

**THE EFFECT OF WORD ATTACK STRATEGY ON
THE STUDENTS READING COMPREHENSION**

SKRIPSI

*Submitted in partial fulfillment of requirements
For a degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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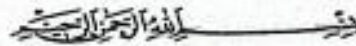


**FACULTY OF TEACHERS TRAINING AND EDUCATION
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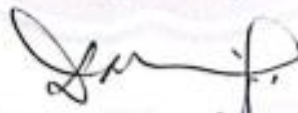
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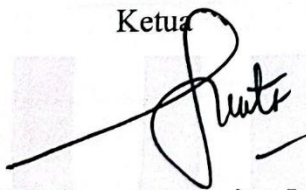
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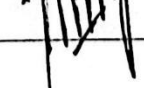
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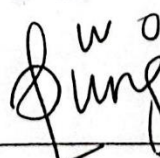


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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
2/Agustus 2023	Bab IV Background of the Study	
19/Agustus 2023	Bab I " Identification, Scope, Purposes	
31/Agustus 2023	Bab I ' Identi fication. Scope, Purposes	
3/sept 2023	Bab III , References	
22/sept 2023	ACC Seminar	

Medan, 22 September 2023

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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect of Word Attack Strategy on the Students' Reading Comprehension" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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ABSTRACT

Nurhalimah Siti. 2024. The Effect of Word Attack Strategy toward the Students Reading Skill of Descriptive Text at Grade VII SMP Negeri I Teluk Mengkudu in 2023/2024 Academic Year. Skripsi. English Education Study Program. Teachers' Training and Education Faculty of Universitas Muhammadiyah Sumatra Utara. This research was intended to find out the empirical evidence of the students' achievement in Reading skill of descriptive text by Effect of Word Attack Strategy at grade VII SMP Negeri I Teluk Mengkudu. This research was experimental research. The population of this research was all students of class VII. The sample of this research were taken from 20 students of experimental group I and 19 students of control group 2). The instrument for collecting data was a test. The data was analyzed by using t-test formula. From this analysis, the mean of experimental group was 94,25 and the mean of control group was 71,05. This research found that using Word Attack Strategy has significant effect in Reading Skill. It can be proved by the result of the analysis that t-score (t_o) = 6,189 was higher than the ttable (t_t) = 1,687 with the significant 0,05. So, H_a is accepted. In the other word, the using Word Attack Strategy more effective and more significant than using conventional method.

Key words : Word Attack Strategy, Descriptive Text, Reading Skill.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr.Wb

Alhamdulillahirabbil'alamin, The reseacher expresses praise and gratitude to Allah SWT who bestows Grace and Guidance in the form of health, safety, and spaciousness of time so that this skripsi can be finished accordingly. Peace and blessing be upon the prophet Muhammad Shallallaahu `alaihi wa salaam, his family, his relatives, and all his followers.

This skripsi is prepared to fulfill one of the requirements to complete Strata One (S1) education at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatra Utara. This skripsi is entitled "THE EFFECT OF WORD ATTACK STRATEGY THE STUDENTS READING COMPREHENSION".

In writing this skripsi, the reseacher experienced many difficulties due to limited knowledge, experience, and relevant books and sources of information. However, thanks to the help and motivation of lecturers, friends, and family, the researcher was able to complete the writing of this skripsi as well as possible.

The realization of this skripsi is a real form of involvement from various parties. Therefore, with all humility the reseacher would like to express her deepest gratitude to.

1. Both parents, Mother masmaida and Father Samanuddin, who are full of affection, have nurtured, guided and thanks to their endless prayers for

the author. Bapak Prof. Dr. Agussani, MAP as Rektor Universitas Muhammadiyah Sumatera Utara.

2. Dra, Hj Syamsuyurnita, M.Pd as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Dra. Dewi Kesuma Nst, S.S as Vice Dean I of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
4. Dr. Mandra Saragih, S.Pd., M.Hum as Vice Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
5. Pirman Ginting, S.Pd., M.hum as the Head of the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
6. Dewi Juni Artha, S.S., M.S. as her Supervisor who has provided a lot of direction, advice, and guidance to the researcher in order to complete the writing of this thesis properly.
7. all lecturers of the Faculty of Teacher Training and Education, English Language Education Study Program, thank you for the motivation given so far.
8. all bureau staff of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

9. Sister Dhea Nabilla hersy, S.T., and Muhammad Haykal little brother who provided a lot of motivation and support in completing the writing of this thesis.

10. her classmates in C Morning of English Department, thank you for support, information and being together.

Finally, the researcher realized that this skripsi was still far from being perfect. So, the researcher expected suggestion and comments for all of the readers and researcher hope that this skripsi can be useful for all parties, both readers and researchers in particular. For the attention that has been given to all parties, the researcher would like to thank you very much.

Wassalamu'alaikum Wr. Wb

Medan, June 2024

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

It is understood that language is a means of communication and through language people may be expected to get to know and change information as well as to relate to each other, share experiences, and improve intellectual abilities. Gradually, English has become an international language. English has begun to be spoken all over the world. English is the language of the world because it is considered a relatively easy language to learn. Since English is spoken both as a native language and as a common international language in an international meeting conference practically in every important meet.

Therefore, it is important for students to master English today. By being able to use English opportunities to be involved in any international matters are possible. Those who can use English well could well understand and be understood by most people in all over the world. could be overstated. It is regarded as a foreign language that everyone in the cosmos must learn. In senior high school, English language instruction and learning focuses on a variety of goals, including the ability to comprehend and produce spoken and written texts using four language skills: listening, speaking, reading, and writing; and the ability to comprehend and create a variety of short functional texts.

One of the skills in a language mastery is reading. Reading is one of the skills which are taught in teaching English at all levels of education. Reading is an active and dynamic process that requires the application of

a variety of comprehension and knowledge about language and print. Prior knowledge and vocabulary are extremely important in reading skill because they are so closely related.

Reading is an attempt to be able to comprehend the meaning of the passage. Reading skills are the talents that relate to a person's ability to read and comprehend written language and texts, as well as to interpret and decode them. Exemplary reading abilities can be extremely advantageous when it comes to digesting and responding to written communications such as emails, messages, letters, and other types of written correspondence.

In every reading activity, a variety of reading texts are faced by readers. There are different ways of understanding the meaning of each text. Narrative texts, recounts, reports, descriptive texts, explanations, analytical, expositions, method, discussion, and news item texts are examples of these types of texts. As part of their literary study, students in high school, particularly in the tenth grade, should be taught how to read comprehension, particularly in descriptive texts. It has been well known that a descriptive text is a text that explains the characteristics of someone, something, or a particular location. Teachers must use a number of strategies to improve student reading skill while teaching descriptive text. This can be performed by assessing students reading skill and demonstrating different reading comprehension tactics for them.

One of the other ways to understand descriptive text effectively in teaching is The word attack Strategy. The word attack strategy is one of many strategies that can be utilized to improve students' reading skill. Word Attack, according to Ralph Bedell, is described as an individual's ability to

use any one approach or combination of strategies to recognize and master the meaning of new words as the need arises. When students are unable to comprehend the text while reading, they use a Word Attack Strategy to convey the text's message.

A lower grammatical mastery of student is meant that he or she cannot understand the content, and have problems reading English are less interested in reading long texts, and students who have difficulty understanding and finding the meaning of the text. As a result, by using the Word Attack Strategy, students will be able to understand the reading's content with ease. The strategy chosen is a tool that readers can use to understand what they are thinking.

Therefore, referring to what has been observed in a class that the students of VII graders at SMP Negri I Teluk Mengkudu has a variety of reading problems, particularly in reading skill. For example, they have difficulties understanding long texts such as descriptive texts; they are confused to understand the text when reading because they found some unfamiliar words,

In that way the students are less able to comprehend the reading's content or message. For example, due to a lack of vocabulary knowledge, students cannot answer questions that ask them to answer synonyms or word definitions from a given descriptive text, and students cannot define the main idea of a given descriptive text. All of this is related to a lack of student motivation to read. As a result, it is required that the appropriate strategy to address all these issues should be conducted to them. The usage of the word attack approach will be explored in this study to see if it has a statistically

significant influence on students' reading skill success when they are taught using the strategy.

Therefore, an effective way of learning the reading for the students is supposed to be the following title: “THE EFFECT OF WORD ATTACK STRATEGY TOWARD THE STUDENTS IN READING COMPREHENSION”. It will be carried out in such way that it is expected to give real effect to the students' increase in reading comprehension.

1.2 Identification of the Study

Based on the research Background, the following research problems can be identified:

1. The students had difficulty to get the main idea in reading descriptive text
2. The students were used to finding unfamiliar words in reading descriptive text due to a lack of vocabulary knowledge.
3. The students had difficulty understanding long reading materials such as descriptive text
4. The students were unable to understand the ideas of the reading content when they read the descriptive text

1.3 Scope and limitation of the Study

Based on the Identification above, the research focused on the Effect of Word Attack Strategy on the students in reading comprehension of descriptive text. The writer in her concern limited the study on the descriptive text which is in the perception on the word attack strategy.

1.4 Formulation of the Study

Based on the Scope of the study above, the formulation of the study were

1. What were the students' difficulties in reading comprehension of descriptive text?
2. How could Word Attack Strategy influence the students in reading comprehension of descriptive text?
3. How significantly would Word Attack Strategy affect the students' comprehension in reading descriptive text?

1.5 Objective of the Study

Based on the research Formulation above, the objectives of this study were :

1. To find out what the students' difficulties in reading comprehension of the descriptive text were.
2. To analyze if there was the significant effects of the Word Attack Strategy on the student's comprehension.
3. To describe how the Word Attack Strategy affected significantly to the student's reading comprehension

1.6 Significance of the Study

The significance of this research is as follows:

1. Theoretically

The following is the outcome of using the Word Attack strategy:

- a) For English teachers, they can broaden their skill of reading by participating in this activity.
- b) For the students, they can improve their skill of the reading curriculum.
- c) It is hoped that this research will be significant to be read and can be useful as a literature to add to and update their knowledge in reading for the benefit of other researchers in future.

