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**The Effect of Word Splash Strategy Toward Students' Writing Ability on Narrative Text
at 2019/2020 Academic Year**

Tahun ke 1 dari rencana 1 tahun

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RINGKASAN

This research was established the students' writing ability on narrative text at SMKN 1 Solok at 2019/2020 Academic Year. Their writing ability was not really good. This was caused by many things like the students' lack of ability to express their ideas and the teacher only used the monotonous strategy. Thus, Word Splash Strategy was chosen by the researcher to be implemented as one of strategy in teaching writing ability whose aimed was to find its effect on the students' writing ability.

The population of this research was the students at the first grade of SMKN 1 Solok at 2019/2020 Academic Year, the total of students was 173 students. This research was quasi experiment. To decide the population of this research to be done by using purposive sampling technique, they were 35 members at experimental class and 34 members in control class. To determine the experimental class and control class, it was use final examination test.

The conclusion of this research that had been done, the students' writing ability gave positive effect from pre-test to post-test. Students' ability in writing narrative text analyzed by using t-test statistical which $t_{\text{calculated}} = 5,55$ and $t_{\text{table}} (0,95:69) = 1,67$. With significant level, it could be concluded that $t_{\text{calculated}} > t_{\text{table}}$. So, the null hypothesis (H_0) was rejected while alternative hypothesis (H_1) was accepted. The hypothesis which say "students at the first grade of SMKN 1 Solok that were taught by using Word Splash have better result in writing narrative text than students who were taught without using Word Splash".

Key words : Word Splash Strategy, Students' Writing Ability, Narrative Text

LATAR BELAKANG

A. Background of the Problem

Writing is one of the language skills that have functions to give and share information in written form. In Indonesia writing skill that learnt of students in Junior High School, Senior High School and University. Also, the students can share their feeling and sharing something to another student that exist in their mind into paragraph through writing.

Moreover, writing skill is important because many parts of it are foundational skill of literacy. Learning writing as a foreign language is not easy as learning native language. Students will face all of learning problems like vocabulary, punctuation, dictation and grammar or structure. In writing, the students should have enough vocabulary and the students must know the meaning of the words that they use.

Based on the “Curriculum 2013” the first grade students of Vocational School, teaching writing is aimed not only on enhancing the students to be able in writing skill, and also enhancing the students to master functional and genre of text, but just in a general explanation. There are two kinds of text that have to be mastered, monologue text and functional text. Monologue text, such as recount text, descriptive text, and narrative text. Besides, functional text is announcement text. They are expected to be able to write kind of text.

Writing narrative text is one of the genres in writing texts should be learned of the students. Narrative text is telling of story of a sequence of events and generally imaginative. Narrative text consists of two components, generic structure and language features. Generic structures of narrative text are: first, orientation is introduced characters, time and place. Second, complication is elaboration the conflict or problem. The last, resolution is solution of the problem. While the language features of narrative text are consist of simple past tense, and adverb of time.

Based on the researcher experience when observation in teaching writing on narrative class at SMK N 1 Solok on date January 17th until January 24th 2019, the researcher found that many students in that school had less knowledge about learning English in writing especially narrative text. The first problem, the students' lack of ability to express their ideas about language features on narrative text into written form. It make the students do not know how to start write. When they started to write narrative text the students are difficult to telling the story in written form. They cannot describe the characters in a narrative text. Also, they do not concerned in using simple past tense, they just translate the Indonesian language into English language without pay attention about the characters in simple past like to be, verb and adverb of place.

The second problem, students had lack of vocabularies in writing narrative text. Many of students were difficult to develop sentences to be paragraph by their imagination and their language because students do not have enough vocabulary to begin writing. If they did not know the words they write it could make them get bored in writing narrative text process. So, much time wasted only for thinking. Finally, many of them chatted with their friends.

The third problem, less of using strategy was also found in classroom activity. The teacher often applied the same strategy to each topic. The strategy was Guided Writing, the teacher just guides the students in writing narrative text, but most of them do not understand about the material. It was seen when the teacher gave explanation, the students did not pay attention. When the teacher gives some vocabulary in simple past tense and helped the students to find meaning or vocabularies that are needed in writing they just accept it. Whereas, When the teacher asked them to write the text based on their own, most of them said "I do not know how to start miss, it is hard miss, and I cannot miss". There are many comments occurs by the students. If the teacher did not change the strategy or not used various strategies, it would make students bored in learning writing narrative text. Also, the

students do not have motivation in learning writing. Consequently, it is needed to apply an appropriate strategy in order to make writing become an interesting subject.

Based on the explanation above, the researcher interested to find out the Effect of Word Splash Strategy toward Students' Writing Ability on Narrative Text at First Grade Students' of SMK N 1 Solok at 2019/2020 Academic Year.

B. Research Questions

In order to make be able to answer the question in the formulation of the problem above, it is important to clarify the following research questions:

1. How was the students' writing ability on narrative text after taught by using Word Splash Strategy at the first grade students of SMK N 1 Solok at 2019/2020 academic year?
2. How was the students' writing ability on narrative text after taught by using Guided Writing Strategy at the first grade students of SMK N 1 Solok at 2019/2020 academic year?
3. How was the difference level of students' writing ability on narrative text after taught using word splash strategy in experimental class and Guided Writing strategy in control class at the first grade students of SMK N 1 Solok at 2019/2020 academic year?

C. Purposes of the Research

Based on the research question above, the purpose of the research were to know:

1. The students' writing ability on narrative text after taught by using Word Splash Strategy at the first grade students of SMK N 1 Solok at 2019/2020 academic year.
2. The students' writing ability on narrative text after taught by using Guided Writing Strategy at the first grade students of SMK N 1 Solok at 2019/2020 academic year.

3. The difference level of students' writing ability on narrative text after taught using Word Splash Strategy in experimental class and Guided Writing Strategy in control class at the first grade students of SMK N 1 Solok at 2019/2020 academic year.

