

CHAPTER 1

INTRODUCTION

A. Background of Research

English has different characteristics to the exact sciences or social sciences, which lies in the function of language as a communication tool. This identifies that learning English is not only learn vocabulary and grammar in the sense of knowledge, but should seek to apply and use in everyday activities as a means of communication (Hansen 1984: 55). However, in its implementation in the sense of the English language is difficult to learn by students. Students feel pessimistic in learning English, because English is a language that is not often they practice in everyday life. Andrew Wright, David Betteridge (Games, 1984: 30) argues that language learning is a tough job. Effort is required at all times and must appear in a certain period.

When the students learn English at school, the most important thing is the role of the teacher to teach the English language and change the old thinking about the students learning the English language that they consider boring and difficult. It is similar to the statement of Brown (2008: 1) which it can be concluded that learning language is not the easy way; there are many variables and problem in acquiring it. Aydan Ersoz (2000: 1) argues that language learning is a daunting task and can sometimes make the learners so frustrating.

Based on data obtained from an English teacher of SMP Pasundan 4 Bandung, evaluation study that students get the score, as follows:

Table 1.1 Score of students evaluation

NO.	NAME	SCORE	KKM	NO.	NAME	SCORE	KKM
1.	ALVIN NUR RAMA D	60	60	1.	AILSA SALSABILA D	75	60
2.	ANDI HARYANTO	75	60	2.	ANANG JANUAR	70	60
3.	ANI RISMAWATI	65	60	3.	ANASYA INTANIA P	70	60
4.	AULIA NUR FADHILAH	60	60	4.	ANISA NURSIANA G	70	60
5.	BINTANG DHYVA S	60	60	5.	ARI MULYASANDI	75	60
6.	DIAR PRAMULYA	40	60	6.	ASTRI PRATIWI PUTRI	60	60
7.	DIVIA DEVA YOLLA	40	60	7.	DIKDIK RAMDANI	40	60
8.	ELISA	70	60	8.	DIKI ZAELANI D	60	60
9.	ERLANGGA P	40	60	9.	ERNA NURUL LITA	60	60
10.	FAUZAN ARKAN	75	60	10.	FERDI FEBRIANSYAH	40	60
11.	HANA OKTAFIANI	60	60	11.	HANA PRATIWI	60	60
12.	HANI DIANA	45	60	12.	HELPA HANDAYANI	55	60
13.	ILHAM AZHAR	60	60	13.	IQBAL MAULANA	55	60
14.	INTAN NEVALIA	65	60	14.	IVANDER PHALOSA	45	60
15.	KARTIKA	70	60	15.	JANI NURJANAH	60	60
16.	M. REZKY RIZALDI	85	60	16.	MUH. AKBAR V	40	60
17.	MAYA HARIAH	45	60	17.	MUH. DENDI R	60	60
18.	MUH. ANDIKA M	60	60	18.	MUH. DIAN SOFYAN	40	60
19.	MUHAMAD RIZKI	65	60	19.	MUH. FIKRI	55	60
20.	NANDA SEPTIANI	60	60	20.	MUH. RAIS KHOERUDIN	45	60
21.	PERI	40	60	21.	MUH. TAUFAN HENDRA	50	60
22.	PUTRI NURAILY	60	60	22.	NURANI PUTRI SOFYAN	60	60
23.	RANGGANA HAIKAL F	40	60	23.	NURHAMIM	45	60
24.	RESTI PRESILIA	60	60	24.	PADHA FADILLA O	60	60
25.	RIFQI ABILLAH H	45	60	25.	PUJANINGSIH	75	60
26.	RIKI GUSTIMAN	60	60	26.	PUTRI SAGITA	60	60

27.	RINDRA RESTU	70	60	27.	RANI SRI HANDAYANI	55	60
28.	RIO RENDIANSYAH	55	60	28.	RIMA NURMALASARI	60	60
29.	RIO SYAPUTRA	60	60	29.	RISA NADIA PUTRI	80	60
30.	RIZKI KURNIAWAN	40	60	30.	RIZALUDDIN	60	60
31.	ROSI ROSMIATI	55	60	31.	RIZKI FERDIANSAH	45	60
32.	SALSABILA AMALIA	65	60	32.	RIZKY RAMADHAN	40	60
33.	SARAH FADILAH ADIL	50	60	33.	RYANDINI AZHARI	60	60
34.	SEINAL AROFIK	60	60	34.	SELFI NOFITA PUTRI	50	60
35.	SILVI OKTAVIANI	50	60	35.	SIGIT HADI K	45	60
36.	SILVI SUNDARI	65	60	36.	SINTIA MARIANA	75	60
37.	SITI RESTI AMINAH	60	60	37.	SRI DEWI CAHYANI	60	60
38.	SAHRUL	45	60	38.	SYAHRUL ALFARIDZI	60	60
39.	WITRI NUR QORIAH	50	60	39.	TISYA AKIRA O	50	60
40.	YASHA	40	60	40.	TOIBAH	60	60

