THE EFFECT OF USING SCRAMBLE GAME ON STUDENTS' READING COMPREHENSION ABILITY OF THE EIGHTH GRADE STUDENT AT SMPN 1 MLANDINGAN

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ABSTRACT

The objectives of the research is to find out whether there is any significant effect of using scramble game on students' reading comprehension ability of the eight grade students at SMP Negeri 1 Mlandingan in the 2017/2018 academic year. The kind of this research is an quantitative research. The research design is quasi-experimental design nonrandomized control group, pretest-posttest. The result is scramble game gives positive effect on students' reading comprehension ability.

Keywords: reading comprehension ability, scramble game

INTRODUCTION

Reading skill need more comprehension to get the information of the reading. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge base called on in any act of reading comprehension depending on the texts in use and the specific activity in which one is engaged.

Talking about the process of comprehending reading, it has to deal with the ways to teach reading. Students often find problems in learning the reading. So, it needs teacher's attention to make the transfer of the reading process easier to grasp and more fun to learn. To do this hard job, teachers must have ingenuity in teaching by using various kinds of teaching aids that already exist in their environment, such as teaching about students' reading comprehension in which teachers must be creative and have many ideas about what will be taught, so that students can understand the reading correctly.

Teachers are supposed to be creative in developing their teaching method to create a good atmosphere, improve the student's reading comprehension ability and make the English lesson more exciting, for example teaching by using game. Based on the research conducted by Aribowo (2008) on his thesis said based on the test result, by using game

most of his students could remember well about the material because because by learning more relaxed and fun, can foster the students' spirit and learning motivation. Therefore, applying game as a method to teach reading comprehension ability to young learners can be an effective way.

Dames in Suparno (2012:4) states that the scramble method is one of the language games. The language game is an activity to acquire specific skills in an encouraging way. The game is also able to optimize the students to think more creatively, to define, and to construct a new thing or structure so that it can increase knowledge and understanding because students are active in the game.

In addition, based on the research conducted by Hartati (2007) on her thesis that the use of scramble game makes the situation in English classroom more fun, therefore students' motivation is increased. The use of scramble game in reading activity can make the students curious about the correct arrangement of the text and how to arrange the words and the sentences, it makes them more active in the class.

The objectives of the research is to find out whether there is any significant effect of using scramble game on students' reading comprehension ability of the eight grade students at SMP Negeri 1 Mlandingan in the 2017/2018 academic year. Theoretically, this research is useful to give more insights or to look for answers and the solution to a problem that exists in the teaching of reading comprehension. The result of this research is useful for the English practitioners on teacher as an input of the teaching learning process of reading by using scramble game.

METHOD

The kind of this research is an experimental research. Experimental research is the way to find the cause and effect relation between two variables (Arikunto, 2010:9). this research uses two groups namely the experimental and control group. The experimental group has get a treatment by using scramble game in teaching reading comprehension ability. Then, for the control group was taught using lecturing as usual the teachers do.

The design of the research is nonrandomized control group, pre-test - post-test design. Two classes are taken as the samples, one class becomes the experimental group (E) and the other class becomes the control group (C). The class which is selected to be experimental group has given the treatment (X). It was taught with scramble game. On the contrary, the control group was taught with lecturing as usual the teacher do. Before giving the treatment, both groups given pretest and after doing research on both groups then given posttest.

In this research the test is given to measure the students' comprehension ability in both experimental and control group. The test which conducted is the form of multiple choices. The multiple-choice

test is an objective test in which each item is provided with more than two possible answers, and only one of those choices is correct (Noeng Muhajir, 1981:81). There are some advantages of using multiple choice test according to McAllister, D., and Guidice, R.M. (2012). The advantages also become the considerations of researcher to use multiple choice test to measure students' reading comprhension, namely: (1) quick and easy to score, (2) can be written so that they test a wide range of higher-order thinking skills, and (3) they are less susceptible than true-false test to the effect of guessing

The next step is to analyze the data obtained. The data analysis method is a technique used to analyze the data. The primary data collected are analyzed statistically by employing t-test formula. It is because the objective of the research is to find the significance of the mean of the experimental and control groups.

T-test formula is used to find whether there is a significant effect of teaching English by using scramble game on reading comprehension ability in narrative text of the eight grade students at SMPN 1 Mlandingan in the 2017/2018academic year or not.

RESULT AND DISCUSSION

In this research, the null hypothesis (Ho) was formulated as there is no significant effect between the tenth grade students' reading comprehension ability who taught by using scramble game and who those are not at SMPN 1 Mlandingan in the 2017/2018 academic year. While, the hypothesis alternative (Ha) was formulated that there is significant effect between the eight grade students' reading comprehension ability who taught by using scramble game at SMPN 1 Mlandingan in the 2017/2018 academic year.

In this analysis, the researcher used levenes formula to measure the level significance. The probabilities value is 0,05 level of significance. If the significance in the table levene's test > 0,05, the data significance in sig. (2-tailed) should follow the top line (equal variances assumed). If the significance in the table levene's test < 0,05 it should follow the bottom line. Moreover, if significance value in the sig (2-tailed) > 0,05 level of significance, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. Meanwhile, if the significance value in the sig(2-tailed) is < 0,05 level of significance, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Based on the result that have been presented, statistical significance is accepted for the effect of teaching English by using scramble game on student's reading comprehension ability of the eight grade students at SMPN 1 Mlandingan in 2017/2018 academic year. The hypothesis implied that scramble game gives positive effect on students' reading comprehension. It means that the students of experimental group get higher score on reading comprehension than control group.

By using scramble game to teach the student in the class, the students are motivated and excited in

learning English including in their effort to read and comprehend the text that they read. Using scramble game in the classroom was done by asking questions related to the title of the reading material given. Through this method, students can be trained to be creative with a new arrangement that might be better than the original arrangement. This learning method will allow students to learn while playing. They can recreation while learning and thinking, learning things in a relaxed manner and not stressing or stressing them out. (Saadie, 2002: 7)

Regarding the research result above, Lucas (2003:61) states that scramble game can help to develop and enhance skills such as problem solving, decision making, strategic planning, and interpersonal communication. It means that scramble game is a multiple function game which helps learners to reinforce the material. The learners can make a communication among the players.

During the teaching and learning process, students in experimental group are encouraged to read narrative text. Then the teacher guide students to comprehend the text in narrative text by using scramble game. According to Shoimin (2014), in scramble game that refer to cooperative learning, students are first able to understand the contents of the reading actively then provide explanations to their friends who have difficulty understanding the contents of reading. Similarly, students who can not understand the contents of the reading actively ask for an explanation to the

friend who first understands the reading. On the other hand, there is no modification in teaching reading comprehension ability in control group. They are taught without using scramble game but taught by using lecturing method as usual the teachers do. The results of the test which is done both experimental and control group, it can be said that there is difference in their reading comprehension ability score.

After reviewing on everything gained in the experimental group during teaching and learning process, there are some factors in scramble game which might give positive effect to the students' reading comprehension ability. First, scramble game is help the students for learning english and it can make the students interested to study. Second, scramble game is easy which is make the students can comprehend the text. In other words, scramble game is attractive and helpful to the eight grade students of SMPN 1 Mlandingan especially in reading comprehension ability.

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