

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents an overview of research background that explains why this research is important to be studied relating to the topics in research fields. This chapter also elaborates several theories by the experts to understand the study of this research. Finally, this research provides useful data and information regarding to the topic that is researched.

### **A. BACKGROUND**

The aim of this research is to find out the result of the use of game in reading material. Reading is one of skills in English that is important to be learnt for decoding, comprehending, and developing knowledge from the text. Cognitive theory, the strong focus is on the connection between language and thinking, places importance on the reader's ability to make an appropriate choices between contextual cues and the ability to decode and comprehend the text (Linnen brink and Pintrich 2003; Paris and Winograd 1990; Schunk 2004). It means that reading is a process of cognitive, and the readers should have many vocabulary for comprehending the meaning of the text, because when the reader do not know the meaning of the words they will be difficult to comprehend the meaning of the text.

However, students today consider that reading is a tedious activity. Therefore, they are lazy to read. Perhaps, the method and technique in learning process, especially in reading material should more "fun" to make the students become a good participants and to be an active reader. Swain (1985:23), "interaction allows the learner to practice the target language, thus enhancing

fluency; to notice or trigger a particular structural form that needs modifying; to test hypotheses about structural points and to reflect metalinguistically” Interaction is an stimulation of willing student to participate and initiative which requires a high degree of interpersonal communication skills (Rivers, 1987:10). This means, an interactive and communicative class is the purpose of learning process. An educator should know the method and the method of an active teaching technique for increasing students interaction to make a class more interactive and communicative.

One of the methods how to involve students to be an active learner in reading material is a teacher can use game for teaching reading material. It can encourage the students to participate in learning process, be an active reader and enhancing their ability in reading skill. Hadfield (1999) states that by using game in teaching had some functions as it was called as “serious fun”.

Based on the explanation above, Jeopardy game can be used to teach reading, because this game is believable to be used in leaning process to make the students more active to read and to improve students’ comprehension. It can help teacher to enhance students interaction in reading material.

Accordingly, this purpose of this research is for finding the use of Jeopardy game for students’ reading comprehension and for enhancing their ability in reading with different way. It is expected that the results of this research will give advantages for solving a problem of students that is less in reading for comprehension.

## **B. RESEARCH QUESTIONS**

According to the background of the research, the research question can be formulated as follows:

1. What is the students' comprehension without using Jeopardy game as a technique in reading material?
2. What is the students' comprehension by using Jeopardy game in reading material?
3. How significant Jeopardy Game as a technique for students' reading comprehension compared to lecturing technique?

## **C. RESEARCH OBJECTIVES**

The study of research is expected to reveal the result, as follows:

1. To find out the result of students' comprehension without using Jeopardy game in reading material.
2. To find out the use of Jeopardy game as a technique for students' comprehension in reading material.
3. To find out the effectiveness of Jeopardy game as a technique for students' reading comprehension compared to lecturing technique?

## **D. SIGNIFICANCES OF RESEARCH**

Theoretically, this research is significant for educator, especially for an English teacher. This research is expected to provide useful data statistic about the significance of technique Jeopardy Game for students' reading comprehension material.

Practically, this research is expected to find out the significances and effectiveness of learning process after using Jeopardy Game as a technique in learning reading.

## **E. RATIONALE**

Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors (De Corte et al. 2001). According to Ratcliff, and De Corte et al shows that reading has a purpose to define the information from the source. Reading is related to a text or something visual that can be read. In reading, students should be able to understand what is the topic about. The way how to find the information are the readers should understand what the content are talking about to find the topic sentence and the meaning of the text. The important thing in reading skill is identifying a topic sentence which determines whether students could have more fluent reading abilities (Tierney & Readence, 2005).

Unfortunately, nowadays students are lack of motivation to read, moreover to read a book that is only a text. According to Guo (2012: 196) students today have become more passive and reluctant in regard to reading, doing no more than what is required. It means, the students' enthusiasm in reading are less. This will be a duty for teachers to make the students get motivation and to be interested in reading material. The teachers should know what the method and method that will be used in learning process of reading for comprehension material.

Game is one of techniques that can be used for teaching reading to enhance students' ability in comprehending the content of the text. By using game the

students will be fun to solve their problem in understanding and finding the meaning of the content. According to MacKenty (2006) and Harris (2009) Students can simultaneously build their problem solving skills while having fun throughout the process if an instructional game is well designed. Using game in learning process also can build communication between students and teacher to be more interactive. Dalton (2006) said “by using games in the teaching, teacher is not only found it as one way to deliver the material but also as practice for students to improve their ability including speaking, writing, reading, and listening in fun and serious way”.The current rise of experiential learning, challenges the traditional, didactic, modes of delivery, increasing the call to use more active-learning strategies such as gaming (Peddle, 2011).