In this case, the teacher plays an important role in teaching English. Teachers should be able to provide a fun learning to students, they feel learning English is boring and difficult, it can be turned into an interesting lesson to attract interest and motivate students to learn English better and more often. This problem can be solved and can be realized by either the presence of appropriate learning model. It is also known as cooperative learning. Cooperative learning is one of the models that can make students more active in participating in the learning process and also to motivate them to learn English. Suprijono (2009: 58) says that "cooperative learning is developed to achieve the learning outcomes whether it is academic achievement, tolerance, or the development of social competence".

The teacher can create the effective process of teaching and learning by the appropriate technique. So, the students can take what the teacher teaches in the class

room. Furthermore, the teacher can use a technique to avoid the students' boredom in the process of teaching and learning and make them more active in the class room. Brown (1994:51) says that "technique: any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives".

One of the appropriate techniques used in students' reading abilities is called snakes and ladders technique. According to the statements' of Nining Sriningsih (2008: 95) "Revealed that the technique of playing snakes and ladders can be given to middle-aged children in order to stimulate different areas of development such as cognitive, language and social. Language skills that can be stimulated through this game for example vocabulary up and down, back and forth, up - down, and so forth. And to solve a problem of the questions found in each box of the ladder snake game." In practice using the ladder snake game, then the proper implementation that is applied to the student's ability to read in class, so this game does not make a child bored of learning to read in English is not enough demand by students. Zdybiewska believes that the game was a very good way to practice the language, because the game provides a model of what the students will use in real life in the future (1994:6).

Thus, the research is entitled: **The Influence of Snakes and Ladders Technique to Improve Students' Reading Ability in Descriptive Text (An Experimental Study at 1st Grade at SMP Pasundan 4 Bandung).**

B. The Research Questions

Based on the research background, this study formulates three problems of research as follows:

1. How good is the students' ability in teaching reading descriptive text by using snakes and ladders technique?

2. How good is the students' ability in teaching reading descriptive text using picture?
3. How significant is the differences between reading ability of students in experimental class and control class?

C. The Purpose of Research

Based on the questions formulated above, the purposes of the study are:

1. To find out the students' ability in teaching reading descriptive text by using snakes and ladders technique.
2. To find out the students' ability in teaching reading descriptive text using picture.
3. To find out a significant difference between the reading ability of students in experimental class and control class.

D. The Significances of Research

Researchers from the presence of the expected results of this study, especially English teachers and teachers of other subjects are generally able to obtain its inspiration from existing techniques that can be used in learning. Which is where this technique can facilitate the teacher in providing learning the English language effectively and in this study the reader will know the influence of game snakes and ladders technique on students in terms of reading ability.

E. Rationale of Research

English in Indonesia it is a foreign language to be learned at each school. Based on the fact that the students in the school are not so fond of foreign languages, because

they confronted with a difficulty in studying it. As Brown (2008:1) confirms that “learning language is not easy to be mastered”. Then because of the difficulties that students feel in learning a foreign language is, should the existence of proper technique to overcome, and in need of effective learning that teachers can use in their teaching. As Brown (2008:8) says that, “teaching is helping someone to learn to do something, giving instruction, guiding in understanding something, preparing knowledge, making know and understand”. It means, teaching is important in the process of learning. This argumentation is strengthened by Harmer (2009:23) that:

“Teaching is not an easy job but it is a necessary one, and can be very rewarding when we see our students’ progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable”.

