

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this research is to study 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. In this chapter, the researcher reviews the related theories that underline this study. These include game for language teaching, using game to teach reading and definition of jumbled paragraph game. Some reviews of previous studies are also presented.

A. Theoretical Frameworks

Study on the effectiveness of jumbled paragraph game in teaching reading is very much based on theories on game for language teaching, using game to teach reading and definition of jumbled paragraph game. Each of these topics is discussed below.

1. Game for Language Teaching

Games can make learning fun because games are enjoyable. According to Andrew Wright in Eka Nurul Hayat, game in language teaching aims to entertain, engage, challenge students through play that enable them to interact. It means that game makes teaching-learning process easier in an enjoyable way and reduces the students' boredom. In many games, learners are required to cooperate to achieve the goal. By cooperation it is easier for

the students to achieve what they want. Also, most of the learners enjoy cooperation and social interaction.¹

McCallum in Arda Arian states that there are many advantages of games. Games assist student to focus on particular words, structure and grammatical pattern. Besides, games can be used to reinforce, review, and enrich material of the study. Even more, games enable slow and fast learners to have equal chance to participate. Teacher can easily adjust game to meet the language levels and ages of the students. Games create good atmosphere that stimulate learners to creatively use the language naturally in stress-free situation. Games also fit with all language skills in all teaching situation. Through games, teacher can get immediate feedback. And even, game can maximize students' participation even with the least preparation of the teacher.²

¹ Eka Nurul Hayat, *Teaching the present perfect tense by using the game (find someone who)*, (Thesis, Department of English Education, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta, 2011), p. 16

² G. P. McCallum, *101 word games: For students of English as a second or foreign language*. in Arda Arian, *Effectiveness of Using Games in Teaching Grammar to Young Learners*, Elementary Education Online (2011): Retrived on 20 August 2013 at URL: http://www.academia.edu/3139920/Effectiveness_of_using_games_in_teaching_grammar_to_young_learners

2. Using Games to Teach Reading

Ali et al state that games and play create fun atmosphere in learning experience as a helpful approach to teach reading.³ In the teaching of reading, the use of game does not only work to enrich students' vocabulary but also to help students to comprehend the text.

a. Enriching Vocabulary

Vocabulary has been an integrated element in the teaching of reading. Most students have been learning vocabulary passively; they consider it boring to listen to the explanation on meaning or definition, pronunciation, spelling and grammatical functions. They realize the importance of vocabulary when it is put in the text they are learning in reading class.⁴ The use of game may reduce the students' boredom in listening to explanation on vocabulary, which then lead to enriched vocabulary. The relax and fun atmosphere created through reading, according to Gertrude Nye Dorry, helps the students to retain new words more easily and help them learn.⁵ Games are also more memorable, when engaging approaches to store language. Moreover, games are

³ Aliza Ali, Zahara Aziz and Rohaty Majzub, *Teaching and Learning Reading Through Play*, (Malaysia: Universiti Kebangsaan Malaysia, World Applied Sciences Journal 14 (Learning Innovation and Intervention for Diverse Learners): 15-20, 2011), p. 17

⁴ Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, *The Effectiveness of Learning Vocabulary Through Games* (Asian EFL Journal) Retrived on 20 Nopember 2013 at URL: <http://www.gsedu.cn/tupianshangchuanmulu/zhongmeiwangluoyuyan/learning%20vocabulary%20through%20games.pdf>

⁵ Siska Yuliana, *Improving Students' Vocabulary by Using Riddles Game at The Second Grade Students of Miftahul Ulum Bendung Mojokerto* (English Department, Tarbiyah Faculty, State Institute for Islamic Studies: Unpublishe Thesis, 2012), p. 20

more accessible, when students have to have reference and access their own language.⁶ So, games can help students to memorize what words that they learn from reading to enrich their vocabulary. This leads to better comprehension of the text.

b. Helping Comprehension

As games help the students to enrich their vocabulary more easily through in fun activities, such enrichment benefits the students in easier way to comprehend the reading because they have good collection of words in their memory. In addition, according to Philpot as cited by Siti Tarwiyah, games facilitate better language learning because they help language learning to be more meaningful when the relationship among words is shown through games.⁷

