

## **CHAPTER II LITERATURE REVIEW**

In this chapter discussed the following parts: concept of teaching, concept of reading comprehension, concept of recount text, concept of word splash strategy, the steps of word splash strategy, teaching reading of junior high school, the concept word splash strategy procedure, and related previous study.

### **A. Theoretical Framework**

#### **1. Concept of Teaching**

According to Sardiman (2012), teaching is a process that functions to guide students/students in life, namely guiding and developing what students must do. Therefore the function of the teacher in the teaching and learning process is as a director, facilitator, and motivator for students so that the learning objectives are achieved properly. Teaching not only provides knowledge to students but teachers also play a role in developing existing skills in students during the teaching and learning process takes place. According to Anurrahman (2013), learning is a person's conscious effort to change attitudes and traits through training or experience. That is, the learning process can be done through practice and one's experience. Exercise can be done anywhere and anytime, such as at school. Meanwhile, the experience of tension in the interaction of a student with other students or the surrounding.

According to Gnarini (2013), teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. According to Zuljan and Vogrinc

(2010), teaching is therefore intimately tied to notions of learning and may be understood as the process by which a teacher's knowledge is somehow copied into learners. The success of education in students is very dependent on teacher accountability in carrying out their duties.

Based on the definition above, the writer concluded that teaching was a process of guiding and developing students' skills in changing attitudes and traits through practice and the students' own experiences and teaching is the activity of sharing knowledge that is guided by the teacher to help students learn something conducted by using a combination of art, science, and skill.

## **2. Concept of Reading Comprehension**

Reading comprehension is a reading activity in which a reader builds an understanding of a text or one's ability to combine one's logical thinking with a collection of letters, words, and sentences in the text they read. According to Van den Broek & Espin (2012), "reading comprehension is a complex interaction between automatic cognitive processes and strategies that enable readers to create mental representations of texts.

According to Nurdiana (2017), reading comprehension is a process as well as extracting and constructing meaning through interaction and engagement with written language, in other words reading comprehension is the ability to process text, understand the meaning of the text and not with what the reader knows or the ability of individuals to understand texts is influenced by their skills and their ability to process information. According to Abidin (2012), reading comprehension is a term used for reading activities that aim to obtain the information contained in reading texts. The point is, the process carried out in

earnest by the reader to get the information contained in a reading.

Based on the description above, it can be concluded that reading comprehension is a process between automatic and strategic cognitive used by readers to obtain information in reading. Reading comprehension can also be improved by building on students' background knowledge; studies have focused on how readers use knowledge and reasoning to understand texts. Therefore, in reading comprehension of the content, the reader is not only required to simply understand the content of the reading, but also must be able to connect new information with the experiences experienced so that students are able to manage the text to get benefits and information from the text they read.

### **3. Concept of Recount Text**

According to Rahman (2017), recount text is a text that retells past experiences chronologically with the aim of providing information topics to readers. According to Imrohatin, et al (2020), recount text aims to give the audience an idea of what happened, when it happened and why it happened. Recount text can be in the form of actual information, for example as a new story or procedural information, telling about family vacations, etc.

It can be concluded that recount text is a type of text which functions to retell the events of someone in the past which are considered interesting to provide information and entertain the reader which is written in a structured time sequence.

The generic structure of recount text include :

- a. Orientation, this section contains the introduction of characters, time and place of events.

- b. Series of events, this section contains a series of events or events that are told sequentially.
- c. Re-orientation, this closing section contains a summary of the incident or events. The author also includes opinions and impressions of the incident or event.

Each text has different characteristics according to the text it self. The characteristics of recount text are as follows:

- a. Using the past tense (simple past tense).
- b. Using adverbs and adverbial phrases to explain the time, place and manner of the event.
- c. Use conjunctions and time connectives to sequence the story or events that happened.

According to Improhadin, et all (2020), there are several types of recount text; personal recount, biography, factual recount, imaginative and historical recount.

- a. Personal recount  
Personal recount is a recount that retelling an activity that writer or speaker has been personally involved in (e.g.my trip to the farm, diary, etc.)
- b. Biography teks  
Biography teks is a detailed description or account of a persons life and written by someone else, it is based on the research. This biography recount text varies from national hero to an international artist.
- c. Factual recount  
Factual recount is a recount that recording the particular of an accident,e.g. report o of a science experiment, journals, police report, news report, and historical recount.
- d. Imaginative recount  
Imaginative recount is a recount that entertaining the readers by recreating imaginary world events as if they were real, motion

language, specific detail and first person narration are used to impact and appeal the writing, e.g. a day in the life of a pirate. An imaginative recount is one way to recreate a story, experience, or an event. It differs from personal and factual recounts. In a lesson plan that involves an imaginative recount, one would ask the author to take on an imaginary role as he/she describes an event, written piece, or experience.

e. Historical recount

Historical recount is a text that used to explain and retell factual events in the past that has historical values. Unlike personal recount, the writer of a historical recount doesn't need to be personally involved in the event they are writing about.

