

## CHAPTER I

### INTRODUCTION

This chapter focused on the background of research, problem identification, research scope, research problem, research purposes, and research significances. The following are the explanation of those parts:

#### **1.1 Research Background**

Countries in ASEAN are currently facing ASEAN Economic Community (AEC). ASEAN Economic Community has widely impacted several sectors including national policy and system related to economic development, social development, protection of peace and stability among its members (ASEAN, 2008). To face this great challenge, it is a must that a nation should have a good human resource. Since the members of AEC are from many different countries in ASEAN, therefore the language used is English, the members of AEC have forced the improvement of English language teaching and learning to build a competitive human resource (Husnawadi & Syamsudarni, 2016). In responding to the increasing needs for English proficiency in this competitive era, Indonesia, as a member of AEC and a developing country has introduced English as a compulsory subject in junior and senior secondary schools, as well as at tertiary levels of education (Sulistiyo, 2015). Additionally, Shin (2010) states that it is best to teach English for students since the early year to build a more proficient

speaker. In Indonesia, English subject has been introduced to students since elementary school based on the curriculum of 2013 (Kurniasih & Sani, 2014).

In learning English, students are directed to learn four skills such as listening, speaking, reading, and writing. Reading is important skill that must be thought by the teacher because through reading, students are expected to be able to get more about certain knowledge, information and pleasure (Juniarta, 2017). It means reading is a process of getting information from the text. By reading the English text, people will get information and ideas. They will be able to know what they do not know before. Reading itself cannot be separated from other skills in language learning. Generally, reading can improve students' vocabulary and develop their comprehension. Based on Harmer (2007), reading is useful for language acquisition. It means that when the students start to learn something they do not know before, they have to read all about it to make them understand a lot. Besides, Rahmawati, Padmadewi, and Ratminingsih (2014) note that reading skill is important to be mastered by students in terms of comprehending the English text. They add that by having a good reading comprehension, students are able to support their careers, study purpose, useful for language acquisition, positive effect on students' vocabulary knowledge, students are able to spell on their writing, provide a good model for English writing, and anything students can do to make it easier for them to do these things must be a good idea. It means that the students are not only able to just to read the English text, but also they have to comprehend the meaning behind the text itself. By mastering reading, it can help in many aspects, especially in academic activities

Despite the importance of reading, unfortunately, students in Indonesia still have difficulties in comprehending reading text. According to the Organization for Economic Cooperation and Development (OECD) (2016), Indonesia got the 62<sup>nd</sup> rank out of 72 countries in reading performance that participated in Program for International Student Assessment (PISA) (2015). From the facts above, it can be stated that 6513 Indonesian students (Aditomo and Faridz, 2019) who completed the reading assessment in 2015 still had problems in reading. It is because in Indonesia the students tend to avoid to read and they have a low reading interest. The other reason is, since English is a foreign language in Indonesia, it can be assumed that Indonesian students will be more difficult to comprehend a text which written in English as it is not their first language. Furthermore, Nation (2009) states that it is because learning to read a foreign language involves a great deal of language learning (sounds, vocabulary, grammar, and discourse). It means that students have to know the meaning behind the text as well as the content.

There are several difficulties which affect on students' reading comprehension. Wardana (2015) in his research about students' reading comprehension at SMP Negeri 4 Singaraja, it was found several problems. First, students lack experience and knowledge of how to interpret and comprehend a text. Second, students bored and were not have motivation in learning reading. Third, students lack in mastering components of comprehends a text. Fourth, students were unable to find the main idea and also they could not get what kind of information they had read. The problems of reading comprehension occurred at SMP Negeri 2 Singaraja. Based on the preliminary observation done by the

researcher at the ninth grade students the researcher found that most of the students were lack in comprehending reading text, the students felt unmotivated to study, they were difficult in finding specific information from the text given, they were unwilling to open and bring dictionary, and could not find meaning from unfamiliar words. The researcher also conducted informal interviews with two English teachers for ninth grade students. From the informal interviews the teachers confirmed that the students were having difficulties in finding the word phrase, the meaning of several words which unfamiliar with them, they could not find important point such as main idea and they were unmotivated to learn English. That is to say, the students could not comprehend English text being read. The teachers were still using a conventional technique. The teachers only gave a topic to the students, asked them to read and answered the questions given. Also, the teachers were still using a conventional technique which was lecturing, in which the teacher only gave materials and the students just sat, listened to and took note which was a common way of teaching reading and made the students bored immediately. In other words, those reading activities could not improve students' reading comprehension. Therefore a various way of teaching is needed, one of them is game. Game is a technique of teaching which gives a lot of benefits with the essence of creating a fun learning atmosphere (Ratminingsih, 2017). Akhdira *et al.* (2013) conducted a research to know the effect of Scramble Technique towards reading comprehension of the fifth grade students at SDN 4 Badean 01 Jember in Academic Year 2012/2013. The result showed that there was a significant effect achieved in reading comprehension after using Scramble Technique.



