

The Effect Of Word Attack Strategy Toward The Students' Comprehension In Reading Descriptive Text

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Abstrak

Tujuan penelitian menemukan bahwa Strategi Serangan Kata mempengaruhi kemampuan pemahaman membaca siswa dan menguji apakah Strategi Serangan Kata mempengaruhi kemampuan siswa membaca literatur deskriptif. Penelitian kuantitatif eksperimental digunakan untuk melakukan penelitian ini. Informasi diperoleh dengan mempersiapkan tes deskriptif untuk melihat apakah pembaca memahami isinya. Kelas eksperimen memiliki nilai rata-rata pre-test 72, sedangkan nilai rata-rata post-test adalah 82. Pada kelompok kontrol nilai rata-rata pre-test adalah 71, dan nilai post-test mereka adalah 77. Kelas eksperimen nilai rata-rata. ditemukan secara signifikan lebih tinggi daripada kelas kontrol. Derajat signifikansi t-hitung > t-tabel adalah $p=0,05$ ($3,55 > 2,048$). Pada H_a (hipotesis alternatif) diterima, sedangkan hipotesis nol (H_0) ditolak. Strategi Serangan Kata diakui sebagai strategi pengajaran yang efektif untuk siswa kelas delapan SMP yang ingin meningkatkan pemahaman bacaan mereka.

Kata kunci: Strategi Serangan Kata, Pemahaman Membaca

Abstract

The goal of research was found the Word Attack Strategy affected students' reading comprehension abilities and examine if the Word Attack Strategy influences students' ability to read descriptive literature. Experimental quantitative research was used to conduct this study. The information was acquired by preparing a descriptive test to see if the reader comprehended the content. The experimental class has the mean pre-test score is 72, while the post-test of mean score is 82. In control group's mean pre-test score is 71, and their post-test score is 77. The experimental class of mean score was found significantly higher than the control class. The degree of significance for t-calculated > t-table is $p=0.05$ ($3.55 > 2.048$). In the H_a (alternative hypothesis) is accepted, whereas the null hypothesis (H_0) is rejected. The Word Attack Strategy is recognized as an effective teaching strategy for eighth grade Junior High School students who want to increase their reading comprehension.

Keywords: Word Attack Strategy, Reading Comprehension

INTRODUCTION

One of the most important abilities in the process of upgrading students' abilities is reading. Through reading, students can explore their potential, spur to increase the power of reason, train concentration, and increase achievement school and at the same time students are able to know all the text develop around it and cultivate it as a science that can applied in real life. Generally, the students experience a variety of difficulties when it comes to reading comprehension. Most of students are difficult to get the meaning that's why the students can not comprehend the vocabulary in the reading text. The students do not know to deliver the ideas from the text because they were confused by the point of the paragraph they had just read. It makes they do not know the main idea and supporting details of the reading. Thus, the students were unable to comprehend the content they had read and they always ask the

teacher to translate the words in Indonesian. In light of the previous issues, the writer is considering employing the word assault strategy to help students enhance their reading comprehension. This research will use a strategy in teaching reading called word attack strategy in reading descriptive text. Word attacks is aspect of reading instruction in strategies learning to solve problems in read for understanding by decoding, pronouncing, and understanding unfamiliar words. The writer use this strategy because the writer found some problem in the school. Then, this strategy will provide an ease of understanding for students to comprehend the text content since it applies a strategy that tickles students' interest in reading the content. According to Ralph Bedell of the American university and Eloise Schott Nelson of the John Quiney Adams school, "word attack" is defined as "the set of skills that help an individual use any one technique or combination of techniques to recognize and master the meaning of new words as the need arises" (1945). The word attack is a reading strategy for making use of something expanding your knowledge".

The writer decides to read descriptive text in this study because one of the genres that describes something is descriptive, such as how it looks, feels, tastes, or smells. By descriptive text, the readers know about detailed information, and event sequence a problem so that if the readers get greater knowledge or information. If the students do not know get to construct a descriptive text and do not have a lot of words, you risk confusing the reader. The writer observed for eight grade that will make a test to students on descriptive text, and the writer discovered students' difficulties in reading descriptive text, and they will attempt to comprehend descriptive material, particularly in terms of content, vocabulary, and word pronunciation. The purpose of this research is to see if utilizing a word attack strategy improves students' comprehension when reading descriptive material in eighth grade at SMP Negeri 2 Nainggolan. According to the previous, the problem in this study is defined as follows: "Does the use of a word assault strategy have a significant impact on students' understanding when reading descriptive text?"

