TEACHING READING SKILLS THROUGH JENGA GAMES

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ABSTRACT

The paper is entitled "Teaching Reading Skills Through Jenga Games" (Pre-Experimental Study Done in The Second Grade of Junior High School). This research focused on finding out Jenga Games can improve the students' reading skills. The subject of this research were second grade students of MTs Negeri 1 Bandung. The population of this research is the VIII-A grade of MTs Negeri 1 Bandung, with the 30 students. In conducting this research, the researcher collected the data from the class that was carried out through pre-test, post-test and questionnaire. The result of this result showed that teaching reading skills through jenga games was effective. The result showed that in significance degree of 0.05, the value computation is (7.741 > 2.045). It means that t0 (t-observation) is higher than tt (t-table). It could be said that t-test was higher in the than t-table. So, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. The result showed that the through Jenga Games for teaching reading descriptive text is effective. It means the jenga games technique improve the students reading skills descriptive text in second grade of MTs Negeri 1 Bandung. And the result of questionnaire showed that most students' agreed that using Jenga Games improve their reading skills, this also means that they gave positive responses. They like, feel fun and easier in using Jenga Games to improve their reading skills.
Keywords: Jenga Games, Reading Skills

ABTRAKSI

Penelitian ini berjudul "Keterampilan Mengajar Membaca Melalui Permainan Jenga" (Studi Pra-Eksperimental Dilakukan di Kelas Dua Sekolah Menengah Pertama). Penelitian ini berfokus pada menemukan Jenga Games yang dapat meningkatkan keterampilan membaca siswa. Subjek penelitian ini adalah siswa kelas dua MTs Negeri 1 Bandung. Populasi penelitian ini adalah siswa kelas VIII-A MTs Negeri 1 Bandung, dengan 30 siswa. Dalam melakukan penelitian ini, peneliti mengumpulkan data dari kelas yang dilakukan melalui pre-test, post-test dan kuesioner. Hasil dari hasil ini menunjukkan bahwa keterampilan mengajar membaca melalui permainan jenga efektif. Hasil penelitian menunjukkan bahwa pada taraf signifikansi 0,05, perhitungan nilai adalah (7,741> 2,045). Ini berarti bahwa t0 (t-observasi) lebih tinggi dari tt (t-tabel). Dapat dikatakan bahwa t-test lebih tinggi pada t-tabel. Jadi, hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Hasil penelitian menunjukkan bahwa melalui Jenga Games untuk mengajar membaca teks deskriptif efektif. Ini berarti teknik permainan jenga meningkatkan keterampilan membaca teks deskriptif siswa di kelas dua MTs Negeri 1 Bandung. Dan hasil kuesioner menunjukkan bahwa sebagian besar siswa setuju bahwa menggunakan Jenga Games meningkatkan keterampilan membaca mereka, ini juga berarti bahwa mereka memberikan respons positif. Mereka suka, merasa senang, dan lebih mudah dalam menggunakan Jenga Games untuk meningkatkan keterampilan membaca mereka.
Kata kunci: Permainan Jenga, Teks Deskriptif

THE BACKGROUND OF THE RESEARCH

Reading is the process of getting information from the written text, from the writer to the readers. The goal of all reading is the comprehension of meaning that is conveyed in the written text. According to Nunan (2006:69), reading is a set of skills that involves making sense and deriving meaning from printed word. It

means that reading is a process to establish the reader's comprehension which involves making sense and deriving meaning from printed word with different purposes. Meanwhile, Patel and Jain (2008:13) state that reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill.

Based on the theory above, the reading has an important role to help the learners to comprehend a text they read. Besides that, reading also can get many information and knowledge, so the researcher must be able to build students' motivation to increase their reading interest.

As stated by Brown (2004:187-188), there are two major skills of reading. They are micro-skills and macro-skills. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

According to Saygılı (2013:69), games would render the reading and writing process more fruitful for both teachers and students. It is suggested that the use of games is effective in drawing students' attention.