2. Practically

The result of applying Word Attack Strategy specifically:

- a) In the classroom, English teachers can use the Word Attack Strategy to teach reading.
- b) The English Department can broaden its understanding of the teaching-learning process and can use the opinion about the Word Attack strategy as a model for teaching reading.
- c) To the University this research can be used as a reference by the subsequent researcher in order to help her or him come up with a new strategy for teaching reading using the Word Attack Strategy.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

A theory is the relationship of multiple concepts or a conceptual framework, or a definition that provides a systematic view of symptoms or occurrences by identifying precise links between these concepts to describe, explain, predict, and manage a phenomenon. The theoretical framework is the framework that holds or supports a research study's theory. The theoretical framework introduces and describes the theory, which explains why the research problem under investigation exists and also helps to strengthen the research.

Some researchers conducted research related to the teaching of reading by the Word Attack Strategy. They are:

1. (Hutauruk, 2018) The Effect of Word Attack Strategy on the Student in Reading Descriptive Text.
2. (Elmasry et al., 2018) A Word Attack Skills-Based Program to Enhance EFL Secondary School Students' Vocabulary Learning, Reading Comprehension and Self-Efficacy.
3. (Studies, 2022) The Influence of Word Attack Strategy toward the Students Reading Comprehension Achievement of the seventh Grade Students at Smp Negeri 1 Prabumulih.

2.1.1 Reading

In general understanding reading is a process of transferring ideas from the source of text to those who read the text. However it is necessary to have skill in the activity of reading. Below, the writer would like to describe the definition of reading.

2.1.1.1 Definition of Reading

Reading is more than just pronouncing the printed content or following each line of a written page; it is also a mental exercise. It includes a variety of activities that are combined. People read for a variety of reasons, each with their own goals. It also entails more than just recognizing words within a sentence; it entails the ability to analyze information across the entire thought process. Some experts have given the following definitions of reading, which are listed below:

According to Nunan in (Yulianti, 2014) "reading is a collection of abilities that must be mastered in order to make sense of and draw meaning from the printed words". While reading, it is also necessary to be able to decode the printed words in the key to complete the task. The decoding activity has an impact on the reader's ability to make sense.

Reading is one of the four language abilities (listening, speaking, reading, and writing) that everyone should learn and master, and reading is a method of extracting information from written material. Reading is one of the ways to communicate in written forms. According to Nuriati et al in (Harisma & Nasution, 2020) "Reading is not only to receive information, but it also requires understanding and comprehension to get some points from the text". Reading is a vital ability that contributes

significantly to the success of language learning. Reading can be conceived of as a process of extracting information from a text and interpreting it. Reading is mostly for the aim of comprehension.

Based on the definitions provided above, it can be inferred that reading is an active and communicative activity. It is also a collaborative process that takes place between the reader and the text, with the end outcome being knowledge. In other words, it serves as a channel of communication between the writer and the reader. The reader, the text, and the interaction between the reader and the text are all part of the process. There are letters, words, phrases, and paragraphs that are used to encode meaning in the text. To determine the meaning, the reader makes use of his or her knowledge, abilities, and methods.

2.1.1.2 Reading Skills

Reading skills are the talents that relate to a person's ability to read and comprehend written language and texts, as well as to interpret and decode them. Exemplary reading abilities can be extremely advantageous when it comes to digesting and responding to written communications such as emails, messages, letters, and other types of written correspondence. It is also vital to use reading abilities in the job in order to ensure good written communication, which can lead to fewer instances of miscommunication or misunderstandings of expectations. Furthermore, reading skills can include a variety of important components that work together to enhance total literacy abilities, such as comprehension, fluency, vocabulary, and methods that assist readers in interpreting and finding meaning in texts.

Among some of the four reading skills suggested by Nuttal in (Pragiwo, 2013) are variations in reading, skimming, scanning, and study reading, and other. Nuttal defines variations in reading as abilities that require flexibility in technique. Skills in employing material that is not strictly speaking a part of the text itself, such as reference apparatus, graphic conventions, pictures, and diagrams, among other things Word-attack abilities: the ability to deal with unknown lexical elements by employing morphology, inference from context, and other techniques, as well as the use of a dictionary. Techniques for text-attacking include the process of reading a text as a whole and analyzing it using all of the clues provided, such as cohesiveness and rhetorical structure. Furthermore, the final point focuses on the most critical abilities. Despite renewed interest in this topic, text-attack abilities are critical to the reading process. They are difficult and poorly characterized, despite the fact that they are important to the reading process.

Based on definition Reading skill above can be concluded that Reading skills are the talents that relate to a person's ability to read and comprehend written language and texts, as well as to interpret and decode them. Exemplary reading abilities can be extremely advantageous when it comes to digesting and responding to written communications such as emails, messages, letters, and other types of written correspondence. Among some of the four reading skills suggested by Nuttal in are variations in reading, skimming, scanning, and study reading, and, Variations in reading as abilities that

require flexibility in technique. Furthermore, the final point focuses on the most critical abilities. Despite renewed interest in this topic, text-attack abilities are critical to the reading process.

2.1.1.3 Macro and Micro Skills of Reading

For reading skills, Brown cited by (Yulianti, 2014) stated that introduced the concept of micro and macro skills, which he defines as follows: Micro skills of reading refer to a collection of partial reading abilities that are concerned with grasping the form of the text rather than the content of the text. According to Brown in (Yulianti, 2014) The following are some examples of micro skills in reading:

- 1) Short-term memory can be used to retain parts of language that have lasted for a short period of time.
- 2) It is essential that writing be completed at a pace sufficient to complete the task at hand.
- 3) Recognize a core of words and comprehend word order patterns, as well as their significance in relation to the core of words.
- 4) Recognize and understand grammatical word clauses (nouns and verbs), the system, the tense, and an agreement between two or more people.
- 5) Recognize the usage of cohesive devices in written discourse, as well as their function in signaling the link among and between phrases.

The macro abilities of reading, on the other hand, refer to the ability to understand a text at the level of discourse and meaning rather than the ability to read at the level of linguistic structure. According to Brown cited by (Yulianti, 2014) the macro skills of reading are as follows: 1) Recognize

the rhetorical forms of written discourse and their significance for interpretation; 2) Recognize the communication functions of written texts in accordance with their form and intent, 3) Using prior information, infer implicit context that is not explicitly stated, 4) Recognize the difference between literal and implied meanings. To summarize, the reading activity necessitates the use of more than one skill. There are numerous micro skills for reading that students should be taught. For greater reading comprehension and improved reading skills, it is necessary to teach those abilities to children.

2.1.1.4 The Kinds of Reading

According to Nuttall in (Al-aminy, 2015) People read a wide variety of texts on a daily basis. They read it because they planned to, because they had a goal to achieve, and so on. The researcher divides the different types of reading into two categories. The first is determined by its purpose, while the second is determined by its method.

First, Nuttall stated in (Al-aminy, 2015) “a theory in her book about the classification of different types of reading based on their purposes. There are two methods for identifying types of reading. Intensive reading and extensive reading are two terms that have been used in the past to characterize these types of reading.”

a. Intensive Reading

Intensive reading entails approaching a text under the guidance of a teacher or completing a task that forces students to focus on the text. The goal is to comprehend not only what the text means, but also how that meaning

is produced. Intensive reading can be defined as a type of reading that is used to improve students' comprehension of literature. The text is intended to train students in determining what the text's meaning is and how that meaning is produced in the text. Students learning a foreign language frequently use this style of reading in class. The reading passage or text contains many vocabularies and grammar rules that are beyond the students' comprehension. On the other hand, it can be said that it necessitates a higher level of comprehension of text or passage elements. As a result, this type of text is used to improve students' reading ability and comprehension, but it is done with teacher assistance.

b. Extensive Reading

Extensive reading is another theory asserted about different types of reading. "It is assumed that in order to understand the whole (e.g. book), we must first understand the parts (sentences, paragraphs, chapters) of which it is composed," she wrote about her book. However, we can frequently understand a text without fully comprehending it; students must be encouraged to develop this ability." In contrast to intensive reading, it is clear from the preceding statement that extensive reading is a type of reading that is done for pleasure rather than deep comprehension. Furthermore, the learning element of the reading subject is greater than the intensive one.

The country between intensive and extensive reading can be said to be about the purpose. Whereas intensive reading is used to improve students' comprehension of the text, extensive reading is used to increase students' interest in reading. Extensive reading is meant to help students develop a

reading habit, improve their overall comprehension of texts, and encourage leisure reading.

2.1.1.5 The Process of Reading

Reading is a multi-step process rather than a simple one. Davies stated in (Sulistya, 2015) divides the reading process into two categories. There are two types of models: bottom-up and top- down.

a. The bottom-up model

Eye look-identified and sounded out words-words assigned to grammatical class and sentence structure-sentences provide meaning, and meaning leads to thinking. This model reflects various approaches to reading education in which the order of instruction is intended to follow the expected processing sequence, from letter to sounds, words, sentences, and eventually meaning and thinking. The bottom-up approach, meaning is derived from the bottom up, namely from written language. It signifies that the text contains the meaning, which is then brought to the readers' attention from the bottom of the text.

b. The top-down model

The top-down model's processing sequence is almost the inverse of the model above. The processing sequence progresses from prediction about meaning to attention of successive smaller units in this paradigm, which includes thinking and meaning at an early level. The top-down paradigm, on the other hand, proposes that comprehension, or meaning creation, begins at the top,

with the reader, and works its way down to the text. Meaning is initiated in this top-down view from what the readers already have: content schemata and formal schemata.

Readers conduct a kind of guessing game when it comes to deciphering the meaning of the text based on their existing knowledge. The activation of content and formal schemata as primary keys to infer meaning in the text is critical to reading success. Reading comprises readers exploring and evaluating significant relevant information contained in the written text in order to derive meaning. They'll also make constant predictions about the text based on what they already know. The top-down reading mechanism is characterized by the selection principle of information in the text.

2.1.1.6 The Purpose of Reading

According to Tarihoran in (Aini, 2019) "Every learner has his or her own reason for getting to read something. The following are the purposes of reading there are a variety of options.

