

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Study

Language is a tool of communication and necessary in daily life to deliver suggestions, concepts, and feel. There are so many varieties of languages in this world, English is one of them. As we can know that English is an international language used to interact and communicate with other people in the world and also used in technology, politics, business, education. In Indonesia, many students have a mindset that a foreign language is a difficult language to understand, especially English. Even though in this era we are not complicated to learn a foreign language. Foremost imperative language to consider that is for the most part utilized around the world is English. Realizing the importance of mastering English, everyone is required to learn it in education. There are four skills in language learning: reading, listening, writing, and speaking. Listening and reading are receptive skills. Speaking and writing are productive skills.

Reading is one of the most influential skills in the process of improving students' abilities. 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 information develop around it and cultivate it as a science that can applied in real life. Given that there are so many things that students can gain. From reading activities, it is clear that reading is very important for students especially when reading become a culture of student life.

Generally, there are many problems faced by the students in reading comprehension. Based on the writer's experience when doing teaching practice at SMP Negeri 2 Nainggolan, the writer found some problems that faced by the students in reading comprehension. Most of the students are difficult to comprehend the meaning because they do not know the vocabulary in the text. The students do not know to deliver the ideas from the text because they did not understand the content of the text that have read. It makes the students do not know the main idea and supporting details of the text. Thus, because of those general problems above, the students could not understand what they have read in the text and they always ask the teacher to translate the words in Indonesian.

**Table 1.1** Student's Score on Pre-Observation among the Eight Grade of SMP Negeri 2 Nainggolan

<b>No.</b>	<b>Initial Students' Name</b>	<b>R</b>	<b>N</b>	<b>S</b>
1.	BS	6	10	60
2.	CFL	7	10	70
3.	CS	5	10	50
4.	DJL	5	10	50
5.	DUS	7	10	70
6.	DAP	7	10	70
7.	FS	6	10	60
8.	GCS	7	10	70
9.	HFT	4	10	40
10.	IN	6	10	60
11.	JRL	7	10	70

12.	KMP	6	10	60
13.	LP	7	10	70
14.	MNP	6	10	60
15.	MFS	4	10	40
16.	NLZ	6	10	60
17.	PCG	7	10	70
18.	PHS	7	10	70
19.	PBP	6	10	60
20.	RM	5	10	50
21.	RDN	6	10	60
22.	RRMM	7	10	70
23.	RS	7	10	70
24.	RPH	7	10	70
25.	SPP	6	10	60
26.	TS	6	10	60
27.	VR	7	10	70
28.	YS	7	10	70
29.	YDKS	7	10	70
30.	YTL	7	10	70

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

Where:

S = Score number of the test

R = Number of the correct answer

N = Number of question

Based on the preliminary survey at SMP Negeri 2 Nainggolan of eight grade, the writer got the mean score of the students. The writer gave reading comprehension the students with the number of students are 30 students and the total is 1.880 and the mean of students score is 62,7. So, it proves that the students ability in reading comprehension descriptive text is good enough.

Those problems above, the writer is interest to use the word attack strategy to improve students' comprehension in reading. 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 help students to understand the content of the text easily because it uses a method that attracts students' interest in reading the text.

According to Ralph Bedell the American university and Eloise Schott Nelson john Quiney Adams school, (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. The word attack is a strategy used to utilize and build knowledge in reading".

In this research, the writer chooses reading descriptive text because descriptive is one of the text genres that describe something, such as looks, feel, tastes, and sense. By descriptive text, the readers know about detailed information, and event sequence in a problem so that the readers get new information or knowledge. If the students do not know how to construct a descriptive text and do not have much vocabulary, it can misunderstand on the reader.

The writer will conduct the research in SMP Negeri 2 Nainggolan, the writer observed for eight grade that will make a test to students about descriptive text and the writer found students' problems in reading descriptive text and they will try to understand about descriptive text especially in meaning of the text, vocabulary, and pronunciation of the words. Based on the background of the research above, the title of this research is **"The Effect of Word Attack Strategy Toward the Students' Reading Comprehension in Reading Descriptive Text of Eight Grade at SMP Negeri 2 Nainggolan"**.

### **1.2 The Problem of the Study**

Based on the background of the study above, the problem in this research is formulated as:

“Does the use of word attack strategy significantly affect on the students' comprehension in reading descriptive text?”

### **1.3 The Objective of the Study**

In the objective of this study is to investigate whether or not using of word attack strategy on the students' comprehension in reading descriptive text of Eight Grade Students at SMP Negeri 2 Nainggolan.