D. Significance of the Research

There are two kinds of significances of this research. They are in practical and theoretical significances. First, theoretical significance is for the next researcher who wants to continue this research. This research can be use as a guidance of theoretical and a reference which can help the next researcher in conducting the new one with other variable. Second, Practical significances is for the teacher, especially teachers at SMK N 1 Solok can be use strategy in teaching writing narrative text in the class. For the students, this strategy can help to write clearly some ideas and developing knowledge or imagine the writer.

TINJAUAN PUSTAKA

A. Concept of Writing

Writing is a tool of communication besides speaking where the people communication or send the messages indirectly. Writing is also a way to express the ideas, by using meaningful words, sentences and paragraph. Related to this writing, there are many definition and opinion about writing by some experts.

According to Jozsef (2001:5), writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge and of experience with subject. It means, writing can involve all part of activities human. It can be useful in social part, economics, education, and politic. These can include in making personal letter, invitation letter, making report and also academic writing.

Moreover, Langan (2001:10) proposes that writing is one of way to produce language and show how to work through the writing process. On other hand, writing is a process of expressing writers' thought, feeling or sharing ideas

using words and good sentences. The writer can give some information to the reader in written form. Besides that, the writer should be careful in developing their ideas, and also make the reader to comprehend the information in writing form.

In addition, Peha (2003:58) states that writing is the communication of content for a purpose to an audience or reader. Every piece of writing can be broken down according three things every time in write. First is the content of a piece is what the writer wants to say. Second is the purpose of a piece why the writer wrote it. The last is the audience for a piece is who the writers to.

Furthermore, Caroline (2006:98) says that writing is a combination of process and product of discovering ideas, putting them on paper. The writer can express anything such as their ideas, feeling, and information. It means, writing is a process then produce of transforming the ideas, feeling and information in someone's mind into written form and that ideas are developed into paragraph or a text.

Then, Leo (2007:71) states that writing is the way of how people uttering ideas, messages or what they thought in relaxing time. It means, good writing comes from strong feeling. But, a strong feeling comes from things the writer hate or thing the writing like. The writer cannot organize what they thought or feel and arrange it in writing is an enjoyable process that should be done by writer and make reader is easy to catch writer's purposes.

In the other side, Hanson (2009:22) states that writing is a dynamic manifestation of creative and critical thinking skill. Writing is the way to delivering some news, information, ideas, and messages in sentences or paragraph. Writing help the brain organize and reflect make the writer can express their feeling in written form. It means the writer expresses the ideas real or imagined sensory experiences with the stroke of a pencil, pen or keystroke in written form.

Based on the definition of writing above, it can be concluded that writing is a process to produce and developing the ideas real or imagined from the writer to the reader into paragraph or a text. The writer can give some information to the

reader in written form. Besides that, the writer should be careful in developing their ideas, and also make the reader to comprehend the information in writing form.

B. Component of Writing

In writing, the writer should pay attention to some components that should be mastered by the students. According to Brown (1994:342), there are some components as basic for writing ability that should be considered by the writer to produce good written form. First is content, it consists of statement, related ideas and development of ideas through personal experience, illustration, and use of description. Second is organization, it consists of logical sequence of ideas. Third is discourse, it consists of topic sentences, paragraphs, transitions, and references. Fourth is vocabulary, it is about how the writers choose the appropriate words. The fifth is syntax, it is about sentence structure. The last is mechanics, it consists of spelling, punctuation, and appearance.

Bailey (2003:53) said that to make good written form, it should be supported by some components of writing. They are: cohesion, comparisons, definitions, discussion, examples, generalizations, numbers, references and quotations, style, synonyms, and visual information. It means, the writer should be careful in developing the ideas into written form.

In addition, Harmer (2004:44) states that the components of writing have some mechanical components. First is handwriting, it means that the writer must recognize the writing first before producing the writing correctly. Second is spelling, it means that the writer needs to be aware of how to use different spellings. The last is punctuation, it means that punctuation influences the quality of writing and if punctuation is not used correctly it will make a text difficult to understand.

Furthermore, Baker (2011:1) states that there are three components in writing. The first, grammatical skills that must be owned by the students are able to arrange the words in writing, so as to produce the effect that is written. Second,

compositional skills, in this case, the students are organized words and produce a word in the text. Last, domain capabilities, it means that the students can explore something that they know in a text and able to make the reader understand about the text.

Based on the explanation of expert above, it can be known that there are some components of writing. Those components are: content, organization, vocabulary, grammatical and mechanic. These components are main important parts to create a good writing. In this research, the researcher will combine those components of writing to generic structure and language features of narrative text to measure students' writing ability.

C. Concept of Narrative Text

Narrative text is telling of story of a sequence of events and generally imaginative. Narrative text is kind of text that should be taught in learning writing. according to Suryana (2008:8), narrative text has a function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which deal to a crisis or tuning point some kind, which in turn find a resolution.

In addition, Emirfan (2011:169) says that narrative text is kind of text that focus to characters or subject in a specific story. Also the text is a chronological story. Basicly, narrative text is a retelling of story like comedy, and the legend. Cicik and Marta (2012:36) states that narrative text consist of a nonsense or fairy tale story as outcome what the writer imagine. Narrative text is show the conflict that related to the characters. The purpose of narrative text is to entertain the reader or listener.

Based on explanation above, the researcher concluded that narrative text is that narrative text is kind of text that focus to characters or subject in a specific story. Narrative text consist of a nonsense or fairy tale story as outcome what the

writer imagine. Also, the text is the text which retells the story or experience that have function to entertain the readers.

D. Component of Narrative Text

There are component that should be known by the reader on narrative text. According to Djuharie (2007:41), narrative text has some generic structures and language features. Generic structures in narrative text are follows: first, orientation it is consist about introduction the characters, time and place. Second, complication it is consist about developing the problem or conflic. The last, resolution it is consist about the respons of the problem. Meanwhile, language features consist are noun, past tense, time connection and individual participants.

