

CHAPTER I

INTRODUCTION

This chapter presents introduction that consists of research context, research focus, research problem, research objectives, significant of study, scope and limitation, the definition of key term and previous study.

A. RESEARCH CONTEXT

English learning is very important in this millennial era, There are many new things are written in English. Therefore, English is very important to connection in their daily. By understand English someone can understand also the cultures in outside, especially now days English become an international language. In start to study about English, There are four a basic skill to master of English learner. Namely speaking, writing, listening and reading skill. But between four basic skill just now, reading skill is one of thing that very give influence in master English. By reading skill they can add or increase their English vocabulary and also they will get open their perception and get information about English language.

In this era there are many teacher have a own way to teach their student to be good student and to master what they learn. Therefore, to be teacher need to have many method, style or strategy to present what they want to teach for their student. This research a teacher using their style to present their material for the student. By using a game, they implement to teach English program in one of

basic skill in teaching english learning, teaching reading more easy for the teacher by using game to make student interest to the material what they will learn in the class.

Reading skill is one of skill in english that someone have to learn to be good english learner in the future. Reading is very important for daily-life. Because, through reading, accurate information will be guined. Besides, reading is needed in term of work and learning. The reader can also find a place through reading megazine, newspapers and other references. Moreover, reading can aid student in mastering their english skill.¹ Therefore, in language learning context, reading is an important skill for the learners. Through reading, the students can add new their vocabularies and develop their knowledge. In addition, william grabe state that students' english abilities is developed through the provision of reading.²

Reading is considered as the most important skill among the other skills. Through reading people can increase the other skill in language, especially in English language. Reading is needed by people to communicate and share information and ideas. Reading is an important way of people in many societies to access information and make meaning from what information they get. Through reading people can inccess and develop their knowledge and their experiences. It can concluded that reading is an important learning process that

¹Ainy Yuliatuzzahrah, *the use of pre-reading activities to increase students' reading comprehension achievement at the eighth students of SMP 5 Muhammadiyah 78 surabaya* (surabaya: state institute of islamic studies, 2011), p. 14

²William Grabe, *reading in a second language moving from theory to practice* (cambridges: cambridge university press, 2009). P. 6

contribute to the students' success by giving new information and being the basis for the students to develop their ability in learning parts of language.

There are many techniques to teach reading. Using some technique to teach reading by purpose can make a student interested in what they learn and can make a student enjoy what they learn. One of the techniques that can be used is collaborating, song, video, demonstrating and also game techniques. For the purpose of this research, using a game is strongly selectable as a teaching technique. So the selection of a game as the technique suits the needs of all students in this school. In teaching reading, many games recommended can be used. Like this study, the teacher used a jumble paragraph game.

Jumble paragraph game is an arrangement of the jumble paragraph to be a good text.³ Jumble paragraph game is the most suitable to resolve this problem of low interest. Jumble paragraph game is useful in understanding the text that has a generic structure. Because this game enables the student to understand the contents of the text. In addition, they can also master the structure of the text. Using a jumble paragraph game is very suitable to increase students' reading comprehension because to run this game the student must first read the scrambled paragraph and then have to arrange it to be a good paragraph from the scrambled paragraph just now. From this rule, students can develop their passion to be interested in reading activities. Therefore, reading class will be more effective by using this game.

Jumble paragraph is suitable in teaching reading narrative text, this game can make a student more easy to arrange a generic structure of narrative text.

³ Kevin mcginley, *Reforming Of Paragraph*, (ELT journal vol.27/2 april 1983),p. 150

According to Mulyati narrative text is kind of text that focus on character in a story which specific. So, the story more focus on the character in that story, narrative text is a sequence of event, usually related in chronological order. Narrative text is kind of text that retell a story or event in the past.⁴ In narrative text also there are a generic structure in making narrative text. therefore jumble paragraph that contain a paragraph can use as game in reading that can deliver or explain about Narrative text. That is how a teacher be involved in creating memorable and entertaining game in teaching narrative text in reading skill comprehension.

