

The implementation of word splash strategy in teaching reading

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ABSTRACT

Reading is one of the basic skills which must be mastered by students especially in Junior High School. Word Splash is one of strategy in teaching reading. Word Splash is a strategy that is used to make prediction about the text that they will read. The purpose of the research are to describe the implementation of Word Splash strategy in teaching narrative reading, to describe the problems and to describe the solutions teaching narrative reading by using Word Splash Strategy. The researcher uses descriptive qualitative. The techniques of collecting data are observation, interview and documentation. The techniques of data analysis that used in this research are data condensation, data display and drawing conclusion and verification. The result of this research are: (1) The procedures of the implementation of Word Splash strategy are divided into three activities namely pre-activities, whilst-activities, post-activities. In pre-activities, the teacher gives greeting and check student attendance list. In whilst-activities, the teacher explains about the steps of Word Splash strategy. In post-activities, the teacher gives a review, conclusion and closing. (2) The problems of using Word Splash strategy are: the students difficult to make correct sentences. The students are confuse about the rule of Word Splash strategy. The students are difficult to understand when the teacher uses an unfamiliar narrative story. (3) The solution of the problems are: The teacher helps the students to make correct sentences. The teacher explains the strategy twice. The teacher uses a familiar narrative story. The teacher also suggested to improve their knowledge about various teaching strategy which is simple and efficient as like as using Word Splash strategy. The school is suggests to improve their teaching strategy which must not be expensive but it is interesting to be learned. Other researcher are suggests to take benefit of this research, so they can improve the quality of this research for other research in the different situation.

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1. INTRODUCTION

Reading is one of the basic skills which must be mastered by students especially in Junior High School. By reading, students can get much knowledge and new information that will add knowledge continuously. Reading also is a way to draw meaning through the interaction and combination information which is gotten by the reader from their background knowledge in order to build meaning and get the information from the text. According to Grabe and Stoller (2002: 9) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that reading is the ability to process information from

text in order to get the meaning. However, reading is a dialog between reader and text and it is done by combining information from reader background knowledge.

Reading strategy is needed by the teacher to improve the students performance in reading activity. Richard and Willy (2002: 287) state, "Reading strategies can be taught to the student, and when taught, strategies help improve student performance on tests of comprehension and recall". It means that reading strategies is a way which is used to develop the students' performance. Word Splash Strategy is one of strategy in teaching reading. According to Grant (1999:182), "Word Splash is a strategy that is used for students to make prediction about the text that they are about to read". It means that students can predict the content of the text through some words that provided by the teacher. Word Splash allows students to activate their prior knowledge and discuss key vocabulary term all at once. Using this strategy the learning process will be interesting. So, the learning material from teacher is easier to be understood and it will make students to read in English well. Furthermore, the researcher finds that the students of SMP N 2 Wungu, Madiun are bored in reading class. The students are less interested in reading English, they are weak in vocabulary and pronunciation. This is because of the lack of strategies and techniques that used by the teachers in teaching reading, especially in the narrative text.

Based on the problems above, the researcher wants to apply Word Splash strategy in teaching learning process, especially in teaching reading. The researcher is interested in conducting a study which is focused and concentrated in teaching narrative reading by using Word Splash strategy in eighth grade students of SMP N 2 Wungu Madiun.

2. METHOD

There are some research design that used by researcher in doing research. One of them is qualitative research. According to Muijs (2004: 3) qualitative research uses non-numerical data, it is about interviews, case studies, ethnographic research and discourse analysis. Rather, qualitative research is suited to look at the meaning of particular events or circumstances. The basic skill in qualitative research are observing and interviewing.

The researcher uses qualitative research as the approach and descriptive as type of research. In addition, the source of data consist of social situation, participant, and document. The technique of collecting data are observation, interview, and documentation. Beside that, the research procedures consist of planning, application, and reporting. The techniques to analyze the data consist of data condensation, displaying data, and drawing and verifying conclusions.

The participant of this research is the eighth grade students and English teacher of SMPN 2 Wungu, Madiun. The situations of the research take place at eighth grade (VIII A) class in SMP N 2 Wungu in the schooling year of 2016/2017. English teacher is the actor, and the activity is about teaching narrative reading by using Word Splash strategy. The researcher take the syllabus, lesson plan, students name, check list to complete the data of observation in eighth A class (VIII A) of SMP N 2 Wungu. It is also done to know the students' response both their interest and motivation.