### **1.4 The Scope of the Study**

There are many strategies that can be used to teach reading such as using prior knowledge/ previewing, predicting, identifying the main idea and summarization, questioning, making inferences, visualizing, word attack. But in this research , the writer limits on the application of word attack strategy. There

are some of genre namely descriptive text, recount text, narrative text, report text, news item text, explanation text, analytical exposition text, hortatory exposition text, procedure text, discussion text, review text, anecdote text, spoof text. But in this research the writer only focusses on descriptive text especially in meaning of the text, vocabulary, and pronouncing the word for eight grade students of SMP Negeri 2 Nainggolan.

### **1.5 The Significances of the Study**

The results of the study both theoretical and practical significances.

#### **1. Theoretical Significance**

This research is expected to give explanation and contribution about word attack strategy in reading descriptive text and expected to be worthwhile information to improve teaching reading descriptive text.

#### **2. Practical Significance**

- 1) For students', writer expects this research can be as a problem solving of the students' difficulties in reading comprehension.
- 2) For English teachers, teacher can use word attack as one of the strategy in teaching learning English, it can make the lesson is easier to understand.
- 3) For readers, the result of this research can enrich their insight in reading learning theory and they can get a lot of information in order they can expand their interest in reading.

## 1.6 Hypothesis

The writer formulates the hypothesis in this study, there are two possibility in this study:

Ha : Word attack strategy significantly affect the students' comprehension in reading descriptive text.

H<sub>0</sub> : Word attack strategy significantly does not affect the students' comprehension in reading descriptive text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

The theoretical framework aims to provide a clear concept the application of word attack strategy in research. The writer plans to investigate the effect of applying word attack strategy on students' reading achievement in descriptive text. It is very important to clarify the terms used in the subject of this research so that readers do not find difficulties or confusion and do not hesitate in understanding ideas in the future.

#### **2.2 Skill in English**

##### **2.2.1 Reading**

Reading is most useful and important skill for people (Patel and Praveen, 2008:113). It means that the skill is really need to practice than speaking and writing. Reading is a source of knowledge. Good reading is what makes the students happy and interesting in reading which will create knowledge in a long time.

##### **2.2.2 Listening**

Everyone will engage in communication activities when they can listen. Listening is our ability to understand the message conveyed by others through our sense of hearing. When we hear, we have carried out activities in capturing sounds, both sounds in language and non-language. Even if we do it intentionally or unintentionally. Barker (2010:204) said listening is the selective process of



attending to hearing, understanding, and remembering aural symbols. It means that listening not only listen to the message with ears but also understanding and remembering information well. Listening is also activity to catch sounds that we do carefully.

### **2.2.3 Writing**

Writing is an activity to express ideas or thought of someone in written form to the other people. According to Richard Kern (2000:172) states that Writing is functional communication, making learners possible to create imagined worlds of their own design. It means that learners can convey their feeling, thought, ideas, experiences, etc through writing with a spesific purpose so that the reader can understand. The purpose of writing is to give some information.

### **2.2.4 Speaking**

Speaking is one of the language skills that is practical or forms of communication using language media. In general, speaking is an activity that is expressed through pouring ideas into words form of utterances. The utterances that appear are the embodiment of from ideas that were before at the level of ideas. Based on as expressed by Suhendar, speaking is a process of changing form thought and feelins into speech. (1992: 20). The utterances means that meaningful language sound.

## **2.3 Reading**

### **2.3.1 The Definition of Reading**

Reading is one of the communication processes that must be owned by students. The readers will get some information and knowledge. Reading is also an activity that is carried out by the reader to get the message conveyed by the author through the written words. The process will require that the group of words that constitute a unit will be seen at a glance, and that the meaning of the individual words will be known. If this is not fulfilled, then the explicit and implied messages will not be caught or understood, and the reading activity will not be carried out properly. According to Rahim (2008: 2) Reading is essentially something that complex that involves many things, not just reciting writing, but also involves visual activities, thinking, psycholinguistics, and metacognitive.

Reading skills acquisition is the process of acquiring the basic skills necessary for learning to read, Davies (1995) review studies by Lanzer and Gardner (1979) Harris Agustein and Thomas (1984) that set out the different types of reading that exist cited in Nunan (1999:251):

- 1) Recepting reading; read along text for pleasure emphasize on over all meaning,
- 2) Reflective reading; read a short text to find out specific information,
- 3) Skimming; searching the main point from the text,
- 4) Scanning; searching specific information from the text.

Reading is a very important activity to socialize in this time to the students, especially in language classes. Reading is not only as a source of information and fun of activities but also as a means of realize and expand

someone's knowledge of language. Reading is very important to widen of mind, acquire and understand foreign culture in foreign country.

According to Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should think to use what they know to understand unknown elements, whether these are ideas or simple words. Based on the Gerald's statement, that reading is the one of English skills which is the most important activity for the human especially students. Reading will create an interaction between the text or script and the reader in reading comprehension process.

