

17 Effect of Word Attack Strategy towards the Student in Reading Descriptive Text.

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THE EFFECT OF WORD ATTACK STRATEGY TOWARDS THE STUDENT IN READING DESCRIPTIVE TEXT

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Abstract

This article discusses about the effect of Word Attack strategy towards students' reading skill in descriptive text. The problem of this research is "Does teaching reading with Word Attack strategy significantly effect on students' reading skill at grade eight of SMP N 1 Gunung Malela" So, the purpose of the research was to find out the effect of Word Attack strategy towards students' reading skill in descriptive text. To solve the problem of this research, the researcher used some related theories: Grellet (1999), Nunan (1991), Moreillon (2007) and Patel, Jain (2008), Linse (2005), Snow et al (2002), Dorn and Soffos (2005) and Cunningham in Bouchard (2005). This research was conducted by using quantitative research design because the researcher wanted to find out the effect of Word Attack strategy towards students' reading in descriptive text. The population of this research was from the third year of students in SMPN 1 Gunung Malela. There were two classes as a sample. 25 students from experimental group and 25 students from control group, so the total sample was 50 students. The researcher used Cluster Purposive technique in taking the sample. The research finding showed that the mean of post-test in experimental group was higher than the mean of post-test in control group, that was (71.2 > 63.8). Then, the result of the hypothesis testing showed that T_{obs} was higher than T_{table} , that was (3.87 > 1.67). It means that H_a was accepted and H_0 was rejected. Finally, it was concluded that there was a significant effect of Word Attack strategy towards students' reading in descriptive text. The researcher suggested the reader to use Word Attack strategy in reading descriptive text, because it proved that this strategy was helpful for students in reading descriptive text.

Keywords: Word Attack, Descriptive, Text

INTRODUCTION

1.1 Background of the Research

Reading skills should be thought earlier to the children (Tessero: 2003). Reading habits can increase the students' achievement. Most Indonesian learner are acknowledge that reading a low will support them reaching their goals of studying, but categories low for years. Many efforts have been performed to socialize reading as a burden for most school ages. This phenomena effects them to be creative readers, that finally will influence their comprehension towards their achievement is categories low. The purpose of reading in many languages is to inform ourselves about something we are interested, or to challenge certain our methods. In other words, to extend our experience of the world in which we live. A person may read to get information. He may also read for enjoyment, or to enhance knowledge of the language being read (Janz: 2004). Although every student knows how to read, many have never learned good reading skills. (Royse, 2001: 127). The purpose for reading is to guide the reader to select the appropriate texts, to determine the appropriate to reading comprehension.

The nature of reading is not merely read the text trough line, a reader has to bring his mind into the text to comprehend what is read. Cooper (1984:4) states that to comprehend the written words the reader must able to: understand what an author has to structure of organized the ideas and information presented in the text and relate the ideas and information from text to ideas information stored in his or her mind. In a junior high school in Indonesia, reading skill is a first priority. The goal of reading in Indonesia English curriculum is to make the students comprehend what they read, and enhance students' oral and written communication ability (SMP-SBI curriculum 2007 the third grade of a junior high school). Further, SMP-SBI curriculum 2007 the third grade of a junior high school clarifies that the communication in this case is the ability to

understand and to express the feeling, thought and information, to develop science, culture and technology (Depdiknas, 2007). It is also stated that standard competence of reading is to understand a meaning of procedural, report, explanatory written text or short essay, descriptive, and news items, in order that students are able to communicate in daily and academic context. In the last decade, many reading experts have investigated English reading strategies in order to solve the reading problems.

For this research, the researcher will apply the information about study overseas in the picture as a media in teaching reading. It is widely known that there are many ways and media which can be used in teaching reading. Leksono (2009:14) stated that using media can help the students in understanding the material well, because there are many benefits that can be obtained by using media, such as: (1) Increasing students motivation, (2) preventing students bored during teaching learning process, (3) make the teaching learning process systematically, (4) it is easier for students to comprehend teachers' instruction, (5) to strengthen students comprehension toward the lesson expected. Thus it can be inferred that by considering the benefits of the media toward teaching learning process, the involvement of the media is very important to achieve the learning objective. The picture used as media in teaching is one type of word attack in descriptive text. The purpose of word attack strategy of description text is to tell the reader what the writer meanings or the writers want to inform. The function of description is to describe a particular person, place, or thing. The benefit of using picture as a teaching media is to help student find out the examples of descriptive text in daily life also facilitate the student for create an easy understanding about the material that already exists before. This teaching media has been successfully implemented in the previous study by the effect of word attack strategy toward the student reading descriptive text. From the background of the problem above, the writer would like to conduct a research by the title: *The Effect Of Word Attack Strategy Toward The Student Reading Descriptive Text At Grade Eight In SMP N 1 Gunung Malela Pematangsiantar.*

