

CHAPTER I

INTRODUCTION

This chapter provides some aspects underpinning the topic of the research. They are background of the research, problem of the research, purpose of the research, operational of the research, significant of the research, scope of the research. They will be presented respectively.

1.1 Background of the Research

In English language, there are four skills to be mastered, they are listening, speaking, reading and writing. Reading skill is one of the productive skills that should be mastered in using a language. Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Cathy Healy, 2002:3). A reader can read a text to learn, to find out information, or to be entertained. 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. Using scramble in teaching reading will reinforce the students' understanding. Scramble is indirect learning. When students play the game they realize that they are learning. 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.

Related to the research problems above, the research about how scramble game affect the students' reading comprehension is significant to conduct.

1.2 Problem of the Research

Based on the background of the research, the problem could be formulated as follows: “Is there 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?”

1.3 Objective of the Research

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.

1.4 Operational Definition of the Term

The operational definition of the term is to avoid misunderstanding of the concept used in this research. They are as follows:

1.4.1 Scramble Game

Scramble is a game that can be done by each group in which represented by two or four people in a group. In the game the players have to rearrange words from letters, sentences from words, and discourses from pieces of sentences whose sequence has been scrambled in advance.

1.4.2 Reading Comprehension

Reading comprehension is an active attempt, on the part of reader, to understand a writer's message. In this research reading comprehension refers to the ability to comprehend word, sentence, and text. This variable measured using a validated reading test. The mean of students' score on the test are supposed to achieve "75%" to say that they reach comprehension.

1.5 Significance of the Research

The results of this research to provide advantages both theoretical and practical.

1.5.1 Theoretical Significance

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.

1.5.2 Practical Significance

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.

1.6 Scope of the Research

The research is conducted to the eight grade students at SMP Negeri 1 Mlandingan in the 2017/2018 academic year. This research design is experimental research with scramble game as a media in teaching English especially comprehension reading.