

## Improving The Students' Reading Comprehension Through Word Attack Strategy

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### Abstract

This study was conducted to find out the improving the researcher used experimental research. The sample of this research consisted of 60 students at the fourth-semester nutrition Department Faculty of Public Health Institut Kesehatan Medistra Lubuk Pakam 2023/2024. The population data from one class were gathered through the use of the cluster sampling approach. The pretest was used to gauge the students' beginning reading proficiency. Following the application of the word attack strategy treatment, the posttest was administered. As a research tool, multiple-choice tests were used to gather the data. The statistics used in data analysis indicated that the t-test calculation's result, which is the observed value (8,26), is greater than the t-table value (1.67155). It denotes the acceptance of the alternative hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_o$ ). The word attack strategy was found to be more successful in improving reading comprehension. To lecturers and teachers, the writer advises all lecturers and teachers especially those who teach English to use the word attack strategy. For students to be more engaged and capable of critical thought toward both teachers and other students.

### INTRODUCTION

Reading comprehension is a reading strategy that aims to provide an assessment of a paper involve yourself in a reading and make an analysis that is appropriate to the reading (Alex and Achmad, 2010).

Reading is a crucial skill for teaching and learning it can help you reach your learning objectives, particularly when it comes to teaching English language proficiency. Reading is a way to obtain information it can be done silently or loudly. Other listeners may benefit from this as we can improve our focus. (Harmer, 2012).

Increasing education for children is crucial for achieving the Sustainable Development Goals, particularly in improving literacy and numeracy, which in turn boosts Indonesia's competitiveness (Siregar, 2024). Indonesian students must develop a reading culture. These issues shouldn't be taken lightly because progress is correlated with reading enthusiasm. The degree of quality and insight is determined by how engaging a person is to read. Reading habits must be enhanced, particularly for teens in Indonesia. It is impossible to excel in the learning and teaching process without having "read". Reading has several advantages, including enlarging one's perspective, honing ideas, and boosting

creativity. Reading frequently will help people learn a wide variety of words and sentence structures. It will also help them comprehend written material and better assimilate concepts. (Harris, 2013).

According to Nunan (2003: 68) reading as consisting of four elements; namely text, reader, fluency, and strategy. Teachers must therefore teach integrated reading together with other language skills to support and enhance students' reading abilities. Some students detest reading. Their behavior when assigned reading to do is indicative of it.

Johns and Lenski (2019) outlined how good thinkers were able to employ strategies like goal-setting, tracking their progress, and analyzing the data when they were solving difficulties.

Several issues contribute to students' continued poor reading comprehension performance. Students aren't motivated, to start. Secondly, reading professors in management classes inadvertently tend to test rather than instruct their students. Typically, when teaching reading, teachers have the students read aloud from the text and look up definitions for unfamiliar words in dictionaries. After that, they are given questions to respond to based on what they have read to gauge their comprehension.. Furthermore, students frequently lack the time necessary to practice reading. Not every student has the time to comprehend the language as a result. Third, instructors merely assign reading without discussing the text's subject. Fourth, as they comprehend texts, teachers do not start using certain tactics. It appears that traditional methods and approaches don't do a very good job of helping students develop into proficient readers.

According to Leksono (2009:14), the use of media can aid students in comprehending the subject matter because it offers a number of advantages. These advantages include (1) boosting students' motivation; (2) keeping them from becoming bored during the teaching and learning process; (3) streamlining the process; (4) making it easier for students to understand teachers' instructions; and (5) strengthening students' comprehension of the expected lesson.

The word attack strategy helps students transcribe language from orthographic symbols. The script's representation of linguistic units, such as phonemes, syllables, and words, was apparent to the students. Students should be taught to identify certain sub-skills within word assault strategy, such as syllable pattern recognition, occasional string-to-sound conversion, upper- and lower-case letter recognition, and word boundary recognition (AIR, 2019).

This study was made to find out how to improve the student's reading comprehension through a word attack strategy by nutrition students of fourth-semester nutrition Department Faculty of Public Health Institut Kesehatan Medistra Lubuk Pakam 2023/2024.

## **METHOD**

The design of this study is an experimental research design using a quantitative research with one group pretest-posttest. This design only involves one group as the subject and it involves three steps: pretest, treatment, and post-test. Pretest is given before treatment. To find out students' reading comprehension they have been taught using word attack strategy. Post-test is given after treatment. Meanwhile, during the treatment, researchers applied word attack strategy as a strategy for learning to read.

In selecting the sample, the random sampling by using lottery technique was used. By using random sampling, all the population had an equal chance to be the sample. The number of the samples were 60 students (Arikunto, 2006: 130). The students were divided into second groups namely, one groups for experimental and one group for control group. Therefore, each of the group consists of thirty students.

The data of this research is to use a research instrument is a device used by researchers when collecting data to make work easier and get better complete and systematic results so that data is easily processed (Arikunto, 2010: 192). In collecting data needed in this study, researchers used multiple-choice tests. The test consists of 20 items to measure students' reading. Each item of test consists of four options namely, a, b, c, and d.

Data analysis explained the kind of statistics analysis using a t-test which is used. In this study, the data is obtained from the experimental.