#### **4. Concept of Word Splash**

Word Splash Strategy was very useful for the students, especially in teaching reading process. According to Begum (2018), 'Word Splash is a learning tool that stimulates thinking around a topic'. In other words, before reading the reading text, students are directed to make predictions about the topics discussed. Even though in teaching reading word splash was one of strategy to help students to comprehend the texts before reading. Setiyawan and Amumpuni (2018) explain that word splash allows students to activate their prior knowledge and discuss key vocabulary term all at once. In other words, this strategy is used as a support to arouse students' interest in the topics discussed. 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. This is a fun interactive activity for students because the word splash strategy engages students and motivates students to learn new vocabulary while setting clear reading goals.

Siregar (2013) says that the advantage of using the word splash strategy is to encourage and develop predictive skills and set the tone. This is because from the beginning the teacher displayed the words in class, so students became interested and curious to know the meaning of these words. Students have to read the words and guess the meaning, so the word splash strategy allows the student's brain to start making connections with new words. From the understanding of the experts above, it can be interpreted that the word splash strategy is a strategy that is very suitable for helping students predict words in determining a topic to be discussed, this strategy involves students directly so as to make lessons fun so that students are motivated to learn and make students able to easily understand the material conveyed by the teacher.

The word splash strategy really helps active involvement in the student learning process, of course by using the word splash strategy there is a big influence on student learning outcomes.

According to Uno (2012), there are advantages and disadvantages of the word splash learning model, which are as follows:

Advantages :

- a. Involve students to think analytically in learning.
- b. Help students to form and express their thoughts and opinions freely.
- c. Encourage student participation by listening to students' ideas and views.
- d. Creating meaningful learning in the classroom.

Disadvantages :

- a. Requires more participation and understanding from students.
- b. In delivering the material, the focus of students' attention is only on the

topic of the problem in their respective groups.

- c. In the analytical discussion, most are dominated by a few outstanding students.

## **5. Steps of Word Splash Strategy**

Procedures are needed in implementing learning strategies. For the word splash procedure, the researcher took the objectives of several procedures stated by experts and sources. According to Sitorus (2013), the procedures of implementing Word Splash strategy are as follow:

- a. Introduce 10-12 or more unusual or unfamiliar words from the text, arrange the words around the word splash.
- b. Ask the students to read the key word of the text.
- c. Ask the students to work in groups.
- d. Ask the students to make prediction on how the word may connect to each other and predict the topic of the text based on the key vocabularies.
- e. The students write their prediction into complete sentences.
- f. The teacher gives the text to students.
- g. The students read the text.
- h. The students check how close their prediction.
- i. Ask the students to revise their prediction based on the text that has been read.

According to Shayna (2020), the steps of the word splash learning model consist of :

- a. Prepare a set of keywords to display the best five-seven, that aligns the main ideas of the content discussed.
- b. Display these words on the board or in other creative ways to ensure that everyone will be able to see the words.
- c. Give time for students to gather their thoughts about the words displayed.
- d. Encourage students to think about how the words fit together to form a meaningful harmony of the current content.
- e. Students then write a three to five sentence summary using the terms correctly to describe the gist of the content.
- f. Students share how meaningful they made inferences from the content either through whole-class discussion or individual writing.

According to Jelene (2014), there are several word splash procedures. For this example we will be using the following terms: slavery, freedom, conductor, Underground Railroad, abolitionist, Harriet Tubman.

- a. As a pre-reading activity or as part of your regimen of classroom games, display words on the front board (or in any creative way you like) and explain the words you are reading so that students relate to an article they are going to read.
- b. Have students work in pairs to predict what their topic is going to be about.
- c. Once students have shared their predications, you can now write your topic, "Harriet Tubman," on the front board.
- d. Then, students must connect two or more of the words together and tell how they will go together in the article. They must do this for all of the words.
- e. Students then need to read the article on Harriet Tubman and learn how the words are connected. Tell students to compare the connections with their predications and revise if needed.
- f. Students can next share their findings with another pair.

## **6. Teaching Reading in Junior High School**

Teaching reading has been implemented from elementary school to high school. Especially for junior high school students, teaching reading plays an important role in the teaching and learning process. Teaching is the process of guiding and developing students' skills in changing attitudes and traits through practice and the students' own experiences. According to Nurdianan (2017), reading is one way to receive information from writers in texts or passages from writers. It can be interpreted, teaching reading is the process of guiding students to find various information from the writings they read. According to Radhiah (2012), teaching reading has two benefits, namely:

1. Benefits that are theoretical in nature, namely educating memory, speed, thinking and developing day-to-day thinking and imagination.