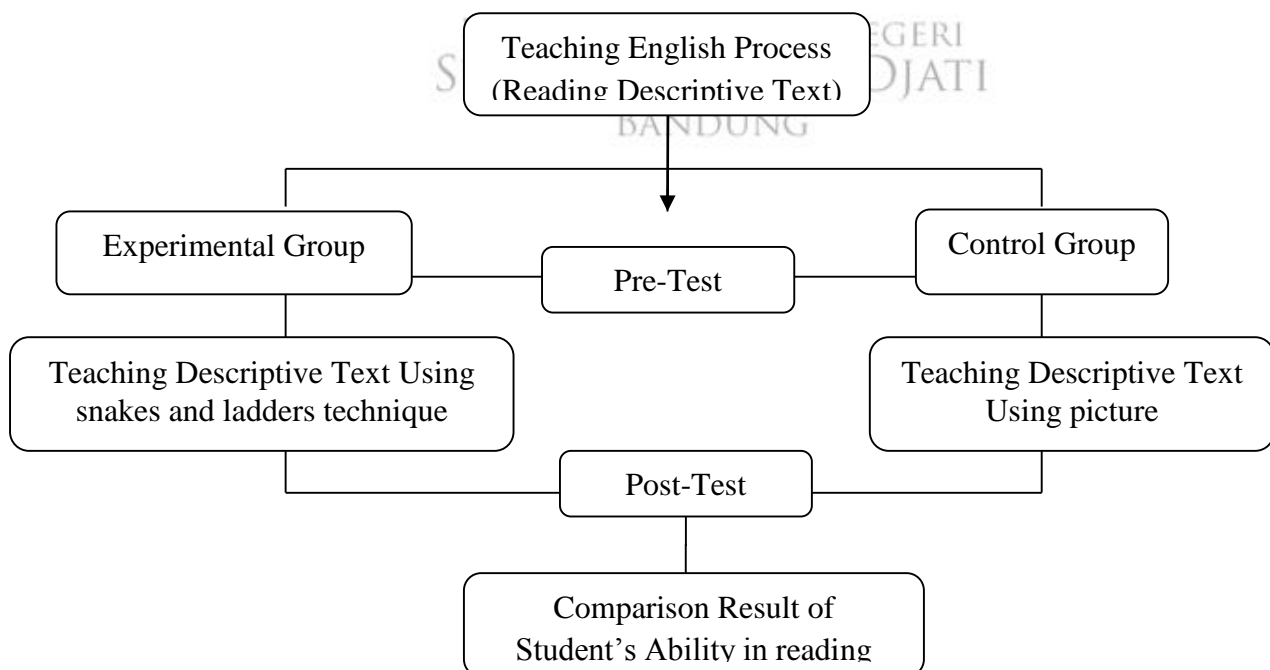
Reading is a process in which it aims to identify and understand a reading text that can be deduced from what we get from the reading itself. According to Wikipedia (access on December 9th, 2013) describes Reading is a complex cognitive process of decoding in order to construct or derive meaning (Reading comprehension). It is a means language acquisition, of communication, and of and sharing ideas. The reading process requires continuous practices, development, and refinement. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation (Further Lipzieg, 2012:10).

Reading skill is one skill that introduced teachers to the students at the school. Therefore, reading skills are essential skills that must be mastered by the student. But in fact the students are not very motivated in this study, students' reading skills in fact not much participate in classroom learning, because in practice many teachers who do

not use a good creativity in motivating students to better respond to what is taught by teachers against students.

To measure the response or outcome of children's learning, the teacher must be creative as possible in using media, and technique is very important in influencing teachers' learning process. By using good and fun technique, the motivation of students towards learning will be better. One of fit and proper technique that teachers can use for teaching reading ability students is by using snakes and ladders technique. In teaching English process especially in reading, the control and experimental groups are given pre-test before the teaching process begins (treatment). Then the experimental group is taught by using snakes and ladders technique. On the other hand, the control group is taught using picture. Moreover, this research is given post-test to know the results of the treatments.

Picture 1.1 the process of teaching English reading descriptive text by using snakes and ladders technique and using picture.



F. Hypothesis

"Hypothesis is a tentative assumption of research problems, until known the evidence of the data that was collected" (Arikunto. 2006: 71). This research has two variables there are playing snakes and ladders technique"as variable X and reading ability as variable Y. In connection with problem is about effectiveness of using snakes and ladders technique to improve reading ability. The Hypothesis in this research is:

1. H_1 accepted if $t_{count} > t_{table}$: it means that there is a significant effectiveness of using snakes and ladders technique to improve reading ability.
2. H_0 accepted if $t_{count} < t_{table}$: it means that there is no significant effectiveness of using snakes and ladders technique to improve reading ability.

G. Methodology of Research

1. Method of Research

Subana (2001:139) "The kind of method use quantitative method. The data which is collected from score of test need to be observed. Meanwhile, the research uses experimental research which has the purpose for knowing cause and effect". As the result, it is used to know the effectiveness of using snakes and ladders technique to improve reading ability in descriptive text.

2. Research Setting

This research is conducted to the first grade students of SMP Pasundan 4 Bandung, because this technique is just focussed on this grade, so the control class and the experimental class held in this school.

3. Research Subject

a. Population

In this research, the researcher chooses the students from VII D and VII E at SMP Pasundan 4 Bandung. These two classes consist of 80 students which each class has 40 students. These two classes are divided into control class and experimental one.

b. Sample

As the statement above, because the population is fewer than 100, all of students in these two classes the researcher taken as sample of population (Arikunto, 1989: 120). So, those 80 students divided into control class and experimental one.