The problem of the study in this research is Does teaching reading with Word Attack strategy significantly affect on students' reading at grade eight *SMP N 1 Gunung Malela Pematangsiantar.*

1.2 The Purpose of the Study

In the relation to the problem, the objective of this study is to investigate the effect of applying Word Attack strategy significantly affects on the students' reading in descriptive text.

1.3 The Significances of the Study

The significances of the study are expected to be useful for:

1. Theoretically

The result of applying Word Attack strategy specifically:

- a) For English teacher, they can enrich their learning knowledge about reading.
- b) For the students, they can enhance teaching knowledge about reading.
- c) For further researcher is hoped that this research will be significant to be read and can be useful as a literature to add and update their knowledge in reading.

2. Practically

The result of applying Word Attack strategy specifically:

- a) English teachers can apply Word Attack strategy for teaching reading in the classroom.
- b) English department, can enrich their knowledge about teaching learning process and use the opinion about Word Attack strategy as reference in teaching reading.
- c) This research can be applied by the further researcher as a reference to help her/him to think a new strategy in teaching reading Word Attack strategy.

1.4 The Hypothesis of the Study

A hypothesis is needed to demonstrate what outcome of this research. Based on theoretical and conceptual framework above, the hypothesis are formulated as follows:

Ha : Word Attack strategy significantly affect on students achievement of reading in descriptive text.

Ho : Word Attack strategy does not significantly affect on students achievement of reading in descriptive text.

1.5 Theoretical Frameworks

To support the idea of this study, the researcher used some theories to help the researcher in completing this study. This study used reading theory proposed by Nunan (1991), Grellet (1999), Moreillon (2007) and Patel, Jain (2008). Reading comprehension proposed by Snow et al (2002), Linse (2005).

II. REVIEW OF RELATED LITERATURE

2.1 Reading

Reading is one of the basic language skills to be learned, especially by students. Reading is very necessary for them to make progress in their academic achievement. By reading, we can be relaxed, interacting with the feelings and thoughts to obtain information, and improve the science knowledge. It is also supposed by Nunan (1991:72) state that reading is usually as a solitary activity in which the reader interacts with the text in isolation. In other definition, Grellet (1999: 7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. In here, the reader just focuses with the text. And they should try to understand about the content of text. The reader also should enter and get the main point from the text. Patel, and Jain (2008: 122) stated that "Reading is an important activity in life with which one can update his/ her knowledge". However in fact, to reach the expectation in reading, student should comprehend more when reading to draw meaning or get information from printed or written text. Reading is very complex, but reading is more than just a visual task. Not only must the reader see and identify the symbols in front of him but he must interpret what he reads in the light of his own background, associate it with past experience, and project beyond this in terms of ideas judgment, applications and conclusion.

2.2 The Process of Reading

Process of reading is way to make the reader become more effective and the reader can easy reading the text. According to Patel and Jain (2008 : 114) the process of reading may be broadly classified into three stages:

- a) The Recognition Stage
At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- b) Structuring Stage
The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c) Interpretation Stage
This is the highest level in process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discourse. In this stage at which a person really reads for information or for pleasure

The Purposes of Reading

The reader have purpose when they read a text, book, newspaper, novel and soon. The reader wants to take the important information of the book when they read it but, According to Grabe et al in Gomez et al (2011:13) there are four purposes of reading, they are:

- a) Reading to search for simple information
Reading to search for simple information is a common reading ability; the reader only read the surface to look for the simple information without have to think the material deeply through skimming and scanning strategy.
- b) Reading to learn from text
Reading to learn typically occurs in academic and professional context in which person needs to learn a considerable amount of information from a text. It is usually carried out at reading rate somewhat slower than the general comprehension to connect text information with background knowledge.

