Improving The Reading Comprehension of The Eight Grade Students of SMP Negeri 12 Parepare Through Guessing Game

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ABSTRACT

Reading comprehension is one of English aspect that is not easy to be learned. When doing observation at SMP Negeri 12 Parepare, the researcher found that the students' reading comprehension was low. It was caused by the unsatisfied of the teacher's technique in teaching learning process. The researcher has suggested a technique namely guessing game to solve the problems. Then, the objective of this research is to find out whether or not the use of guessing game able to improve the students' reading comprehension. The researcher applied quasi-experimental method, with two group pre- test and post- test design. The samples in this research consisted of 40 students from two classes. The first is experimental class handled through guessing game and the second is control class handled through think pair share. It is taken from the population of the eight grade students of SMP Negeri 12 Parepare. The researcher used cluster random sampling technique. The result of the data analysis shows that the students' reading comprehension improved significantly. It was showed that the mean score of pre-test was 46.66 and post-test was 72.33. It proves that the use of contextual guessing technique can improve the reading comprehension of the eight grade students of SMP Negeri 12 Parepare. After analyzing the data by using SPSS ver. 21.0, the result of t-test value was 2.394. In this case, t-test value was (2394) was higher than t-teble value (2040). It means that H_0 is rejected and H_1 is accepted.

Keywords: Competence, Guessing Game, Reading Comprehension

ABSTRAK

Pemahaman membaca adalah salah satu aspek bahasa yang tidak mudah untuk dipelajari. Ketika melakukan observasi di SMP Negeri 12 Parepare, peneliti menemukan bahwa pemahaman membaca siswa masih rendah. Hal ini disebabkan oleh kurang puasnya siswa dengan teknik yang digunakan guru dalam mengajar. Peneliti memberikan sebuah teknik yaitu game menebak untuk memecahkan masalah tersebut. Kemudian, tujuan penelitian ini adalah untuk menemukan apakah penggunaan game menebak dapat meningkatkan kemampuan membaca siswa. Peneliti menggunakan metode Quasi-experimental, dengan dua kelompok tes awal dan tes akhir. Sampel penelitian terdiri atas 40 siswa dari dua kelas. Pertama adalah kelas experimen ditangani melalui game menebak dan kedua adalah kelas control yang ditangani melalui thing pair share. Itu diambil dari populasi siswa pada kelas delapan di SMP Negeri 12 Parepare. Peneliti menggunakan sampel secara acak dalam mengambil sampel. Hasil analisis data menunjukkan bahwa kemampuan pemahaman membaca siswa meningkat secara signifikan. Data menunjukkan bahwa nilai rata-rata dari tes awal yaitu 46.66 dan tes akhir yaitu 72.33. Ini meunjukkan bahwa penggunaan teknik menebak berdasarkan konteks dapat meningkatkan kemampuan pemahaman membaca siswa pada kelas delapan di SMP Negeri 12 Parepare. Setelah menganalisa data menggunakan aplikasi SPSS versi 21.0, menunjukkan bahwa nilai t- test pada akhir test siswa adalah 2.394 lebih tinggi jika dibandingkan dengan t-table 2.040 yang menunjukkan bahwa H_O ditolak dan H_1 diterima.

*Kata Kunci***:** *Kompetensi, Game Menebak, Pemahaman Membaca*

INTRODUCTION

English is very important to be learned in the modern era because it has been known as a tool of communication and has the important role in the global community. English relates humans' life, such as in social interaction, technology, science, politic, economy, culture, education, and many aspects. When the globalization era becomes more advance, English will become obligatory course as the tool of communication. It demands the people for knowing English itself. It means that it is really important to know English as the foreign language in each country especially in Indonesia. English has studied for communication almost in the whole of the world. As the example in educational, from the lower level involve kinder garden into the higher level university English always maintains the existence.

Reading is an important skill that provides individuals to put the meaning in the written text, Nooh &McPherson (2013). Moreover, reading comprehension is a process in which the reader constructs meaning used as the building materials the information on the printed page and the knowledge saved in the readers' mind (Bilal et al, 2013). In comprehension the reader aims to grasp the meaning that resides in reading the text.