H. Technique of Collecting Data

The techniques that used in this research for collecting the data are through:

1. Test

Test is a series questions and exercise and other tools that used for measure skill, intelligence, knowledge and talent some groups or individual (Arikunto: 150). There are two tests: pre-test and post-test. It is intended to find out the ability of students before and after treatment process.

a. Pre-test

The pre-test is conducted before the treatment and the result of the test would be representative of students' achievement before the treatment given. The implementation of pre-test is conducted in the class by using reading test. Pre-test is given to knowing the students reading it has 15 item of questions to identify the text.

b. Treatment

This treatment is done to determine whether there is or there is nothing a change in a state that is in strict control then we need treatment (treatment) in these conditions and it is done in experimental studies by using snakes and ladders technique in teaching reading. For each class are 3 times treatments.

c. Post-Test

The post test is given to the two groups after some treatments in limited time. A post test was given to measure students' progress on their reading ability after they received the treatment. The test to know the significances of snakes and ladders technique in teaching reading. The questions that have give previously have been do test, to determining difficulty level, validity, and the efectivitas of technique. The test consists of 15 items of questions to identify the text.

I. Data Analysis

According to Subana (2000:38), determining the normality of data by conducting the steps as follows:

$$E : \frac{O_1 - X}{O_2}$$

$$C : O_1 - O_2$$

E : Experiment

C : Control Class

O₁ : Pre-test

O₂ : Post-test

X : Treatment

———— : Experimental and control class are resulted from random

According to Subana (2000:38), determining the normality of data by

conducting the steps as follows:

a. Making the distribution table of frequency, with procedures:

1) Determining range (R)

$$R = [H - L] + 1$$

2) Determining class interval (K)

$$K = 1 + 3,3 \log$$

3) Determining the length of interval (P)

$$P = \frac{R}{K}$$

4) Table frequency of frequency distribution

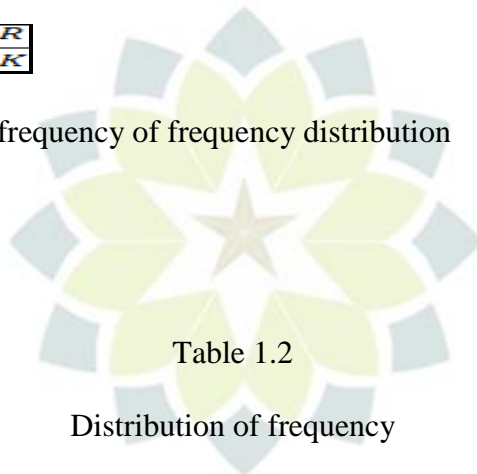


Table 1.2

Distribution of frequency

Class Interval	X_i	f_i	$f_i \cdot x_i$	x_i^2	$f_i \cdot x_i^2$
1	2	3	4	5	6

b. Determining central tendency, mean, median and modus. According to Subana (2000: 65) are as follows:

Determining mean

$$X = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

c. Looking for the standard deviation by using formula according to Sudjana (1988:93) are as follows:

$$S = \sqrt{\frac{\sum f_i \cdot (x_i - x)^2}{n-1}}$$

d. Arranging the distribution of observation and expectation frequency by using

the tables as follows:

Table 1.3

Arranging the distribution observation and expectation frequency

Class Limit	Z_{Count}	Z_{Table}	L_i	O_i	E_i	$X^2 = \text{count}$
1	2	3	4	5	6	7

- e. Determining Chi square count (χ^2) according to Subana (2000:124) by using formula

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- a. Determining the degree of freedom with formula

$$df = K - 3$$

- b. Interpreting data normality by comparing Chi square count (χ^2) and Chi Square table (χ^2_{table}) with formula:

IF $(\chi^2) < (\chi^2_{table})$, this data is normal

IF $(\chi^2) > (\chi^2_{table})$, this data is not normal

- f. Homogeneity Analysis

Subana (2000:162) say that the analysis involves the steps of determining homogeneity of two variances by conducting the steps as follows:

- a) Determining score F by using Formula:

$$F = \frac{V_k}{V_d}$$

- b) Determining the degree of freedom of the data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

c) Determining homogeneity of the data with criterion:

It is called homogenous if $F_{table} < F_{Count}$

It is called not homogenous if $F_{Table} > F_{Count}$

d) Testing hypothesis by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

X_1 = mean of post-test of the experiment group

X_2 = mean of post-test of the control group

n = the total number of cases

dsg = cumulative standard deviation on f the experiment group

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the post-test standard deviation of the experiment group

V_2 = the post-test standard deviation of the control group

e) Coefficient of determination (CD)

$$CD = r^2 \times 100$$

$$r = \frac{n \sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{\{n \sum x_1^2 - (\sum x_1)^2\} \{n \sum y_1^2 - (\sum y_1)^2\}}}$$

Explanation:

N = the number of students

X = the middle score of pre – test

Y = the middle score of post – test



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