- c) Reading to integrate information, write and critique text
Reading to integrate information requires additional decisions about the relative importance of complementary, mutually, supporting or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique text may be task variants of reading integrate information.
- d) Reading for general comprehension
Reading for general comprehension is the most basic purpose for reading. It is also found as the most complex than it commonly assumed. It is accomplish by a skilled fluent rider, requires very rapid and automatic processing of words, strong skills in forming a general meaning representative of main ideas, and efficient coordination of many process under very limited time.

2.3 The Types of Reading

Reading is getting the information meaning from the print. There are some types of reading that know of reader when reading the text. According to Patel and Jain (2008:126-131) There are four types for reading:

- a) Intensive Reading
Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greeter control of the language in speech and writing. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text.
- b) Extensive Reading
Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.
- c) Aloud Reading
Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.
- d) Silent Reading
Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

2.4 Descriptive Text

Pardiyono (2007:34) state that description paragraph was a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly. Additionally, descriptive text was a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. From the definition above, it can be conclude that description paragraph is a paragraph that describe a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It was a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like. Descriptive paragraph consists of five components, namely: describing process, event, person, and place.

- 1) Describing a person

In describing a person, the first thing that should be done is to recognize the individual characteristics, such as : physical attribute (eye, hair, skin), emotional (warm, calm, nervous), moral attitudes (kind, stingy), and intellectual (smart, clever),

2) Describing a process

Describing a process is describing how something is happened or done.

3) Describing a place

Describing a place is by presenting something like a school, a field or garden.

4) Describing thing (object)

Describing an object is by providing the physical characteristic of an object, such as : the color, shapes, forms and so on.

5) Describing an event

Describing an event is explaining all details related to the event clearly.

a. The Characteristic of Descriptive

1) Social Function

According to Dirgeyasa (2012 : 4) the social function of descriptive is primarily to describe a person, place, or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses.

2) The Generic Structure and Textual Element

Here are the generic structure and textual element of descriptive writing (Dirgeyasa, 2012 :6)

Textual Element	Function
Identification	<ul style="list-style-type: none">• It is a statement describing and illustrating about the topic/theme to be described.• Statement must interesting and is able to attract and to provoke the reader become interested in reading the complete description.• The use of adjective and degree of comparison of adjective is advisable.
Description	<ul style="list-style-type: none">• It is a complete description about the topic/theme proposed in identification text.• Description is the detail description or elaboration of the topic or theme as described in the identification.

3) Language Feature of Descriptive

-Knapp and Watkins (2005) states that language features of descriptive are:

-In descriptive writing, the present tense is predominantly used. The past tenses is used to describe something in the past.

-The use of action verbs are needed in describing especially for describing behaviors.

-When describing feeling, mental verbs are used, adjective, and adverbial phrase are used often.

4) The example of Descriptive Text

My school library

Our school has a library. It is a big building. It is located between the English laboratory and school hall. Our library has two floors. You can read a lot of magazines and newspaper on the ground floor and if you necessities . so it refers to the aims of the course and objectives of lesson. If the vocabulary taught to the student is not appropriate with their necessity, it is not for their learning.

2.5 WORD ATTACK

Strategy is a way of The describing how you are going to get things done.Ralph Bedell, Eloise schoot Nelson (1954) has been exploring a more intuitive strategy under the acronym "WORD ATTACK" . According to Ralph Bedell the American university and Eloise schott Nelson john Quiney Adams school, Washington, D, C (1945). Word Attack is defined as the aggregate of skills which aid and individual to utilize any one technique or combination of techniques to recognize and master the meaning of new words as the need arises.