From the definition above it can be concluded that reading is an activity of learning process to identify the text or script and understand the text. In the reading process, there is an interaction between the text and the reader when the reader read the text and try to understanding the meaning of the text. In reading, since it a personal activity, it can happen that the meaning of one text could be different base on the readers' view and the writers' view and among the readers' view.

### **2.3.2 The Purposes of Reading**

Reading is a process of thought to understand the content of the text. Therefore, reading is not just seeing of letters that have formed of words, groups of words, sentences, paragraphs, and discourse, but the other meaning that reading is an activity understand meaningful symbols, signs, writing so that the message conveyed by the author can be accepted by the reader.

According to Grabe and Stoller (2002:13) it's the issues that concerning the development of reading curricula including the analysis of needs and appropriate texts and materials. According to them, reading purposes can be classified under seven main headings.

1. Reading to search for simple information. Its' a common reading ability, through some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability.
2. Reading to skim quickly. Its' usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferencing demands than general comprehension to connect text information with the background.
3. Reading to learn from text. It's typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from text.
4. Reading to integrate the information. It told about require critical evaluation of information being read so that the reader can decide what information to integrate and how to integrate it for the readers' goal.
5. Reading to write. It requires additional decisions about the relative importance of complementary, mutually, supporting and conflicting information from multiple sources.
6. Reading to critique text. It is variants of reading to integrate information from text.

7. Reading general purpose. It's general of reading comprehension which actually more complex than commonly assume.

Based on Grabe and Stoller above, the purpose of reading is to find out the meaning on the text to what the reader already get from the whole text. There are seven main point in reading purposes, they are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate the information, reading to write, reading to critique text, and reading general purpose. This purposes will help the reader to comprehend the messages from the text and it will be a knowledge for the reader.

### **2.3.3 The Types of Reading**

Brown (2004:189) explained that “in the case reading, variety of performance is derived more from the multiplicity of types the texts than from the variety of overt types of performance.

There are types of reading according to Brown as the following:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemic symbol. Reading that focus on basic aspect of reading, such as alphabetic symbols, capitalized and lowercase letters, words, and grapheme-grapheme correspondence. Example: reading aloud, written response, multiple-choice, picture-cued items.

2. Selective

This reading that focus on formal aspect of language, such as lexical,

grammatical, and few discourse feature. A common activity/assessment used for testing reading knowledge of vocabulary and reading knowledge and reading knowledge is the multiple choice format. Example: Multiple-choice (for form focused criteria), Matching Task, Picture-cued tasks, Filling Tasks.

### 3. Interactive

Interactive reading types are stretches of language of several paragraph to on page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is reading as a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. The focus of the interactive task is to identify relevant features within texts of moderately short length with the objective of the retaining the information that is processed.

### 4. Extensive

Extensive reading, applies to texts of more than a page, up to including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom" on small details. An approach to language learning, including foreign language learning, by the means of a large amount of reading. Example: Skimming, Summarizing and Responding, Note-Taking and Outlining.

Based on Brown above, there are four types of reading as the following perceptive, selective, interactive, extensive. The first is perceptive is reading focus of basic aspect of reading, example reading aloud and multiple-choice. The

second selective is reading focus on formal aspect of language such as lexical grammatical. The third interactive focus of the interactive task is to identify relevant features within texts. And the last extensive is applies to texts of more than a page, up to including professional articles, essays, and technical reports.

## **2.4 Reading Comprehension**

It is not good if we reading without comprehension. It is very important when we reading to master the text. Reading is an activity that builds meaning when interacting with texts that's why reading needs a comprehension of content in the text.

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 reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know. In addition, Duffy (2009:14) simply defines reading comprehension as the essence of reading because if we do not understand the message, we are not reading. A fluent reading process is a combination of information from the text and their own knowledge to build a good meaning. There are three point in reading comprehension, namely knowledge and readers'

experiences that relate to the topic, to relate between knowledge and experience with the text will read, and the process to get meaning actively with the readers's mindset.

#### **2.4.1 The Levels of Comprehension**

Reading comprehension is a process to recognize or identify the text, then to know the content of the text. Reading comprehension can also mean as an activity to make a sequence of descriptions/organize the contents of the text, can evaluate as well as be able to respond to what is stated or implied in the text.

According to Burns et al (2019) stated that reading comprehension is divided into four levels, as follows:

##### **1. Literal Reading**

Literal comprehension in reading is the acquisition of information that is directly involved in a choice. In analyzing the main ideas expressed in the text, the details of the causes and effectiveness, and the order in the basis of literal understanding through understanding vocabulary, what is important is the meaning of sentences and paragraph meanings. It is considered a literal skill when the cause-and-effect relationship is stated explicitly in the written passage. The ability to read and follow directions is a must for almost any schoolwork to be successful. These skills are usually referred to as part of literal reading comprehension. It involves understanding the sequence of details.