In addition, Emirfan (2011:170) says that narrative text has generic structure. First, orientation is introduce the characters in a story like introduction the characters, time and place. Second, complication is describing the problem or conflict that have in a story. Third, resolution is to show the solutions how the actors can give problem solve.

Moreover, Cicik and Marta (2012:37) state that there are three generic structures on narrative text. It is consists are follows: first, orientation is introduction of the characters, time and place. Second, complication is development problem, describing the problem or conflict that have in a story. Third, resolution is completion or solutions by the problem and conflict.

Based on explanation above, the researcher concluded the component of narrative text consists of two parts: generic structures and language features. Generic structures in narrative text are follows: first, orientation it is consist about introduction the characters, time and place. Second, complication it is consist about developing the problem or conflic. The last, resolution it is consist about the respons

of the problem. Meanwhile, language features consist are noun, past tense, time connection and individual participants.

E. Concept of Word Splash Strategy

According to Grant (1999:182), word splash is a strategy that is used for students to make prediction about the text that they are about to read then make in written form. In the other word, students should be creative and critical thinking. Also, they can improve writing ability and make them enjoyable in teaching writing.

Corbin (2008:139) states word splash is an activating activity designed to get student thinking about what they may already know about a topic or subject or to speculate about the possible connections among groups of words with the new topic of study. It means, word splash is a collection of words or concepts from a written passage.

In addition, Harris (2013:32) said that word splash is activities offers students a fun alternative to discover the words, associations, and ideas that come to mind when students are prompted to think of the objective or focus of the lesson. In the other words, this activity it can made the students fun and creative when the teacher teach the students.

Friedman (2015:86) states word splash can be used for mediums other than written texts, and can be used as a summarizing strategy. The students create their own word splash of what they consider to be the key terms and concepts in the text. It means, the students should make the collection of the words in written form to outcome the students' ideas, but related to the material.

Based on explanation above, the researcher concluded that word splash strategy is a collection of words or concepts from a written passage. Word splash is activity designed to make the students critical thinking and can prediction of the splash word into written form. The students create their own word plash of what they consider to be the key terms and concepts in the text.

F. The Procedure of Word Splash Strategy in Teaching Writing Narrative Text

According to Harris (2013:32) states that there are some steps in word splash strategy. First, Provide each student with a 3x5 card, a post in note or piece of paper. Second, Ask students to put aside all their notes, books, and any learning materials that are related to the content being learned. Third, tell the students that when they are cued they will write down (splash down) single words or short ideas to come to mind when given a topic. Fourth, prompt the students with such phrases such as, “Splash down words associated with the Scientific Method.” Since the goal is to discover what immediately comes to mind, it is not necessary for the students to elaborate or provide definitions. The last, Collect the word splash cards as a ticket out the door.

Moreover, Friedman (2015:85) states that the procedure word splash are as follows: first, display selected terms that relate to the text to be read randomly and at angles on a visual (chart, overhead, or interactive white board). Second, explain to the students that the words that they are looking at are related to the article or text they will be write. Third, instruct the students to form triads or quads. The students should brainstorm and generate complete statements (not just words or phrase) which predict the relationship between each term and the topic of study. They need to do this for all of the words on the word splash. Fourth, the groups return to their list of statements to those that are write, verified in the text, and revise any others so their statements are aligned with the information in the text. The last, when student have read and revised their statements, the teacher will then lead a discussion to review the terms and concepts to ensure that they can now make accurate connections between the terms and the topic.

Based on explanation above, the researcher concluded that there are some procedures in word splash strategy. First, the teacher will give some topic to all the students. Second, the teacher asks the students to write words or phrase in the white

board based on the topics. Then the students chose one of the topic that they want to write. Third, the students should brainstorm and generate complete statements which predict the relationship between each term and the topic of study. Fourth, asks the students write complete sentences using of the words splash in to some paragraph. Sentences should demonstrate their understanding of the words. Fifth, the teacher then lead a discussion to review the terms and concepts to ensure that they can now make accurate connections between the terms and the topic of narrative text.

G. Concept of Guided Writing Strategy

According to Oczkus (2007:6), guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing independence. As an activity, it should be carefully targeted towards groups of children according to their current targets or specific needs.

In addition, Barnes (2006:81) state that guided writing is very important classroom tool for helping students to become better writers. He states that help is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them to get on with it.

Based on explanation above, the researcher concluded that guided writing is an approach to teaching writing in which the design lessons that allow students to focus on one stage or one component of the writing at a time. Guided writing is very important classroom tool for helping students to become better writers. Through guided writing, students are supported during the different stages of the writing process. The aims are provide support that is going to help students to improve their writing and to work with increasing independence.

H. The Procedure of Guided Writing Strategy in Teaching Writing Descriptive Text

According to Oczkus (2007:75), there are some implement guided writing during a whole-class lesson. First, meet with table groups. Rotate to tables as students work on their individual pieces. Have each student at the table read his or her piece aloud. Second, ask the other group members to pay compliments and offer suggestions. Third, invite a student volunteer in each table group to read her or his piece and tell what else she or he is going to write. Have the other team members write a suggested next line or word the writer could use. (The suggestions might be written on a sticky note or sentence strip to give to the writer).

Based on the National Strategy (2007:6), there are some procedures in teaching guided writing, as follows: first, write the first or next paragraph of an explanation text and be invited to read it aloud to the group. Second, reread for clarity and purpose, and use alternative vocabulary. Third, use greater precision, choice of phrases, and use of complex sentences. Fourth, use greater cohesion, use of connectives, consistency of tense, time, and person. The last, remember objectives for writing and be supported in checking their work against the success criteria.

Based on explanation above, the researcher concluded that the procedure in guided writing strategy, as follows: first, write the first or next paragraph of an explanation text and be invited to read it aloud to the group. Second, reread for clarity and purpose, and use alternative vocabulary. Third, ask the other group members to pay compliments and offer suggestions. Use greater precision, choice of phrases, and use of complex sentences. Fourth, use greater cohesion, use of connectives, consistency of tense, time, and person. The last, remember objectives for writing and be supported in checking their work against the success criteria.