The goal of this study is to examine if using a word attack strategy while reading descriptive content in eighth grade at SMP Negeri 2 Nainggolan increases students' understanding. In this study *The Effect of Word Attack Strategy Towards Students in Reading Descriptive Text*, Bertaria Sohnata Hutauruk (1991). Bertaria, on the other hand, employed the Word Attack Strategy to help students improve their reading skills when reading descriptive literature. The study will also employ the word attack strategy to help pupils enhance their ability to understand descriptive literature. The research findings revealed the study's conclusions: experimental class of pre-test mean score is 44, and the post-test of experimental class mean score is 71.2. It reveals that the experimental class improves on their reading test, and hypothesis testing suggests that students who were taught through the word attack strategy shows better than those who were taught in the traditional way in terms of reading comprehension. As a writer, I use this data as a source of reference.

THEORITICAL FRAMEWORK

Reading is one of the communication processes that must be owned by students. The readers will get some information and ideas. Reading is another process in which the reader engages in order to absorb the author's ideas through written words. The method will involve that the meaning of individual words be recognized as well as the collection of components that make up a unit to be observed at a glance. If this is not implemented, the explicit and implicit signals will not be selected up on or comprehended, and the reading activity will not be completed successfully. As stated by Rahim (2008: 2) Reading is a complicated activity that includes not just reading words but also visual activities, thinking, psycholinguistics, and metacognitive processes.

Comprehension of reading occurs through a matchmaking process or the interaction between knowledge in the reader with concepts or comprehension in the reading text. Comprehension of a reading text does not only depend on what is content in the reading, but also depend on prior knowledge that readers' have. Process of reading comprehension is where the reader actively builds understanding of reading.

Mikulecky and Jeffries (2007:74), point out that Making sense of what readers read and linking the concepts in the text to what they already know is what reading comprehension requires. Furthermore, Duffy (2009:14) identifies reading comprehension as the key of reading since we are not reading if we do not get the message. A fluent reading process combines text content with their own understanding to create a good meaning. There are three points in reading comprehension: knowledge and readers' experiences related to the topic, relating knowledge and experience to the text that will be read, and the process of actively getting meaning with the readers' perspective.

Descriptive Text

Definition of Descriptive Text

People, locations, animals, and things are all described in descriptive text. Descriptive text may aid readers in visualizing a location or person, as well as understanding sensations and emotions, by allowing them to imagine the content of the text. Knapp and Watkins, (2005:97) state that the descriptive element of the narrative text is especially important since it allows for the development of characters, a feeling of location, and essential themes.

Structure of Descriptive Text

Wardiman, et. al. (2008) specify two sections of a descriptive text in general structure;

1. Introduction is the section of the text that introduces the character; and
2. Description is the section of the text that describes the character of the things.

This suggests that a descriptive text consists two elements: one for identifying a situation (identification) and another for showing pieces, features, or characteristics (description).

Language Features of Descriptive Text

Language characteristics may be found in any type of text. According to Gerot and Wignel (1995:208), the following language features are common in descriptive texts:

1. Concentrate on a single topic. In written description, a single topic must be described, such as the Borobudur Temple, a kitten, my new house, and so on.
2. The usage of the present simple tense. The passive voice is commonly utilized in descriptive text, particularly when explaining a specific location.
3. Attributive and identifying techniques are used. It's all about how you utilize the words have and has.
4. In a nominal group, the employment of frequent epithets and classifiers, such as pleasant and gorgeous.

Word Attack Strategy

Word-Attack Strategy is a strategy that teacher can use in learning teaching reading to helps students in reading to know solutions, pronounce, find the unknown words while reading then try to find the meaning. Students must master and strategy when reading. Ralph Bedell, Eloise Schoot Nelson (1954) have explored the "WORD ATTACK" strategy. According to Ralph Bedell and Eloise Schott (1954) word attack is defined as a set of strategy in reading comprehension that help someone in reading and using as a strategy or a combination of techniques to recognize and master the meaning of new words when needed. From the definition above, the writer concluded that word attack strategy is a strategy in learning reading process which the readers can use to comprehend the meaning of the content in reading. When a teacher applies this strategy in the classroom, students will have an easier way comprehending the reading content. The ability to analyze unknown terms in the context of reading is required.

Kinds of Word Attack Strategy

1. Meaning Attack

In reading comprehension, meaning attack requires the use of context clues and word and concept prediction. The context clues can only be used when the content or material of reading is suits with the reader, especially in terms of difficulty and interest of the reader to understand the contents of the text. If the context is too much, or if many unknown words, then the contexts' value is little. When the material is too boring for the

reader, then the reader may not be able to develop insight or continuous thinking to anticipate unfamiliar words.