3. RESULTS AND DISCUSSION

In pre-activities, the teacher greets the students and ask to pray together. Then, the teacher checks the attendance list of the students. The teacher also explains the purpose of the teaching and learning process. In the whilst-activities, the teacher explains about narrative text. Then, the teacher explains about the rules of Word Splash strategy. Then, the students begin the strategy. After the strategy is end, the teacher gives evaluation to the students' performance.

In the post-activities, the teacher reviews the material. Then, the teacher gives a chance for students to ask about the difficulty. The teacher closes the meeting and says goodbye. There are three problems of using Word Splash strategy in teaching narrative text. The problems are presented in the following:

- a. The students are difficult to make a correct sentences
- b. The students are confused about the strategy when the teacher just explains the steps of Word Splash once.
- c. The students get the difficulties to understand the topic when the teacher uses an unfamiliar narrative story.

There are three solution to solve the problems of using Word Splash strategy in teaching narrative reading. The problems are presented in the following:

- a. The teacher explains again about how to make a correct sentence and giving an examples. The teacher helps the students with giving the clues.
- b. The teacher explains the strategy twice.
- c. The teacher uses a familiar story in teaching narrative text using Word Splash strategy.

In this discussion section, the researcher discusses about the result of the study about the implementation of Word Splash strategy in teaching narrative reading in eighth grade students of SMP N 2 Wungu, Madiun. Based on the research finding above, the discussion are as follows:

- a. The pre-activities of the teaching narrative reading by using Word Splash strategy in eighth grade students of SMP N 2 Wungu, Madiun in the schooling year 2016/2017 are appropriate with checklist of observation and lesson plan.
- b. The whilst-activities of the teaching narrative reading by using Word Splash strategy in eighth grade students of SMP N 2 Wungu, Madiun are appropriate with checklist of observation, lesson plan and theory of Stone (2009:101) defines the procedure of Word Splash strategy were as follows:
 - 1) Teacher chooses seven words that believe are important in the text.
 - 2) Teacher post them on the board or make copies of them for students. Have the students make predictions on how the words may connect to each other and what the text may be about. Then have students write a sentence on the board about their prediction using the six or seven words.
 - 3) Students should either work in pairs to discuss their predictions or do this with the whole group. When students are sharing their predictions, it allows other students to gain more knowledge.
 - 4) After sharing, the students should read the text, then go back to their original sentence and change the information. This activity allows students to activate their prior knowledge while focusing on the key vocabulary for the lesson.

In the first activity in Stone (2009:101) state that “Teacher chooses seven words that believe are important in the text.” In this part, the teacher chooses seven word to be a clue about the text that will be learn. In this activity, the teacher uses Malin Kundang narrative story. (ex: old mother, poor boy, ship, rich, big storm, cursed, stone). In the second activity in Stone (2009:101) state that “Teacher post them on the board or make copies of them for students. Have the students make predictions on how the words may connect to each other and what the text may be about. Then have students write a sentence on the board about their prediction using the six or seven words”. In this part, the teacher gives a worksheet to the students and asks to them to answer the question. The question is students worksheet include find the meaning, make a prediction and make a short story using the seven words (keywords).

The third activity in Stone (2009:101) state that “Students should either work in pairs to discuss their predictions or do this with the whole group. When students are sharing their predictions, it allows other students to gain more knowledge”. In this part, the teacher divides the students into 4 groups consist of 4-5 members. After that, the teacher asks to the students to discuss with another group and get more knowledge. The last activity in Stone (2009:101) state that “After sharing, the students should read the text, then go back to their original sentence and change the information. This activity allows students to activate their prior knowledge while focusing on the key vocabulary for the lesson”. In this part, the students will read their answer in front of the class and the teacher gives correction and evaluate their worksheet.

The post-activities of teaching narrative reading by using Word Splash strategy in eighth grade students of SMP N 2 Wungu Madiun are appropriate with the evaluation, conclusion and closing the learning process. The problems found in teaching narrative reading by using Word Splash Strategy in eighth grade students of SMP N 2 Wungu Madiun a. The students are difficult to make a correct sentences.

In here, the researcher says, “*What are the difficulties of Word Splash strategy in the class?*”. The teacher answers “*The students are difficult to make sentences with the correct sentence*”. *they are not understand if the narrative story is not familiar with them* The students get difficulty to say the sentence because they are lack of vocabulary). It means that students still confused to make a correct sentence because the students are lack of knowledge about structure of the sentence.

