

ARTIKEL

**Pengajaran Reading Comprehension Menggunakan permainan Ular
Tangga Pada Siswa Kelas Sebelas MA Sejahtera Pare Tahun
Akademik 2017/2018**

***TEACHING READING COMPREHENSION USING SNAKES AND
LADDERS GAME AT THE ELEVENTH GRADE STUDENTS OF MA
SEJAHTERA PARE IN ACADEMIC YEAR OF 2017/ 2018***



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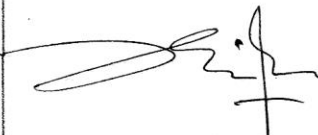


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TEACHING READING COMPREHENSION USING SNAKES AND LADDERS GAME AT THE ELEVENTH GRADE STUDENTS OF MA SEJAHTERA PARE IN ACADEMIC YEAR OF 2017/ 2018

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ABSTRAK

English consists of four skills. One of the skills is reading which is as one of receptive skills also that cannot be separated with comprehension. By this learning, the students will be able to get more opportunity to know more branches of science. But practically, the expectation of making students more understand the knowledge in teaching reading is not as easy as the wish because the students still face many difficulties of reading comprehension. As the result, the students' reading score is low. Consequently, the good media in teaching to improve the students' reading comprehension is needed to be applied by the teacher. In this research, the researcher purposes to deliver one of media for teaching reading in easy and enjoyable way that is using snakes and ladders game at eleventh grade students of MA Sejahtera Pare in academic year of 2017/2018. The researcher's problem is students' reading comprehension before and after being taught using snakes and ladders game and the next is how effective is teaching reading using snakes and ladders game. This research is quantitative using pre- experimental method exactly one-group pre-test post-test design. The subject in this research was at the eleventh grades students of MA Sejahtera as sample namely XI-IPA consisting of 19 students in detail of 13 female and 6 male students. The data was collected through pre-test and post-test in the form of multiple choices of reading with the text of hortatory. The result data was analyzed using t-test with SPSS V.16. Then the score result was -15.243 at the t- score. The t-table at the degree of freedom 5% is 2.101. It means that the value of t-test is out of the area of Null Hypothesis (H_0) so it was rejected and Alternative Hypothesis (H_a) was accepted. Therefore, in this research shows if there is significant effect of snakes and ladders game to improve the students' reading comprehension.

KATA KUNCI : Reading Comprehension, Teaching Reading, Snakes and Ladders game

I. BACKGROUND

In Indonesia, English is included as foreign language that must be taught and learnt (Crystal, 2003a:60). In English language teaching there are four prime basic skills which students have to learn. As what Brown (2000: 232) said “for more that decides now, research and practice in English language teaching has identified the “four skills”- listening, speaking, reading, writing- as paramount importance”. So, reading is included as one of the four skills. According to Linse and Nunan (2005:69), “Reading is a set of skills that involves making sense and deriving meaning from the printed words”. It means that reading is to understand the words also the contents mean. In addition, Pang (2003:6) said if reading is about understanding written text that is performed and used by reader to obtain the message conveyed by written through written media. By the statement, it can be seen if reading is as active process which involves not only the reader and writer but also the text. But, reading can be complicated for the students who do not want to learn it more. Erawati (2012: 2) said “reading is a complex linguistic competency; it needs other language aspects to be

mastered by the reader to comprehend the text such as vocabulary, grammar, pronunciation etc”. So here is known if reading have relation to other aspects.

Understanding reading can be generally said by reading with comprehension so actually both reading and comprehension can not be separated. According to Anderson in Linse and Nunan (2005: 71) that “the aim of reading is comprehension”. It means that the purpose of reading is not because the readers can read loudly with their best pronunciation then finish but more with their understanding of written English text that they have read. So Reading comprehension is important and also needed because without it means that the readers cannot be called that they are reading.

Meanwhile, there are lots of texts in English text that should be taught by the teacher and understood by the students namely genre or text type. Indonesian applies the text based on the level of education as like at senior high school will use some text types that has been stated in the the scope of English material insided curriculum 2013 for senior high school / MA / SMK / MAK. There is stated if at senior high school are hoped to understand about reading

with a text or a passage such as descriptive, recount, narrative, exposition and some other which have been stated in the curriculum. The students are needed to know about the social function, text structure and language features which will be determined according to the purpose and the context of communication. Exposition is one of the text types that is taught in second grade of senior high school. Exposition text is included in argument genre. exposition is “a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it” (Watkins, 2005: 191). Exposition text has two genres that are analytical and hortatory exposition texts while both of them are same presenting arguments for supporting the writer position but both of them show different ending. The analytical exposition is ended with justify the position of writer or reiteration. On the other hand, hortatory exposition is ended with some short action or recommendation (Martin and Rose, 2003: 11). So analytical persuades the reader by presenting some arguments to support the writer’s idea position and then hortatory is presenting arguments and also adding

by showing how should or should not do concerning the writer’s idea to influent the readers.