I. Relevant Studies

There are some researchers conducted the research that reconsidered relevant to his research as follows: first, relevant study is conducted by Sari (2013), entitled *“Teaching Reading Narrative Text by Combining Directed Reading Thinking Activity (DRTA) With Word Splash Strategy for Junior High School Students at SMP 10 Padang”*. This is an action research classroom. By combining two strategies was help students to solve their difficulties. It is the combining of directed reading thinking activity (DRTA) and word splash strategies. It was increased students' reading achievement.

The second relevant study is proposed by Junita (2013), entitled *“Teaching Reading Narrative Text by Combining Word Splash With Save The Last Word for Me Strategy for Junior High School Students at SMP N 5 Koto XI Tarusan*. This research is a kind of action research. Combining two strategies was help students to solve their difficulties. It is the combining of “Word Splash” and “Save the Last Word for Me” strategies. It was increased students' reading achievement.

Last, the research that was conducted by Yolamia (2013), entitled *“Teaching Reading Narrative Text by Combining Word Splash with Magnet Summaries at Second Grade in Senior High School”*. This strategy was increased and improved student's reading achievement because it was made the students active in English subject.

The researches above considered relevant with this research are on the strategy. All of the researches above are using word splash strategy. However, all of the researches are considered different with this research because this research will focused on the application of word splash strategy in teaching writing on narrative text at first grade of SMK N 1 Solok 2016/2017 academic year.

METODE

A. Design of Research

This research was conducted by using quasi experimental design. According to Bernard and Maureen (2012:89), quasi-experiment is a research study set up to resemble a true experiment but that does not involve random assignment of participants to a group or manipulation and control of a true independent variable, instead relying on measuring groups based on pre-existing characteristics.

The experimental research it self were three kinds of design. The first one was pre-test – post-test control group design. Second is post – test only control group design. The last is Solomon four group designs. The researcher used pre test – post-test control group design because the researcher wants to match the ability of the students before conducting the research.

Basically, this research was involving two groups. One group has function as experimental group that was treating by using Word Splash Strategy, and the other has function as control group which was treated by Guided Writing Strategy. Even though this group was treat differently, the material of writing narrative text and the time in teaching learning process was exactly same.

Type of this research can be design as follows:

Table 1: Pre-Test –Post-Test Group Design

Samples	Pre-Test	Treatment	Post-Test
Experimental Group	Se ₁	X	Se ₂
Control Group	Sc ₁	O	Sc ₂

Note:

Se₁ = Students' writing ability of experimental group in pre-test.

Sc_1 = Students' writing ability of control group in pre-test.

Se_2 = Students' writing ability of experimental group in post-test.

Sc_2 = Students' writing ability of control group in post-test.

X = Treatment by using word splash strategy.

O = Treatment by using guided writing strategy.

B. Population and Sample

1. Population

According to Bernard and Maureen (2012:93), population is the entire set of people or data that are of interest to a researcher. The population of this research was the first grade students of SMK N 1 Solok at 2016/2017 academic year. The totals of populations were 173 Office Administration students of first grade. There are five classes such as XAP.1, XAP.2, XAP.3, XAP.4 and XAP.5.

The data of population in this research can be seen as follow:

Table 2: Population of the Research

No	Class	Number of Students
1	XAP.1	35
2	XAP.2	34
3	XAP.3	35
4	XAP.4	34
5	XAP.5	35
	Total	173

2. Sample

According to Bernard and Maureen (2012:93), sample is subset of the population that is studied in a research project. This research will be conducted on experimental class and control class. To determine both of two classes the researcher selected the class by using purposive sampling technique. Then, Bernard and Maureen (2012:100) state that purposive sampling is a non random sampling technique in which participants are selected for a study because of some desirable characteristics, like expertise in some area. The criteria are the ability of the students almost the same and they are taught by the same teacher in the process of teaching writing.

To determine sample in this research, the researcher analyzed the result of English final examination of all of the population in sample to know the mean score and standard deviation of the population. It can be seen on **Appendix 2 page 56**. It is used as a criterion to determine the capabilities of the sample class. Finally, the two classes have the same or nearly same standard deviation selected as experimental and control class.

C. Procedure of the Research

This research was conducted at the first grade of students SMK N 1 Solok at 2015/2016 academic year by using the following steps:

1. Preparation

The researcher did some preparations before doing the research. These preparations included: the first, prepared the syllabus, lesson plan, and the instrument that used in the research. Second, prepared of the teaching material, researcher was prepared the material related to narrative text. The last, the researcher prepared the instrument of the research in form of writing test on narrative text.

2. Pre – Test

The researcher gave the pre-test to both of classes as experimental and control class after know the average score on English final examination. The topic in pretest consists of Cinderella, Toba Lake, and Sangkuriang. It could be seen on **Appendix 4 page 59** . The purpose of pre-test is to know the sample classes basic in writing ability.

3. Implementation

The implementation of this research was done conducted in two classes. They were experimental class and control class. The experimental class was done taught by using word splash strategy and control class was done taught by guided writing strategy. The different treatments that were given in both classes are drawn as follow:

Table 3: Implementation of the Research

<p style="text-align: center;">Experimental Class (Word Splash Strategy)</p>	<p style="text-align: center;">Control Class (Guided Writing Strategy)</p>
<p>1. Pre-Teaching Activities</p> <ul style="list-style-type: none"> a. The teacher greets the students and leads to pray. b. The teacher checked the students' attendance. c. The teacher gave motivation. d. The teacher introduced the competent that the students should achieve in the end of the lesson that is students are required to understand meaning of word. 	<p>1. Pre-Teaching Activities</p> <ul style="list-style-type: none"> a. The teacher greets the students and leads to pray. b. The teacher checked the students' attendance. c. The teacher gave motivation. d. The teacher introduced the competent that the students should achieve in the end of the lesson that is students are required to understand meaning of word.
<p>2. Whilst Activity</p>	<p>2. Whilst Activity</p>

