*. Boston: Houghton Mifflin Company. 1963

Dorn, Linda J and Carla Soffos. *Teacing for Deep Comprehension: A Reading Workshop Approach.* Maine: Stenhouse Publishers. 2005

Hartono. *Statistik untuk Penelitian*. Yogyakarta:Pustaka pelajar.2009

Hudgey, Jane B et al. *Teaching ESL Composition Principles and Techniques*. London, Tokyo: Newbury House Publishers, Inc. 1983

Hyland, Maurine. *Another 60 Writing Topics Exploring Text Types*. Perth: RIC Publication, 2008.

Hesham Suleiman Alyousef. *"Teaching Reading Comprehension to ESL/EFL Learners"*. http://www.readingmatrix.com/articles/alyousef/article.pdf. Retrieved on January 17, 2012

NICHD."*Reading"*.http://www.nichd.nih.gov/health/topics/reading.cfm. Retrieved on January 19, 2012

Harmer, Jeremy. *How to Teach English: An Introduction to the Practice of English Language Teaching.* Cambridge:Longman. 2000

Kalayo Hasibuan and Muhamad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL).* Pekanbaru:Alaf Riau. 2007

Lipton, Laura, Deborah Hubble. *More Than 100 Ways to Learner-Centered Literacy*. Thousand Oaks: Corwin Press. 2008

L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall, 2000

Mikulecky, Beatrice and Linda Jeffries. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster.* London: Pearson Longman. 2007

Moreollon, Judi. *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact*. Chicago: American Library Association 2007.

Manzho, Anthony V, Ula Casele Manzo. *Content Area Reading: A Heuristics Approach.* Melbourn: Merril Publishing Company, 1990

M.F. Patel and Praveen M. Jair. *English Language Teaching (Method, Tools and Technique)*. Jaipur: Sunrise. 2008

Mikulecky, Beatrice S and Linda Jeffries. *More Reading Power*. London:Wesley Publishing Company.1996

Nunan, David. *Practical English Language Teaching*. Sydney: McGraw Hill. 2003

Pang, Elizabeth S, Muaka, Angaluki, Bernhardt, Elizabeth B and Kamil, Michael L. *Teaching Reading*. Saskatchewan: IAE. 2003

Snow, Chathrine. *Reading for Understanding toward R&D Program in Reading Comprehension*. Santa Monica: RAND, 2002

Raison, Glenda and Judith Rivalland. *Writing recource Book*. Perth: Longman Australia. 2004

Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2008

Tankersley, Karen. *The Treads of Reading.* Alexandria: ASCD, 2003

Tuckman, Bruce W. *Educational Research Fifth Edition*. San Diego: Harcourt Brace College Publisher.1999

Vaughn, Sharon and Sylvia Linan Thompson. *Research-Based Methods of Reading Instruction: Grade K-3*. Alexandaria: Association for Supervison and Curiculum Development (ASCD). 2004

Virginia Department of Education. *"English SOL Enhanced Scope and Sequence for Reading"*. http://teacherresourcecatalog.pwnet.org/docs/reading%20 Strategies%20for%20Content%20teachers.pdf. Retrieved on February 08, 2011

Westwood Peter. *What Teacher Need to Know about Reading and Writing Diffculties*. Camberwell: Acer press. 2008

Willis, Judy. *Teaching the Brain to Read: Strategy for Improving Fluency, Vocabulary and Comprehension.* Association for Supervision and Curriculum Development: Alexandria: ASCD. 2008