Teaching reading can be difficult for the students who do not want to learn it seriously also when the teacher uses inappropriate media to teach. As Phakiti (2006) said in Juliaty (2015:430) that “ not a few teachers feel that teaching reading is highly challenging as the also need to ruminate not only the nature of reading itself but also the context of their learners”. So, this study observes the students’ ability in order to get their comprehension easily in teaching reading. Moreover, now the manifested in Curriculum 2013 which use student- centered approach means that students must be more active. beside of the students certainly still need the teacher’s role to support the students’ roles exactly here is focused on teaching reading so it will not be far from the text types that needs appropriate media in teaching.

Furthermore, game can be one of the example of visual media. Game has many kinds and versions but as the teachers, they need to choose which game is suitable for their class. According to El-Shamy (2001, 5) “a really good game almost seems to

transcend time and place by absorbing us completely”. Regarding the explanation before means it is known that game must not only for playing but also learning. Moreover for senior high school students. Hopefully When we know the age of the students, it can help to know the standard of the game version in order to adjust with the teaching design well. So the teacher needs to give game with rather challenging or interesting to them in order to get their understanding by fun atmosphere through games. One of games that can be an alternative is board game. Harmer (2001:137) said “Board provide a motivating focal point during whole class grouping, we can use for variety different purpose including game board”. So this game is not only for having fun but also for learning certainly with some modification based on the necessary.

Board game is one of the important tools to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects. Not only do well-designed games create an engaging atmosphere, they also provide a non-threatening, playful, yet competitive environment in which to focus on content and reinforce and apply learning (Treher, 2011:3).

Board game had been divided into some types and one of this example is snakes and ladders game.

Snakes and ladders game is not strange again among children. In Indonesia this game is quite famous called by “*permainan ular tangga*”. This game is known that is used in teaching and so is for English lesson. Snakes and ladders or chutes and ladders game was a classical’s board game. It was played between 2 or more players on a playing board with numbered grid squares. On a certain squared on grid a numbers of ”ladders” connecting two together , and a number of snake also connecting squares together (Frederick (2004) cited by Meipina (2014: 381). According to El-Shamy (2001: 54), this game can be modified based on to the necessary of the class such as the length of time needed for playing or the more motivating and challenging. So here is known that snakes and ladders game is a simple board game with counters, dice(s) and some rules and necessities which are realtive also to be design.

Facing the condition based on the description above, the researcher would like to carry on the research to students of MA Sejahtera pare that still

have same problem in teaching reading. This school is chosen as the place for conducting the research because this school is still included in newborn while the researcher knows that in there surely still lack of facilities which can be one of reason of students to get their boring in class. Also this school for sure is focusing into two programs, for English and memorizing AL Qur'an. As known if both studying English and memorizing Al- Qur'an cannot be underestimated and these programs can be said hard by the students over there. By that condition the researcher interests to ease the students' reading comprehension.

The researcher would like to carry on an experiment research to test the effectiveness of snakes and ladders game. Because this game for teaching reading in senior high school students so the researcher conducts suitable design for their level appropriately. The researcher intends to know students' achievement of understanding reading exactly in Exposition of Hortatory text before and after being taught by using snakes and ladders games and to know how effective is snakes and ladders game for teaching reading there.

II. METHODS

There are many kind of research and one of them is scientific research which is as "the application of the scientific approach to studying a problem" (Ary et al 2010: 19). Certainly, here uses step systematically and logically to get the solution of the problems. While inside this research has two broad categories: quantitative and qualitative research. in this research is using quantitative research so it will be explained more. According to Ary et al (2010: 22) Quantitative research "uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". So here is using a well-controlled setting through the data of number calculation. Furthermore, the data which has been collected will be analyzed by using appropriate statistical formula.

This research uses an experimental research. According to Ary et al (2010:265) about an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). In Addition, Ary et al

(2010: 302- 304) explained if “Experimental designs may also be classified: preexperimental, true experimental and quasiexperimental designs”. There are some forms in Pre-experimental then one of them is in the form of one- group Pretest- Posttest design which do not have random assignment of subjects to groups or other strategies because it has little or no control of extraneous variable.

According to Ary et al (2010: 303) one-group pre-test and post-test is followed by 3 step designs. Thus, are (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post- test scores.