## FINDINGS

The study's findings indicate that the experimental group's mean score was greater than that of the control group, which was 9.16. The t-test formula was used to test the difference. The observed value (8,26) is greater than the t-table value (1.67155), according to the t-test computation result. Students were able to comprehend the material and respond to the question more quickly, according to the results of a reading comprehension exam that was administered using the Word Attack approach. They are happier and more animated. When the researcher uses this strategy, it is evident that the students are more engaged in the treatment process.

When teaching using a traditional method, students only gain knowledge by listening to the teacher interpret the text, identify challenging terms, and provide answers to the questions. The researcher discovered that this method was boring and that the students were bored.

Actually, Word Attack strategy can enhance students' comprehension of what they read. Students were able to comprehend the text's content and fundamental idea when the teacher assigned them to read the text. Study groups can also benefit from this tactic, which emphasizes efforts and doing good by suggesting.

**Table 1. The experimental pretest and posttest results**

No	Students' Initial Name	Pre-test (X1)	Post-test (X2)	Deviation (X2-X1)	$D^2$
1	AS	60	95	35	1225
2	AZP	75	95	20	400
3	CD	55	85	30	900
4	DNP	75	90	15	225
5	DMD	65	80	15	225
6	DF	60	90	30	900
7	DSTP	55	85	30	900
8	DS	80	100	20	400
9	DML	55	100	45	2025
10	ES	20	100	80	6400
11	HMB	60	95	35	1225
12	IP	65	100	35	1225
13	IM	65	100	35	1225
14	LCD	55	90	35	1225
15	MH	55	95	40	1600
16	MY	65	95	30	900
17	MI	60	95	35	1225

18	NUH	30	100	70	4900
19	NS	60	85	25	625
20	NARD	65	90	25	625
21	NA	55	85	30	900
22	PPAS	65	100	35	1225
23	PS	70	95	25	625
24	RP	65	100	35	1225
25	RN	65	90	25	625
26	RA	60	95	35	1225
27	RZ	55	85	30	900
28	SS	70	70	0	0
29	SSB	40	80	40	1600
30	YP	50	90	40	1600
<b>Total (<math>\Sigma x</math>)</b>		<b>1775</b>	<b>2755</b>	<b>990</b>	<b>38900</b>
<b>Average</b>		<b>59.16</b>	<b>91.83</b>	<b>33</b>	

The experimental group's pre-test total score was 1775, while the post-test total score was 2755, as can be seen in the above table. The pre-test mean score is 59.16, whereas the post-test mean score is 91.83. The experimental group's pre- and post-test mean scores are statistically significant.

**Table 2. The scores of the Pre-test and Post-test of Experimental Pre-test**

No	Students' Initial Name	Pre-test	Post-test
1	AAS	45	55
2	AHR	55	50
3	AII	50	60
4	CDN	30	40
5	DR	55	70
6	DCI	60	70
7	DUB	45	50
8	IXHS	30	55
9	JARN	35	30
10	LFAS	45	60
11	MES	60	70
12	MSD	25	45
13	MHT	50	55
14	NYK	35	55
15	NDA	55	60
16	NH	55	60
17	NS	30	45
18	SW	40	60
19	SO	60	70
20	SM	55	60
21	SS	60	60
22	TP	30	40
23	TNS	30	40
24	TRP	70	80
25	TA	55	65
26	UW	25	45
27	VP	50	55

28	VN	50	55
29	YRA	55	60
30	ZE	60	65
Total ( $\Sigma$ )		1400	1685
Mean		46.66	56.16

The pre-test control group's total score was 1400, whereas the post-test group's total score was 1685, as can be seen in the above table. The pre-test mean score is 46.66, whereas the post-test mean score is 56.16. Although there is a difference between the control group's pre- and post-test means, it is not statistically significant.

## DISCUSSION

It was discovered that there was a notable variation in the word assault approach utilized by students in the experimental class when it came to reading comprehension. The experimental group 2755 has a higher mean score. Data on students' pretest and posttest results for both classes also demonstrate this. These are used in hypothesis testing to determine if the hypothesis is accepted or rejected. The experimental groups' pre-and post-test results are shown in the following table.

The result showed that  $t_{\text{observe}} > t_{\text{table}}$  ( $8,26 > 1.67166$ ) with two tails and degree of freedom (df) = 58 at significance level 0,05. The use of word assault strategies has a considerable impact on pupils' reading comprehension skills, it can be determined. According to this research, it is indeed factual and accepted. It denotes the acceptance of the alternative hypothesis (Ha).

## CONCLUSION

This research is aimed at obtaining empirical evidence about improving word attack strategy on students' reading comprehension of descriptive text at the fourth-semester nutrition Department Faculty of Public Health Institut Kesehatan Medistra Lubuk Pakam 2023/2024.

As a result, the study's findings demonstrate that students' reading comprehension of descriptive texts improved when they used the word assault strategy. The results and discussion show that, compared to the pupils in the controlled class, who had a mean score of 56.16, the experimental class's post-test mean score of 91.83 was greater. Additionally, a statistical computation demonstrating that the t-test result indicates that the observed value (8,26) is greater than the t-table value (1.67155) supports it. It denotes the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho).

This indicates that there is an improvement in using the word attack strategy on students' reading comprehension of descriptive text. Thus, the result of this research shows that the word attack strategy is effective in improving students' achievement in reading comprehension of descriptive text at the fourth-semester nutrition Department Faculty of Public Health Institut Kesehatan Medistra Lubuk Pakam 2023/2024.

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