CHAPTER I

INTRODUCTION

This chapter is divided into nine sub-chapters. They are the background of study, the reason for choosing the topic, the research question, the objective of the study, the hypothesis, the significances of the study, the limitation of the study, the definition of key terms, and the outline of the study.

1.1 Background of the Study

English is the most used common language among foreign language speakers. Throughout the world, when people in different languages come together they commonly use it to communicate. Eyre (2000) states that the English language is a people's subject that most of its speakers fell comfortable at some level, and one on which many feel qualified to express strong views learning. It has four skills: listening, speaking, reading, and writing. Therefore, the goal of learning it in Indonesia is to develop those four skills so that the students are able to communicate and make a discourse in English in the typical level of literacy.

One of the four skills is reading. Reading is very important to support that objective. It can develop students' communication competence. Success in reading is very important for students. Then, by reading, they can improve their global knowledge so that the students are able to compete in global world.

Grabe and Stoller (2002) define that Reading is the ability to draw meaning from the printed page and interpret this information. It means that when people read some printed pages, they are supposed to be able to get the information appropriately. Richards and Renandya (2002) state reading comprehension is the primary purpose for reading. It means that students need the ability to understand the main point of the text that they read. The result is that they get the information from the text that they have read.

Teaching English reading for senior high school students must be different with teaching it for elementary school because they have different characteristic of psychological background. In Indonesia, some English teachers still use traditional technique in teaching reading. They focus on translating word or sentences and the students just sit and listen to them, so they do not get the point of the text. For that the reason, it is difficult for them to improve their reading ability because they feel bored in the learning process. The best way to make teaching reading effective is making them active, so their enjoy learning and improve their reading skill without feeling bored. This situation causes the achievement in reading comprehension low. That is why the students' reading comprehension must be improved.

In this study, the writer chooses to use of game as the technique to make students interested in reading, because reading activity is usually boring. Game is one of the ways that can be used in teaching reading comprehension. By using it, students are able to understand the content of the text reading easily and enjoyably. Donate and Mikaili (2011) state that game has its potential as an education tool for literary training; and can motivate and engage learners

especially the quiet and passive ones in the whole learning process. It undoubtedly has high entertainment values: it provides opportunity for the ESL learners to learn language in an enjoyable way". It also provides the language knowledge of students in meaningful context of a language (Chen, & I-jung, 2005)". By engaging in a game-context activity, students give good responses and show their positive attitude (Uberman, 1998). It means that game is a medium which is suitable for use in teaching and learning activities, using games in teaching learning make students more active compared to using traditional classroom.

One of the games which can be used in reading comprehension teaching is Jeopardy which is actually an American quiz television show, a quiz in which the participants choose one question with a certain score and will achieve the score if they success or loss the score if they failed answering the question (Jeopardy, 2002). Moreover, it fulfilled five criteria of game design are enjoyable, educational, English promoting, engaging and easy to use (Hill, 2013). With their scoring on every question make students enthusiastic and interested in reading comprehension.

From the explanation above, the writer intends to show the eleventh gradersof MA Miftahul Ulum Ngemplak that reading is fun when it is taught using a Jeopardy game.

1.2 Reasons for Choosing Topic

The writer decides the research entitled "The Effectiveness of Using Jeopardy game to Improve students' Reading Comprehension: A Case of the eleventh Graders of MA Miftahul Ulum Ngemplak in the Academic Year 2016/2017" for the following reasons:

1. Students are still experiencing difficulties and are usually bored in reading comprehension, so teachers need to find an interesting technique in reading comprehension.

2. Reading is a language skill that must be mastered by the eleventh graders of senior high school because it can open up them in various kind of information in book, magazine, etc.

3. The use of Jeopardy game technique can be an effective way to teach reading comprehension to the students of senior high school.

1.3 Research Question

In relation to the explanation above, a question which needs to be answered in this research is:

"Is it effective to use Jeopardy game to improve students' reading comprehension of the eleventh graders of MA Miftahul Ulum Ngemplak in the academic year 2016/2017?"

1.4 Objective of the Study

Based on the question above, the objective of the study in this research is to find out whether or not using Jeopardy game is effective to improve students' reading comprehension of the eleventh graders of MA Miftahul Ulum Ngemplak in the academic year 2016/2017.

1.5 Hypothesis

The hypotheses of this research are:

Ho = the use of Jeopardy game is not effective to improve student' reading comprehension.

H_1 = the use of Jeopardy game is effective to improve reading students' comprehension.

1.6 Significances of the study

The significances of this study are divided into two parts. Those are:

1. Pedagogical Significance

Hopefully the result of the research can motivate students to become more active learners in reading comprehension.

2. Practical Significance

   a. For the students, the result of the research are expected to make teaching learning process more interesting than before so it will increase students motivation and interest. Using Jeopardy game technique can help students improve the reading comprehension in an active or in communicative way can keep them getting bored.

   b. For the teacher, the teachers may get a new innovative technique in enhancing their teaching technique. The technique will definitely affect the teaching process quality. In short, the teachers' technique will help the students in achieving the best results.

1.7 Limitation of the Study

This research limited into the following aspects:

1. This study is applied to know the effectiveness of using Jeopardy game to improve students' reading comprehension.

2. This study is conducted to the eleventh graders of MA Miftahul Ulum Ngemplak in the academic year of 2016/2017.

1.8 Definition of Key Terms

This chapter defines the key terms of this study into two parts as follows:

1. Jeopardy Games

Based on Joan and Methew (2004), Jeopardy Game is the popular television game show and is presented as an active learning technique designed to motivate students to actively participate in class an assume more responsibility for learning, reinforce students previously taught, and add variety to classes by providing a fun environment for structure and students alike and this technique is suitable for almost any course and level of students.

2. Reading Comprehension

Pardo (2004) defines comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text. Reading comprehension is a major cornerstone in the activity of reading in which readers build understanding of a text. Reader combines the logical thinking that is owned by a collection of letters, words and sentences in the text. So, reading comprehension in English text not only about how to read that covers the accuracy of pronunciation and loud voice.

However, reading comprehension is itself an activity to build understanding of the meaning of a text that can then be translated into a language of its own.

1.9 Outline of the Study

This study is divided into five chapters. Chapter 1 is Introduction of the study consists of the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objectives of study, the Hypothesis, the Significances of the Study, the Limitation of the Study, the Definition of Key Terms, and the Outline of the Study.

Chapter II is Review of Related Literature which contains the Reading Skill, the Principles of Teaching Reading, the Reading Comprehension, the Techniques of Reading Comprehension, Jeopardy Game, the Procedure of Jeopardy Game, and the Reviews of the Previous Studies.

Chapter III is Research Method which consists of the Research Design, the Subject of the Research, the Variable of the Research, the Instrument of the Study, the Validity of the Test, the Reliability of the Test, the Procedure of the Study, the Technique of Data Collection, and the Technique of Data Analysis.

Chapter IV is Research Finding and Discussion which covers the Description of the School, the Description of the Subject, the Instrument's Validity and Reliability, the Pre-Test Data Analysis, the Treatments, the Post-Test Data Analysis and Discussion of Research Finding.

Chapter V is Conclusion that are described from the analysis of the previous chapters and Suggestion that are proposed to support the teaching and learning process in reading comprehension.