Games can help teachers to maximize the potential learning of each students. In addition, game also can improve students' motivation to the high level (Sugar, 2002:12). Naturally, each person has a competitive spirit. As there is game and the scoring system based on a game that takes place, students as the players will be challenged with a variety of questions that can provoke students to find the answers of these questions. This opinion is supported by Williamson (2008:17) that is written on Future Lab's website about the games in instructional media:

> *"There is widespread agreement that games are a significant cultural force in children's lives. It is regularly claimed that they are more motivating, challenging and engaging than the formal offer of schools, and also that they provide more authentic learning experiences."*

Based on the description above, game is a significant force in the students' lives. Game will be more motivating, challenging, and attractive than a formal and conventional learning method like that is usually practiced in schools. Thus, we can conclude that game is the right way to be applied for students as a learning media to deliver the learning material. The learning process will be more interesting and can improve the students' motivation.

According to Kholidiyah (2013:2), there is a wide variety of games, one of the games is jenga. Jenga is a game that consists of 54 wooden blocks which is arranged in such a way to become a jenga tower. Jenga is suitable to be played by children ages eight years old to adult. She also says "To be able to play Jenga, it requires physical skills, brain skills, and mental skills. Physically, to play Jenga needed a player's ability to take the blocks without making the Jenga tower collapse. The ability to manage strategy, accuracy in determining which blocks that can be taken easily, limited by time, and also improve concentration, shows that the brain skills are required in playing Jenga. While the mental skills required by the players to control their emotional in order to be able to play calmly and carefully, so it is not easy to make the Jenga tower collapse. These three skills are related to each other. However, the mental skill is the most dominant skill. Mental skills is the ability of a person to motivate themselves, endurance to face the failures, control the emotions and satisfaction, and also to control their soul well".

So, the researcher is interested to develop jenga into a learning media that can improve students' motivation. The reason why researcher chose this game because Jenga is an interesting and easy game to play and besides that researcher hope with this game students can increase creativity and build enthusiasm of students in reading skills. So the researcher believe with the game will be attract

the attention of students for learning, because the game is fun. Based on the explanation above the researcher is interested in conducting a research entitled "Teaching Reading Skills Through Jenga Game".

RESEARCH METHODOLOGY
Research Design
A design in this research plays important role. A research who wants to do her/his research has to choose one of the design to the purpose of the research. According to Sugiyono (2014:3) "a research design is a scientific way for getting data with purpose and certain function".

In this research, the researcher used pre-experimental design that is the one group as pre-test and post-test. Pre-experimental is administrated before treatment given. According to Sugiyono (2014:111-112) "Pre-Experimental is not the real experiment because there is an external experiment that influence toward the dependent variable".

In this research, the researcher uses on pre test post test design. The design is as follows:

0_1	X	0_2

(Sugiyono, 2014:111-112)

Where :
0_1 = Pre-test
0_2 = Post-test
X   = Treatment

POPULATION AND SAMPLE
There is the population and sample in the research methodology. The population and sample should be defined before doing the research design. According to Arikuonto (2007:108) "population is whole subject a study".

The researcher will hold this research at MTs Negeri 1 Bandung which located in Ciparay. The population of this research to the 8th grade of junior high school that consists of 12 classes (VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H, VIII-I, VIII-J, VIII-K, VIII-L). Each classes has 30 students. The total population is 360 students.

Sample is very important in a research, according to Best (1981:8) a sample is a small proportion selected for observation and analysis. In selecting sample, the writer used purposive sampling.

The sample of this research is one class will be taken purposively. So, the class is VIII A consists of 30 students. So the total sample of this research is 30 students.

The Research Instruments
The data of population and the sample that have been define will process using the research instruments. The researcher administers two instruments in this research, the first is test instrument and the second is non-instrument. Test instrument consist of pretest and posttest and the non-test instrument writer used questionnaire.