<ul style="list-style-type: none"> a. First, the teacher gives some topic to all the students then asks the students to choose one of them. b. Second, the teacher asks the students to write in the white board some words or phrase that related to the topic. c. Third, the students should brainstorm and generate completed statements which predicted the relationship between each term and the topic of study. The students should be critical thinking. d. Fourth, asked the students write complete sentences using of the words splash. Then use greater cohesion, consistency of tense, time, and person. e. Fifth, the teacher then lead a discussion to review the terms and concepts to ensure that they can now made accurate connections. 	<ul style="list-style-type: none"> a. The teacher explained about language feature of narrative text for the students. b. The teacher gave some vocabulary that can be used in simple past tense. The teacher helps and guided them how to write main idea and develop on narrative text into paragraph. c. The teacher helped the students to find meaning or vocabularies that are needed in writing narrative text. d. The teacher asks the students to read and tell one topic that they write to other students in front of the class. e. Asks other students to pay compliments and offer suggestions. Then the students can carry out revise about text narrative who make already. Then use greater cohesion, consistency of tense, time, and person.
<p>3. Post Teaching Activity</p> <ul style="list-style-type: none"> a. The teacher concluded the lesson together with the 	<p>3. Post Teaching Activity</p> <ul style="list-style-type: none"> a. The teacher concluded the lesson together with the

students.	students.
b. The teacher and students made reflection.	b. The teacher and students made reflection.
c. Teacher gives the students homework.	c. Teacher gives the students homework.

4. Post-test

After the researcher delivered the material to the experimental class and control class, both of classes was gotten post-test by using the same writing test instrument of this research. The topic consists of Pinocchio, Malin Kundang, and Snow White. It could be seen on **Appendix 8 page 75**. Last, the researcher measured hypothesis to find the effect of word splash strategy to the experimental class.

D. Instrument of The Research

The instrument of this study was writing test. It consisted of pre-test and post-test. The pre-test gave for the sample class in order to see homogeneity, and the basic ability of the sample before the treatment. It was distributed at the first time entering the classroom. The post-test was given at the last meeting of the treatment. The two classes were given the same topic. This instrument used to collect the data to know how far the students are influenced by word splash strategy.

In this research, to pre-test, the researcher chose three topics consists of *Cinderella, Toba Lake, and Sangkuriang*. Then, to post-test, the researcher chose three topics consists of *Pinocchio, Malin Kundang, and Snow White*.

Next, the researcher asked the students to choose one of the most interesting for them. The test is give for 90 minutes. After distributing the test, the researcher collected the results of their writing and gave scoring. The score was checked by two scorers, the first scorer was English teacher of SMK N 1 Solok, and the second scorer was the researcher of this research.

Based on the students' scores, the researcher got the data about students' ability of first grade students of SMK N 1 Solok in writing narrative text. The test was checked and scored by the researcher and teacher in order to get the validity and reliability of the data. The criteria of the test as the instrument of research are validity and reliability.

1. Validity

In this research the test used content validity. Content validity is a particular importance for achievement test. The instance of it, the test of students' ability in writing text, the basic question that to be ordered will be writing paragraph based on the topic. Since the purpose of this research to know the effect of word splash strategy toward students' writing ability, the most suitable validity was content validity. The test faithfully reflects the syllabus or instructional program on which it is based.

2. Reliability

The reliability of the instrument is analyzed by inte-rater reliability. According to Flucher (2007:101) states that more than scorer are required in any writing test because individual raters tend to have different patterns of scoring. There are two scorers in this research, so that the score can be reliable. The scorers are one English teacher at SMK N 1 Solok and the researcher herself.

In order to avoid the different concepts about the scoring aspect, both of the researcher and other scorer sit together to make the standard concept and perception in assessing and evaluating of the students' writing. It might reduce the score given by the scorers into far differences. To give scoring for the students' writing in pre-test and post-test, the researcher use rubric scoring as consideration for the scorer to measure the sample's ability in writing narrative text. According to Genesee and Upshur (1996: 206), the scoring of each component is as follows:

Table 4: The Scoring of Writing

No	Categories	Score	Criteria
1	Content	4	The topic is complete and clear and the details are relating to the topic
		3	The topic is complete and clear but the details are almost relating to the topic
		2	The topic is complete and clear but the details are not relating to the topic
		1	The topic is not clear and the details are not relating to the topic
2	Organization	4	Identification is complete and descriptions are arranged with proper connectives
		3	Identification is almost complete and descriptions are arranged with almost proper connectives
		2	Identification is not complete and descriptions are arranged with few misuse of connectives
		1	Identification is not complete and descriptions are arranged with misuse of connectives
3	Vocabulary	4	Very few grammatical or agreement inaccuracies
		3	Few grammatical or agreement inaccuracies but not affect on meaning
		2	Numerous grammatical or agreement inaccuracies
		1	Frequent grammatical or agreement inaccuracies
4	Language use/ Tense	4	Effective choice and words and word forms
		3	Few misuse of vocabularies, word forms, but not change the meaning
		2	Limited range confusing words and word form
		1	Very poor knowledge of words, word forms and not understandable

5	Mechanics	4	It uses correct spelling punctuation and capitalization
		3	It has occasional errors of spelling punctuation and capitalization
		2	It has frequent of spelling, punctuation and capitalization
		1	It is dominated by errors spelling, punctuation and capitalization

E. Technique of Data Collection

The data of this research was the students' writing ability. The researcher was gave some topics to all the students then asked the students to chose one of them and write into paragraph that suitable with the topic. The researcher collected the data by distributing a writing test. The test was done for 90 minutes. After distributing the test, researcher collected the results of their writing form that are scores. For scoring the test, the researcher collaborated with teacher of first grade students of SMK N 1 Solok.

