CHAPTER I

INTRODUCTION

This research investigated the effectiveness of jumbled paragraph game in teaching reading comprehension to the eleventh graders at SMAN 4 Sidoarjo. This chapter discusses the background of study, the statement of the problem, hypotheses, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the key terms.

A. Background of the Study

A research on reading skill in Indonesia has revealed that the students' skills particularly in reading comprehension are still far from satisfactory. Musliar Kasim (Deputy Minister of Education and Culture), admitted having some concern on students' interest in reading in the country is still low.[1] As quoted by Al Hadi, Fadli (founder FadliZon Library) said that the level of Indonesian public interest in reading is still very low, at only 0.01 percent. It means that only 1 in 10,000 Indonesian has the desire to read. This is far below from Japan in which the figure of interest in reading reaches 45 percent while in Singapore it reaches 55 percent.[2] According to Musaheri, students who have a

---

[1] Ant, *Minat Baca Anak Masih Rendah, Wamendikbud Prihatin!,* (http://www.rimanews.com/read/20121105/80679/minat-baca-anak-masih-rendah-wamendikbud-prihatin, accessed on 19 May, 2013)

[2] Yayan Sopyani Al Hadi, Hari Buku Nasional: Minat Baca di Indonesia Sangat Rendah*!,* (http://www.rmol.co/read/2013/05/17/110845/Minat-Baca-Indonesia-Sangat-Rendah!-, accessed on 17 May, 2013)

high interest in reading will have high level of reading skill.[3] Considering the role of interest in reading skill, the low interest in reading in Indonesia may lead to problems in reading in educational context.

Reading is considered as the most important skill among the other skills. Through reading people can increase the other skills in language. Reading is needed by people to communicate and share information and ideas. Reading is an important way of people in many societies to access information and make meaning. Through reading people can increase and develop their knowledge. According to Ainy Yuliatuzzahrah, reading is important for daily-life. Because, through reading, accurate information will be gained. Besides, reading is needed in terms of work and learning. The reader can also find a place through reading magazines, newspapers and other references. Moreover, reading can aid students in mastering their English skills.[4] Therefore, in language learning context, reading is an important skill for the learners. Through reading, the students can add their new vocabularies and develop their knowledge. In addition, according to William Grabe, students' English abilities is developed through the provision of reading.[5] It can be concluded that reading is an important learning process that contribute to the students' success by giving

---

[3] Drs. Musaheri, *Membaca Tiang Peradaban*, accessed on April 21th, 2011, http://www.jatim.ldii.or.id/home.php?dpd=14&content=content_detailartikel&id_artikel=90 in File: Minat Baca.doc

[4] Ainy Yuliatuzzahrah, *The Use of Pre- Reading Activities To Increase Students' Reading Comprehension Achievement At The Eighth Grade Students of SMP 5 Muhammadiyah Surabaya* (Surabaya: State Institute of Islamic Studies, 2011), p. 14

[5] William Grabe, *Reading in a Second Language Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009), p. 6

new information and being the basis for the students to develop their ability in learning parts of language.

Despite the importance of reading in the development of language skills, problem with reading comprehension in Indonesian English Language Learning persist (as has been outlined earlier). Most second year students of senior high school still encounter difficulty in dealing with reading English texts. As quoted by Margareta in Eva Indayati, reading comprehension is students' main problems. Margareta stated that the reason for students' poor reading comprehension was the loss of motivation to read due to their assumption that reading is difficult. This is due to lack of vocabulary and low capability to read. These result in low self-esteem that affects students' motivation to read.[6] Questions arise from here, why despite years of English learning, there are still problems with reading comprehension? What might contribute to those problems? And what is the possible solution? The assumption is that the teacher has to make the students interested to do activity in learning process so that the students are motivated to read, and then it can add their vocabulary and knowledge.

To answer those questions, this experimental research was conducted in SMAN 4 Sidoarjo that also experienced this problem of students' low reading comprehension. This school is one of famous and favorite schools in Sidoarjo.

---

[6] Zahrotul Faizah, *The Effect of KWL Strategy to Students' Competence in Reading Comprehension at SMP Negeri 1 Kemlagi, Mojokerto* (Surabaya: State Institute of Islamic Studies, 2012), p. 4

It has a lot of classes with each consisting of 35 students. In terms of facilities, this school has complete facilities as a media of teaching and learning in the classroom. Not only that, this school also gives several different foreign languages as subject.

However, from initial observations and interviews with the homeroom teacher,[7] the school has a problem with students' reading comprehension in English class despite the sufficient facilities the school provides to support the teaching and learning process. The teacher informed that low interest in reading books and lack of vocabulary make the students have difficulties in reading comprehension. Therefore, it is essential to find solution to students' problem in reading.