##### **2. Interpretive Reading**

Reading for interpretive comprehension is the process of deriving ideas that are implied rather than directly stated. This level includes summarizing the



main ideas of the section where the main ideas are not stated directly. Skill for interpretive reading include:

- 1) Inferring main ideas of passages in which the main ideas are not directly stated.
- 2) Inferring cause-effect relationships when they are not directly stated.
- 3) Inferring referent of pronouns. It is easier to remember structured in which the pronoun followed its referent.
- 4) Inferring referent adverbs.
- 5) Inferring omitted words. Sometimes, words are omitted and said to be understood as known ellipsis.
- 6) Detecting mood, (sad)-downcast, sobbing, objected, (happy)-sparkling, shining, laughing).
- 7) Detecting the author's purpose in writing, to inform, to entertain, to persuade, or to accomplish something else.
- 8) Drawing conclusion.

### 3. Critical Reading

Evaluating written material and comparing ideas which find in the material requires a critical mind with the known standards and drawing conclusion about accuracy, appropriateness and timeliness, which is referred to as critical reading. Critical readers should be the readers who are active in questioning, find facts, and not making judgments until the reader has considered all the material.

### 4. Creative Reading

In creative reading, the reader must understand a few levels previous. In this case, the reader has already able to understand the contents of the reading literally, interpretatively, and critically. After the reader know the levels, the reader of course has initiative and creative to develop reading comprehension by generating innovative new ideas. It requires readers to think and use their imagination as they read. Creative reading is concerned with the production of new ideas, the development of new insights, new techniques, and original construction.

Based on Burns et al., there are four levels of reading comprehension. The first literal reading is the ability to understand information stated explicitly in the text. The second, interpretive is the ability to understand information that is stated indirectly (implied) in the text. The third, critical reading is the ability to evaluate text material. In this case, the reader compares the information found in the text with certain norms, knowledge, and background experiences of the reader to judge the text. And the last, creative reading is involve the cognitive dimension of reading because it impact to the psychological and aesthetic's text to the reader.

#### **2.4.2 The Principle Strategies for Reading Comprehension**

Principle strategy is the first step to improve the success of learning to read. The principle strategies needs in reading comprehension to easier get the specific information in a text. Then, the students will find it easier clearly the information with following the principle strategy of reading comprehension.

Brown (2000:306) stated that there are nine principle strategies for reading comprehension, they are:

- 1) Identify the purpose in reading
- 2) Use the rule and patterns to aid in bottom-up decoding (especially for the beginning learners
- 3) Use efficient silent reading techniques for relatively rapid comprehension
- 4) Skim the text for main ideas
- 5) Scan the text for specific information
- 6) Use semantic mapping or clustering
- 7) The key to successful guessing is to make it reasonably accurate
- 8) Analyze vocabulary
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationships

The principles of strategy in reading above need to be known and master by students because with the principle of strategy the students will get the good result in reading comprehension. Many discourse makers in English signal relationships among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such makers can greatly enhance learners' reading efficiency.

## **2.5 Teaching Strategy**

In delivering material in learning process requires some strategies to students. Strategy is defined as a plan as well as a method to achieve some goals.

Teaching strategy is a plan, in which there is a series of activities specifically designed. Effective learning requires the application of effective and innovative teaching strategies in the classroom to help the students' interest. As we can see, giving someone a lot of attentions than others might make some students interest with teacher's teaching strategy. Teaching strategy is a component in the learning process. The components can help the teacher when the learning in progress and the component consist of goals, teachers, students, teaching materials, learning strategies, and learning media.

According to Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. It means that the teaching strategy is the teacher's way of delivering material in class, there must be a development of teaching strategies carried out by the teacher, influencing students in a timely manner, practicing the responses learned, also increasing responses with the other activities.

## **2.6 Word Attack Strategy**

Word-Attack Strategy is a strategy that helps students in reading to find solutions, pronounce, find the unknown words while reading then try to find the meaning. Students must master and strategy when reading. Ralph Bedell, Eloise Schott Nelson (1954) have explored the "WORD ATTACK" strategy. According to Ralph Bedell and Eloise Schott (1954) 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. 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 the teacher use this strategy in learning process the student will be easier to understand the reading text. Skills needed to be able to understand unfamiliar words in the context of reading. Word attack skills depend on the ability to recognize the sounds that make up words and combine those sounds.

### **2.6.1 Kinds of Word Attack Strategy**

#### **a. Meaning Attack**

In meaning attack involves the use of context clues and expectancy of words and concepts in reading comprehension. 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.

