

USING WORD SPLASH STRATEGY TO TEACH THE EIGHTH GRADE STUDENTS` READING COMPREHENSION

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Abstrack

The objective of this study was to find out the effectiveness of teaching reading comprehension by using the word splash strategy for junior high school students. The design used in this study was pre-experimental. The total population of this study was 197 students from seven classes, the writer used cluster random samples . The instrument in this study is multiple choice of reading comprehension test. Based on the results of the Pre-Test, the mean score of the Pre-Test was 58.52. The results of the Post-Test the mean score of Post-Test was 76.30. Based on statistical analysis, the writer found that the value of Sig.=0.000 less than the value of significance level ($\alpha=0.05$ and $Df=26$). This shows that the alternative hypothesis was accepted, it means that the use of word splash strategy significantly increase junior high school reading comprehension.

Keywords : Teaching Reading, Word Splash Strategy

Introduction

English has an important role in the world of education, especially in Indonesia. Among other languages spoken in the world, English is the language learned by Indonesian students at almost every level of education. Diem and Lestari (2016) state that English is becoming increasingly important because it is learned by almost everyone living in the 21st century. Because English tends to be the language of technology both in the world of education and the world of work. Learning a foreign language is an integrated process where learners must learn four skills, namely: listening, speaking, reading and writing. Of the four reading skills, it is one of the most important things for a student to learn, because reading can train a person to learn basic knowledge in recognizing reading texts, by reading students are able to capture as much information as possible from the material they have read. Reading is one of the skills in English. According to Nurdianan (2017), reading is one way to receive information from writers in texts or passages from writers. That is, when students read, they see something written and try to understand its meaning. Every must have the ability to read so that students can understand every meaning contained in the text. To read well of course there needs to be teaching reading. According to Sardiman (2012), teaching is a process that functions to guide students in life, namely guiding and developing what students must do. With teaching from the teacher, the student reading process can be carried out, this is due to the reciprocal relationship between students and teachers when the teaching and learning process is in progress, such as the teacher guiding and giving students strong motivation so that students are enthusiastic and motivated to learn to read.

There are many strategies used in reading, one of which is the word splash strategy. According to Begum (2018), 'Word Splash is a learning tool that stimulates thinking around a topic'. The word splash strategy uses strong pre-reading to practice predictive skills, provide reading vocabulary and provide motivation. According to Riani (2013), the word splash strategy really helps students solve their reading comprehension problems, using the word splash strategy can help students access knowledge, build the meaning of words related to concepts, and find repetition of key ideas that are important for the unit. According to Shayna (2020), strategy word splash can be used to help students make predictions about new content or to assess students' understanding of topics that have been discussed. According to Janelle (2014), word splash is an understanding and vocabulary strategy that makes learning terminology easier for students. According to Asmara & Sartika (2020), the word splash strategy can be applied in reading comprehension from grade VIII, whose use is to develop students' sense of discovery, direct them to focus on topics or problems, and is useful for sharing in groups or pairs. By displaying words in class from the start, students become interested and curious to know the meaning of these words. They have to read the words and guess what they mean. This prediction allows their brain to start making connections with new words.

Based on preliminary observations at SMP NEGERI 7 OKU for three months, especially in class VIII. This school is a mixed school where each student has different abilities. While the writer was carrying out the Educational Field Experience Program (PPLK) there, the writer found that there was a lack of students' interest in learning English, especially in reading. Factors that influence it are they find it difficult to understand the text, lack of use of vocabulary words by students, limited printed books, lack of awareness of learning and lack of motivation towards students. During the time the writer was carrying out the Educational Field Experience Program (PPLK) at the school, the writer had taken daily test scores, namely reading a text, the writer was looking for texts with theme obligations sourced from internet media and then distributed them to students as a unit to read in front of the class, when taking grades the average reading score is still much lower than the students' KKM and the highest score is 65 which is only obtained by a few students.

Based on background above, the writer is interest in conducting a research where the average score for learning English is the lowest in reading. So this study is entitled " Teaching Reading Comprehension by using Word Splash to the Eighth Grade Students of SMP Negeri 7 OKU". The problem in this study " was it significantly effective to use Word Splash strategy in teaching recount text to the eighth grade students of SMP NEGERI 7 OKU?". The objective of this study was to find out the effectiveness of teaching reading comprehension by using the word splash strategy in class VIII students of SMP Negeri 7 OKU. The benefits of this study are that it can motivate students and can provide information to teacher that use of the word splash strategy is good for reading comprehension.

