

CHAPTER I INTRODUCTION

This chapter contains : background of the problem, limitation of the problem, formulation of the problem, the objective of the study, significances of the study, hypotheses, and criteria for testing the hypothesis.

A. Background of the Study

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. We can see that the level of English education has been taught from childhood to university. 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 student must have the ability to read so that

students can understand every meaning contained in the text. Without good and correct reading skills, students will not understand the material being taught. In teaching reading not only learn about reading texts but students must understand and be able to explain the meaning of what they read, students are able to identify and be able to understand concepts to get information from the text they read. According to Harmer (2018), to get the maximum benefit from their reading, students need to engage in both intensive and extensive reading. Intensive reading is a reading activity that is carried out carefully to train someone to read critically. Meanwhile, extensive reading is extensive reading of a text in a short time to understand the contents of a reading. In this way, students' engagement with the text can be ensured. 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. learning. new. 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, the writer has conducted the Educational Field Experience Program (PPLK) 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. The writer saw that they had

difficulties in memorizing texts, so that became one of the reasons they were lazy to read.

From the problems above, the writer applies one of the teaching strategies, in which this strategy can improve students' reading skills, namely the writer uses the word splash strategy. The material that the writer will teach in this study is recount text because it can be seen from the book used by students of SMP NEGERI 7 OKU "Mandiri Practice Your English Competence", recount text material studied in semester 2 of class VIII chapter XI. So the writer uses a word splash strategy by using recount text material so that students are motivated and understand the material more easily. The population for this study was taken from SMP NEGERI 7 OKU for the 2023 academic year, in class VIII, which consisted of seven classes with a total of 197 students and the sample used as an experiment was class VIII.6 with a total of 27 students.

Based on the background above, the writer is interested in choosing the title "Teaching Reading Comprehension Using the Word Splash Strategy for Class Students of SMP NEGERI 7 OKU". The author applies the word splash strategy to help students make predictions about the text they read. In other words, students can predict the text.

B. Limitation of the Problem

Based on the description in the background, students find it difficult to understand the reading text. Such as a lack of student motivation to learn, students lack a vocabulary of words and students have difficulty getting detailed text information so they are less interested in teaching materials.

There are many types of text in English, for example recount text,

narrative text, descriptive text, procedural text, etc. Of course each text has different characteristics. In SMP NEGERI 7 OKU class VIII for English subject there is only recount text material, so the writer focused on recount text to give good results to students and make it easier for them to convey ideas in reading.

In this study, the writer only focused on using recount text to find out whether the word splash strategy was effective or not in improving reading comprehension to the eighth grade students of SMP Negeri 7 OKU

C. Formulation of the Problem

Based on the limitation of the problem above, the writer would formulate the problem as follows: “ was it significantly effective to use Word Splash strategy in teaching recount text to the eighth grade students of SMP NEGERI 7 OKU?”.

D. Objective of the study

The objective of the study was to find out whether it was effective or not to teaching reading comprehension by using word splash strategy to the eighth grade students of SMP NEGERI 7 OKU.

E. Benefits of Research

The significances of this research may be beneficial for these parts:

1. For the Students

The results of this study can motivate students who are not interested in reading to become interested and develop students' reading skills.

2. For the English Teacher

The results of this study can provide information to teachers that using

the word splash strategy is a good strategy to use for reading.

3. For the Researcher

The results of the development of the English language carried out can provide experience for the writer and when he becomes a teacher later the writer already knows the teaching strategy that will be used.

F. Hypotheses of the Study

Hypotheses is a tentative explanation for certain behavior, phenomenon or events that have occurred or will occur that can be tested by the further observation. The purpose of the experiment was determined whether the hypotheses could be accepted or rejected. The hypotheses of this study were alternative hypothesis of this study were alternative hypothesis (H_a) and null hypothesis (H_0).

1. H_a : it was significantly effective to teaching reading comprehension by using Word splash strategy to the eighth grade students of SMP NEGERI 07 OKU.
2. H_0 : it was not significantly effective to teaching reading comprehension by using Word splash strategy to the eighth grade students of SMP NEGERI 07 OKU.

G. Criteria Testing the Hypotheses

Cohen, et al (2018) has identified two criteria 'good' hypotheses. The first is that hypotheses are statements about the relations between variables, second that hypotheses carry clear implication for testing the stated relations. To these he adds two ancillary criteria, that hypotheses disclose compatibility with current

knowledge, and that they are expressed as economically as possible. The criteria for testing the hypothesis are :

6.1. If t_0 equal or more than t_t . So the null hypothesis was unacceptable. It means that there was significant effective to use word splash strategy for eighth grade students of SMP NEGERI 7 OKU.

6.2. If t_0 less than t_t . So the null hypothesis was acceptable. It means that there was no significant effective to use word splash strategy for eighth eighth grade students of SMP NEGERI 7 OKU.