SMP Negeri 2 Singaraja is chosen because based on preliminary observation, informal interview to ninth grade English teachers, and some problems encountered, therefore this study is intended to investigate whether Scramble Game has an influence on students' reading comprehension at ninth grade students of SMP Negeri 2 Singaraja in academic year 2018/2019. Based on the students' problem in reading comprehension, the researcher read several strategies in teaching reading. There are several strategies to teach reading comprehension, one of them is the Scramble Game. Scramble game is a game which uses unscrambles media such as scramble pictures, scramble paragraphs, scramble words, scramble texts and scramble sentences in the game. Students should read and analyze the scrambled picture, paragraphs, words, texts or sentences to rearrange those media into good order (Sya'ban, 2016). Scramble game is used to create fun and active atmosphere in teaching and learning activities. In this study, the researcher tries to encourage the learner to read by giving the scrambled paragraph. Learners should use their reading skill to comprehend the passage then rearrange it into good chronological order. Implementing this game is easy (Huda, 2014).

Referring to the background, the purpose of this study is to find out the significant difference of the students reading comprehension between ninth grade students who are taught by Scramble Game and those who are taught by Conventional Technique at SMP Negeri 2 Singaraja in the academic year 2019/2020.

## **1.2 Problem Identification**

Based on the preliminary observation in SMP Negeri 2 Singaraja, where the researcher conducted informal interview with ninth grade English teachers, it was found that the ninth grade students in SMP Negeri 2 Singaraja still have some problems in reading such as The students could not read the English text fluently, lack of vocabulary, unmotivated to study, they were difficult in finding specific information from the text given, and could not find meaning from unfamiliar words. It can be said that students have problems with reading comprehension. It is because the students rarely practice their skill and the teachers just use conventional technique (lecturing) and do not implement any kinds of innovative strategy or technique to the students. Based on those problems, another way of teaching reading is needed to make the students comprehend what they read and answer any questions given. Therefore, one way can be used to teach reading comprehension is by Scramble Game Technique. The researcher wants to find out whether or not there is a significant difference in reading comprehension of the ninth grade students of SMP Negeri 2 Singaraja in academic year 2019/2020 between those who are taught by Scramble Game and who are taught by conventional technique.

## **1.3 Scope of the Study**

The researcher decides the study is conducted to the ninth grade students at SMP Negeri 2 Singaraja. This study is focused on students' reading comprehension through Scramble Game.

This research is restricted to an English teacher who teaches junior high school students that more focus on using conventional technique rather than using Scramble Game in teaching reading comprehension. Also, it is limited for ninth grade students of Junior High School.

#### **1.4 Research Problem**

This study is about the effect of scramble game on students' reading comprehension of the ninth grade students in SMPN 2 Singaraja, to investigate whether there is a significant effect by scramble game on students' reading comprehension. The question as follows:

Is there any significant difference on reading comprehension of the ninth grade students of SMP Negeri 2 Singaraja between those who are taught by Scramble Game and those who are taught by conventional technique?

#### **1.5 Research Objectives**

Based on the research problem, the objective of this research is formulated as follows:

To investigate is there any significant difference on reading comprehension of the ninth grade students of SMP Negeri 2 Singaraja between those who are taught by Scramble Game and those who are taught by conventional technique.

## **1.6 Research Significance**

The result of this study is expected to give theoretical and practical significance. The theoretical and practical significance of this research can be described as follows:

### **1.6.1 Theoretical Significance**

The result of this study is expected to contribute to the development of knowledge in the field of education. The result provides new information and contribution to teaching English especially in teaching reading comprehension for Junior High School students by scramble game as a teaching technique.

### **1.6.2. Practical Significance**

The result of this study is intended to have a contribution to English teaching theory on teaching technique. The practical significances of this study are expected to give some contributions to some parties as follows:

#### **1 For English Teachers**

1. The English teacher can enrich their knowledge about teaching technique in teaching reading. It provides an idea for the teacher on how to conduct reading effectively.
2. This study is expected to be able to improve professionalism in a creative, innovative and fun learning process.



## **2 For Students**

1. The result of this study can help students to enrich their knowledge, especially for reading comprehension when they are assessed by scramble game as a teaching technique.
2. This study is expected to be able to improve students' understanding and to develop their potential in learning English.

## **3 For Other Researchers**

This study can be used as a reference or an alternative source by other researchers who are going to conduct similar research or guidance for teaching reading.