Based on the observation in a school in Larangan Badung Pamekasan, that is SMA Plus Miftahul-ulum at tenth class, In English lesson many students find it difficult to understand, so that it makes students bored to learn English, especially when the teacher ask the students to read and determine the order of what they read as it determines the generic structure of narrative text.⁵ Using the old teaching method makes students more confused in determining and completing the generic structure of narrative text, although the teacher has explained the definition of narrative text and how to arrange it according to generic structure of narrative text. Finally when the teacher ask the students to read a narrative text and ask the students to arrange according to existing generic structure, the students feel that narrative text is difficult for them. Therefore there needs to be support such as game that can make a students easier and interest in learning narrative text. Therefore in SMA Plus Miftahul-ulum Larangan Badung Pamekasan, especially in tenth grade in teaching

⁴Emirfan T. Mulyati, *Mahir Bahasa Inggris Dalam Satu Buku*, (Yogyakarta: Literindo, 2014)

⁵ Direct interview with “ Kamariyah, S.pd” on “ October, 01, 2019” at “ 09: 15 am”

narrative text the teacher using game method namely jumble paragraph game in teaching learning process. In that case there are random paragraphs that are made in game and must be arranged by the students according to best generic structure of narrative text, ofcourse with the teacher who gives an explanation first. By using this game the teacher believe that this game is very suitable to make the students better understand how to make a narrative text and also make a teaching learning process more active and interesting.

From this case the researcher interest to do research to know the steps of this game and how the teacher implement this game and also the researcher want to know the strength and weakness in implement this game in teaching reading narrative text.

Base on the phenomenon above, an english teacher implement game namely jumble paragraph in teaching reading Narrative text material. Therefore the researcher want to elevate the title in this research with the title “ *The Use of Jumble Paragraph Game in Reading Narrative Text at tenth Grade of SMA Plus Miftahul-ulum Larangan Badung Pamekasan*”

B. Research Focus

Research focus is same with research problem. Research problem is defined as the educational issues, controversies or concern that guide the need for conducting a study.⁶ It narrow the research topic that is the board subject matter addressed in by the study. Based on research context above, the researcher formulate the research focuses as follow:

⁶John cresswell, *educational research:planning, conducting, and evaluating quantitaive an d qualitative research* (fourt edition),(boston:pearson, 2012)

1. How does the teacher use jumble paragraph game in teaching reading narrative text at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan?
2. What are the strengths and weaknesses of the use of jumble paragraph game in teaching reading narrative text at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan?

C. Research Objective

Research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.⁷ The objective in this study are:

1. To describe how the teacher uses jumble paragraph game in reading narrative text at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan
2. To find out the strengths and weaknesses of using jumble paragraph game in teaching reading narrative text at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan

D. Significance of Study

1. The student

This research is expected to be useful and to make easy for the student to use this game to measure their ability or to increase their ability especially in reading skill.

⁷John cresswell, *educational research:planning, conducting, and evaluating quantitative and qualitative research* (fourth edition),(boston:pearson, 2012)

2. The Teacher

This research can develop their teaching style or their creativity in teaching learning process especially in teaching reading.

3. Further Researcher

This research can be adding literature to the next researcher who want to conduct a research on reading skill with different subject of research.

E. Scope and Limitation of Study

According to Oxford dictionary, scope is opportunity to achieve sth.⁸In this study, the scope is the use of jumble paragraph game in reading narrative text.

Limitation is limiting or controlling the subject, fact or condition that limit⁹.and the limitation of this research is the students' tenth grade of SMA Plus Miftahul-ulum Larangan Badung.

F. Definition of Key Term

To avoid some misunderstanding of the key terms which are used the study, the key terms are defined as follows:

1. Game

Game is fun activities that we can use to increase our knowledge easily

2. Jumble paragraph

A game which use scrambles or jumble text. It means that the game that use by the teacher in this school. And the tool from this game is paper that contains a paragraph and the student have to arrange to be good story or Narrative text depend on good generic structure of Narrative text.

⁸Oxford Learner's Pocket Dictionary Fourth Edition, (Oxford University Press, 2008), pg., 393

⁹ibid.,pg, 256

3. Reading

See and understand from what is written by speaking or only in the heart

4. Narrative text

Narrative text is a kind of text that describes a sequence of fictional or nonfictional events. It consists of orientation, complication, and resolution.