#### **b. Visual Attack**

Visual attack involves the using of visual characteristics of the words of the reading content. For example, generally to identify the known passages in the words of the content in reading, the use of syllables, use of prefixes, suffixes, and root words carefully. Many students think visually to more comprehend what they

have read. Visual attacks usually using media relate to content of reading, action, and color. This visual attack will provide great benefits for readers to understand the contents of the reading. Here are the steps to use the visual attack used by readers:

- 1) 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
- 2) Use nouns, verbs, and adjectives to design pictures, diagrams, or other images.
- 3) Make a sketch or diagram on waste paper.

c. Sound Attack

Sound attacks involve vowels and consonants, vowels and consonant combinations, and the use of other phonetic analysis methods in reading texts. In this type, the readers know about phonics rules are important but don't guarantee it will make the reader always success to comprehend the text that has been read.

### **2.6.2 The Procedure of Word Attack Strategy**

Word attack strategy serves to help students find solutions, pronounce, and understand unfamiliar words in reading. Word attack strategy helps students understand words from the other mindset.

According to Alison (2012), it is important for students to study words and word- attack skills, so they have strategy to use when they come to a difficult or unknown word. There are some procedures of word attack strategy, as follows:

1. Using picture clues: (1) look at the picture, (2) are there people, object, or actions in the picture that make sense in the sentences?
2. Sounding out the word: (1) start with the first letter, and say each letter-sound aloud, (2) blend the sounds together and try to say the word. Does the word make senses in the sentence?
3. Looking for chunks in the word: (1) look for familiar letter chunks. They may be sound/symbols, prefixes, suffixes, endings, whole words, or base words, (2) read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentences?
4. Connecting to a word you know: (1) think of a word that looks like the unfamiliar word, (2) compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word, (3) 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.
5. Rereading the sentences: (1) read the sentence more than once, (2) think about what word might make sense in the sentences. Try the word and see if the sentence makes sense.
6. Keep reading: (1) read past the unfamiliar word and look for clues, (2) if the word is repeated, compare the second sentences to the first. What word might make sense in both?
7. Using prior knowledge: (1) think about what you know about the subject of the book, paragraph, or sentence, (2) do you know anything that might

make sense in the sentence? Read the sentence with the word to see if it makes sense.

## **2.7 The Kinds of Genre**

According to Knapp (2005:210) There are some genres in English namely:

### 1) Narrative

Narrative is English text which the writer wants to amuse or to entertain and to tell the story to the readers. It is usually in great detail. Narrative uses conflicts among the participants whether natural conflict or psychological conflict.

### 2) Recount

Recount is a kind of text which is used to retell something that happened in the past and to tell a series in the past. Theoretically, the technique to write a recount is similar to the way a narration is written. Specifically, a recount is written out to inform an event or to entertain event.

### 3) Descriptive

Descriptive is a kind of English text of which social function to describe un reveal a particular person, place and thing in detail.

### 4) Anecdote

Anecdote is a kind of English written text which have the function to retell un usual or amusing incident, not only to make a people laughter but also to reveal the truth itself.

### 5) Spoof



In the English culture, people often use a series of events in a certain process to tell a spoof. They do it by twisting some of the events in the process. The purpose of the twisting the event is to create a humor. Spoof is to tell an event with a humorous twist an entertain the readers.

6) Procedure

Procedure is any written English text in which the writer helps the readers how something is accomplished through a sequence of action or steps.

7) Hortatory exposition

Hortatory exposition is a written English text in which the writer persuades the readers that something should or should not be the case or done.

8) Explanation

Explanation is a written English text in which the writer explains the readers the processes involved in the formation or working of natural or socio-cultural phenomena.

9) Report

Report is a text which present the information about something. It is also to arrange the man and social phenomenon in our environment.

10) Discussion

Discussion is a written English text in which the writer presents some points of view about an issue at least from two sides (protagonist and antagonist).

## **2.8 Descriptive Text**

### **2.8.1 The Definition of Descriptive Text**

There is some definition of Descriptive Text:

- 1) Oshima and Hogue, (2007:61) stated that descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. The reader can imagine the object, place, or person in his or her mind.
- 2) Knapp and Watkins, (2005:97) state that describing is also a central feature of the narrative text providing the means for developing characterization, sense of place, and key themes.
- 3) Wardiman, et.al (2008:16) states a descriptive text is a text that describes the features of someone, something, or a certain place.

Referring to some of the definitions above, the writer concludes that descriptive text is type of text that describes people, places, animals, and things. Descriptive text can help readers to understand the content of the text through their imagination, to visualize a scene or person, or to understand sensation or emotion.

### **2.8.2 The Generic Structure of Descriptive Text**

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, 1) Introduction is the part of the paragraph that introduces the character; and 2) Description is the part of the paragraph that describes the character. This indicates that a descriptive text has two elements, an element to identify a phenomenon (identification) and another one (description) to portray parts, qualities, or characteristics.