However, study reading comprehension was not easy as what people think because it needed more comprehension especially for a young learner like students of Junior High school. The students difficult to understand the text which effects on their low achievement. It was proved by the students reading comprehension at SMP Negeri 12 Parepare where most of the students were not able to understand what they had read. So, reading activities in the classroom were not useful for them if they did not know and understand what information they read. Moreover, the students mean score was 38 This score was categorized as fair achievement based on Dirjen Pendidikan Menengah 2014 classification.

There are many techniques, method, media, or strategy used in reading comprehension to make students like and make them interested. But, many factors contribute significantly to the reading comprehension problems, such as lack variation of technique, method, media, or strategy in teaching reading, as the result, 80% students did not have motivation in learning reading, lack media in school such as books, teacher still used conventional way and gave to the students reading material in a long time. Therefore, the students were bored, and the teacher just explains the material without teaching how to make the students understand the meaning in context and the students can not active in the teaching process.

One way, the researcher proposed Guessing Game in teaching and learning process. Guessing Game gave to the students to avoid feeling bored of students during the learning process. Playing the game in the classroom help children to see learning English as enjoyable and rewarding. Klippel (1984:31) states that the basic role of Guessing Game is very simple. One person knows something that the other one wants to find out. He further states "as the person Guessing has a real urge to find out something, Guessing Games are true communicative situations and as such is very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement". Considering the explanation, the researcher was interested to conduct a research entitled Improving the Reading Comprehension of The Eight Grade Students of SMP Negeri 12 Parepare Through Guessing Game.

REVIEW OF LITERATURE

 1. Concept of reading comprehension

Reading is one important skill in learning besides listening, speaking, writing skills, but before discussing the reading comprehension, it is important to know what the definition of reading itself is. Reading is a bridge of understanding scientific books that they are required when their universities. In the following statements, the write tries to explain some concepts about reading and comprehension as follows. Bilal et al (2013), state the reading will make every person to open his mind, and give their views extensively on a wide variety of history, human, nature, ideas, experiences, and answers to many questions. Moreover, Holden (2004) emphasize that reading is a creative activity conducted by the person or reader itself. Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.

 2. Concept of guessing game

The basic rule of guessing the game is eminently simple: one person knows something that another one wants to find out (Klippel (1985). The guessing game is a game in which the object is to guess some kind of information, such as word, a phrase, a title, or location of an object. Hadfield (1984) argues that Guessing games are a familiar variant on this principle. The player with the information deliberately withholds it. While others guess what it might be.

METHOD

   This research applied quasi-experimental method which involves two group with different treatment, namely experimental class and control class. In this research, the researcher used cluster random sampling techniques to choose two classes from population which represented the experimental class and control class. The population of this research was the eighth grade student of SMP Negeri 12 Parepare in academic year 2017/2018. There were four classes of eight grade students in SMP Negeri 12 Parepare. The total numbers of population in this research was 85 students. The samples of the research consisted of 40 students from two classes. The subject of the research was the eight grade students of SMP Negeri 4 Parepare especially class VIII.$_2$ which consist of 20 students and class VIII.$_3$ consist of 20 students.

RESULT

Table 1 The frequency and percentage of pre-test

No	Classification	Predicate	Score	Experimental class		Control class	
				F	(%)	F	(%)
1	Very good	A	94-100	-	-	-	-
		A-	86-93	-	-	-	-
2	Good	B+	78-85	-	-	-	-
		B	70-77	1	5%	1	5%
		B-	62-69	2	10%	5	25%
3	Fair	C+	54-61	1	5%	4	20%
		C	47-55	3	15%	3	15%
		C-	38-46	9	45%	7	35%
4	Poor	D+	29-37	2	10%	-	-
		D-	0-28	2	10%	-	-
	TOTAL			20	100%	20	100%

   Table 1 shows that before giving treatment, there is no percentage students get a score which classified into very good classification. that classified as very good classification. It can be seen that the rate percentage for both of classes not too different. Most of the students

in experimental and control class stayed in fair and poor classification. It meant that there was no any significance different between the reading comprehension in experimental and control class before giving treatment. It can be concluded that the students reading comprehension for both of experimental and control class were still low.