1. Taking pleasure in reading
 - To subscribe to a story
 - To take pleasure in the melody and rhythm of a literacy text.
2. For a broad impression, read
 - To get a sense of the author's point of view
 - To get a sense of the general tone of the text
 - To make a decision on whether or not to read the text

3. Reading for the purpose of organizing reading and studying

- To learn and comprehend new things.
- To extract information from a text and apply it to a situation.

4. Reading to learn new information or a technique.

- To obtain a better understanding of new ideas
- To extract information from a text and apply it to a situation

When a reader reads a text, book, newspaper, novel, or other piece of writing, they are doing so for a reason. When reading a book, the reader wishes to retain the most significant information; nevertheless, this is not always possible. According to Grabe et al in (Hutauruk, 2018) “assert that there are four goals for reading”. These are as follows:

a) Reading in order to find straightforward information

Reading to search for simple information is a common reading ability; the reader only reads the surface of the material in order to search for the simple information and does not have to think about the material in depth because of the skimming and scanning strategy used.

b) Reading to gain knowledge from text

While reading to learn, it is most often done in an academic or professional setting where a person must absorb a large amount of information from a material. For the purpose of connecting text material with prior knowledge, it is frequently done at a reading rate that is slightly slower than the ordinary understanding rate.

c) Using reading to integrate information, compose, and critique writtenwork

Additional decisions about the relative importance of complementary, mutually supporting, or conflicting information must be made when reading to integrate information. A theoretical frame may need to be restructured to accommodate information from multiple sources when reading to integrate information. Reading to write and reading to critique a text are both task variations of reading to integrate information.

d) Reading for general comprehension is another option.

Reading for the aim of broad comprehension is the most fundamental reason for reading. It is also discovered to be far more sophisticated than previously thought to be the case. It is accomplished by a talented and fluent reader, and it necessitates extremely rapid and automatic word processing, great skills in producing a general meaning representative of the major ideas, and excellent coordination of many processes in a short amount of time to be successful.

Based on the explanation above it can be concluded that when a reader reads a text, book, newspaper, novel, or other piece of writing, they are doing so for a reason. When reading a book, the reader wishes to retain the most significant information; nevertheless, this is not always possible. Reading for the aim of broad comprehension is the most fundamental reason for reading. It is also discovered to be far more sophisticated than previously thought to be the case. It is accomplished by a talented and fluent reader, and it necessitates extremely rapid and automatic word processing, great skills in producing a general meaning representative of the major ideas, and excellent coordination of many processes in a short amount of time to be successful.

2.1.1.7 The Technique of Reading

In the reading comprehension, numerous approaches must be followed by students, namely:

1. Technique of Skimming

A skimming technique is a technique that deals with the capacity to extract general ideas or information from a piece of written material. Reading quickly in order to find the main idea of the text this signifies that this strategy will be employed in order to obtain the precise information contained inside the text.

2. Techniques of Scanning

When it comes to scanning techniques, they are techniques that deal with the ability to discover specific information in a piece of text. The scanning approach, According to Gellet in (Septiana, 2018) "involves fast skimming through a text to locate a certain piece of information". Aside from that, the scanning technique is used to locate information that is specifically required. Thus, the scanning approach deals with the readers' abilities to discover certain information they require in the text without reading the complete of text.

Skimming is a technique of reading at a high speed to look for important things or the main idea of a reading, while scanning is a technique of reading quickly to get information without reading the others, the writer concludes. Both strategies are highly necessary to be employed for reading.

2.1.2 Descriptive Text

2.1.2.1 Definition of Descriptive Text

According to (Jumriati, 2020) "Descriptive text is defined as text that describes something. A descriptive text is one that itemizes the features of something. A descriptive text describes the characteristics of a person or an object. Its goal is to describe and reveal a specific person, place, or thing therefore we must first decide what we want to cover in the text". It is vital to structure identification to prevent having a generic statement or classification that belongs in the report content. The major theme of the work is introduced through identification.

The goal of the description is to elicit mental images from the reader's mind. But these are more than just copies of the appearances of concrete objects, because even the most basic type of description, the pictorial, carries with it a hint of the observer's attitude toward that which aims to suggest an impression rather than form a picture of an object and requires significant interpretation. This is not carried out, however, by a conscious and rigorous examination of attributes and qualities, as such portrayal, even of concrete objects, is properly expository activity.

Descriptive text, often known as "description" in writing, is an English lesson that should be mastered not only by junior high and senior high school students, but also by high school students, students, and anybody who enjoys the English language. After all, descriptive information is required for us to improve our

English language competence. Some writers, particularly fiction writers, have the capacity to write description text of read material so well that the writing is both legible and understandable. As a result, if we are able to master his instruction. In the future, we might be great writers. Furthermore, explanations and examples of descriptive writing could assist my friends who are learning English or who have a long way to go. Please read the descriptive material below; the more we read, the more we will grasp it. It would be even better if we could not only understand it, but also compose our own descriptive text.

2.1.2.2 Generic Structure of Descriptive Text

When creating descriptive prose, several generic structures must be followed (but they are not required). The setup is as follows:

1. Identify yourself: (contains about the introduction of a person, place, animal or object will be described)
2. Description: describes something, such as an animal, a thing, a place, or a person, by describing its features, forms, colors, or anything else relevant to what the writer is describing.

2.1.2.3 Purpose of Descriptive Text

1. To describe a person, thing, or place in detail.
2. To characterize a specific person, item, or location.
3. To get the reader to imagine within story to get pleasure and information.

2.1.2.4 Language Feature of Descriptive Text

1. Special participant: possesses a specific object, is not common, and is one of a kind (only one). For example: Bandengan Beach, my house, Borobudur Temple, and Uncle Jim.
2. The use of an adjective (adjective) to clarify a noun, such as a beautiful beach,

an attractive man, a well-known location in Jepara, and so on.

3. The usage of simple present tense: The simple present tense is utilized because it conveys information about the object being discussed.
4. Action verbs: verbs that indicate an action (e.g., run, sleep, walk, cut, etc.).

The Example of Descriptive Text

In this below are the example and the rhetorical structure of descriptive text:

Example 1

Borobudur Temple

(Identification) Borobudur is a Buddhist temple located in Indonesia. It will be constructed during the reign of the Sailendra dynasty of the ancient Mataram kingdom in the ninth century. Borobudur is a Buddhist temple complex in Magelang, Indonesia's Central Java.

(Description)

Borobudur is a world-renowned monument that is well-known around the world. The architecture of India's Gupta dynasty has had an impact on its construction. The temple, which is built on a hill 46 meters high, is comprised of eight steps that look like a stone terrace. The first five terraces are square, and they are encircled by walls that are ornamented with bas-relief Buddhist sculpture.

The upper three are arranged in a circle. Each of them is adorned with a bell-shaped stupa in the shape of a circle. Located in the center of the top circle, a massive stupa serves as a capstone for the entire upper building. The path up to the summit is approximately 4.8 kilometers long and includes a number of stairways. The design of Borobudur represents the Buddhist vision of the universe, according to Buddhist cosmology. Kamadhatu, rupadhatu, and arupadhatu are three spiritual worlds considered to exist within the universe according to traditional beliefs. We

are bound to our wants in the first domain, kamadhātu; we are bound to our forms in the second sphere, rupadhātu; and we are bound to formlessness in the third sphere, arupadhātu. The Borobudur temple, which will be rededicated as an Indonesian monument in 1983, is a priceless treasure for the Indonesian people and is a national symbol of the country. It's no surprise that Borobudur Temple is considered one of the seven wonders of the world, given its breathtaking size and architecture.

Example 2**Singapore***(Identification)*

Singapore is a country in Southeast Asia located between Malaysia and Indonesia. Despite its small size, Singapore is famous for its transition from a third-world country to a first-world country. Singapore is also known as the Asian Tiger because of its foreign trade and workforce.

(Description)

Singapore is not as big as Indonesia, but the country ranks highly in several international categories such as education, entertainment, finance, health, human resources, innovation, logistics, manufacturing, technology, tourism, trade and transportation. Singapore has 5.6 million people with cultural diversity. The majority ethnicity in Singapore is Chinese, Malay and Indian. Singapore's independence day falls on August 9, 1965. The official mascot of Singapore is the Merlion statue. Singapore is known for famous landmarks such as Garden by the Bay, Marina Bay Sands and Orchard Road.

3.1.3 Word Attack Strategy**3.1.3.1 Definition of Strategy**

Strategy is all these it is perspective, position, plan, and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends.

Strategy is at once the course we chart, the journey we imagine, and, at the same time, it is the course we steer, the trip we actually make. Even when we are embarking on a voyage of discovery, with no destination in mind, the voyage has a purpose, an outcome, and an end to be kept in view.

Some definitions of strategy as made by various writers are briefly reviewed below. According to Alfred D. Chandler, Jr. in (Nickols, 2016) stated that defined strategy as “the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources for carrying out these goals.” Robert N. Anthony, author of *Planning and Control Systems* cited by (Nickols, 2016) stated that one of the books that laid the foundation for strategic planning, didn’t give his own definition of strategy is the pattern of objectives, purposes or goals and major policies and plans for achieving these goals stated in such a way as to define what business the company is or is to be in and the kind of company it is or is to be.” Kenneth Andrews, long-time Harvard professor and editor of the *Harvard Business Review* cited by (Nickols, 2016) stated that strategy is the pattern of decisions in a company that determines and reveals its objectives, purposes or goals, produces the principal policies and plans for achieving those goals, and defines the range of businesses the company is to pursue, the kind of economic and human organization it is or intends to be, and the nature of the economic and non-economic contribution it intends to make to its shareholders, employees, customers, and communities.

Based on some definitions above can concluded that Strategy is all these it is perspective, position, plan, and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of ends.

3.1.3.2 Definition of Word Attack Strategy

Word attack strategies are ways that help learners to decode, pronounce and understand unfamiliar words when reading a text. These strategies empower learners, much like giving them clues to solve a puzzle. In (Anim, 2016) Nuttal defines word-attack strategy as a strategy that deals with lexical items and the development of a person's vocabulary. Because students are unlikely to be familiar with every word they encounter in a text, they require a strategy for dealing with unfamiliar lexicon.