Besides, Wardiman, et. al. (2008) explain descriptive text consists of elements as follows:

**Table 2.8.2.1 Text Elements**

<b>Text Elements</b>	<b>Content</b>
Identification	An introduction to the objects/ things described which includes who or what, when, where.
Description	A description of an object.  For example the colour, the size, the smell, the taste, what makes it special, etc.  For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special.  For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.
Conclusion	Summary points

**Table 2.8.2.2 Example of Descriptive Text**

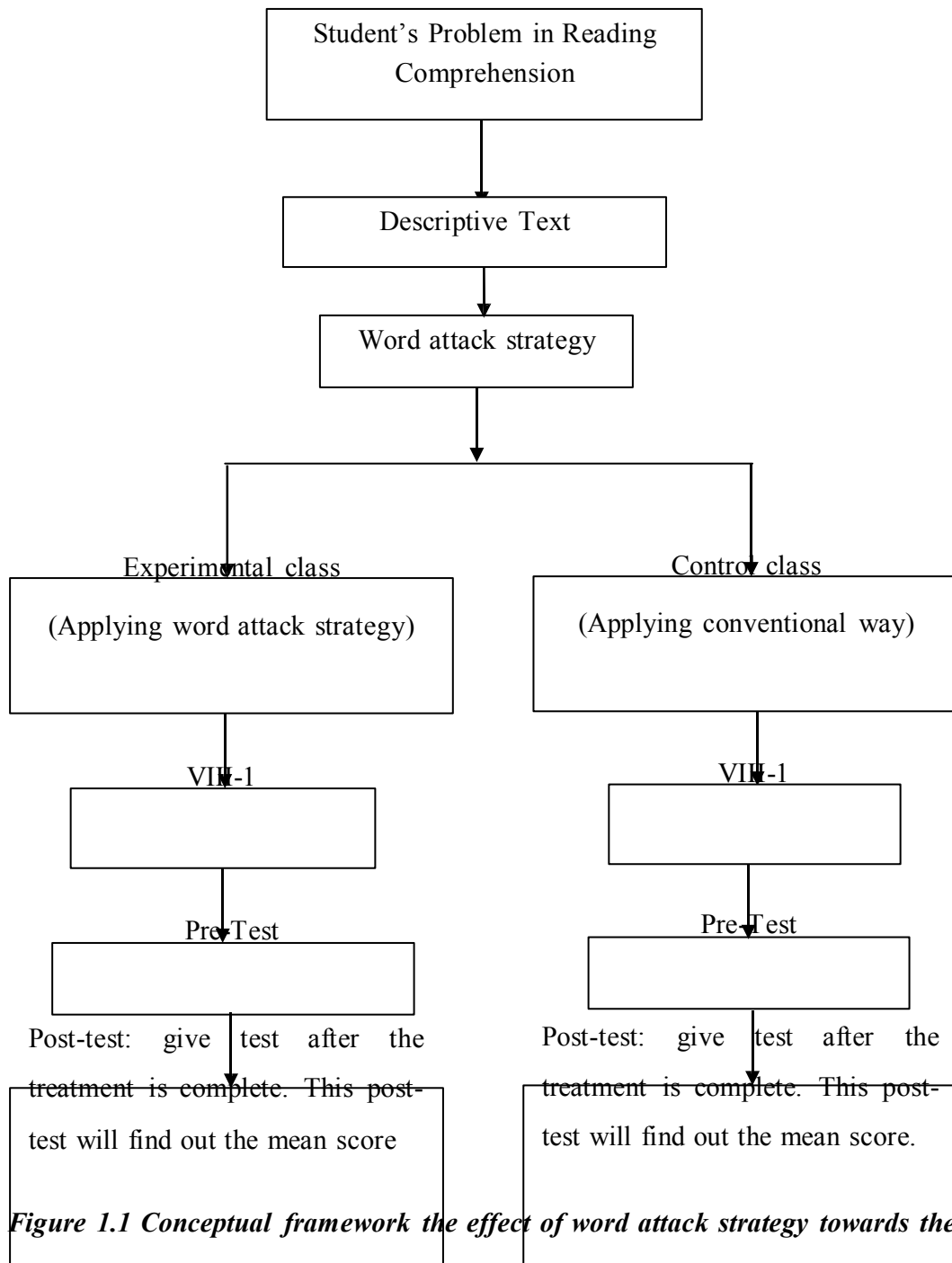
<b>Generic Structure</b>	<b>Content</b>
Identification	My friend bought me a gift I've wanted for month ago. It's a bird. I called the bird is Myuu.
Description	Myuu is a small bird. Her size is as big as the palm of my hand. Myuu is so weak. Sometimes I afraid I will hurt her if I want to take her up. My friend said that she found Myuu near our house, crying looking for her mom. But my friend can not see her, so my friend decides to bring her home and give her some comfort. Myuu is a good eater. He always finished everything we gave her. Now, it's been a year since Myuu come to our family. Her small body has grown up into a size of a bowl. Myuu is a good bird, and we love her so much.