The Jeopardy game format came from Dr. David Yearwood at a workshop he presented in August 2009 at the University of St.Thomas in St-Paul MN. Jeopardy game can help students to demonstrate information what they read in different way. Jeopardy Game is adopted from telequiz show in United State, and it is adopted into language game by Friedman.

The first relevant study, Tanjung (2015) was conducted Jeopardy Game as a method for an english learning in reading for comprehension. Tanjung said that the results of research findings showed that the data was analyzed and considered successful because the criteria of success was achieved. The students’ reading comprehension scores were improved and reached the criterion score. The mean score of pretest was smaller than the mean score of posttest. It means that the students’ score after being taught by using Jeopardy game was improved.

The second relevant study was conducted by Muthoharoh (2013). This study used experimental research design where the researcher uses two group that are experimental and control group. The result of this research shows that Jeopardy game is effective to teach passive voice. It is known from the result of t-test (*t-empiric*) value is higher than t-table (*t-theoretic*) value.

The third relevant study was conducted by Robby Syukron Fauzi (2013) with the titled “The Effectiveness of Using Jeopardy Game in Teaching Simple Past Tense. The result of posttest of experiment class is higher than the control class. It means that teaching Simple Past Tense using Jeopardy Game Method is better than teaching Simple Past Tense without Jeopardy Game Method.

Based on the explanation above, this research will use game that is called Jeopardy Game as a method in learning process of reading material. This game will provide the analysis and evaluation of what students get in reading for comprehension with the purpose to enhance their participation and increase their reading ability. Thus, Jeopardy Game is an activity that can be used to analyze the students’ ability about reading for comprehension.

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## **F. RESEARCH METHODOLOGY**

This part conducts to the design of research . It contains of research design, research site, participants and sample, and procedure of research.

### **1. Research Design**

This research explains about the result of Jeopardy Game that is used as a technique in reading material. Therefore, this research uses quantitative method to reveal the result of the research in data statistic.

According to Creswell (2012:13), the major characteristics of quantitative research among other things are investigating a research problem by explaining a relation among variables, collecting numeric data from a large number of people using instruments with fixed questions and responses, and analyzing data, comparing groups, or relating variables using statistical analysis.

Therefore, the research uses quantitative method to collect the data and will take several steps to collect the data.

### **2. Research Procedure**

According to Creswell (2012), there are five key steps in the process of quantitative data collection. The first step is selecting subjects for the research. This study takes the 11th grade students of SMAN 26 Bandung as the research subjects and it consists of two groups, there are experimental group and control group. The next step is obtaining permission from the headmaster, curriculum staff, and English teacher. The third step is deciding what type of data needed to collect based on the research question or hypotheses. Particularly, in this quasi-experimental research, there are three steps of collecting data. The steps are administering pretest

to both experimental group and control group, giving treatment to experimental group and control group, and administering poetest to the two groups.

### **3. Research Site**

This research is conducted on the students of science program at the 11th grade of SMAN 26 Bandung. The reason why this research uses this school to be an object of research is considered by the condition of students that is lack of being active students in the class. Actually, students nowadays have good intelligence and they are easy for understanding the material, but when they received some texts to read and identify the text, they just stay in their chair. As we know that students nowadays are lack of motivation to read and to be an active participant in class if the condition or method is not appropriate with the material. Therefore, this class is chosen to reveal the results of the research about using Jeopardy Game in reading for comprehension.

### **4. Participants**

#### **a. Population**

The population of this research is the students of science program at 11th grade SMAN 26 Bandung which consist of 75 students. It is divided into two groups. 40 students for experimental class, and 35 students for control class.

#### **b. Sample and Sampling Technique**

Creswell (2012) stated that “in quasi experiment, the researcher has to use intact group because if the researcher signs students to the group randomly, it would disrupt classroom learning”.



This research uses purposive sampling because of some judgement for choosing the experimental group. All classes are needed for the research, each class consists of 40 students. According to Patton (1990:169) the standard used in choosing participants and sites is whether they are “information rich”. They will be chosen selectively.

## **5. Techniques of Collecting Data**

### **5.1 Instruments**

This research uses test for collecting the data that will be analyzed by using SPSS version 16.0 for Windows. The test consists of pretest and posttest for finding the use and the effectiveness of Jeopardy Game as a technique in reading material. The test can be formulated as follows:

#### **a. Pretest**

Creswell (2012), pretest provides a measure on some attribute or characteristic that is accessed for participants in an experiment before they receive a treatment.

This research will use pretest as an instrument to answer the first research question about what students’ comprehension by using Jeopardy Game in reading material. In pretest, the question will provide into 20 multiple choice questions. This step is aimed to know how students’ comprehension before study reading material by using Jeopardy Game.