F. Technique of Data Analysis

1. Measuring of Normality

Measuring of normality aimed to see whether the data in normal distribution or not in normal distribution. To test normality, the researcher proposed Sudjana (2005: 99) where the standard deviation (S), mean(x) should be known. The formula is:

$$z_i = \frac{x_1 - \bar{x}}{S}$$

Where:

x = *the mean*
 S = *Standard deviation*
 x_1 = *Student's writing ability*
 z_i = *Normality of the instrument*

To calculate the standard deviation, the researcher will use formula that proposed by Sudjana (2005:93) as follow:

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}}$$

Where:

S = *Standard deviation*
 n = *Number of students*
 $\sum X_i^2$ = *Sum square of students score*

In calculating the mean score, the following formula will used

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = *the mean of students' score*
 $\sum X$ = *Sum of students' score*
 N = *the number of students*

2. Measuring of Homogeneity

Measuring homogeneity will be proposed to see whether the data of students' writing ability in two samples have homogeneity variances or not. The F ratio formula that is proposed by Sudjana (2005:249) will be used by researcher to analyze it.

The formula is as follow:

$$F = \frac{S_1^2}{S_2^2}$$

Where:

S_1^2 = Variances of the higher score

S_2^2 = Variances of the lower score

F = Ratio between two variables

If $F_{\text{calculated}} \leq F_{\text{table}}$, it means that the distribution of data have the same variances or homogenous. On the contrary, if $F_{\text{calculated}} > F_{\text{table}}$, it means that the distribution of the data does not have the same variances or not homogenous.

3. Testing hypothesis

To test the null hypothesis whether it will be reject or is receive, the researcher will use the test formula that is proposed by Sudjana (2005), the formula is as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

n_1 = the number of students in experimental group

n_2 = the number of students in control group

\bar{X}_1 = the mean scores of experimental group

\bar{X}_2 = the mean scores of control group

S = Standard deviation

\bar{x}_2 = the mean score of control group

G. Schedule of the Research

Table 5: Schedule of the research at the First Grade Students of SMKN 1 Kota Solok

No	Times	Activities	
1	08 th April 2016 – 17 th November 2016	Completion of The Research Proposal	
2	16 December 2016	Thesis Proposal Seminar	
3	16 th - 23 th of December 2016	Thesis Proposal Repairing after Seminar	
4	23 th of January 2017	Try-out to Pre-Test	
5	24 th of January 2017	Pre-Test of experimental Class and Pre-Test of control Class	
6	25 th January - 03 rd February 2016	Experiment	
		Experimental Class (Word Splash)	Control Class (Guided Writing)
		Meeting 1 27 th of January 2017 at 08.45 – 10.15	Meeting 1 27 th of January 2017 at 10.30 – 12.00
		Meeting 2 31 th of January 2017 at 12.00 – 14.00	Meeting 2 31 th of January 2017 at 07.15 – 08.45
		Meeting 3 03 rd of February 2017 at 08.45 – 10.15	Meeting 3 03 rd of February 2017 at 10.30 – 12.00
		Meeting 4 07 th of February 2017 at 12.00 – 14.00	Meeting 4 07 th of February 2017 at 07.15 – 08.45
7	08 th of February 2017	Try-out to Post-Test.	

8	10 th of February 2017	Post-Test of experimental Class and Post-Test of control Class.
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HASIL

A. Description of the Data

The objective of this research is to know the effect of word splash strategy toward students' writing ability at first grade students of SMKN 1 Solok 2016/2017 Academic Year. This research has been established by the researcher started from 18 January 2017 until, 18 February 2017.

Before choosing the sample of the research, the researcher used purposive sampling to get the two homogenous classes. The researcher asked the result of final examination writing students to the English teacher of SMKN 1 Solok. Then, the researcher counted average and deviation standard of whole population. The result showed that XAP1 and XAP4 had almost the same deviation standards which were chosen purposively as control and experimental class by the researcher. The students' scores of their final examination test in order to get class sample can be seen in **Appendix 2 page 56.**

Based on the result of final examination test, the researcher had chosen that XAP1 and XAP4 as the sample. XAP1 class as the experimental and XAP4 class as the control class. There were 69 students involved, 35 students were in experimental class, and 34 students were in control class.

Before the treatment was done, the researcher did pre-test both of two classes to know the basic knowledge of students' writing skill and to determine of the sample that has same ability in writing and homogenous. The data of pretest could be seen on table 6 as follow:

Table 6: The Data of Students Pre-Test Score

Class	n	\bar{X}	X_{max}	X_{min}
experimental	35	12,61	14,00	11,00
Control	34	12,51	14,00	11,00

Based on the result of students' pre-test at the significance level of $\alpha= 0,05$, it could be concluded that $t_{table} =1,67$ and $t_{calculated} 5,55$. So, $t_{calculated} > t_{table}$, $\alpha= 0,05$ and $df = 67$ from the distribution of table t, null hypotheses could be accepted if $t_c < t_t$. It means that $t_c= 5,55$ where it was in the level of accepting H_o . In conclusion, H_o hypothesis was accepted where both of two class had same ability and homogeneous.

According to the result to the post-test, the researcher analyzed the mean score, deviation standard, and variances of the data. The data of students post-test could be seen on table as follows:

Table 7: The Data of Students' Post-Test Score

Class	n	\bar{X}	X_{max}	X_{min}
Experimental	35	13,18	15,00	11,50
Control	34	13,08	14,50	11,50

According to the data above, it means that the mean score of experimental class that was taught by using word splash strategy was higher than the means score of the control class that was not taught by guided writing strategy.

B. Data Analysis

In order to get the conclusion about the result of this research, the researcher used t-test statistical analysis. The data could be distributed normally and homogeneously. In order to get the normality and homogeneity of the data, the researcher analyzed it by using some statistical analysis formulas.

1. Normality Testing

In order to analyze the normality of the data students' writing ability on experimental and control class, the researcher got the data from two classes. The normality testing can be seen on following table.