Methodology

The method of this study was quantitative study. According to Cohen,et al (2018), divided the experimental design into three types : pre-experimental design, true-experimental design, and quasi-experimental design. This study, the writer used pre-experimental method. In this study, the writer want to know students' reading comprehension by using the word splash strategy in recount text. In collection data, the writer used a multiple choice test which consists of 20 test items. Data

were taken in class VIII.6 totaling 27 students using cluster random sampling method. To analyze the data, the writer used paired sample T-test. The research procedure is that the writer gave two test, namely the Pre-test which has not been given treatment, and the Post-test which has been given treatment using the word splash strategy.

Findings and Discussion

1. The Students Score in Pre-test

Based on the result of pre-test, the number of students in pretest were 27. The result students total score was 1580 and mean was 58,52. The highest score was 80 and the lowest score was 30. From in the pre-test out of 27 students, 2 (7,40%) students got score in very good category, 5 (18,51%) students got score in good category, 9 (33,33%) students got score in average category, 5 (18,51%) students got score in poor category, and 6 (22,22%) students got score in fail category. It was shown in table below:

Distribution Score of Pre-Test

Score	Category	Pre-Test	
		Frequensy	Percentage
>80	Very Good	2	7,40%
66 – 79	Good	5	18,51%
56 – 65	Average	9	33,33%
46 – 55	Poor	5	18,51%
<45	Fail	6	22,22%
Total		27	100%
Minimum Score		30	
Maximum Score		80	
Mean		58,52	

2. The Students Score in Post-test

Based on the result of pre-test, the number of students in pretest were 27. The result students total score was 2060 and mean was 76,30. The highest score was 95 and the lowest score was 45. From in the post-test out of 27 students, 14 students (51,85%) students got score in very good category, 8 (29,62%) students got score in good category, 4 (14,81%) students got score in average category, 0 (0%) students got score in poor category, and 1 (3,70%) students got score in fail category. It was shown in table below:

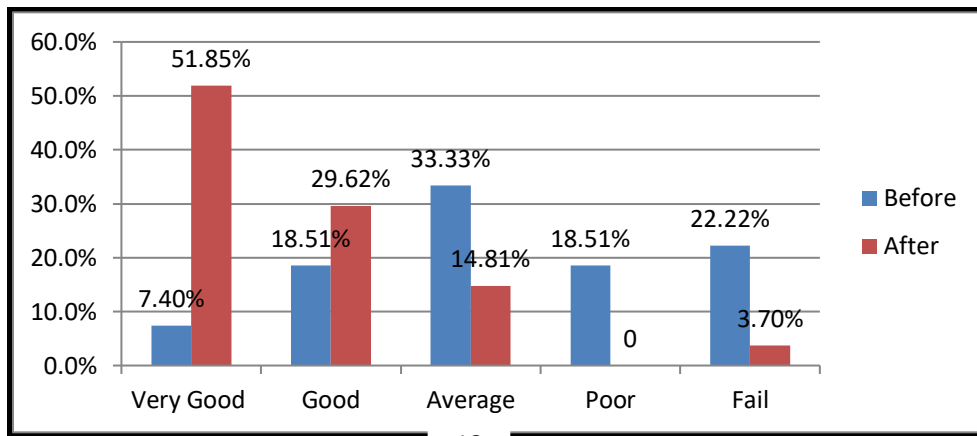
Distribution Score ₁₂ Post-Test

Score	Category	Pre-Test	
		Frequensy	Persentage
>80	Very Good	14	51,85%
66 – 79	Good	8	29,62%
56 – 65	Average	4	14,81%
46 – 55	Poor	0	0%
<45	Fail	1	3,70%
Total		27	100%
Minimum Score		45	
Maximum Score		95	
Mean		76,30	

3. Percentage between Pre-test and Post-test

The writer found that there was difference score before the writer gave the treatment and after gave the treatment on pre-test and post-test. Before the treatment, 7,40% students got score in very good category, 18,51% students got score in good category, 33,33% students got score in average category, 18,51% students got score in poor category, and 22,22% students got score in fail category. After the treatment, 51,85% students got score in very good category, 29,62% students got score in good category, 14,81% students got score in average category, 0% students got score in poor category, and 3,70% students got score in fail category. It was shown in chart 3 below :