After the researcher conducted observations and interviewed several students, the researcher found the cause. It seems that the problem is caused by the teacher's technique. The teacher's teaching technique was monotonous in that the teacher gave a reading text and told them to read silently and the students were assisted to work individually. As the observation learning process conducted in the class, some students felt sleepy, played handphone, chatted with friends, and so forth when they were asked by the teacher to read silently. Only some students were engaged in the lesson during the teaching learning activities, because most of them seemed to be bored and hesitated to participate in the classroom. Thus, the learning situation can lead to students low interest in

---

[7]   It was conducted on January, 2nd until 4th 2013

reading. It makes the students think that reading is a boring activity. Therefore, the teachers must have techniques to the make students more interested to read.

There are some interesting techniques to teach reading, for instance, collaborating, demonstrating, game, song, video and others. For the purpose of this study game is strongly selectable as a teaching technique because the problem of reading at this school seems to be related to teacher's monotonous technique which lead to students boredom and low interest in reading. So, the selection of game as the technique suit the need of the students in this school. This is because game may stimulate interest and reduces boredom. According to Mubaslat, student's ability to learn is affected by the existence of uncomfortable feeling and insecurity caused by a high stress level in the classroom due to unknown or unfamiliar composition of grammar, vocabulary, and writing.[8] As Deesri stated, this students' anxiety can be decreased through game that gives comfortable feeling and desires to learn more.[9] Game can motivate the students to read a lot, be fond of reading, and enjoy their reading time in English class. In teaching reading, many games recommended can be used. Like crosswords game, gesture game, fill the blank, jumbled paragraph game, and so forth.

---

[8] Mania Moayad Mubaslat, *The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage*, (Amman–Jordan, 2011/2012), p. 5

[9] Angkana Deesri, *Games in the ESL and EFL Class*, The Internet TESL Journal, Vol. VIII, No. 9, September 2002 at url: http://iteslj.org/ http://iteslj.org/Techniques/Deesri-Games.html

Among many games, jumbled paragraph game serves as an appropriate game to teach reading. Jumbled paragraph game is an arranging the jumbled paragraph to be a good text.[10] Jumbled paragraph game is the most suitable to resolve this problem of low interest. This is because reading course materials in senior high school is text genre; therefore, jumbled paragraph game is helpful in understanding the text that has generic structure. This is because the game enables the students to understand the contents of the text. In addition, they can also master the structure of the texts.

The above thesis about the suitability of jumbled paragraph game to improve students' reading ability needs to be verified as to whether jumbled paragraph game is more effective to teach reading comprehension than the silent reading. To prove the effectiveness of jumbled paragraph game, this research compared the use of jumbled paragraph game with the use of teacher's teaching technique in this school (silent reading) to teach reading comprehension. This research answer a question, "is teaching reading comprehension using jumbled paragraph game more effective than using silent reading to the eleventh graders at SMAN 4 Sidoarjo?"

---

[10] Kevin McGinley, *Reforming of Paragraph*, (ELT Journal vol. 27/2 April 1983), p. 150

B.   Research Question

Based on the background of the study, this research intends to answer the following question: "Is teaching reading comprehension using jumbled paragraph game more effective than using silent reading to the eleventh graders at SMAN 4 Sidoarjo?"

C.   Hypotheses

Hypothesis is a powerful tool in scientific inquiry. Ary et al explain that when making a hypothesis a researcher is predicting what the outcome of the study will be.[11]

Derived from the formulated research problem stated in the previous section, the hypotesis in this study is stated that teaching reading comprehension using jumbled paragraph game is more effective than silent reading to the second grade students at SMAN 4 Sidoarjo.

D.   Objective of the Study

Based on the problem above, this study aims to investigate whether teaching reading comprehension using jumbled paragraph game is more effective than using silent reading to the eleventh graders at SMAN 4 Sidoarjo.

---

[11]   Donal Ary,. et. al. *Introduction to Research in Education Eighth Edition*. (Canada: Wadsworth Cengage Learning, 1990) p. 96

E.   Significances of the Study

This research is expected to be useful for teachers and students. By reading the result of this research, the teachers will know the way to create a good atmosphere about reading class to make the students interested in reading. For the students, jumbled paragraph game can stimulate students to read a lot, it can increase their reading comprehension, vocabulary, and knowledge. Moreover, it will contribute in learning of reading in more relax, enjoyable situation and avoid from being bored when they are reading. Then, they can improve their ability in reading especially in reading narrative text. It also gives input to improve English reading teaching-learning process, especially about the way to make students interested to read a lot in the classroom.

F.   Scope and Limitation of The Study

This research focuses on improving students' reading comprehension through jumbled paragraph game. The materials are designed for the second year students of SMAN 4 Sidoarjo and the text used is narrative.

G.   Definition of Key Term

To avoid some misunderstanding of the key terms which are used in the study, the key terms are defined as follows.

1.   More effective   : It   means   that   the   students'   reading
                                              comprehension   score   who   get   jumbled

paragraph game is higher than who do not get jumbled paragraph game.

2. Jumbled paragraph game : A game which uses scrambles or jumbled text.

3. Silent reading : The teaching technique that is usually used to teach reading comprehension by the English teacher of this school.