As a result, they must be informed that they will come across three different types of unfamiliar words. These are key words, words that can't be ignored, and words that can be inferred from the rest of the sentence. It is necessary to comprehend key terms, and as a result, it is prudent to consult a dictionary when necessary. Students must practice selecting the most appropriate meaning from among a variety of alternatives that is relevant to the given content. We can devise a multiple choice exercise to ask students to choose the correct definition

from a list of words that may appear to be very similar to one another. In any case, keep in mind that it is the students' responsibility, not the teacher's, to choose the most appropriate definition.

Other words, on the other hand, are not important for a general understanding of the text and can be ignored while we are reading. However, students will frequently come across words that are not as important as the key words, but they must be taken into consideration. In this case, a little inference can be extremely beneficial. When their car broke down, the entire family had to walk the ten blocks back to their house, as shown in the following sentence: It's not difficult to figure out whether the nonsense word "bca" refers to a kilometer or a mile in length.

Students are motivated to read for understanding by decoding, pronouncing, and understanding unfamiliar words, In (Anim, 2016) According to Hugo defines words attack as a strategy that involves decoding, pronouncing, and understanding unfamiliar words. It is possible for readers to learn about a text before they even begin reading it by decoding, pronouncing, and understanding unfamiliar words in a text. Students conducting library research, for example, can make more educated conclusions regarding whether the materials they are reading will assist them in their research as a result of this approach. It is also possible for readers to opt to read the texts that they are given to read in their classes; this will allow them to become familiar with the text's terminology, main themes, and organization, which will make the actual reading of the text much simpler.

In (Anim, 2016) According to Meier the Words attack strategy encourages students to concentrate on decoding and pronunciation rather than on other aspects of the lesson. They emphasize the need of having students look at the word from a variety of perspectives, as well as tackling them piece by piece in order to comprehend the entire meaning.

As well as morphology According to the statement, words attack is a tactic for assisting your students' in decoding, pronouncing, and understanding unexpected words. It allows students' to approach words in a more systematic manner or from a new perspective. It is critical for students' to become familiar with words and word-attack techniques so that they can employ a strategy when they encounter a difficult or unfamiliar word.

3.1.3.3 There Some Ways To Support Students Who Lack Word

Attack Skills.

Are you looking for solutions to assist students who lack work-attack skills in order to succeed in school? Continue reading if this is the case.

1. Encourage the learner to scan newspapers, magazines, and other printed materials and underline words that can be decoded using word attack abilities (e.g., phonics, context clues, image clues, etc.).
2. Instruct the learner to orally explain context clues in sentences in order to identify words that are not familiar.
3. Encourage the learner to use relevant imagery to aid in the discovery

of words that are unfamiliar in phrases.

4. Prefixes and suffixes are taught to students in order to supplement their knowledge of root words they come across.
5. Encourage the learner to continue working on building word attack abilities when he or she is having problems with word attack skills. Everyone has areas of weakness that necessitate additional effort.
6. Instruct the student to serve as a peer tutor, guiding another learner through a concept they have acquired. This can be used to reinforce the learner's understanding.
7. Keep the learner out of awkward reading scenarios (for example, reading aloud in a group, noting that the learner's reading group is at the lowest level, and so on).
8. Record difficult reading information so that the student can listen to it while they read along with it.
9. Make use of visuals in reading content as well as predictable reading to assist the learner in mastering word attack abilities.
10. Encourage the student to read aloud to the teacher on a regular basis. Provide constructive criticism.
11. Before allowing the student to read new learning materials, introduce them to new words and their meanings. These can be recorded in a vocabulary notebook held by the student as a reference for new vocabulary words as they are learned in class.
12. Instruct students in the fundamentals of reading and writing using a sequential, systematic approach that incorporates plenty of positive reinforcement.

13. Writing vocabulary terms from compulsory reading content and pronouncing them aloud is a good way for students to practice their pronunciation skills.
14. Teach the learner how to pronounce words correctly (e.g., vowel sounds, blends, etc.). To begin, start with simple words and sounds that the student can pronounce with accuracy ranging from 95 percent to 100 percent. Do not go on to more complicated terms until you have achieved accuracy through practice, drill, and study of previous classes.

2.1.3.4 How to Teach Word Attack Strategy

Many schools have decided to discontinue this decoding education. This is excellent for many learners, but it can be tough for those who have difficulty with reading comprehension. When struggling readers receive direct training in decoding the lengthier and more complex words that they face in later grades, they can reap significant benefits. There are a variety of approaches that can be used to aid in the facilitation of this process.

The first step would be to provide explicit instruction on the recognition of common affixes (prefixes and suffixes). Eighty percent of multi-syllable words have either one or both of these elements.

Provide frequent experience reading affixes, vowel teams, and common word roots in isolation in the second. Students should be required to complete timed readings on drill sheets that contain only the isolated word parts (i.e. dis-, mis-, -ful, -ness, -ment, ject, cept, struct, au, ar, ir, etc.). To do this, it is necessary to develop rapid visual identification of

the little parts that make up bigger words.

Teach students how to divide lengthier words into decodable parts in the third step. Once a learner has learned the prefixes *dis* and *re* as well as the suffixes *full* and *ly*, she or he can approach a word like *disrespectfully* in two ways: first by breaking it down into more digestible chunks, such as *dis re spect fully*, and then by reading the word as a whole.

When it comes to practicing this segmenting talent, there are two efficient methods. For example, one method is to present a list of words that contain previously acquired affixes and have the learner first circle the prefixes and suffixes in each word. Read the individual word components, then the entire word, and lastly the entire sentence.

Creating a list of words in columns, with spaces separating the word portions, is another method of organizing information. (For example, *restitution*.) Once the learner is comfortable reading words that contain visible spaces to delineate word parts, move them to columns of words that do not contain visible spaces to delineate word parts. Both strategies improve the speed and precision with which multi-syllable words are read through repetition of drill and practice.

According to Sessa, Elizabeth cited by (Hutauruk, 2018) There are several methods involved in the Word Attack Strategy, which are as follows:

1. Using visual clues to help you:

Take a look at the illustration. Is there anything in the picture (people, objects, or actions) that corresponds to what is said in the

sentences? Getting a Feel for the Word: Begin with the first letter and say each letter-sound aloud. Then blend the sounds together and try to say the word as quickly as possible. Is the word grammatically correct in the context of the sentence?

2. Looking for bits of information in the Word:

Look for letter chunks that you are familiar with. They can be sound/symbols, prefixes, suffixes, endings, complete words, or basic words, and they can be used in any combination. Each chunk should be read on its own. After that, blend the chunks together and say the word out loud.

Does the word make any sense in the context of the sentences?

3. Making a connection to a word you are familiar with:

Consider a word that is similar in appearance to the unknown word. Make a comparison between the familiar and unfamiliar words. Determine whether the familiar word is a chunk or a form of the foreign word, and if so, what it is. Test the sentences by inserting the well-known word to see if they make sense. If this is the case, the meanings of the two words are sufficiently similar for comprehension.

4. Rereading the sentences:

Read the sentence more than once, and consider which words might make sense in the sentences as you read them. Test the term to see if it makes sense in the context of the statement. Continue reading to find out more: Consider looking for clues once you have passed over the unfamiliar word. If the same term appears in both statements, compare the second and first sentences. What word could possibly make sense in both contexts?

5. Making use of prior knowledge:

Consider what you know about the subject of the book, paragraph, or sentence. Is there anything you know that may make sense in the sentence? If so, share it with me. Check to determine if the statement contains the word in question makes sense.

2.2 Conceptual Framework

Using word attack method in reading instruction has the goal of assisting students' in identifying unknown words and their meanings. There are a number of difficulties encountered with learning English, particularly when reading descriptive writing. The first issue is that children are unable to master reading descriptive materials, as evidenced by their low reading achievement scores in descriptive literature. The second issue is that the students' are uninterested in reading, which results in a lack of knowledge of English language on their parts. As a result, the purpose of this study is to apply a word attack strategy in reading descriptive texts because this strategy has several advantages, including the ability to familiarize students with unfamiliar vocabulary and thus increase their vocabulary knowledge in reading, as well as the ability to determine the meaning of the text. Reading is the process of deducing meaning from a succession of written symbols after they have been examined closely. Reading is a receptive talent, which means that it allows us to receive information.

However, the complex act of reading necessitates the development of communication skills in order to correctly enunciate

the words we read. It is vital for students to understand descriptive text using word attack strategy since it refers to the advantages of implementing a new technique in the reading class. Students' abilities to read descriptive texts in class VII when employing a word assault method SNP Negri I Teluk Mengjudu This investigation focuses on descriptive text, which is an important learning objective in class VII.

2.3 Hypothesis of the Research

The following Hypothesis is formulated in accordance with the Theoretical and conceptual framework described above:

a. Null hypothesis (*HH*)

There is no significant the effect in using of word attack strategy towards the students in reading of Descriptive text at grade VII SMP Negri I Teluk Mengkudu in 2023/2024 Academic Year. It means that word attack strategy in reading skill is not effective in teaching reading descriptive text at grade VII SMP Negri I Teluk Mengkudu 2023/2024 Academic Year.

b. Alternative hypothesis (*HH*)

There is a significant the effect in using of word attack strategy towards the students in reading of Descriptive text at grade VII SMP Negri I Teluk Mengkudu in 2023/2024 Academic Year. It means that word attack strategy in reading skill is effective in teaching reading descriptive text at grade SMP Negri I Teluk Mengkudu in 2023/2024 Academic Year.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Subject, Location and Time of the Research

This research was conducted at Grade VII SMP Negeri I Teluk Mengkudu. This school is in Desa Liberia Kecamatan Teluk Mengkudu Kabupaten Serdang Bedagai Provinsi Sumatra Utara. The time for the research was conducted in August to September 2023.