The experimental group needs sample. According to Creswel (2012: 142) A sample is “a subgroup of the target population that the researcher plans to study for generalizing about the target population”. The sample in this research is students of eleventh grade at MA Sejahtera Pare Kediri exactly at the class of XI-IPA consisting

of 19 students which is in detail 13 female and 6 male students. The research wants to compare the significant differences between the students’ reading comprehension before and after being taught using snakes and ladders game by firstly giving Pre- test. While Post- test is given after the student are taught reading using snakes and ladders game. Then both of test result are analyzed using t-test through SPSS V.16 to know the effect afterward.

III. FINDING AND CONCLUSION

The first gathering data method that was used by the researcher called pre-test. It was conducted in the first meeting on Friday, 10th of May 2018. Here the researcher began with conducting pre- test before giving the treatment to the students. It was aimed to know how far the students’ reading comprehension is. At the beginning of the pre-test, the researcher had given the material about Hortatory Exposition text, and then after that the researcher asked the students to do the 20 questions of multiple choices related to the material individually in 40 minutes. The multiple choices were consisting of some duties such as finding the

main idea of the text, purpose, generic structures, dominant language features, references and inferences also the detail information. Then the researcher observed the class condition and finally the researcher scored their result and found the average.

During this activity, most of the students were not getting their interests well. They showed their laziness and lack of motivation so that way they did not really focus on doing questions which consisted of some reading problems to be solved exactly at hortatory text. This was supported also from the score result of pre-test which was really low. The total score was 725 and the maximum score was only 70 which was categorized as enough. It can be seen if there was no one of the students were pass. So, all of the students' reading comprehension at XI-IPA as the sample of this research needed to be improved.

Treatment was done on 14th of May 2018, after given pre-test. In this activity the researcher introduced the topic and the game snakes and ladders to the students briefly. First, the researcher greeted the students, introduced herself and checked the

students' condition as like "how are you" in order to make a chummy condition. The purpose of conducted research was explained also, and then the researcher introduced and explained the procedure of snakes and ladders game. Unforgettable for the brainstorming was given also by the researcher through leading question to make the students interesting and reviewing about the previous meeting, such as the question about the definition of hortatory text including the generic structure, and language feature. Some of the question was making the students felt confuse because they had forgotten about the lesson for sure.

So the researcher began to over other leading question related to the game of snakes and ladders such as checking about how far the students knew about that game. After leading question activity finished so the researcher began to introduced more about the snakes and ladders game in teaching reading. The researcher explained what and why the snakes and ladders game can be useful, the equipments needed also the way how it can be played for reading following by examples. After that, the researcher divided the students in to

four groups containing minimally five students. The each group was given job as A side, B side and C as judge between A and B sides. And then they must listen to the researcher's instructions that were related in the game carefully. The play rule of the game had been stated in the board of this game. While inside of the game had provided duties to do which is matching questions also there was a hortatory exposition text entitled "Never Try Smoking" that must be read in order the students can finish the questions easily that was to find the matchboxes provided in the game.

A few moments after that, the researcher divide the board game consisted of a set of the game's play role which had been explained. In this section, the class was rather noisy because the students did the game through discussion in groups to answer all questions. They used Indonesian and English to finish the matching task which had been consisted by some indicators of reading comprehension such as identifying the main idea, generic structures and general information also for the other indicators such as at true or false questions, vocabulary in context, reference and inference

which were getting specific information in the text. Then, when the researcher made sure that the students did as the rule and the time was over so the researcher came forward and warned the students to stop discussing. After the students finished it so they collected their score result group by group and discussed together with the researcher. After the score result was done and then the researcher gave opportunity to students for asking or giving any opinion about the activity. The students' response was better than before. Finally, the researcher asked about the students' difficulty when they were doing the questions using snakes and ladders game and took the conclusion together.

After giving the treatment, so the post- test was conducted on Wednesday, 16 May 2018. the test was given to the students to measure their progress by using snakes and ladders game. The test has same quality as pre- test. the students are given time to ask and read the text individually. The next of their activity is about to answer 20 multiple choices related to hortatory exposition text individually too with the same time also that is 40 minutes

and the result was corrected together. The multiple choices were consisting of same duties as in the pre-test. The students showed their spirit to finish the post-test questions means they have got their rashness. It is supported from the total score which be turned out by the students of XI-IPA is 1470. The lowest score was 70 and the highest one was 90. The students who got score 70- 74 was 4 with categories enough, 12 students got score 75 – 84 with categories good, 3 students got score 85 – 94 with categories very good. So it can be seen that there are only 4 students who cannot pass the test and for the rest students for about 15 students can pass the test. Besides, it can be concluded from the total score of pre-test was 725 and post-test was 1470. It means that the students' score is increasing because the score of post-test is higher than pre-test.

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