3. Definition of Jumbled Paragraph Game

Jumbled paragraph game is a game which uses scrambles or jumbled text. Jumbled paragraph game is similar to scrambled paragraph. Kaplan states that through scrambled paragraph, our ability is tested in organizing

⁶ Philpot as cited by Siti Tarwiyah. In Dewi Chalim, *Using TIC TAC TOE Game to Improve Students' Understanding on Simple Past Tense, (A Classroom Action Research at the Eighth Grade Students of MTs Nahjatus Sholihin Kragan Rembang In the Academic Year of 2010/2011)*,. (Thesis, Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, 2010), p. 10

⁷ *ibid*

the sentences into logically organized ideas.⁸ Similarly, jumbled paragraph game can be used to test the students' ability in organizing the jumbled paragraph into logical organization of ideas. This ability facilitates their reading comprehension. When the students are asked to arrange the jumbled paragraph into a good order, they are compelled to understand the ideas in each separate part of the paragraph in order to enable them to arrange the paragraph into logical order of ideas.

Jumbled paragraph game also can serve as an effective tool to assess reading comprehension. Sinha states that reading skills can be assessed through jumbled paragraphs item test in all examinations competitively.⁹ The students ability to arrange the jumbled paragraphs into the correct paragraph shows their reading skill.

B. The Review of Previous Studies

There have been some previous studies on the teaching of reading comprehension. Such studies can be grouped into two based on the focus; those that relate to the teaching technique in reading comprehension and those that study the use of game in teaching English. Studies relevant to this present research are reviewed in the following.

⁸ Kaplan Darcy Galane, *New York City Specialized High Schools Admissions Test*, (Kaplan Publishi, 2008), p. 19

⁹ Nishit K. Sinha, *The Pearson Complete Guide For The Cat* (India: Pearson Education, 2011), p. 110

The first previous research is done by Ainy Yuliatuzzahrah. In her thesis entitled '*The Use of Pre-Reading Activities to Increase Students' Reading Comprehension Achievement at the Eighth Grade Students of SMP Muhammadiyah 5 Surabaya*', Yuliatuzzahrah studied the effectiveness of pre-reading activities to increase students' reading achievement. She also aimed to find out which among several pre-reading activities is the most effective to teach reading. The group of eighth grade students in the school was selected because this level had several problems in reading skill. The research was conducted by observing the English teacher activities assisting the students in reading the text. These include giving the questions related to the text, assisting the students to predict the title and to identify the difficult word, drilling the list vocabulary, and guiding the students to translate the text together. At the end of the activities, the students were given reading test to measure the improvement after implementing the material. The data of test score stated that the students could reach the Minimal Standard Score and it always increased in every meeting, indicating the effectiveness of the strategies.¹⁰

The second previous research is done by Heny Kuncah Diana in her thesis entitled '*The Implementation of Stad Modelled – Cooperative Learning to Improve Reading Comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo*'.¹⁰

¹⁰ AinyYuliatuzzahrah, *The Use of Pre-Reading Activities to Increase Students' Reading Comprehension Achievement at the Eighth Grade Students of SMP Muhammadiyah 5 Surabaya*, (English Department, Tarbiyah Faculty, State Institute for Islamic Studies: Unpublishe Thesis, 2011)

Using Student Teams-Achievement Divisions (STAD) model of cooperative learning, Diana conducted her Classroom Action Research (CAR). She was cooperating with other teacher where Diana was the researcher-teacher and the other teacher as the observer. Following the steps of planning, acting, observing, and reflecting, Diana used observation checklist and field notes to record the teacher and student's activities in learning process. Questionnaire was also used to gather data on student's responses after the implementation of STAD. Analysis of students' scores collected from reading test at the end of each cycle indicates that the students' reading comprehension improved.¹¹