3.2 The Population and Sample of the Research

1. Population

According to Arikunto (2013) population is the number of respondents which consists of all of the participants to the survey, whereas the sample is a subject or a representation of the population under the research. The population studied in this study is students in class VII SMP Negeri I Teluk Mengkudu for the 2023-2024 Academic Year which consisted of five classes with the following characteristics:

Table 3.1 Population of Class VII Students at SMP Negeri I Teluk Mengkudu

NUMBER	CLASS	POPULATION
1	I 1	19 Students
2	I 2	20 Students
3	I 3	19 Students

4	I 4	25 Students
5	I 5	23 Students
TOTAL		106 Students

2. Sample

The sampling procedure will be used to determine the sample. Therefore, in identifying the sample to be used as a research subject, good research must pay attention to and use a technique. Simple random sampling is used for the purpose of sampling (Simple Random Sampling). Each element of the entire population has an equal chance of being selected, which is the most distinguishing feature of this sampling technique. What to do if you win the lottery. Based on the lottery technique, two classes will be selected from five classes totaling 20 students from class VII 1 to serve as the Experimental group, and two classes will be selected from class VII 2 and VII 3 to serve as the Controlled group, totaling 20 students.

3.3 Research Design

This research used Quantitative research. The experimental method was carried out to obtain the average data. In conducting experimental research, the samples will be divided into groups, experimental groups and controlled groups. The experimental group was taught using a word attack strategy and the control group will be taught

conventionally. Both groups will be then given pre-test and post-test. The design is as follows:

Table 3.3 Research Design

Group	Type	Treatment	Type
Experiential	Pre-Test	VII 1	Post Test
Controlled group	Pre-Test	VII 2, VII 3	Post Test

Where: VII1: Using Word Attack strategy X VII 2, VII 3: Using Conventional method

3.4 Operational Definition of Research

According to Sugiyono in (Korry, 2017) “The operational definition of research variables is an attribute or nature or value of objects or activities that have certain variations that have been determined by researchers to be studied and then drawn conclusions”. In this study, the effect of the word attack strategy is related to the ability to read descriptive text which is one of the competency standards contained in the learning syllabus.

Thus, this research consisted of two variables, namely reading descriptive

text as the dependent variable and the word attack strategy as the independent variable. descriptive text is a text that contains a description of an object, either a living being, an object, a place, or an event in detail, so that the reader seems to see, feel, or experience himself, while the word attack strategy was a strategy that could help students decode, pronounce, or understand unfamiliar words while reading.

3.5 Instrument of the Research

In this research, the research used quantitative research, in which the research used 3 tests, namely pre-test, treatment, and post-test. The research instrument is a test. The test consisted of 20 multiple-choice questions about descriptive texts which will be tested on 39 students in different classes. The instrument used for pre-test and post-test. The research instrument that will be used in this study is an English test given to students to determine their ability to read descriptive texts. The test is in the form of multiple choice.

According to (Cheung,Derek and Bucat, 2002) stated that The multiple-choice question as stated by the National Assessment of Educational Progress, the multiple-choice test is a very flexible assessment format that can be used to measure knowledge, skills, abilities, values, thinking skills, and other such abilities. Additionally, items can be statements for which students must find the best possible conclusion. In this way, multiple-choice items are fundamentally recognition tasks in which students must identify the appropriate response. They will be used in both the pre-test and post-test instruments of the study. Each item on the test had four possible responses, labeled A, B, C, D, and E for each choice. When asked to choose the correct answer, students will be instructed to cross

out the incorrect answer. This research used four aspect of reading comprehension. These were determining of main idea, making inferences, detailed information, and understanding of vocabulary. To get the score from students' reading test used the formula:

$$\text{Score} = \frac{\text{Student's Correct Answer}}{\text{Total Number of Item}} \times 100$$

The research use Brown standard in reading Comprehend. There are Excellent, Good, Average, and Fair level. Meanwhile, the students' level been see the table below:

Table 3.4 Standard in Reading Comprehend

Score	Level Mastery
90-100	Excellent
70-89	Good
50-59	Average
30-49	Fair

3.5.1 Validity of the Test

Validity is a measure that reveals the levels of validity or validity of an instrument, according to Arikunto (2014). The validity of a valid instrument is high. A less legitimate instrument, on the other hand, has low validity.

If an instrument can measure what is desired, it is considered to be legitimate. When an instrument can accurately reveal data from the variables being researched, it is considered to be legitimate. The instrument's high and low validity indicates the amount to which the data collected does not stray from the intended validity description.

The Formula is:

$$r_{xy} = \frac{N\sum XY - (\sum x)(\sum Y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} :The correlation between two variabls

N : total of the data

X :the mark n the pre-test

Y : the mark in the post-test

XY: sum of multiplication X and Y X^2 :are of X square of Y

3.5.2 Reliability of the Test

According to Arikunto (2013), reliability relates to the belief that an instrument is trustworthy enough to be employed as a data collecting tool because it is already good. A good instrument will not lead respondents to select certain responses. Instruments that can be trusted and produce

trustworthy data will also produce dependable data. If the data is accurate, it will remain the same no matter how many times it is collected. The term "reliability" relates to the degree to which something may be trusted. Reliable denotes trustworthiness, thus it's a safe bet.

The formula is:

$$r_{11} = \frac{2 \cdot r_{1/21/2}}{(1 + r_{1/21/2})}$$

Where:

r_{11} : The reliability

$r_{1/21/2}$: The coefficient between the two tests

To obtain test reliability, the mean (M) and standard deviation (SD) must first be calculated. The value of the reliability as the following: 0,30 – 0,49 : the liability is verylow : 0,40 – 0,59 : the reliability is low 0,60 – 0,79 : the reliability is fair 0,70 – 0,89 :the reliability is high 0,90 – 1,00 : the reliability is very high

In this context, the technique for gathering data is called a test. Multiple choice questions are used in this type of test. The test is used to compare the students' reading abilities before and after the test.

The research utilized a multiple choice procedure with a total of 20 items in the pre-test. The multiple-choice technique is a technique that is designed to give the participant four choices from which he or she must select the one that is accurate.

Following the pre-test, the therapy will be carried out. The experimental group will be taught using the WORD ATTACK Strategy, whereas the control group will be taught using the standard method (which will not be used in the experiment). Both groups will be given the same reading material to complete. The following activities takes place throughout the treatment of the experimental group, and they can be summarized as follows:

Experimental Group (WORD ATTACK Strategy)	Control Group (Conventional Method)
<ul style="list-style-type: none"> ✓ The teacher opens the class by greeting the students and giving an explanation of what the class is going to do in the meeting by giving some clues about the lesson first. ✓ Students respond to the teacher's greeting and listen to the teacher's Explanation 	<ul style="list-style-type: none"> ✓ The teacher opens the class by greeting the students and giving an explanation of what the class is going to do in this section. ✓ Students respond to the teacher's greeting and listened to the teacher's explanation.

<ul style="list-style-type: none"> ✓ Using the WORD ATTACK Strategy, the teacher will introduce and demonstrate how to teach reading comprehension to students. ✓ First, the teacher will describe what the WORD ATTACK method be all about, and then the teacher will show the students a text and has them analyze it using the WORD ATTACK procedures. ✓ WORD ATTACK method will be used by the teacher to demonstrate to the students how to teach reading skills. <p>Students pay close attention to the</p>	<ul style="list-style-type: none"> ✓ The text will be given to the students by the teacher who will instruct them to read it aloud. ✓ The teacher will go over the definition, generic structure, social function, language aspects, and examples of narrative literature with the students. ✓ Students set up and pay attention to the teacher's explanation
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demonstration.	
<p>Grouping</p> <p>✓ Formation of cooperative groups, The teacher divides the class into cooperative groups and assigned a tutor to each group. It will be 4 to 5 people in each group, depending on the size.</p> <p>✓ Teacher introduces the concept of descriptive text and asks the students to determine the text's general organizational structure. They</p>	<p>✓ Teacher will give the copies of reading material test to the students. Students got the copies of reading material and read it.</p>

<p>discuss the material with their peers and come up with their</p>	
<p>own conclusions.</p>	
<p>✓ The teacher provides an example of how to apply this method to the students' situation. To begin, the teacher read a passage aloud to the class. Then the teacher explains what the major theme of the text is all about. Following that, the teacher composed it in only 20 words. Finally, the final editing of the material will be completed by the teacher.</p> <p>✓ The explanation from the teacher will be well</p>	<p>✓ Teacher asked students to find out the difficult words and ask the students to translate it.</p> <p>✓ The students may open their dictionary</p>

<p>received by the students.</p>	
<p>Pre-Reading</p> <ul style="list-style-type: none"> ✓ Each group will be given a passage by the teacher to read. The teacher invites students to predict what the piece will be about using the Word Attack technique, and then they debate their predictions in groups. ✓ The primary theme of the text will be predicted by the students by scanning the section to gain a sense of what it will be about and then making their predictions. 	<ul style="list-style-type: none"> ✓ After that, the teacher asks the students to translate the whole of text.

<p>Reading activity</p> <p>✓ Student participation in a reading exercise, the teacher instructs students to read the passage/text and to write a summary for each paragraph. The assigned literature will be read by the pupils. Students read the first paragraph and then compose a phrase summarizing the first paragraph using no more than 15 words in their own words. Take a look at the second paragraph. I will write a comment about the first and second paragraphs that will be 15 words or fewer in length. Continue until the entire passage has been read and summarized in a single</p>	<p>✓ Teacher asks the students to answer the reading comprehension tests.</p> <p>✓ Students answer the tests of reading comprehension individually</p>
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<p style="text-align: center;">sentence of 15 words or less, whichever</p>	
<p style="text-align: center;">comes first.</p>	
<p>Post-Reading</p> <p>✓ The teacher asks students to make the result summary of the text. Students make their own summary of the text.</p> <p>Closing</p> <p>✓ Teacher closes the class and greeting the students.</p>	<p>Closing</p> <p>✓ Teacher closes the class and give homework.</p>

1. Post-Test

The post-tests are used to get the mean score for both the experimental and the control groups. A post-treatment test is one that is performed after the treatment has been completed. Following an explanation of the topic, both groups are given the same test to determine the mean scores of the control group and experimental group respectively. The test, which co-teacher. The test was identical to the test, the students returned it to the

items, and were distributed in every way. After completing the possession.

