

**THE EFFECT OF WORD ATTACK STRATEGY TOWARD THE
STUDENTS' READING ABILITY IN RECOUNT TEXT TO THE
EIGHTH GRADE OF SMP NEGERI 5 MENDOBARAT**



THESIS

**Submitted to be processed as a thesis
For the Degree of Sarjana Pendidikan (S.Pd)**

By

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MOTTO

“Success doesn’t come from what you do occasionally,
it comes from what you do consistently.”

(Marie Forleo)

“Strive not to be a success, but rather to be of value.”

(Albert Einstein)

“And above all, watch with glittering eyes the whole world around you because
the greatest secrets are always hidden in the most unlikely places. Those who
don’t believe in magic will never find it.”

(Roald Dahl)

“Run without limits, no matter how the world stands against you,
Keep walking your own path,
Until you finally discover the true meaning of purpose.”

(Si Bolang Bocah Petualang)

DEDICATION

Bismillahirrahmanirrahim...

First of all, thanks to Allah SWT, the glorious, and the lord of the heaven and earth. Thank you for always answering what I need. You know every deed. Salutation, prayers and peace be upon our prophet Muhammad SAW, His servant and messenger. Thanks for guiding us from the darkness to the bright path.

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**THE EFFECT OF WORD ATTACK STRATEGY TOWARDS STUDENTS'
READING ABILITY IN RECOUNT TEXT OF THE EIGHTH GRADE AT
SMP NEGERI 5 MENDOBARAT**

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ABSTRACT

This study investigated the effect of the Word Attack Strategy on students' reading comprehension of recount texts at SMP Negeri 5 Mendobarat. A quantitative quasi-experimental design was employed involving two groups: an experimental class taught using the Word Attack Strategy and a control class taught using conventional methods. The research instruments consisted of 21 validated multiple-choice items administered as pre-test and post-test, assessing students' ability to identify main ideas, make inferences, and understand vocabulary. The findings showed that both groups improved their reading comprehension after the treatment. The mean score of the experimental class increased from 35.57 to 43.52, while the control class improved from 35.42 to 49.90. The result of the independent t-test showed that the obtained t-count was 2.18, which was higher than the t-table value of 2.021 at a significance level of 0.05 ($p = 0.035$), indicating a significant difference between the two groups in the post-test. Based on these findings, it can be concluded that there was a statistically significant difference in students' reading comprehension scores between the experimental and control groups after the implementation of the treatments.

Keywords: *Word Attack Strategy, Reading Comprehension, Recount Text, Experimental Study*

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TABLE OF CONTENTS

TITLE PAGE	
LETTER OF DECLARATION.....	i
OFFICIAL MEMO ADVISOR.....	ii
OFFICIAL MEMO EXAMINER.....	iii
APPROVAL PAGE.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
MOTTO.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
ABSTRACT.....	xi
CHAPTER I INTRODUCTION.....	1
A. Background of The Study	1
B. The Limitation of Problem	7
C. The Problem of Study.....	7
D. Objective of The Study	8
E. Significance of The Study	8
F. Previous Related Studies	9
CHAPTER II LITERATURE REVIEW	12
A. Concept of Reading.....	12
B. Concept of Recount Text.....	20
C. Concept of Word Attack Strategy	28
D. Hypothesis of The Study	32

CHAPTER III RESEARCH METHOD	34
A. Research Method.....	34
B. Population and Sample	37
C. The Techniques for Collecting Data.....	40
D. The Technique for Analyzing the Data	42
E. Validity and Reliability.....	45
 CHAPTER IV FINDINGS AND DISCUSSION	 49
A. Research Findings	49
B. Interpretation of The Study	112
C. Discussion	116
 CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	 120
A. Conclusions	120
B. Suggestions.....	121
 REFERENCES.....	 122
APPENDICES	

LIST OF TABLES

Table 1.1	The Students' Average Score in Reading Test
Table 1.2	The Students' Average Score in Each Reading Elements
Table 3.1	Research Design
Table 3.2	Population
Table 3.3	Sample
Table 3.4	Observation Scoring Aspects
Table 3.5	Result of Reliability Test
Table 4.1	The Result of Observation in Experimental Group
Table 4.2	The Result of Observation in Control Group
Table 4.3	Normality Test Result (Shapiro-Wilk)
Table 4.4	Result of Homogeneity Test in Pre-test (Levene's Test)
Table 4.5	Result of Homogeneity Test in Post-test (Levene's Test)
Table 4.6	Paired Sample Statistics in Experimental Group
Table 4.7	Paired Sample T-Test in Experimental Group
Table 4.8	Paired Sample Statistics in Control Group
Table 4.9	Paired Sample T-Test in Control Group
Table 4.10	Group Statistic Independent Sample Test in Pre-test
Table 4.11	Independent Sample T-Test in Pre-test
Table 4.12	Group Statistic Independent Sample in Post-test
Table 4.13	Independent Sample Test in Post-test
Table 4.14	Comparison between Experimental Group and Control Group