

CHAPTER 1

INTRODUCTION

This chapter is divided into eight subsections. The researcher presents the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Hypothesis of the Study, the Significances of the Study, the Definition of Key Terms, and the Outline of the Study.

1.1 Background of the Study

English in Indonesia holds an important role in communication that has purpose to absorb and to develop knowledge, technology and to establish relation with other nations. Thus, it is essential to learn English to help people's need to get information and knowledge in every aspects; one of them is in English education. There are many people using English at schools starts from kindergarten, elementary school, junior high school and also university level.

In learning English, there are four skills which need to be mastered, they listening, speaking, reading and writing. However, these four skills cannot stand alone, in the process of communication they cannot be alone, in the process of communication they cannot be separated and must be integrated to each other. Reading is the third skill that human acquire and this study will focus on this skill.

Reading can be defined as the ability to draw meaning from printed page and interpret this information appropriately (Grabe and Stoller 2002:9). It means that

reading is a basic life skill. It is a cornerstone for a child's success at school, and, indeed, through life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Reading skill is the cognitive process that a reader uses in making sense of a text. For fluent readers, most of the reading skill is employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend.

According to Harmer (2001:161), game is one of techniques that can be used by teacher in teaching vocabulary. A teacher can use game as media. Game can be used to make the students enjoy in learning English.

In this research, the researcher chooses games as a medium to make students interested in reading. The researcher chooses Secret Message Game because this game is good to make students more cooperative and feel happy when they read lesson. In using this game, students act as detective to analyze some sentences and they must find solution when there is an error. This game needs two or three group that consist of 3-5 students.

According Ersoz (2000:6) game are highly motivating because it is amusing and interesting, and used to give practice in all language skills and be used to practice many types of communication. So, games can also improve their memory, motivate, build up their vocabulary and just have some fun.

In Secret Message Game, the students will be more joyful when they learn in the classroom, especially in reading course. In this game, the students can

understand more about W-H (what, who, where, when, which, why and how) and also command sentences. Then, it also can improve their vocabulary. In the procedure of this game, the teacher makes some group that consist of 3-5 students. After that, the students get a paper content of random sentences. The clues are : message, command or question. If the message is the question or command, the student will answer the question or do something in the answer sheet.

From the explanation above, the researcher intends to conduct a research on reading skill for the tenth grade students of MAN Purwodadi in the academic year of 2016/2017. By using a ‘Secret Message Games’ the researcher believes that it can help students improve their reading skill.

1.2 Reasons for Choosing Topic

The title of this research is “The Use of Secret Message Game to Improve Reading Skill” (A Case of the Tenth Grade Students of MAN Purwodadi in the Academic Year of 2016/2017). It is based on the following reasons :

1. Reading is one of the language skill that is necessary to be developed for the students to get information from books, newspaper or magazine and other types of reading passage.
2. Most students in Senior High School still have difficulties to understand reading text.
3. The result of the study can support teachers and students in English teaching learning process.

4. "Secret Message Game" can be an effective way to teach reading skill to the students.

1.3 Research Question

The researcher formulates the problem becomes: "is it effective to use Secret Message Game to improve students' reading comprehension skill of the tenth grade students of MAN Purwodadi in the academic year of 2016/2017?"

1.4 Objective of the Study

The research is conducted to find out whether or not using Secret Message Game is effective to improve students reading skill of the tenth grade students of MAN Purwodadi in the academic year of 2016/2017.

1.5 Hypothesis of the Study

According to Airasian (2000: 73), hypothesis can be classified in term of how they are divided or how put references they are stated. The hypotheses of this study are:

Ho : There is no significant difference of the mean score of reading test between student who learn reading use of Secret Message Game and the student who learn reading without using Secret Message Game.

Ha : There insignificant difference of the mean score of reading test between student who learn reading use of Secret Message Game and the student who learn reading without using Secret Message Game.

1.6 Significances of the Study

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

a. Pedagogical significance

The result of the study is hopefully can motivate of language teaching especially on teaching reading skill. This study will also benefit in finding out the impact of using Secret Message Game to the students' reading skill.

b. Pratical Significance

This research is believed to give benefits for the students, teacher, readers, and for the candidates of English teacher. For students, using secret message game to improve the student's interest in learning English, especially in reading comprehension skill. For teachers, they get a new innovative enhancing their teaching method. For readers, this research will give them more information and experience about learning English through secret message game which could develop their reading mastery. For the candidates of English teachers. Moreover, the candidates of English teacher will know the diferences between learning readings using secret message game and without using secret message game.

1.7 Definition of Key Terms

1. Game

According to Lee (1979 : 2)Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which are usually carried out foremuneration, and

from art, which is more often as an expression of aesthetic or ideological elements.

2. Secret message game

According to Gryski (1998 : 36) Secret Message Game is a game that requires students to work in groups consisting of three to five persons each group, and to play this game, the first step is the teacher gives a message that a written in paper. The content of message is rearranged words and random sentences. Then, each of groups organized this random sentence to be correct word and rearrange word to be correct sentences. After that, if the message is the question or command, the student will be answer the question or do something in the answer sheet.

3. Reading Skill

According Grabe and Stoller (2002:9), reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading skills includes skills acquired through reading, such as comprehension, fluency and independence. Overall, these skills give students the ability to turn words on a page into a clear meaning.

1.8 Outline of the Study

This study is divided into five chapters. Chapter I is Introduction. This chapter consist of the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objectives of the Study, the Hypothesis of the Study, the Significances of the Study, the Definition of Key Terms and the Outline of the Study.

Chapter II is Review of Related Literature. It consists of related literature which contains of the Reading, Secret Message Game in Teaching Reading, and the Previous Studies.

Chapter III presents methodology of the research which contains of this chapter present methodology of the research which contains of the Research Design, the Subject of the Study, the Variables of the Study, the Instrument of the Study, the Validity and Reliability, the Data Collection Techniques, the Procedure of the Study, the Scoring Technique and the Technique of Data Analysis.

Chapter IV is Description of the School, the Description of the Subjects, the Instrument Analysis, the Homogeneity, the Pre - Test, the Treatment, the Post - Test, the T - Test Analysis and the Discussion of the Research Findings.

Chapter V is Conclusion and Suggestions.