3.6 Technique of Data Analysis

The data analysis technique was used the t-test formula. The t-test is a statistical test used to test whether the null hypothesis was true or false which states that there was no significant difference between two samples taken in population. This technique was used to see that there was a significant difference in the word attack strategy in reading descriptive text to students. The t-test formula used based on Arikunto formula in this study is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{Da^2 + Db^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where: M_x = Mean of Experimental Group

M_y = Mean of Control Group

Da^2 = The Deviation Score of Experimental Group Db^2 = The Deviation Score of Control Group

N_x = The Total Sample of Experimental Group = The Total Sample of Control Group N_y

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data was collected by administering the test provided to the students. It was collected by analyzing the result of sample's reading comprehension test. The data was divided into two groups, they were experimental and controlled group. Both experimental and control group were given in a way of reading comprehension test as in the pre-test and post- test which was by using Word Attack strategy. Then by doing so the score was collected or found. It was shown from the data collected that the data in the controlled group showed the lowest score of pre-test was 60 and the highest score was 75. And it was shown from the data of the post-test that the lowest score was 70 and the highest was 85. Meanwhile the data showed in experimental group was the lowest score of pre-test was 65 and the highest score was 75. And data in the post-test showed that the lowest score was 80 and the highest was 90. This can be shown as in the following table

TABLE 4.1

The Result Pre-Test and Post-Test of the Control Group

No	Student's Initial	Pre-Test	Post-Test
1	AB	60	70
2	ALF	60	75
3	DR	70	75
4	ER	70	80
5	FN	65	75
6	IS	70	80
7	KN	75	85
8	LAB	70	80
9	MHB	60	70
10	MHD	60	75
11	MM	75	80
12	MES	65	75
13	MB	70	85
14	MK	65	70
15	MR	65	75

16	NA	70	85
17	NA	60	70
18	PR	70	75
19	RN	75	80
20	RAT	60	70
21	SMI	60	75
22	SP	75	85
23	UN	70	80
24	YKB	70	75
25	YN	65	75
26	YR	60	70
27	ZDI	70	80
28	ZM	75	85
29	ZMB	65	75
30	ZMM	75	80
	Total	2020	2310

Based on the data in the table of controlled group, the data showed that the lowest score when pre-test was 60 and the highest score was 75. There are 8 students who was got score 60. And 6 students who was got score 75. For post- test, the lowest score was 70 and the highest score was 85. There are 6 students who was got score 70. And 5 students who was got score 85.

TABLE 4.2

The Result Pre-Test and Post-Test of the Experimental Group

No	Student's Initial	Pre-Test	Post-Test
1	AAS	70	80
2	ADD	70	80
3	ANP	70	85
4	ASA	75	90
5	BM	65	80
6	BAS	70	85
7	CHT	75	80
8	CN	65	80

9	DL	70	85
10	DY	65	80
11	GA	70	85
12	GSS	75	90
13	HMA	70	80
14	HMH	65	80
15	IDR	75	85
16	IKP	65	80
17	KA	65	80
18	LG	75	85
19	MAM	70	90
20	MBP	70	80
21	MZ	65	80
22	NA	65	85
23	NAM	75	85
24	RAB	75	90
25	RBS	70	80
26	SUM	70	85
27	WS	65	80
28	WZM	70	80
29	ZN	75	90
30	ZY	70	80
	Total	2095	2495

Based on the data in the table for experimental group, the data showed that the lowest score when pre-test was 65 and the highest score was 75. There are 9 students who was got score 65. And 8 students who was got score 75. For post- test, the lowest score was 80 and the highest score was 90. There are 16 students who was got score 80. And 5 students who was got score 90.

B. The Data Analysis

Based the data analysis from the test, the score was analyzed in order that differences of pre-test of Control Group.

TABLE 4.3

The Differences Scores Pre-Test and Post-Test in Controlled Group

No	Students Initial	T ₁	T ₂	d	d ₂
1	APP	60	70	10	100
2	AWF	60	75	15	225
3	DP	70	75	5	25
4	ES	70	80	10	100
5	FNR	65	75	10	100
6	ISP	70	80	10	100
7	KN	75	85	10	100
8	LAD	70	80	10	100
9	MHA	60	70	10	100
10	MH	60	75	15	225
11	MM	75	80	5	25
12	MEP	65	75	10	100
13	MA	70	85	15	225
14	MKA	65	70	5	25
15	MRF	65	75	10	100
16	NA	70	85	15	225
17	NAF	60	70	10	100
18	PR	70	75	5	25
19	RNI	75	80	5	25
20	RAS	60	70	10	100
21	SM	60	75	15	225
22	SP	75	85	10	100
23	UNI	70	80	10	100
24	YK	70	75	5	25
25	YM	65	75	10	100
26	YRY	60	70	10	100
27	ZDN	70	80	10	100
28	ZA	75	85	10	100
29	ZAB	65	75	10	100

30	ZAM	75	80	10	100
	Total	2020	2310	295	3175

Based on the data above, it can be identifying the score in pre-test and post-test in control group with rubrics of scoring speaking test in this table :

Aspect	Score Pre-Test	Score Post-Test
Content	12	13
Vocabulary	15	17
Comprehension	14	16
Fluency	15	17
Pronunciation	19	22
Total Score	75	85

The Mean Score in pre-test and post-test

$$X_1 = \frac{\sum X_1}{nx} = \frac{2020}{30} = 67$$

$$X_2 = \frac{\sum X_2}{nx} = \frac{2310}{30} = 77$$

a. The mean of control group

$$Ma = \frac{\sum d}{Na}$$

$$Ma = \frac{29530}{30}$$

$$Ma = 9.8$$

b. Standard deviation

$$da^2 = \sum da^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

$$da^2 = 3175 - \left(\frac{(295)^2}{30} \right)$$

$$\begin{aligned} da^2 &= \frac{870}{317} - \frac{25}{5} \\ &= \frac{25}{30} \end{aligned}$$

$$da^2 = 3175 - 2900$$

$$da^2 = 275$$

Where d is the difference scores pre-test and post-test and d² is the standard deviation in the control class.

TABLE 4.4

The Differences Scores Pre-Test and Post-Test in Experimental Group

No	Students Initial	T ₁	T ₂	d	d ₂
1	AAP	70	80	10	100
2	ADC	70	80	10	100
3	ANP	70	85	15	225
4	AS	75	90	15	225
5	BK	65	80	15	225
6	BAP	70	85	15	225
7	CHS	75	80	5	25
8	CN	65	80	15	225
9	DAL	70	85	15	225
10	DYA	65	80	15	225
11	GA	70	85	15	225
12	GSP	75	90	15	225
13	HM	70	80	10	100
14	HMG	65	80	15	225
15	IC	75	85	10	100
16	IKP	65	80	15	225
17	KA	65	80	15	225
18	LG	75	85	10	100
19	MAL	70	90	20	400
20	MBP	70	80	10	100

21	MZ	65	80	15	225
22	NA	65	85	20	400
23	NAL	75	85	10	100
24	RA	75	90	15	225
25	RAS	70	80	10	100
26	SUL	70	85	15	225
27	WP	65	80	15	225
28	WZN	70	80	10	100
29	ZM	75	90	15	225
30	ZYL	70	80	10	100
	Total	2095	2495	400	5650

Based on the data above, it can be identifying the score in the pre-test and post-test in the experimental group with rubrics of scoring Reading test in this table :

Aspect	Score Pre-Test	Score Post-Test
Content	12	14
Vocabulary	15	18
Comprehension	13	17
Fluency	16	18
Pronunciation	19	23
Total Score	75	90

The Mean Score in pre-test and post-test

$$Y_1 = \frac{\sum Y_1}{ny} = \frac{2095}{30} = 69.83$$

$$Y_2 = \frac{\sum Y_2}{ny} = \frac{2495}{30} = 83.16$$

a. The mean of experimental group

$$Mb = \frac{\sum d}{Nb}$$

$$Mb = \frac{4003}{0}$$

$$Mb = 13.33$$

b. Standard deviation

$$db^2 = \sum db^2 - \frac{(\sum d)^2}{Nb}$$

$$db^2 = 5650 - \left(\frac{(400)^2}{30} \right)$$

$$\begin{array}{r} db^2 \\ = \\ 565 \\ 0 - \end{array} \quad \begin{array}{r} \underline{160} \\ \underline{000} \\ 30 \end{array}$$

$$db^2 = 5650 - 5333$$

$$db^2 = 317$$

Where d is difference scores pre-test and post-test and d^2 is standard deviation in experimental class.

C. Testing the Normality and Homogeneity

a. Normality Test

Normality test used to determine if a data set well-modeled by normal distribution and to complete how likely it is for random variable underlying the data to be normally distribution.