#### **b. Posttest**

The pre and post method reduces response shift bias because it accounts for changes in learner’s knowledge from program content, allowing them to accurately

assess what they did or did not know at program outset (Rockwell and Kohn 1989). Thereby improving accuracy because the participants can accurately reflect on what they learned (Davis 2003).

Posttest will be given after the students have been given a pretest and treatment in the learning process. In posttest the questions are same as pretest that have 20 questions of multiple choices. The aim of posttest is to find out the result of effectiveness by using Jeopardy Game in reading for comprehension material.

## **6. Data Analysis**

To analyze the data, this research uses the comparative technique. The score will be compared before and after the treatment is given. This technique is useful to prove statistically the outcomes differences between the experiment group and control group.

### **a. Normality Test**

In this study, the research uses SPSS version 16.00 for Windows to test the normality. In SPSS, there are two kinds of normality test:

Kolmogorov Smirnov Test and Shapiro Wilk Test. The criterion of SPSS:

- a. If respondents  $> 50$ , the normality test uses Kolmogorov Smirnov.
- b. If respondents  $< 50$ , the normality test used Shapiro Wilk

In this study, the respondents are 75 persons, the normality test that can be used was Shapiro Wilk Test. If the significant value of the Shapiro-Wilk Test is higher than 0.05, the data is normally distributed. Then, if it is below 0.05, the data significantly deviate from a normal distribution.

The criterion of hypothesis are:

1.  $H_0$ : Significant Score  $> 0.05$  means the data is normally distributed.
2.  $H_1$ : Significant Score  $< 0.05$  means the data is not normally distributed.

### b. Homogeneity Test

The research used SPSS version 16.0 for Windows to calculate homogeneity test. The criteria of the test:

$$\alpha = 0.05$$

$H_0$  is accepted if  $F(1-\alpha)(n_1-1) < F < F(1/2 \alpha)(n_1-1)(n_2-1)$

$H_1$  is rejected if  $F = F(1/2 \alpha)(v_1, v_2)$

The formula used can be seen as follows:

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}}$$

### c. T-Test

This research will use T-test to prove the hypothesis. The formula of T-test is:

$$T_0 = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

$M_1$  = Mean of experimental group (Variable X)

$M_2$  = Mean of control group (Variable Y)

$SEM_1$  = Standard error of mean Variable X

$SEM_2$  = Standard error of mean Variable Y

The procedures of calculation as follows:

Variable X: teaching reading through Jeopardy game

Variable Y: teaching reading without Jeopardy game

The specification of  $t_0$  can be written as follows:

a. Determining Mean of Variable X, with formula:

$$M1 = \frac{\sum X}{N1}$$

b. Determining Mean of Variable Y, with formula:

$$M2 = \frac{\sum Y}{N2}$$

c. Determining Standard of Deviation Score of Variable X, with formula:

$$SD_1 = \sqrt{\frac{\sum X^2}{N1}}$$

d. Determining Standard of Deviation Score of Variable Y, with formula:

$$SD_2 = \frac{\sum Y^2}{N2}$$

e. Determining Standard Error of Mean of Variable X, with formula:

$$SE_{M1} = \frac{SD1}{\sqrt{N1-1}}$$

f. Determining Standard Error of Mean of Variable Y, with formula:

$$SE_{M2} = \frac{SD2}{\sqrt{N2-1}}$$

g. Determining Standard Error of Difference of Mean of Variable X and Variable

Y, with formula:

$$SE_{M1-M2} = \sqrt{SEM1^2 + SEM2^2}$$

h. Determining  $t_0$  with formula:

$$t_0 = \frac{M1 - M2}{SEM1 - SEM2}$$

i. Determining t-table in significance level 5% and 1 % with Degree of Freedom:

$$df = (N1+N2) - 2$$

To measure the effect size to know how effective Jeopardy game on the students' comprehension in reading material, the measure of the effect size used with the t-test is called *Cohen's d*. The formula for this effect size can be seen as follows:

1. Determining *d* (Cohen's *d*)

F. 1 Table the criteria of the effect size are as follows:

Cohen's <i>d</i>	value	Effect
D	0-20	Weak
D	21-50	modest
D	51-80	moderate
D	81-100	Strong

Statistical Hypothesis:

Null hypothesis ( $H_0$ ): There is no significance effect after Jeopardy game is used for students' comprehension in reading material on 11th grade students at SMAN 26 Bandung.

Experiment hypothesis ( $H_1$ ): There is a significance effect after Jeopardy game is used for students' comprehension in reading material on 11th grade students at SMAN 26 Bandung.