Table 8: The Result of Normality Testing of the Sample

Writing Test	Class	Number of Students (N)	(α)	Critical Value of Accounting (L_o)	Critical Value of Accounting (L_t)	Distribution
Pre-test	XAP1 (experiment)	35	0,05	0,14	0,15	Normal
	XAP4 (Control)	34		0,10		Normal
Post-test	XAP1 (experiment)	35		0,11		Normal
	XAP4 (Control)	34		0,13		Normal

The calculation of normality testing done by the researcher showed that both experimental and control class distributed normally (see appendix 11 page 88) in experimental class and control class $L_t = 0,15$. From the pre-test experimental class, it was gotten that calculated normally coefficient $L_o = 0,14$ at the significances level 95% and the table normality coefficient $L_t = 0,15$. It means that $L_o \leq L_t$. The data from pre-test control class were $L_o = 0,10$ and $L_t = 0,15$. It means that $L_o \leq L_t$. Then, critical value of accounting $L_o = 0,11$ in post-test experimental class and $L_o = 0,13$ in post-test control class. In order to get the normality of the data, critical value of accounting should be less than critical value of table ($L_t > L_o$). According to the data analysis above, it could be concluded that the data from both experimental class and control class were distributed normally.

2. Homogeneity Testing

In order to analyze the variance of the data of students' writing ability in experimental class and control class, the researcher analyzed it by using test of homogeneity. It can be seen on following table:

Table 9: The Result of Homogeneity Testing of Pre-Test

Class	(n)	(α)	S	S ²	F _c	F _t	Variations
Experiment	35	0,05	0,73	0,53	0,89	1,80	Homogeneous
Control	34		0,77	0,59			

The researcher got the pre-test data $F_{\text{calculated}} = 0,89$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = 1,80$. It can be concluded that $F_{\text{calculated}} \leq F_{\text{table}}$. So, both experimental and control class had the same variance.

Table 10: The Result of Homogeneity Testing of Pre-Test and Post-Test of Experimental Class

Class	Stage	(n)	(α)	S	S ²	F _c	F _t	Variations
Experiment	Pre-test	35	0,05	0,73	0,53	0,77	1,80	Homogeneous
	Post-test			0,83	0,68			

The researcher got the pre-test data $F_{\text{calculated}} = 0,77$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = 1,80$. It can be concluded that $F_{\text{calculated}} \leq F_{\text{table}}$. So, both experimental and control class had the same variance.

Table 11: The Result of Homogeneity Testing of Pre-Test and Post-Test of Control Class

Class	Stage	(n)	(α)	S	S ²	F _c	F _t	Variations
Control	Pre-test	34	0,05	0,77	0,59	1,15	1,80	Homogeneous
	Post-test			0,72	0,51			

The researcher got the pre-test data $F_{\text{calculated}} = 1,15$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = 1,80$. It can be concluded that $F_{\text{calculated}} \leq F_{\text{table}}$.

Table 12: The Result of Homogeneity Testing of Post-Test

Class	(n)	(α)	S	S ²	F _c	F _t	Variations
Experiment	35	0,05	0,83	0,68	1,33	1,80	Homogeneous
Control	34		0,72	0,51			

The researcher got the pre-test data $F_{\text{calculated}} = 1,33$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = 1,80$. It can be concluded that $F_{\text{calculated}} \leq F_{\text{table}}$. So, both experimental and control class had the same variance.

So, both experimental and control class had the same variance. Based on the table above, the researcher got the pre- test, post- test, and pre-test post-test data $F_{\text{calculated}} \leq F_{\text{table}}$ at the significances level $\alpha = 0,05$.

3. Hypothesis Testing

In order to know there was any differentiation of students writing ability in both experimental and control class, the researcher did T-test statistical analysis. It can be seen in the following table.

Table 13: Result of t-test on Pre-Test

Class	N	S ²	S	(α)	\bar{X}	T _c	T _t	Reference
Experiment	35	0,53	0,73	0,05	12,61	0,52	1,67	H ₀ was received and H _a was rejected.
Control	34	0,59	0,77		12,51			

The researcher got the data from pre-test score at experimental class and control class at significance level $\alpha = 0,05$. $T_{\text{calculated}} = 0,52$ and $T_{\text{table}} = 1,67$, H₀ was received and H_a was rejected.

Table 14: Result of t-test Pre-Test and Post-Test of Experimental Class

Class	Stage	N	S ²	S	(α)	\bar{X}	T _c	T _t	Reference
Experiment	Pre-test	35	0,53	0,73	0,05	12,61	-3,16	1,67	H ₀ was received and H _a was rejected.
	Post-test		0,68	0,83		13,18			

The researcher got the data from pre-test and post-test score at experimental class at significance level $\alpha = 0,05$ $T_{\text{calculated}} = -3,35$ and $T_{\text{table}} = 1,67$. In conclusion, H₀ was received and H_a was rejected.

Table 15: Result of t-test Pre-Test and Post-Test of Control Class

Class	stage	N	S ²	S	(α)	\bar{X}	T _c	T _t	Reference
Control	Pre-test	34	0,59	0,77	0,05	12,51	-3,35	1,67	Ho was received and Ha was rejected
	Post-test		0,51	0,72		13,08			

The researcher got the data from pre-test and post-test score at control class at significance level $\alpha= 0,05$ $T_{\text{calculated}} = -3,35$ and $T_{\text{table}} = 1,67$. in conclusion, H_0 was received and H_1 was rejected.

Table 16. Result of t-test on Post-Test

Class	N	S ²	S	(α)	\bar{X}	T _c	T _t	Reference
Experiment	35	0,68	0,83	0,05	13,18	5,55	1,67	Ho was rejected and Ha was received
Control	34	0,51	0,72		13,08			

The researcher got the data from post-test score at experimental class and control class at significance level $\alpha= 0,05$, $T_{\text{calculated}} = 5,55$ and $T_{\text{table}} = 1,67$. In conclusion, H_0 was rejected and H_a was received.

From the table above, the researcher got the data from post-test experiment and post- test control was $T_{\text{calculated}} > T_{\text{table}}$. In conclusion, H_0 was rejected and H_a was received. It means the students' writing ability that taught by word splash strategy was better than students' writing ability that taught by guided writing strategy. In the other words, there was a positive effect on students' writing ability by using word splash strategy.