- i. Normality test of
variable xStandard

$$S = \sqrt{\frac{\text{Deviation}}{n(n-1)}} = \sqrt{\frac{N\sum x^2 - (\sum x)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{30.207925 - 2495.2495}{870}}$$

$$S = \sqrt{\frac{30.207925 - 6225025}{870}}$$

$$S = \sqrt{\frac{12725}{870}}$$

$$S = \sqrt{14.62}$$

$$S = 3.82$$

- ii. Normality test of
variable y

$$S = \sqrt{\frac{\text{Standard Deviation}}{n(n-1)}} = \sqrt{\frac{N\sum y^2 - (\sum y)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{30.178600 - 2310.2310}{870}}$$

$$S = \sqrt{\frac{30.178600 - 5336100}{870}}$$

$$S = \sqrt{\frac{21900}{870}}$$

$$S = \sqrt{25.17}$$

$$S = 5.02$$

b. Homogeneity Test**a. Variable X**

$$\bar{x} = 83.16$$

$$S^2_1 = 14.62$$

$$N_1 = 30$$

b. Variable Y

$$\bar{y} = 77$$

$$S^2_2 = 25.17$$

$$N_2 = 30$$

$$F_0 = \frac{S^2_1}{S^2_2}$$

$$= \frac{14.62}{25.17}$$

$$= 0.58$$

Coefficient r^2

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\} \{n\sum y_i^2 - (\sum y_i)^2\}}}$$

$$R_{xy} = \frac{60(141175) - (2095)(2020)}{\sqrt{\{60(146725) - (2095)^2\} \{60(136900) - (2020)^2\}}}$$

$$R_{xy} = \frac{847050 - 4231900}{\sqrt{\{8803500 - 4389025\} \{8214000 - 4080400\}}}$$

$$R_{xy} = \frac{4238600}{\sqrt{\{4414475\} \{4133600\}}}$$

$$R_{xy} = \frac{4238}{600}$$

$$4271$$

$$729.$$

$$61$$

$$R_{xy} = 0.99$$

C. Testing the Hypothesis

Table 4.5
The Calculation Table to Find the “t₀”

No	X	Y	$x = (X - M_x)$	$y = (Y - M_y)$	x^2	y^2
1	10	10	0.2	-3.3	0.04	10.89
2	15	10	5.2	-3.3	27.04	10.89
3	5	15	-4.8	1.7	23.04	2.89
4	10	15	0.2	1.7	0.04	2.89
5	10	15	0.2	1.7	0.04	2.89
6	10	15	0.2	1.7	0.04	2.89
7	10	5	0.2	-8.3	0.04	68.89
8	10	15	0.2	1.7	0.04	2.89
9	10	15	0.2	1.7	0.04	2.89
10	15	15	5.2	1.7	27.04	2.89
11	5	15	-4.8	1.7	23.04	2.89
12	10	15	0.2	1.7	0.04	2.89
13	15	10	5.2	-3.3	27.04	10.89
14	5	15	-4.8	1.7	23.04	2.89
15	10	10	0.2	-3.3	0.04	10.89
16	15	15	5.2	1.7	27.04	2.89
17	10	15	0.2	1.7	0.04	2.89
18	5	10	-4.8	-3.3	23.04	10.89
19	5	20	-4.8	6.7	23.04	44.89
20	10	10	0.2	-3.3	0.04	10.89
21	15	15	5.2	1.7	27.04	2.89
22	10	20	0.2	6.7	0.04	44.89
23	10	10	0.2	-3.3	0.04	10.89
24	5	15	-4.8	1.7	23.04	2.89
25	10	10	0.2	-3.3	0.04	10.89
26	10	15	0.2	1.7	0.04	2.89
27	10	15	0.2	1.7	0.04	2.89
28	10	10	0.2	-3.3	0.04	10.89
29	10	15	0.2	1.7	0.04	2.89
30	10	10	0.2	-3.3	0.04	10.89
TOTAL					274.2	316

$$SDx = \sqrt{\frac{\sum x^2}{n-1}} = \sqrt{\frac{274.2}{30}} = \sqrt{9.14} = 3.02$$

$$SDy = \sqrt{\frac{\sum y^2}{n-1}} = \sqrt{\frac{316}{30}} = \sqrt{10.53} = 3.24$$

$$SE_{\frac{My - Mx}{\sqrt{\frac{SDx^2}{n-1} + \frac{SDy^2}{n-1}}}} = \frac{3.24}{\sqrt{\frac{0.56^2}{29} + \frac{0.602^2}{29}}} = \frac{3.24}{\sqrt{0.31 + 0.36}} = \frac{3.24}{\sqrt{0.67}} = 3.81$$

$$\begin{aligned} SE_{Mx - My} &= \sqrt{SE_{Mx}^2} + \sqrt{SE_{My}^2} \\ &= \sqrt{0.56^2 + 0.602^2} = \sqrt{0.31 + 0.36} = \sqrt{0.67} = 0.81 \end{aligned}$$

$$t_0 = \frac{My - Mx}{SE_{Mx - My}} = \frac{5.38 - 5.02}{0.81} = 0.44$$

In Testing Hypothesis, the data was showed the formula data from post-test in experimental and control group. And to knows if the hypothesis is accepted. In this research, the calculation of t-test showed that t-obs in the df 58 at the p level 0.05 is 4.41. While t-table in the df the p level 0.05 the critical value is 2.0016

$$t\text{-obs} > T\text{-table} = 4.41 > 2.0016$$

From the result, it was showed “There is significance effect of Word Attach Strategy in Teaching Reading Comrehension”.

D. Research Findings

Where the t table in the df of the p level is 0.005. The critical value is 2.0016 and the $t\text{ obs} > T\text{ table}$ table = 4.41 > 2.0016 . As the result, taught English with Word Attact Strategy indicated by this research that it was higher than without implementing wordl attact strategy. Therefore, hypothesis is accepted.

From the data of this research, the formula was obtained. The data showed that t -observed value was 4.41. t -obs in the df 58 at the p level 0.05 is 4. i41.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After describing the reality of learning process in applying word attack strategy in reading comprehension of descriptive text, some conclusions can be drawn.

1. As the result, the data was analyzed that word attract strategy gave some positive effects to the students in teaching reading comprehension skill, since it was 4.41. t_{obs} in the df 58 at the level 0.05 is 4.41. While t_{table} in the df the level 0.05 the critical value is 2.0016 and $t_{\text{obs}} > T_{\text{table}} = 4.41 > 2.0016$.
2. By teaching English in the classroom using Word Attack Strategy enables students to get better understanding and comprehending reading text. Eventually this strategy gives significant effects to the student's achievement in reading comprehension.
3. Observation conducted since this research was carried out indicated that students got barriers as well as some difficulties when they were faced to comprehend English text. The difficulties of the students are able to be overcome after implementing this word attack strategy

B. Suggestions

Based on the conclusions above, some suggestions are stated as the following:

1. The English teacher can apply Word Attack Strategy to teach Reading Comprehension in the classroom. By using the technique, the teacher can be more effective to convey the lesson materials to the students. Teachers can apply Word Attack Strategy that will help them in reading and comprehending the English descriptive text significantly.

2. The teachers should be able to motivate the students to get to derstanding and information when the students read a text especially Descriptive Text in the Reading Skills.

3. This research is expected to be used used to teach reading (Descriptive Text) more effectively in learning process, because it allows the students to know and understand about the context in the text, and add their insight into vocabulary.

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Example 1**Borobudur Temple**

(Identification) Borobudur is a Buddhist temple located in Indonesia. It was constructed during the reign of the Sailendra dynasty of the ancient Mataram kingdom in the ninth century. Borobudur is a Buddhist temple complex in Magelang, Indonesia's Central Java.

(Description)

Borobudur is a world-renowned monument that is well-known around the world. The architecture of India's Gupta dynasty has had an impact on its construction. The temple, which is built on a hill 46 meters high, is comprised of eight steps that look like a stone terrace. The first five terraces are square, and they are encircled by walls that are ornamented with bas-relief Buddhist sculpture.

The upper three are arranged in a circle. Each of them is adorned with a bell-shaped stupa in the shape of a circle. Located in the center of the top circle, a massive stupa serves as a capstone for the entire upper building. The path up to the summit is approximately 4.8 kilometers long and includes a number of stairways. The design of Borobudur represents the Buddhist vision of the universe, according to Buddhist cosmology. Kamadhatu, rupadhatu, and arupadhatu are three spiritual worlds considered to exist within the universe according to traditional beliefs. We are bound to our wants in the first domain, kamadhatu; we are bound to our forms in the second sphere, rupadhatu; and we are bound to formlessness in the third sphere, arupadhatu. The Borobudur temple, which was rededicated as an Indonesian monument in 1983, is a priceless treasure for the Indonesian people and is a national symbol of the country. It's no surprise that Borobudur Temple is considered one of the seven wonders of the world, given its breathtaking size and architecture.

Example 2**Singapore***(Identification)*

Singapore is a country in Southeast Asia located between Malaysia and Indonesia. Despite its small size, Singapore is famous for its transition from a third-world country to a first-world country. Singapore is also known as the Asian Tiger because of its foreign trade and workforce.

(Description)

Singapore is not as big as Indonesia, but the country ranks highly in several international categories such as education, entertainment, finance, health, human resources, innovation, logistics, manufacturing, technology, tourism, trade and transportation. Singapore has 5.6 million people with cultural diversity. The majority ethnicity in Singapore is Chinese, Malay and Indian. Singapore's independence day falls on August 9, 1965. The official mascot of Singapore is the Merlion statue. Singapore is known for famous landmarks such as Garden by the Bay, Marina Bay Sands and Orchard Road.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan	: SMP PGRI 3
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XII / 1
Tema	: <i>Procedure Text</i>
Alokasi Waktu	: 2 x 45 menit (<i>Second Meeting</i>)
Skill	: Reading
Kelas	: <i>Control Group</i>

I. Standar Kompetensi.

Berkomunikasi dengan Bahasa Inggris setara *Level Intermediate*.

II. Kompetensi Dasar.

3.4. Memahami manual penggunaan peralatan.

III. Sub-Kompetensi Dasar.

3.4.1. Pertanyaan-pertanyaan yang terkait dengan isi manual penggunaan alat dijawab dengan benar.

IV. Indikator Pencapaian Kompetensi

1. Siswa dapat mengidentifikasi tujuan dari *procedure text*.
2. Siswa dapat mengelompokkan generic structure dalam *procedure text*.
3. Siswa dapat menjawab pertanyaan tentang *procedure text*.

V. Tujuan Pembelajaran.

1. Diberikan sebuah text, siswa dapat mengidentifikasi tujuan dari *procedure text* dengan baik dan benar.
2. Diberikan sebuah text, siswa dapat mengelompokkan generic structure tentang *procedure text* dengan tepat.
3. Diberikan sebuah pertanyaan, siswa dapat menjawab pertanyaan dalam *procedure text* dengan tepat dan benar.

VI. Materi Pembelajaran.

PROCEDURE TEXT.

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

- ciri prosedur text adalah:

menggunakan Simple Present Tense (S+V1) berbentuk imperative/bentuk perintah, menggunakan action verbs, contoh: *make, take, boil, cook*, menggunakan temporal conjunctions, contoh: *First, then, next, after that, last*.

- Jenis-jenis Procedure Text

Berikut ini ada 3 jenis procedure text yang harus Anda ketahui.