Three such techniques were used. (a) *Meaning attack*. This involves the use of context clues and expectancy of words and concepts. (b) *visual attack*. This involves the use of visual characteristics of words. Common example are : the identification of known parts within words, use of syllabification, use of prefixes, suffixes, and root words, and careful visual study of the word. (c) *sound attack*. This involves the sounding of vowels, consonant, vowel and consonant combination, and the use of other methods of phonetic analysis. Jackson (2011). The words are written or printed in a large size, so all of the students will be able to see the words from every side of the class. According to Sessa, Elisabeth (1765). there are some procedures of Word Attack Strategy , as follows :*Using picture clues* :Look at the picture, Are there people, object, or actions in the picture that make sense in the sentences? *Sounding out the Word* :Start with the first letter, and say each letter-sound aloud, Blend the sounds together and try to say the word. Does the word make senses in the sentence? *Looking for chunks in the Word* :Look for familiar letter chunks. They may be sound/symbols, prefixes, suffixes, endings, whole words, or base words, Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentences? *Connecting to a Word you know* : Think of a word that looks like the unfamiliar word, Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word, Use the known word in the sentences to see if it makes sense. If so, the meanings of the two words are close enough for understanding. *Rereading the sentences*: Read the sentence more than once, Think about what word might make sense in the sentences. Try the word and see if the sentence makes sense. *Keep reading*: Read past the unfamiliar word and look for clues. If the word is repeated, compare the second sentences to the first. What word might make sense in both? *Using prior knowledge* : Think about what you know about the subject of the book, paragraph, or sentence. Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense

III. RESEARCH METHODOLOGY

3.1 Research Design

This study used Quantitative research. According to Cohen et al (2007:272) experimental research involves a study of the effect of one variable on another variable. There were two variables in this research, they were the effect of using WORD ATTACK strategy as variable X and reading skill variable Y. In this design, the researcher used two classes as sample; control group and experimental group. The experimental class is the class which was given the treatment by using WORD ATTACK Strategy on reading skill, while the control class is the group which was given the treatment by using conventional strategy. Both groups got a same pre-test and post-test.

Table I. Research Design

Group	Pre-test	Treatment	Post-test
Experimental class	X	√	X ₂
Control class	Y	-	Y ₂

Notes: E = Experimental class
 C = Control class
 X = Pre-test to experiment class and control class
 Y = Post- test to experimental and control class
 √ = Received to experiment using WORD ATTACK strategy

3.2 Population and Sample

Population is all subjects of the research. Population is a number of people which were observed in this research. According to Cohen at al (2007:100) Population is the whole group of the participants to be researched. In this study ,the population was all grade VIII of SMP GUNUNG MALELA

Table II. Population

Class	Number of students
VIII ₁	25
VIII ₂	22
VIII ₃	25
VIII ₄	25
VIII ₅	28

VIII ₆	24
TOTAL	149

Sample is the smaller group or the subset from the total population to be researched, Cohen et al (2007: 100.). He said that if the total population is less than 100, it is better to take all of them as the sample, but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more. Technique of taking sample used cluster purposive sampling technique. The sample of the research divided into two groups . The first group is experimental class, consisted of 25 students,they were class VIII.3 and the other one is control class, that consisted of 25 students,they were class VIII.1. The total of the students are 50 students.

3.3 The Instrument of the Study

Weir in Fidalia (2014:89) said "to test reading ability there are many methods of test that the teacher can use, namely Multiple choice questions, short answer questions, cloze test, selective deletion gap filling, C-test, cloze elide, information transfer and conclusion". In collecting the data, the researcher gave the multiple choice tests which consist of 25 items to measure students reading skill. The content of the question is about literal reading comprehension. According to Cheung and Bucat in Fidalia (2014:96) Multiple Choice item is one of the most popular item formats used in educational assessment, or rather it is stated:

"The multiple-choice test is a very flexible assessment format that can be used to measure knowledge, skills, abilities, values, thinking skills, etc. Such a test usually consists of a number of items that pose a question to which students must select an answer from among a number of choices. Items can also be statements to which students must find the best completion. Multiple-choice items, therefore, are fundamentally recognition tasks, where students must identify the correct response".

They were used in pre-test and post test instrument. Each items of the test consisted of four options namely A,B,C, and D. Students were asked to choose the correct answer by crossing the correct answer.

No.	Indicator	Number of Items	Score	Kinds of Test
1	Identify specific information of the text	1,6,8,13,16,20,21	28	Multiple choice
2	Identify main idea	2,7,9,17,22,10,	24	Multiple choice
3	Infer meaning of an unknown of the text	3,12,14,19,25	20	Multiple choice
4	Make inferences	4,5,11,15,18,23,24	28	Multiple choice
	Total	25	100	

3.4The Technique of Collecting the Data

The procedure in collecting data in this case is test. The kind of test is multiple choice question. The test used to compare the students reading pre-test and post-test.