Between Pre-Test and Post-Test



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4. Statistical Analysis

a. Normality Test

The research data normality test was carried out to find out whether the data was normally distributed or not. The normality test used is the Shapiro-Wilk method with a significance level as a rule to accept or reject the normal test. the results of the Shapiro-Wilk test, namely the Pre-Test sig (.549) and Post-Test sig (.301) are normally distributed because the Asymp Sig (2-tailed) is >0.05 or 5%.

b. The Statistical Analysis of Pre-Test and Post-test

In order to obtain empirical evidence about the used of the word splash strategy to improve reading comprehension of class VIII.6 students of SMP Negeri 7 OKU. The writer used the T-test formula using the SPSS program.

Paired Samples T-test

T-test	Before Treatment (Pre-Test)	After Treatment (Post-Test)
Mean	58.52	76.30
N	27	27
Std. Deviation	12.995	11.896
Std. Error Mean	2.501	2.289
Correlation	.915	
Sig	.000	
Df	26	26
Sig.(2-tailed)	.000	.000

Based on the table above, the data shows that students' reading comprehension before and after being given the word splash strategy treatment obtained the score mean Pre-test was

58.52, the score mean Pre-test was 76.30, which means that the mean Post-Test score is higher than the mean Pre-Test score. And the value obtained is significant value (2-tailed) of .000. This shows that the significant level = 0.05 (5%), sig (2-tailed) <0.05, then H_0 is rejected and H_a is accepted, so it can be interpreted that there is a significant effect of using the word splash strategy to increase students' reading comprehension in class VIII.6 SMP Negeri 7 OKU.

Discussion

From the findings of this study, the writer would discuss research based on the results of the analysis of students' reading comprehension in the word splash strategy between the Pre-Test and Post-test. Calculations show that the results are different between the mean score of the Post-Test is higher than the mean score of the Pre-Test. The mean score of the Post-Test obtained by being taught using the word splash strategy is better than the mean score pre-test obtained previously not being taught using the word splash strategy. By using word splash strategy in reading comprehension there is an increase in students reading comprehension as evidenced by the mean score Pre-Test was 58,52 and the mean score Post-Test was 70,30. It is supported by the findings from (Anggeraini et al., 2018; Anggeraini & Nilawijaya, 2021) that indicated collaborative learning can increase the students' achievements on reading comprehension.

Furthermore, the results of the analysis based on the effectiveness of the word splash strategy in teaching reading to students, based on the results of the data analysis it can be concluded that the use of the word splash strategy is more effective in teaching students reading comprehension in class. This is proven by analyzing the data from the difference between teaching reading before using the word splash strategy and after using the word splash strategy, and analyzing the T-test formula, the significant value is 0.00 which is lower than Sig (2-tailed) 0.05, showed a significant difference between before being given treatment and after treatment.

From the analysis above, the mean score Post-Test was higher than the mean score Pre-Test. This means that most students can accept the treatment given. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means that the use of the word splash strategy is significantly effective in increasing reading comprehension in class VIII students of SMP Negeri 7 OKU.

Conclusions

The word splash strategy is a good alternative strategy used in the process of teaching students' reading comprehension, especially in recount texts to improve students' ability to read texts. The word splash strategy also adds to students' knowledge, provides new learning styles for students, makes it easier for students to get information from what they read and makes students more interested in reading. So that the word splash strategy is very well applied to teachers in the process of teaching reading so that the learning process is more effective.

Before being treated the word splash strategy was a difference in the mean scores obtained by students when conducted the Pre-Test was 58,52 and Post-Test was 76,30. The Pre-Test scores obtained by students before being given treatment in teaching students reading were smaller than the Post-Test scores obtained by students when teaching reading had been treated with the word splash strategy. In this case, there is a difference between being given treatment and not being given treatment using the word splash strategy

The writer concluded that there was significantly differences of test scores before and after teaching reading skills. So, is means that word splash strategy was effective in teaching reading to the eighth grade students of SMP Negeri 7 OKU, especially in learning to read recount texts.

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