The test is covers the learning materials which are give from of pre-test and post-test. Pre-test is test given before treatment begin. Meanwhile post-test is test was given after treatment and write the questionnaire is to find out the students' response toward the jenga games.

  1. **The Pre-test**

Pre-test was conducted to the students as the first step of the research. According to Hatch and Farhady (1982:20). "a pre-test is given before instruction or treatment begins". The implementation of pre-test in conducted in class. The pre-test intends to know the ability before they are given a treatment. Types of the test questions are multiple choice, the totaling questions are twenty questions were carried out on Monday, 19th Augustus 2019.

2. The Post-test

The implementation of post-test is conducted in class. The post-test is used to know the influence the experiment and to know how far the students' reading skills after they taught by jenga games. Types of the test questions are multiple choice, the totaling questions are twenty questions were carried out on Friday, 25th Augustus 2019.

FINDING and DISCUSSION

This research used a test and questionnaire as instrument to collect the data. The test and the research finding pretest and posttest. The test was students reading descriptive text. In the research finding, the researcher shown the data description of pre-test, post-test, t-test analysis, and the result of questionnaire.

Pre-test was conducted before the implementation of Jenga games in order to know students reading skills of descriptive text before the treatment given. The result is shown in the following table.

From the table above, it can be seen that 2 students got the highest score in pre-test which were 80 and 85, and one student got the lowest score which was 28. The mean score was 60.166. The KKM score of English was 72. It meant that students reading Descriptive text was still low. Therefore, the treatment was given to teach reading descriptive text using jenga games.

Post-test was conducted after the implementation of Jenga Games in order to see the improvement that made by students in reading Descriptive text. The following table is the result of post-test score after implementation jenga games technique in teaching reading Descriptive text. The result is shown in the following table.

From the table above, it can bee seen that one students got the highest score in post-test that was 95. And one student got the lowest score in post-test that was 50. The researcher compared the data in both pre-test and post-test score. The highest score in pre-test was 85 and the highest score in the post-test was 95. Meanwhile, the lowest score in pretest was 35 and the lowest score in posttest was 60. In addition, the table indicated that the mean of pre-test score was 60.166 and the mean of the post-test score was 77.33. It meant that the mean of post-test was higher than the mean pre-test, so the researcher concluded that there was an improvement in students score reading descriptive text after they were taught by suing jenga games technique. Thus, the researcher computed the data in the data analysis.

The result of this research show that teaching reading descriptive text by jenga games technique got better result the data shows that the value of t-test (to) is higher than t-table (7.704 > 2.045), so the Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted. It means the jenga games technique able to improve students reading skills of descriptive text and the result of questionnaire showed that the students gave positive responses toward the use of jenga games technique in teaching reading descriptive text. They agree that jenga games technique can improve their skills in reading descriptive text.

Based on the result of the questionnaire in the research finding, it could be concluded that the teaching descriptive text by using jenga games is effective. In addition, the researcher finding that 75% the students' responses is positive, and

the 25% the students' is negative. Through jenga games, the students can improve reading skills in descriptive text. They like, feel fun and easier in using jenga games to improve their reading skills.

CONCLUSSION

After conducting the research, the researcher can describe jenga games technique is one of the method that can be used in teaching reading skills. After finishing this study, the writer describe the conclusion as follows:

The purpose of the jenga games as technique in teaching reading descriptive text is effective and the using jenga games can improve Students' Reading skills of Junior High School of MTs Negeri 1 Bandung also they gave good response about the use Jenga Games to improve Students' reading skills.

The conclusion is profod from the result of this research that showed where teaching reading descriptive text by jenga games technique created better result. The data showed that the value of t-test (to) was higher than t-table (7.704 > 2.045), so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) is accepted. It means the jenga games technique is able to improve students' reading skills of descriptive text and the result of questionnaire showed that the students gave positive responses toward the use of jenga games technique in teaching reading descriptive text. They agreed that jenga games technique could improve their skills in reading descriptive text.

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