- 1. Pre – Test:** The researcher used multiple choices technique that consisted of 25 items. Multiple choices technique is a technique that designed by using four choices and the participant choose one correct answer. After Finishing the test,the students collected it to teacher.
- 2. Treatment:** The treatment was conducted after pre-test. In the experimental group, the student was taught by applying WORD ATTACK strategy while control group was taught by applying conventional method. Both of the groups got the same reading material.The activities during the treatment to the experimental group could be briefly described as follows :

Experimental Group (WORD ATTACK Strategy)	Control Group (Conventional Method)
✓ Teacher opened the class by greeting the students and giving the explanation what the class is going to do in the meeting by giving some clues about the lesson first.	✓ Teacher opened the class by greeting the students and giving the explanation what the class is going to do in this section.
✓ Students responded the teacher's greeting	✓ Students responded the teacher's

Experimental Group (WORD ATTACK Strategy)	Control Group (Conventional Method)
and listen to the teacher's explanation	greeting and listened to the teacher's explanation.
<ul style="list-style-type: none"> ✓ Teacher introduced and demonstrated teaching reading comprehension by applying WORD ATTACK Strategy. First, teacher explained what was WORD ATTACK strategy itself ,then, teacher showed a text to students and analyzed it based on WORD ATTACK's steps. ✓ Students paid attention to the teacher's demonstration of the teaching reading skill by using WORD ATTACK strategy. 	<ul style="list-style-type: none"> ✓ Teacher gave the text to the students and asked them to read the text. ✓ Teacher explained definition, generic structure ,social function, language features and examples of narrative text. ✓ Students listened to the teacher explanation
<p>Grouping</p> <ul style="list-style-type: none"> ✓ Teacher divided the class into cooperative groups and choose a tutor for each group. There were 4 person until 5 person for each group. ✓ Teacher explained about Descriptive text and asked the students to identify the generic structure of the text.They students explored the text with their group 	<ul style="list-style-type: none"> ✓ Teacher gave the copies of reading material test to the students. Students got the copies of reading material and read it.
<ul style="list-style-type: none"> ✓ Teacher gave an example of applying this strategy to the students. Firstly, teacher showed a text to the students. Then, teacher explain the main point of the text. after that, teacher wrote it in 20 words. And finally, teacher made the final revision of the text. ✓ Students paid attention to the teacher's explanation. 	<ul style="list-style-type: none"> ✓ Teacher asked students to find out the difficult words and ask the students to translate it . ✓ The students may opened their dictionary
<p>Pre-Reading</p> <ul style="list-style-type: none"> ✓ Teacher gave a passage for every groups. Teacher asked students to predict what was the passage about by using Word Attack and discussed it to their groups. ✓ The students predicted the main point of the text by scanning the passage to get a feel for what it would be about. 	<ul style="list-style-type: none"> ✓ After that, the teacher asked the students to translate the whole of text.
<p>Reading activity</p> <ul style="list-style-type: none"> ✓ Teacher asked students to read the passage/text and asked them to make the summary for every paragraph. The students read the assigned text. students read the first paragraph and wrote a sentence summarizing the first paragraph using 15 words. Read the second paragraph. Wrote 15 words or less statement about the first & second paragraphs combined. Continued until the entire passage has been read and summarized using one sentence of 15 words or less. 	<ul style="list-style-type: none"> ✓ Teacher asked the students to answer the reading comprehension tests. ✓ Students answered the tests of reading comprehension individually

Experimental Group (WORD ATTACK Strategy)	Control Group (Conventional Method)
Post-Reading ✓ Teacher asked students to make the result summary of the text. Students made their own summary of the text. Closing ✓ Teacher closed the class and greeting the students.	Closing ✓ Teacher closed the class and give homework.

3. **Post – Test:**The post-tests are functioning to get the mean score of experimental and control group. Post test is a test conducted after conducting the treatment. After explaining the material, both of the groups are given the same test to know the mean scores of the control group and experimental group. The teacher shared the test that consists of 25 items. The test is exactly same as the pre-test. After finishing the test,the students collected it to the teacher.