Table 2 the frequency and percentage in post-test

No	Classification	Predicate	Score	Experimental class		Control class	
				F	(%)	F	(%)
1	Very good	A	94-100	-	-	-	-
		A-	86-93	2	10%	-	-
2	Good	B+	78-85	7	35%	4	20%
		B	70-77	5	25%	3	15%
		B-	62-69	2	10%	1	5%
3	Fair	C+	54-61	1	5%	6	30%
		C	47-55	1	5%	4	20%
		C-	38-46	2	10%	-	-
4	Poor	D+	29-37	-	-	2	10%
		D-	0-28	-	-	-	-
	TOTAL			20	100%	20	100%

The data from table 2 indicate that after the researcher giving treatment, the students' reading comprehension achievement was getting better in experimental class. It can be seen that the rate percentage for both of classes were significantly different. Most of the students in experimental stayed in good classification. While most of the students in control class stayed in fair classification. It meant that there was significance different between the reading comprehension in experimental and control class after giving treatment. It can be concluded that the students reading comprehension in experimental getting better after taught by using guessing game than control class after taught by using think pair share.

Table 3 the mean score and standard deviation of students' writing skill of experimental class and control class in pre-test

Group	N	Mean	Standard Deviation
Experimental	20	46.66	14.66
Control	20	53.33	10.83

Table 3 shows that the mean score obtained by the students before giving the treatment in both experimental and control class is not significantly different. The mean score of control class was higher than the mean score of experimental class. The mean score for both experimental and control class was different. It means that the mean score of the pre-test obtained by the two classes was not significantly different before giving treatment. While standard deviation of the experimental class was lower than control class. It indicates that the homogenous of the students in experimental class is small. It can conclude there were many students score variation in control than experimental class.

Table 4 Mean score and standard deviation of students' post-test

Group	N	Mean	Standard Deviation
Experimental	24	72.33	12.47
Control	24	62.33	13.89

Table 4 shows that after giving treatment in experimental and control class, the mean score of both of classes improved. However, the mean score of the experimental class was higher that control class. It indicates that teaching English through guessing game effective to improve students' reading comprehension. Yet, the standard deviation of the experimental class in post-test is lower than pre-test that is mean that the students' reading comprehension more homogeneous.

Table 5 Gain score in pre-test and post-test

Group	Pre-test	Post-test	Gain Score
Experimental	46.66	72.33	25.67
Control	55.33	62.33	7

Table 5 shows that the gain score of the experimental class is higher than the gain score of the control class. It means that the gain score of the pre-test and post-test by two classes were different. It can conclude that the improvement of students score in experimental class is higher than control class.

Table 6 The t-test result

t-test Value	t-table Value
2.394	2.042

Based on the data in the table, the t-test value (2.394) is greater than t-table value (2.042) with sample of experimental class ($n_1 = 20$), sample of control class ($n_2 = 20$), and degree of freedom (df) $n_1 + n_2 - 2 = 20 + 20 - 2 = 38$ in the level of significance (α) 0.05. The analysis showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It proved that by applying guessing game to improve reading comprehension of the eight grade students of SMP Negeri 12 Parepare, the students' reading comprehension achievement has a significant impact. It meant that the students who were taught guessing game was better than the students who were taught through think pair share.

CONCLUSION AND SUGGESTION

Based on the research findings, the researcher concluded that guessing game was able to improve the students' reading comprehension of the eight grade students of SMP Negeri 12 Parepare. It was proved by the result of the students' mean score improvement from 46.66 (Pre-test) became 72.33 (Post-test). Besides, the result data analysis by using SPSS 21.0

showed that the t-value was higher than t-table. It means that the null hypothesis was rejected and the alternative hypothesis was accepted. So, the researcher draws a conclusion that the reading comprehension of the eight grade students of SMP Negeri 12 Parepare improved through guessing game.

Based on the result of data analysis and conclusions, the researcher gives some suggestions for some elements related to this research, those are:

1. For the English teacher

a. The teacher should be able to use guessing game as one way in teaching English to improve the students' reading comprehension.

b. The teacher has to be creative in making and giving the material in conducting the teaching and learning process. Besides, the teacher also has to apply vary of teaching method in order the students more enjoyable in comprehending the material.

2. For the students

The students should spend a lot of time to practice their ability in reading comprehension.

3. For the next researcher

The guessing game is one of instructional way which can be used in teaching reading comprehension because this game allows the students to drill their ability in reading comprehension. Therefore, this research could be a reference for the next researcher to conduct the research which related to this research in the future.

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