2. Visual Attack

The using of visual attack qualities of the texts in the reading material is known as visual attack. For example, when reading, pay attention to the using of syllables, prefixes, suffixes, and root words, as well as the usage of prefixes, suffixes, and root words. Many students use visual thinking to better understand what they've read. The majority of media-based visual attacks are focused on reading content, motion, and color. This visual attack will greatly aid readers in comprehending the contents of the reading. Here are the steps to use the visual attack used by readers:

- a. When you are reading, try to imagine the story like a film. Imagine the characters, the plot, time and space. Imagine the process that has happened
- b. Use nouns, verbs, and adjectives to design pictures, diagrams, or other images.
- c. Make a sketch or diagram on waste paper.
- d. Sound Attack

In reading texts, sound attacks include vowels and consonants, vowels and consonant combinations, and other phonetic analysis tools. In this type, the readers know about phonics rules are important but do not guarantee it will make the reader always success to comprehend the text that has been read.

RESEARCH METHODOLOGY

In the results and solve the research challenges, this study used a case study technique. In addition, the aim is to provide a general description and a detailed understanding of the explanation to be solved (Ary et al., 2010). Cases are related to time and procedures, and researchers collect considerable data over a lengthy period of time utilizing a number of data gathering strategies. This study used an experimental quantitative research design. It was a research strategy that involved quantifying variables. It signifies that the data was collected using two classes in the study. There are two types of classes: experimental and control. An experimental class is a group of people who are given a treatment. The study's treatment was Word Attack Strategy. When teaching students reading comprehension, the author utilized the method as a treatment. In experimental class is the opposite of control class. In the control group, there is no treatment. In order to teach reading comprehension, the author employed a conventional method. It was hoped that by employing this strategy, this study would be able to clearly illustrate the application of the word attack strategy to the teaching of descriptive text reading comprehension. This study was carried out at SMP Negeri 2 Nainggolan. This school is in the Samosir in Nainggolan. Furthermore, the participants in this research were eighth-grade students. In the experimental class, fifteen students were given the word attack strategy. The purpose of this study is to investigate how teaching reading comprehension to eighth graders affects their performance. In quantitative research, data analysis is important. The purpose of this study is to see how teaching a reading method affects eighth-grade comprehension.

FINDING

In the data analysis, it was show that treatment got two result they are experimental and control class were different. The experimental class of mean score in post-test was found the different result or higher result than the control class ($82 > 77$). In the experimental class, using a word attack strategy had a considerable impact on comprehension scores when reading descriptive material. The variations in mean scores between the experimental and control groups show is different. The difference in the results obtained from the two classes was checked using the t-test formula based on calculations. The t-test calculations revealed that for $\alpha=0.05$, $df=28$, the t_{observed} value is 3.55 greater than the t-table score (2.048). After computing the data, the t_{observed} value is 3.55, and the t-table value is 2.048. The t_{observed} is bigger than the t-table (2.048; $p= 0.05$). It suggests that the using of Word Attack approach has a impact on students' descriptive text in reading comprehension. From the results of the

differences, it shows that the Word Attack strategy has a significant effect on reading comprehension in descriptive texts.

DISCUSSION

Based from the results, it was discovered that the experimental and control classes had different outcomes. The average post-test value of the experimental class was found to be higher than the average value of the control class ($82 > 77$). In the experimental class, using a word attack strategy had a considerable impact on comprehension scores when reading descriptive material. The difference in the results obtained from the two classes was checked using the t-test formula based on calculations. The t-test computation revealed that for $\alpha=0.05$, $df=28$, the t_{observed} value is 3.55 greater than the t-table score (2.048).

After analyzing this data, the t_{observed} value is 3.55, and the t-table value is 2.048. The t_{observed} (2.048; $p=0.05$) is higher than the t-table. It appears that employing the Word Attack strategy has an effect on students' descriptive text comprehension. The finding suggest that the Word Attack approach has a considerable impact on descriptive text reading comprehension.

CONCLUSION

The writer conclude from the findings of study that students who were taught using the Word Attack strategy received an average score of 82, which has different effect it showed that the score higher than the mean score of students who were not taught using the Word Attack strategy, which was 77. At the range of significance of 0.05 in a two-tailed test, the t-observed 3.55 is greater than the t-table 2.048. It demonstrates H_a 's acceptance. As a consequence, it can be determined that employing the Word Attack Strategy has a great influence on students' comprehension of descriptive readings. The Word Attack Strategy is an strategy that may be utilized to assist in the teaching of students' reading comprehension by using the strategy's procedures to guarantee that students comprehend reading comprehension. Students search for unfamiliar terms that they don't understand before starting to read the text. At SMP Negeri 2 Nainggolan in the academic year 2021/2022, the Word Attack strategy has a significant impact on students' reading comprehension in descriptive texts.

SUGGESTIONS

Based on the finding above, the writer would like to suggest as follows:

1. For English Department students, it is recommended that they get some strategies, so that they may more easily convey their thoughts in reading comprehension text.
2. For English teachers should apply the Word Attack strategy to help students' reading comprehension better in teaching so it is helpful, particularly in teaching reading comprehension descriptive text.
3. For other researchers, this study may inspire readers to use the Word Attack Strategy in teaching and learning reading, as well as conduct research from a side perspective.

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