C. Discussion

After conducting this research, the researcher found the conclusion that applying the using word splash strategy in teaching writing especially narrative

text has increased students' writing. It can be seen from the data analysis where the mean score of the students who was taught by using word splash strategy higher than the students' mean score who was not taught by using guided writing.

The finding is based on whether using word splash strategy gave a better effect on students' writing ability on narrative text. Word Splash Strategy helped students in learning writing. This strategy can give opportunity for students to make links between what is already known and new information from a text.

Furthermore, using word splash strategy activities offers students a fun alternative to discover the words, associations, and ideas that come to mind when students are prompted to think of the objective or focus of the lesson. Word splash strategy is the provides a useful framework for eliciting students' prior knowledge. The advantages use this strategy: encourages and develop prediction skills, set the scene, it is designed to develop a sense of discovery and focuses in on the topic or issue.

The result of analysis data which showed the average of the students' scores in writing test indicated that the application of using word splash could improve the students' writing ability. It was proven by the average of the students score. The result of the data, researcher found that the application of the using word splash strategy gave positive effect and could improve students' writing ability in English.

Therefore, the process of learning by using word splash strategy made the students became active in learning. The important things why word splash strategy could give contribution toward students' writing ability was because in learning writing narrative text by using word splash strategy, the teacher gave the students opportunity to build up and share their own knowledge in individually.

In conclusion, this strategy can be used as an innovative strategy that can makes effective in learning writing. in the other word, word splash also can improve students' writing ability and increase their motivation in writing narrative text.

SIMPULAN DAN SARAN

Based on the result of the research on the previous chapter, it could be concluded that word splash strategy gave the positive effect on students' ability in

teaching writing in narrative text. Finally, the main findings of this research could be concluded as follow:

1. There was significant improvement of the students' writing ability after taught by using word splash strategy at the first grade of SMK N 1 Solok.
2. There was no improvement of the students' writing ability after taught by using Guided Writing Strategy.
3. The students' writing ability in narrative text at the first grade of SMKN 1 Solok has different level after being taught by using Word Splash Strategy and by Guided Writing Strategy.

Based on the result of this research, the researcher suggested to:

1. The English teacher to use word splash strategy in classroom teaching, especially in teaching writing in narrative text.
2. The students of SMKN 1 Solok should change their attitude towards learning writing skill. They should be more confident and brave to write in English language without feel afraid about many mistakes. They should know that mistakes are parts of learning process.
3. The next researcher can apply this research in the future, it is suggested to other researcher to carry out to further studies about the use of word splash strategy to another teaching and another strategy in increasing students writing ability.

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LAMPIRAN

Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
Sub Total (Rp.)				1.400.000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				2.360.000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	7	175.000	1.225.000
Buku folio	Catatan lapangan penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	8.500	17.000

Bulpoint	Catatan lapangan penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	24.000	48.000
Materai 10.000	Kontrak penelitian	12	10.000	120.000
Jumlah				1.715.000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp.)	Biaya/tahun/12 bulan (Rp.)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	75.000	60.000
Jumlah				700.000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun (Rp.)
Publikasi di Jurnal	Luaran	1	300.000	300.000
Sub Total (Rp.)				300.000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (Rp.)				4.500.000



UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
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SURAT PERNYATAAN KETUA PENELITI/PELAKSANA

Yang bertanda tangan di bawah ini:

Nama : Riyen Permata, S.Pd., M.Pd.
NIDN : 1029038401
Pangkat/Golongan : Penata Muda Tk.1/IIIc
Jabatan Fungsional : Asisten Ahli

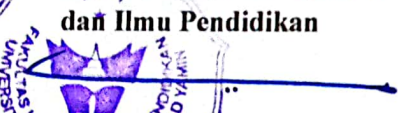
Dengan ini menyatakan bahwa proposal penelitiannya dengan judul: **The Effect of Word Splash Strategy Toward Students' Writing Ability on Narrative Text at 2019/2020 Academic Year**, yang diusulkan dalam skema Hibah Penelitian LP3M UMMY untuk tahun anggaran 2019/2020 bersifat **original dan belum pernah dibiayai oleh lembaga / sumber dana lain.**

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas UMMY.

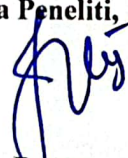
Demikian pernyataan ini dibuat dengan sesungguhnya, agar dapat digunakan sebagaimana mestinya.

Solok, 04 April 2020

Mengetahui,
Dekan Fakultas Keguruan
dan Ilmu Pendidikan


Afrabandiryo, S.Pd., M.Pd.
NIDN. 1009048501

Ketua Peneliti,


Riyen Permata, S.Pd., M.Pd.
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Kepala LP3M UMMY


Dr. Wahyu Indah Mursalini, S.E., M.M.
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Surat Tugas

No. /ST-P/LP3M-UMMY/IV-2020

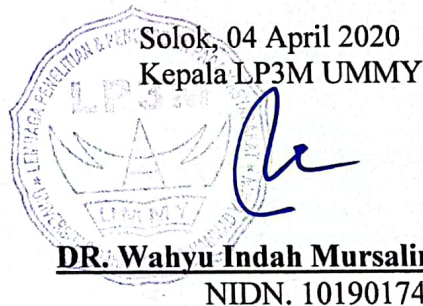
Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : Riyen Permata, S.Pd., M.Pd.
NIDN : 1029038401
Tempat/Tanggal Lahir : Jambi/29 Maret 1984
Pangkat/Golongan Ruang : Penata Muda Tk.1/IIIc
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Untuk melaksanakan kegiatan Penelitian dengan judul **The Effect of Word Splash Strategy Toward Students' Writing Ability on Narrative Text at 2019/2020 Academic Year** pada Semester Genap Tahun Akademik 2019/2020.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.

Solok, 04 April 2020
Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.
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