### **2.8.3 The Language Features of Descriptive Text**

Every kind of text has language features. Gerot and Wignel, (1995:208) state that the language features usually found in a descriptive text are:

- 1) Focus on the specific participant. In describing something in written descriptive must focus only on one subject, for example, Borobudur Temple, a cat, my new house, and so on.
- 2) The use of simple present tense. In which usually found the passive voice in the descriptive text especially when describes the particular place.
- 3) The use of attributive and identifying processes. It is about the use of have and has.
- 4) The use of frequent epithets and classifiers in a nominal group, like attractive and beautiful.

## 2.9 The Conceptual Framework of Research



**Figure 1.1 Conceptual framework the effect of word attack strategy towards the students' comprehension in reading descriptive text. (Sinaga, Febiola, 2022).**

## 2.10 Previous Research

Many studies have conducted by several researchers related to the use of word attack strategies in motivating students to learn reading comprehension in English. Here are some research results with their reports as follows:

- 1) Bertaria Sohnata Hutaaruk (1991) in her research entitled *The Effect of Word Attack Strategy Toward the Students in Reading Descriptive Text*. While Bertaria used Word Attack Strategy to improve students' reading ability in reading descriptive text. The Researcher also will use the word attack strategy to improve students' ability in reading descriptive text. The research findings indicated the results of the research: the mean score of pre-test experimental class is 44 and the means score of post-test is 71.2. It shows that the experimental class experiences improvement in their reading test and the hypothesis testing indicates that the students' reading comprehension taught by using word attack strategy was higher than those taught by using conventional method. From this study, I as a writer make this research as my reference.
- 2) George Canney and Robert Schreiner (1976) in their research entitled *A Study of the Effectiveness of Selected Syllabication Rules and Phonogram Patterns for Word Attack* concluded that intensive instruction in the flexible application of syllabication rules or the identification of specific phonogram patterns did not improve the word attack skills or the reading comprehension of the second grade pupils tested. Researchers use the Word Attack Strategies in writing descriptive text. Basically, both

strategies have the same goal to improve the students' reading comprehension. The research findings indicated the results of the research: from the pre-test data that differences among the experimental groups of pupils on the SDRT subtests were explained by the blocking dimension-level of reading performance. The fact that the Control pupils within the basal emphasis program performed significantly better than the Syllabication or Phonogram pupils on the Vocabulary subtest was attributed to chance variations in pupil performance. The significant differences between phonic and basal emphasis groups on the 2 stimulus word lists suggested that: 1) the word attack skills being assessed by the 2 stimulus word lists were not the same skills being tested by the subtests selected from the SDRT, and 2) that the word recognition skills incorporated into the phonic emphasis reading program were more effective for decoding multiple syllable words than the word recognition instruction in the basal emphasis reading program. Related to that, I as a researcher make this study as my reference.

- 3) Linda A. Meyer (1982) in her research entitled *The Relative Effects of Word-Analysis and Word-Supply Correction Procedures with Poor Readers during Word-Attack Training* tells about each lesson in this study included word-attack practice, story reading practice, and individual check-outs. Drill was part of both treatments during word-attack practice before story reading. The only difference in treatments was that a word-analysis correction procedure was used during word-attack with five

groups of students and a word-supply correction procedure was used with the other five groups. Teachers audiotaped the word-attack segments of four separate lessons during the semester. The primary reason for conducting this study was to compare the effects of two types of word-attack correction procedures in the Decoding Strategies program. The research findings indicated the results of the research: the mean score of the pre-test experimental class is 27,10 and the means score of the post-test is 30,22. It shows that the experimental class experiences improvement in their reading test and the hypothesis testing indicates that the score of the experimental class students is higher than the control class. From this study, I as a researcher make this study as my reference.

Referring to the previous findings above, it shows that the word attack strategy will result in an increase in students' reading comprehension. Through this word attack strategy, students will find it easier to understand the text they are reading. Word attack strategy will succeed in connecting teachers and students in the reading comprehension process to construct a reading text. Therefore, the writer decides to use word attack strategy to improve students' reading ability in reading descriptive text.