The students are confused about the strategy when the teacher just explains the steps of Word Splash once.

In here, the researcher says, “*How are the students response about Word Splash strategy in the learning process?*”. And then, the teacher answers, “*I think the students become more interested with this strategy because this is a new way in teaching reading for them, so the students are interested in this strategy. It's just there may be some students who are still confused if his strategy is not described in repeatedly*”. It means that the students became more interested with this strategy but a half of the whole students in class are confused if the teacher does not repeat the explanation.

The students get the difficulties to understand the topic when the teacher uses an unfamiliar narrative story.

In here, the researcher says, “*What are the difficulties of Word Splash strategy in the class?*”. The teacher answers, “*They are not understand if the narrative story is not familiar with them*”. It means

that the students are difficult to understand when the teacher uses unfamiliar narrative story because they didn't know about the story before.

The solutions are used to solve the problems of teaching narrative reading by using Word Splash Strategy at the eighth grade students of SMP N 2 Wungu, Madiun in the schooling year 2016/2017

- a. The teacher explains again about how to make a correct sentence and giving an examples. The teacher helps the students with giving the clues.

Many students still find the difficulties to make a correct sentence to make a short story of narrative text. To solve the problems, the teachers should explain again about how to make a correct sentences and gives an examples.

- b. The teacher explains the strategy twice.

The students find the difficulties to concentrate that can make they hard to understand again the explanation from the teacher. To solve the problem, the teacher should explains the rules of Word splash strategy twice.

- c. The teacher uses a familiar story in teaching narrative text using Word Splash strategy.

The students say if they find the difficulties in this strategy when the teacher uses an unfamiliar narrative story. To solve this problem, the teacher uses a familiar story so the students will be easily to answer the question.

4. CONCLUSION

Based on the result of the research, the researcher finds the procedure of Word Splash strategy in teaching narrative, three problems of using Word Splash strategy and three solutions to solve the problems. The procedures of teaching narrative text using Word Splash strategy are divided into three steps included pre-activity, whilst-activity, and post- activity. In the pre-activities, the teacher opens the lesson by greets the students. Then, the teacher asks some questions related to the material to stimulate the students and the students answer those questions. The teacher gives an apperception and explains about narrative text. In whilst-activities, the teacher explains the material about narrative text. Then, the students pay attention to be teacher's explanation. The teacher gives some questions about the material. The teacher explains the Word Splash strategy and gives the example to students. The students are divided into 4 groups consist of 4-5 members. The teacher gives an answer sheet and some question. The teacher has several words which related to the topic. The teacher posts them on a board. The students make predictions on how the words may connect to each other and what the text may be about. The students write a sentence on the board about the prediction. The teacher asks for the students to work in pairs. The students work in pairs to discuss their predictions or do this with the whole group. After that, the teacher asks to submit their work and ask for the students to read their work. In post-activities, the teacher gives a review and evaluates the strategy. Then the teacher closes the meeting with saying good bye. There are three problems found in the implementation of Word Splash strategy in teaching narrative reading in eighth grade students of SMP N 2 Wungu, Madiun in the schooling year 2016/2017. The first, many students that are difficult to make a correct sentence in answer the question. It can be because of the students in SMP N 2 Wungu, Madiun less knowledge about how to make the correct sentence. The second, many students are confuse about the explanation from the teacher

because they hard to concentrate when the teacher explains the rules of strategy. The last, some students are difficult to answer the questin when the teacher uses an unfamiliar narrative story in this strategy.

There are three solutions to solves the problems in the implementation of Word Splash strategy in teaching narrative reading in eighth-grade students of SMP N 2 Wungu, Madiun in the schooling year 2016/2017. The first, the teacher explains again about how to make a correct sentence and giving examples. The teacher helps the students with giving the clues. The second, the teacher explains the strategy twice. The last, the teacher uses a familiar story in teaching narrative text using Word Splash strategy. In order to make students enjoy in the teaching and learning process, the teacher must be more creative to find the alternative ways in teaching and learning process. It is better for the English teacher to guide, motivate and make students interested in teaching reading. The teacher can use Word Splash in teaching reading. The teacher has to explain clearly how to apply the strategy in teaching reading after the students read the text. It can make the students understand about the content of the text very well.

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