2. Benefits that are practical, namely the success of having knowledge, because reading is the greatest tool to be able to arrive at the development of knowledge.

Based on the results of observations made with the English teacher for class VIII at SMP NEGERI 7 OKU, it was found that learning to read had been carried out from class VII-IX with different materials. have not used the word splash strategy in learning, usually the teacher only used the lecture and question and answer method. Therefore the writer would used the word splash strategy in carrying out the learning, the material that the writer would used is recount text, this material is studied in class VIII semester 2 seen from the book used by class VIII students in their daily study, namely the book " Mandiri Practice Your Competence ”.

From the explanation above, it can be interpreted that teaching reading has an important role and benefits for junior high school students, especially at SMP NEGERI 7 OKU, because teaching reading really helped students of SMP NEGERI 7 OKU in guiding students to understand and get information from the material that students read or get.

## **7. The Procedure of Teaching Reading Through Word Splash**

### **a. Pre-Reading**

1. The teacher provided motivation and simulation to students.
2. The teacher gave some instruction about the material to be studied by students.

- a. have you ever been to a place?
  - b. What places have you been to?
  - c. Can you tell the story of a place you have been to?
3. The teacher gave a little hint of what story would be discussed. For example, the teacher asked students "who has ever been on vacation to Jogja?" what's going on in yogyakarta? etc "

b. Whilst-Reading

1. The teacher explained the meaning of recounttext, the structure of recount text, and what tense is used in the text, the teacher instructs students to asked questions if they still don't understand.
2. After that, the teacher divided students into several groups, for example one group consists of 5-6 people.
3. Then, the teacher introduces 6-9 words related to the text that will be discussed and from these words the teacher asked students to predict what topics will be studied.
4. After several students are able to predict the text, the teacher distributes the text for example about "Holidays" and sees which students are able to guess the topics to be discussed.
5. After that, the teacher asked to read the text, but the students before reading the text, the teacher gave several questions about the text, for example, who is on vacation?, where is he on vacation?, when is he on vacation? Etc.
6. While reading students are asked to circle the key things from the questions given by the teacher.

7. After that, the teacher and students discussed together the answers that have been circled whether they are correct or not.

c. Post-Reading

The teacher invited the students to concluded the material of lesson that have learnt.

**B. Related Previous Study**

The writer described several previous studies with the topic to be studied, the related previous study here was write by Riani Sitorus (2013), with the title “The Effect of using Word Splash Strategy Toward Reading Comprehension of the Second Year Students at State Junior High School 5 Bagan Sinembah”. The purpose of this study was to find out the effect of using the word splash strategy on students' reading comprehension. After the data was analyzed, the research found a significant effect of the word splash strategy on improving students' reading comprehension of SMPN 5 Bagan Sinembah, which is 6.2111 higher than the T-table. The similarities of this present research and this previous research are on objective of this study, the same technique of sample used random sampling and some on level of class of the sample. The differences of this study and this previous research is there method of the research, previous study used quasi-experimental and this study used pre-experimental.

Furthermore, based on research conducted by Fadlan Ridho Sabili (2014), with the title “The Effectiveness of Word Splash Strategy in Teaching Vocabulary to the Fifth Grade of SDN Jemur Kabupaten in the Academic Years 2013/2014”. The purpose of this study was to determine the effectiveness of the word splash strategy in teaching fifth grade English vocabulary at SDN Jemur Kebumen. The

conclusion of this study is to show that the word splash strategy can increase students' vocabulary, the t-test results are 6,956, the degrees of freedom (df) are 19, and the t-table is 1,729. This means that the research hypothesis is accepted because the t-test is  $6.956 >$  from t-table 1.729. The similarities of this present research and this previous research are on objective of this study and the same method of the research used pre-experimental. The differences of this study and this previous research is there level of class the sample previous research used fifth grade and this research used eighth grade, technique of sample previous research used purposive sample and this research used random sampling and previous research used word splash strategy in teaching vocabulary, this study used reading comprehension by using word splash strategy.

Referring to previous research studies, the researcher draws the conclusion that the use of the word splash strategy in improving students' reading comprehension is very effective. So that researchers are interested in researching with the title "Teaching Reading Comprehension by using Word Splash Strategy to the Grade Students Of SMP NEGERI 7 OKU" to improve reading comprehension for those who still do not understand reading, especially in English subjects.

### C. Conceptual Framework