The third previous research is done by Eva Indayati. In her research of "*Increasing Students' Reading Comprehension in Narrative Text by Activating Students' Background Knowledge at SMP Negeri 3 Surabaya*" the researcher studied whether activating students' background knowledge can increase students' reading comprehension. Using CAR, this study suggests that the implementation of activating students' background knowledge can increase students' reading comprehension and students' involvement during reading class.¹²

Such a range of works have been devoted to improving reading comprehension, as the writer of this study also does. However, based on the

¹¹ Heny Kuncuh Diana, *The Implementation of Stad Modelled – Cooperative Learning to Improve Reading Comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo*, (English Department, Tarbiyah Faculty, State Institute for Islamic Studies: Unpublishe Thesis, 2011)

¹² Eva Indayati, *Increasing Students' Reading Comprehension in Narrative Text by Activating Students' Background Knowledge at SMP Negeri 3 Surabaya*, (English Department, Tarbiyah Faculty, State Institute for Islamic Studies: Unpublishe Thesis, 2011)

explanation of the previous studies above, there are cases that many students still need some teaching technique to improve students' reading comprehension. In this study, the researcher used jumbled paragraph game as a technique to improve students' reading comprehension that distinguishes with the previous studies by Ainy Yuliatuzzahrah that used STAD model, Heny Kuncuh Diana used pre reading activities and Eva Indayati used Activating Students' Background Knowledge. The previous studies from Ainy Yuliatuzzahrah, Heny Kuncuh Diana, and Eva Indayati used CAR as research method. While, in this study the researcher used quasi experimental design, in which the result might be generalizable to the whole population with the same characteristics.

The fourth previous research is done by Dewi Chalim who used TIC TAC TOE game to improve students' understanding on simple past tense. Using CAR, the researcher studied the eighth grade students of MTs Nahjatus Sholihin Kragan Rembang in the academic year of 2010/2011. The result of this research shows that students' understanding on simple past tense improved in each cycle after they were taught using Tic Tac Toe game.¹³

The fifth previous research is done by Eka Nurul Hayat. On a study of the teaching of the present perfect tense by using the game (find someone who), Hayat aims to improve students' comprehensions of the present perfect tense at

¹³ Dewi Chalim, *Using TIC TAC TOE Game to Improve Students' Understanding on Simple Past Tense, (A Classroom Action Research at the Eighth Grade Students of MTs Nahjatus Sholihin Kragan Rembang In the Academic Year of 2010/2011)*,. (Thesis, Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, 2010)

8.2 Class of MTs Soebono Mantofani Jombang Ciputat in the academic year 2009/2010. Through CAR, this study finds that there was improvement on the students' comprehension of the present perfect tense. Then, the result of questionnaire shows that there are positive responses in the teaching-learning process of the present perfect tense by using the game (find someone who). Furthermore, the results of observation sheet suggest that the students seemed to be motivated in the teaching-learning process during the implementation of the game. In other words, their difficulties in learning the present perfect tense was overcome by using the game; the students' comprehension of the present perfect tense has improved satisfactorily and they seemed to be more motivated in learning present perfect tense.¹⁴

These studies by Dewi Chalim and Eka Nurul Hayat confirm Amato's ideas that although game is fun, games have educational value especially in teaching second language.¹⁵ Games are effective to stimulate student motivation, give low pressure on students, help to create effective communication and easy to administer.

All the studies reviewed above suggest the effectiveness of game in stimulating students' motivation to read a lot, making them fond of reading and enjoy their reading time in English class and in improving students' reading

¹⁴ Eka Nurul Hayat, *Teaching the present perfect tense by using the game (find someone who)*, (Thesis, Department of English Education, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta, 2011).

¹⁵ Angkana Deesri, *Games in the ESL and EFL Class*". Thailand: Khon Kaen University, The Internet TESL Journal. Vol. VIII, No. 9, September 2002

skills. To contribute a new finding, this research studied “*The Effectiveness of Jumbled Paragraph Game in Teaching Reading Comprehension to The Eleventh Graders at SMAN 4 Sidoarjo*”. Under quasi experimental design this research aims to find answer to question “Is teaching reading comprehension using jumbled paragraph game more effective in than using silent reading to the eleventh graders at SMAN 4 Sidoarjo?”.