**CHAPTER III**  
**RESEARCH METHODOLOGY**

**3.1 Research Design**

The research design of this study was experimental quantitative. It was a method of research which used to quantify variables. It means that the research used two classes in collecting data. They are experimental class and control class. Experimental class is a group which receive the treatment. The treatment of this study was Word Attack Strategy. The writer used the strategy as treatment when teach the students in reading comprehension. Control class is the opposite of experimental class. There's no treatment in control class. The writer used conventional way in teaching reading comprehension. The design could be figure as the following:

<b>Class</b>	<b>Pre-Test</b>	<b>Teaching Strategy</b>	<b>Post-Test</b>
Experimental class	✓	Word attack strategy	✓
Control class	✓	Conventional way	✓

**3.2 The Population and Sample**

This research was conducted to the eighth-grade students in the academic year of 2021/2022.

**3.2.1 Population**

Best (2002:13) states that a population is a group of individuals, namely: person, object, or item from which samples were taken for the measurement. The population of this research will be all the eight grade students of SMP Negeri 2

Nainggolan in the academic year 2021/2022 that consist of 94 students into eight classes.

### **3.2.2 Sample**

According to Creswell (2012:142) sample is a sub group of the target population that the researcher Planto study for generalizing about the target population. The sample of this research was used two classes which are VIII-1 as the experimental class and VIII-2 as the control class. In class VIII-1 consists of 31 students and VIII-2 consist of 32 students. As usually each class consists of 32 students, but now in pandemic situation each class consists of 15 students. The writer used the sample only 30 students they are 15 students from VIII-1 and VIII-2. The writer was applied the word attack strategy in the experimental class, while the control class only apply conventional way as usual in the learning process.

### **3.3 The Instrument of Data Collection**

Instrument is a tool that used for collecting the data in a research. The instrument of collecting data of this research was reading test. Reading test was find out the effect of word attack strategy. The test was given to both of two classes as pre-test and post-test. Pre-test is a test which is do before using treatment in teaching learning process. Post –test is a test which is done after using treatment in teaching learning process.

### **3.4 The Technique of Collecting Data**

There are some steps in collecting the data for this research. The researcher was used the test in the data collection technique. The test was used to

measure the students' competence and to achieve the objective. The data was collected by give the reading descriptive test. The reading test was conducted Pre-test and Post-test.

#### **3.4.1 Pre-Test**

Before start the experiment process, the researcher was given a pre-test to the students in experimental class and control class with the same test, to know the students' ability in reading descriptive text. Students read a descriptive text with a topic that is determined.

#### **3.4.2 Treatment**

After the researcher give the pre-test, the researcher was applied the Word Attack Strategy to the experimental class, while this technique do not apply to the control class.

#### **3.4.3 Post-Test**

After give the treatment, the writer was given the post-test to the students. The test is also the same as the pre-test with a different topic. Thus, the score of the post-test would be compare with the pre-test before.

### **3.5 The Technique of Analyzing Data**

After calculating the data from the test, the data would be analyzed by using some steps, they are:

- 1) Calculating the score of the pre-test and post-test in the experimental and control classes.
- 2) Tabulating data from the scoring of the experimental and control class.

3) Interpreting the result of reading descriptive text test.

### 3.5.1 Testing Hypothesis

The researcher state a hypothesis to be a test, formulates an analysis plan, analyzed sample data according to the plan and accepts or rejects the null hypothesis, based on the results of the analysis. To know the difference between the two classes, the writer would be used a T-test using the formula:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{Dx^2 + Dy^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

(Arikunto, 2014:354)

Where:

t = the effect

Mx = mean of the experimental group

My = mean of the control group

$Dx^2$  = the deviation square of the experimental group

$Dy^2$  = the deviation square of the control group

Nx = the sample of the experimental group

Ny = the sample of the control group

### 3.6 The Validity and Reliability of the Test

There are two important characteristics that every measuring should process. They are validity and reliability. Validity and reliability are qualities that were essential to the effectiveness of any data gathering procedure.

### 3.6.1 The Validity of the Test

Validity is measurement which show the levels of the instruments' validity. According to Arikunto (2014:211) states that a test said to have content validity when measuring certain specific goals with the subject matter or content that already given. To measure the validity of the test the writer try to give the multiple choices test to the students. After that the student's scores would be concluded the result of the test valid in testing the student's reading comprehension.

### 1.6.2. The Reliability of the Test

Arikunto (2014:221) stated that reliability is the qualified of consistency that instrument or procedure demonstrate or a period of time. If the test was administrated to the same candidates on different occasion, then to the exam that it procedures differing result, it is not reliable. The test in this study was reading form. Reliability is another characteristic of a well-constructed achievement. The reliability of the test would be calculated by using Kurder Richardson (KR-21). The formula as the follow:

$$r = \left( \frac{K}{K-1} \right) \left( 1 - \frac{M(K-M)}{K.S.D^2} \right)$$

(Arikunto, 2014:221)

Where:

r = Reliability of the whole test

K = Number of test item

M = Mean of score

S<sup>2</sup> = The square of standard deviation of the score (Variance of the scores)