- A. Procedure text yang menjelaskan bagaimana sesuatu bekerja atau bagaimana menggunakan instruksi/operasi manual, misalnya, how to use computer, how to record video. how to use plaroid camera.
- B. Procedure text yang menginstruksikan bagaimana melakukan aktivitas tertentu, misalnya, how to make a noodle, how to dance, how to play basketball.
- C. Procedure text yang berhubungan dengan perilaku manusia, misalnya, how to succeed, how to live happily, how to be a good person.

- Generic Structure of Procedure Text

1. **Goal:** memberikan informasi tentang maksud dan tujuan prosedur dan memprediksi suatu kesimpulan.
2. **Steps:** daftar urutan instruksi/aktivitas untuk mencapai tujuan dalam urutan langkah yang benar.
3. **Result:** Hasil dari serangkaian langkah-langkah yang telah dilakukan.

VII. Teknik Pembelajaran.

Directed Reading Thinking Activity Strategy.

VIII. Kegiatan Pembelajaran.

Kegiatan Guru	Kegiatan Siswa
<p>Pre-Teaching</p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan tentang procedure text: <ul style="list-style-type: none"> a. <i>Do you know about the procedure text?</i> <p>Whilst-Teaching</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang <i>procedure text</i>. • Guru memberikan teks untuk diidentifikasi judul dan tujuan dari <i>procedure text secara individu</i>. • Guru meminta siswa untuk menjawab dan menjelaskan judul dan tujuan dari <i>procedure text</i>. • Guru memberikan sebuah text kemudian meminta siswa untuk mengelompokkan berdasarkan <i>generic structure</i> dalam <i>procedure text</i>. • Guru membagi kelompok dengan masing-masing kelompok terdiri 2 orang. • Guru memberikan teks bacaan dan menyuruh siswa untuk menjawab • Guru meminta siswa menjawab pertanyaan secara kelompok berdasarkan text. • Guru meminta siswa untuk maju ke depan untuk mengshare hasil diskusi mereka. 	<p>Pre-Teaching</p> <ul style="list-style-type: none"> • Siswa menjawab. <p>Whilst-Teaching</p> <ul style="list-style-type: none"> • Siswa memperhatikan dan mendengarkannya • Siswa mengidentifikasi tujuan dari procedure teks procedure text. • Siswa menjawab pertanyaan. • Siswa memulai membaca teks tersebut dan menggolongkannya berdasarkan generic structure • Siswa berkumpul dalam kelompoknya masing-masing • Siswa memulai mengerjakan. • Siswa mengerjakan tugas yang diberikan dan menjawab pertanyaan dari guru. • Siswa memperhatikan dan mendengarkan hasil diskusi dari temannya.

<ul style="list-style-type: none"> • Post-Teaching • Guru mereview materi tentang <i>procedure text</i>. • Guru memberiksn sedikit pertanyaan untuk menarik daya pikirnya. • Guru meminta siswa untuk menyimpulkan pelajaran • Guru menutup pembelajaran dengan salam. 	<p>Post-Teaching</p> <ul style="list-style-type: none"> • Siswa memperhatikan dan mendengarkannya • Siswa menyimpulkan pelajaran • Siswa memperhatikan. • Siswa menjawab salam.
--	--

IX. Alat/Sumber/media Pembelajaran.

Laptop, paper.

X. Rubric Penilaian.

Indikator 1:

No.	2	1	0
1.	Siswa dapat mengidentifikasi tujuan dan judul dari procedure teks dengan lengkap dan benar	Siswa kurang dapat 2 mengidentifikasi tujuan dan judul dari procedure teks dengan benar	Siswa tidak dapat mengidentifikasi tujuan dan judul dari procedure teks dengan lengkap dan benar

Indikator 2:

No	2	1	0
1.	Siswa dapat mengelompokan generic structure sebanyak 2 buah dengan tepat dan lengkap	Siswa dapat mengelompokan generic structure sebanyak 1buah dengan tepat dan lengkap	Siswa tidak dapat mengelompokan generic structure dengan tepat dan lengkap

Indikator 3:

NO	4	3	2	1	0
1.	Siswa dapat menjawab pertanyaan dalam bacaan serta menggunakan tata bahasa dengan tepat dan benar	Siswa dapat menjawab pertanyaan dalam bacaan dengan benar namun menggunakan tata bahasa kurang tepat	Siswa kurang mampu menjawab pertanyaan dalam bacaan dan adanya beberapa tata bahasa yang kurang tepat.	Siswa sulit menjawab pertanyaan dalam bacaan dan sering terjadi kesalahan tata bahasa.	Siswa tidak dapat menjawab pertanyaan dalam bacaan.

Penilaian acuan kriteria:

Indikator 1: Jumlah benar X 10 = 20

Indikator 2: Jumlah Benar X 10 = 20

Indikator 3: Jumlah Benar X 3 = 60

Total Keseluruhan = 100

Gresik, June 2024

English Teacher

Researcher

Heni Pudji Hastuti, S. Pd

Siti Nurhalimah




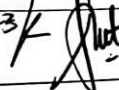
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Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Siti Nurhalimah
 NPM : 1902050132
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3,33

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Effect of Word Attack Strategy towards Secondary students in Reading Comprehension	
	The Influence of Eliciting Technique in English Language Teaching for The Students of SMP Negeri 1 Teluk Mengkudu 2022/2023 Academic Year	
	The Implementation of Spelling Bee in Teaching Vocabulary for The students of SMP Negeri 1 Teluk Mengkudu in 2022/2023 Academic Year	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan se pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 5 Juli 2023

Hormat Pemohon,


 Siti Nurhalimah

Dibuat Rangkap 3 :
 Untuk Dekan/Fakultas
 Untuk Ketua/Sekretaris Prodi
 Untuk Mahasiswa yang bersangkutan



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Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Siti Nurhalimah
 NPM : 1902050132
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Word Attack Strategy towards Secondary students in Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :
 Dosen Pembimbing : Dewi Juniarta S.S,M.Hum
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya : perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 05 Juli 2023
 Hormat Pemohon,

(Siti Nurhalimah)

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Nomor : 3384 /II.3/UMSU-02/F/2023
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Siti Nurhalima
N P M : 1902050132
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effect of Word Attack Strategy Towards Secondary Students in Reading Comprehension.**

Pembimbing : Dewi Juni Arta, S.S., M.S.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **5 Oktober 2024**

Medan 19 Rabiul Awwal 1445 H
5 Oktober 2023 M



Wassalam
Dekan
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Dr. H. Syamsuyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR





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BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Siti Nurhalimah
NPM : 1902050132
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Word Attack Strategy towards Secondary Students in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
2/Agustus 2023	Bab IV Background of the Study	
9/Agustus 2023	Bab I " Identification, Scope, Purposes	
31/Agustus 2023	Bab I ' Identi fication. Scope, Purposes	
3/sept 2023	Bab III , References	
2/sept 2023	ACC Seminar	

Medan, 22 September 2023

Dosen Pembimbing

(Dewi Juni Artha, S.S., M.S.)

ketahui oleh:
tua Prodi

erman Ointing, S.Pd., M.Hum.)



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LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Siti Nurhalimah
NPM : 1902050132
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Word Attack Strategy towards Secondary Students in Reading Comprehension

Sudah layak diseminarkan.

Medan, 27 September 2023

Disetujui oleh
Pembimbing

Dewi Juni Artha, S.S., M.S.

UMSU

Unggul | Cerdas | Terpercaya



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 Website: <http://www.fkip.umhu.ac.id> / <http://www.fkipz.umhu.ac.id>

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 11 Bulan Oktober Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Siti Nurhalimah
 N.P.M : 1902050132
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Word Attack Strategy Towards Secondary Students in Reading Comprehension.

No	Masukan dan Saran
Judul	OK
Bab I	- Identification of the study
Bab II	The Technique of Reading
Bab III	- Sample - Research Design
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd.)

Dosen Pembimbing

(Dewi Juni Artha, S.S., M.S.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN
 DASAR DAN MENENGAH PGRI SUMATERA UTARA
 SMP SWASTA PGRI – 3 MEDAN**
 Jl. Abdul Sani Muthalib Kel. Terjun Kec. Medan Marelan
 Medan Kode pos : 20256 Telp : 081269724567
 E-mail : medansmpdpu@gmail.com

NPSN : 10257551

NIS : 0118/ISPE/DP/MP/SP/MDN/L.11/11/2022

NSS : 20107666911018

SURAT KETERANGAN

NOMOR : 077 / SMP PGRI-3 / 2023

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Swasta PGRI-3 Medan, Kelurahan Terjun, Kecamatan Medan Marelan dengan ini menerangkan bahwa

Nama : SITI NURHALIMAH

NIM : 1902050132

Judul Skripsi : The Effect of Word Attack Strategy Towards Secondary Students in Reading Comprehension.

Yang bersangkutan telah melakukan Riset di SMP Swasta PGRI-3 Medan pada tanggal 20 November s/d 20 Desember 2023. Untuk memenuhi data Skripsi Mahasiswa.

Dengan ini Surat balasan ini kami berikan, Atas kerja samanya kami ucapkan terima kasih

Medan, 20 Desember 2023

Kepala Sekolah



PARADITA WIDHA SARI, S.Pd

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DAFTAR RIWAYAT HIDUP



A. DATA PRIBADI

Nama : SITI NURHALIMAH
Jenis Kelamin : Perempuan
Tempat, Tanggal Lahir : Medan, 30-01-2001
Alamat : Jl. Perhubungan Rumah Pondok 4
Kebangsaan : Indonesia
Agama : Islam
Email : itynurhalimah@gmail.com
Nomor Hp : 0813-6994-4343

B. RIWAYAT PENDIDIKAN

Nomor Peserta Mahasiswa : 1902050132
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Bahasa Inggris
Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Alamat Perguruan Tinggi : Jl. Kapten Muchtar Basri BA. No.3
Medan

No	Tingkat Pendidikan	Nama Dan Tempa	Tahun
1.	SD	SD Negeri 060824	2006 - 2012
2.	SMP	SMP Negeri 6 Medan	
3.	SMK	SMA Negeri 2 Medan	2015 - 2018
4.	Perguruan Tinggi	Universitas Muhammadiyah Sumatera Utara	2019 - 2024