4. **Scoring of the Test:** To score the test,the researcher used score ranging from 0 to 100 by counting the correct answer and applying the formula:

$$S = \frac{R}{N} \times 100\%$$

Notes: S= the score, R= the right answer, N= number of test items

3.5 The Technique of Analyzing The Data

To test the data hypothesis , the following step administered as follows :

1. Scoring the sample's answer
2. Listing the students' score in two score tables :for experimental group as X variable , and for control group as Y variable.
3. Measuring the mean of variable X and Y by using the following formula :

$$M = \frac{\sum fx}{n}$$

4. Comparing the mean of the two groups.
5. Measuring mean deviation of variable X and Y

$$M_x = \frac{\sum d}{N}$$

$$M_y = \frac{\sum d}{N}$$

6. Measuring standard deviation of variable X and Y by using the following formula :

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

7. In this research, the researcher used a quantitative data analysis technique. The researcher used t-test in order to find out the difference mean of the scores between experimental and control group as following:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{D_x^2 + D_y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

- t : the effect
- M_x : the mean of experimental group
- M_y : the mean of control group
- ∑dx : the sum of standard deviation of experimental group
- ∑dy : the sum of standard deviation of control group
- N_x : the total sample of experimental group
- N_y : the total sample of control group

8. Making the conclusion from the result of t-observed and t-table.

IV. RESEARCH FINDINGS

4.1 Data Analysis

The data of this research were obtained after conducting the pre-test and post-test in experimental and control class. In this research, the sample was divided into two classes: the experimental class

and the control class. The experimental class is the class that was taught by using WORD ATTACK Strategy, while the control class was taught without using WORD ATTACK Strategy. Pre-test were administered to both classes. Treatment by using WORD ATTACK Strategy was only given to the experimental class. Post test were given to both classes to see the differences of their score. The two classes were given the same pre-test and post-test. The number of the test item was 25, tested for 50 students (25 students in control class and 25 students in experimental class) at the eight grade of SMP N 1 Gunung Malela. The data were obtained by giving the reading test to the students in order to know their ability in reading. It was calculated by using the scores of written test in both experimental and control class. The following tables were the result of the pre-test and post-test of the two classes, experimental class and control class.

After collecting and analyzing the data, the researcher found that WORD ATTACK strategy gave the significant effect on students' reading. It was proved from the result of the t-test (3.87) exceeded the value of t-table (1.67), So hypothesis alternative was accepted. It also could be proven from the difference score between the students. As it was stated before, the mean score of pre-test of experimental group was 44 and the mean score of post-test was 71.2 while the mean score of pre-test of control group was 43.84 and the mean score of post-test was 63.8. This finding showed that hypothesis alternative was really true in this research. It indicated that the students' reading taught by using WORD ATTACK strategy was higher than those taught by using conventional method.

4.2 Data Interpretation

From the data collected, the mean score from experimental group taught by using WORD ATTACK strategy is 71.1. It was different from the mean score before using WORD ATTACK (pre-test) that only is 44. It means that there was significant effect for experimental group after WORD ATTACK strategy was applied. In addition, the mean score of control group pre-test was 43.84 while in post-test was 63.8. After the mean score gotten, the researcher came to **standard deviation (SD) of experimental group and control group**. For experimental group, in pre-test SD=7.7 while in post-test SD=6.88. For control group, the researcher got pre-test SD=5.82 while in post-test got SD=8.10

Based on the result above, the researcher came to get the t-observation and t-table. It was obtained that the t-observation (t_{obs}) was 3.87 and the t-table (t_t) of df(48) in significant level 5% was 1.67. From this data, it showed that the alternative hypothesis was accepted and the null hypothesis was rejected because $t_{obs} > t_{tab}$. Hence, there was the significant effect of using WORD ATTACK strategy in comprehending descriptive text. Based on the analysis of the result, the researcher concluded comprehending the descriptive text using WORD ATTACK strategy was effective. It can be seen from the result of t-observation was higher than t-table (t-observation = 3.87 > t-table = 1.67)

V. CONCLUSION

Based on the research finding, the researcher concluded that there was a significant effect of applying WORD ATTACK Strategy on students' reading since students taught by applying WORD ATTACK Strategy, t-observed (3.87) was higher than t-table (1.67) at the level of significance 0.08 of two tailed test and degree of freedom (df) was 48. It means that WORD ATTACK Strategy significantly affect on students' reading skill. Thus, null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

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