



TEACHING READING DESCRIPTIVE TEXT THROUGH JEOPARDY GAME TO THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 20 OF PALEMBANG

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Abstract: The main problem in this research was “Is it effective to use Jeopardy Game in teaching reading descriptive text to the eighth grade students of state junior high school 20 of Palembang?” Therefore, the main purposes of this research was to find out whether or not teaching reading descriptive through Jeopardy Game to the Eighth Grade students of State High School 20 of Palembang is significantly effective. In doing this research, the researcher used pre experimental method (one group pre-test post-test design). The population was all students of the state grade of State Junior High School 20 of Palembang in the academic year 2012/2013. The data were got through a written test and analyzed by using the t-test formula. Based on the result of the data analyzed, it showed that, there was significantly difference between the students’ score in the pre-test and those in the post-test. The students’ average score in the post-test (70) was higher than the students’ average in the pre-test (53.8), and the result of the matched t-test was 8.53 at the level significance 0.05 in one tail testing with df $(34-1)= 33$, the value of the critical in the t-table is 1.692. The t-obtained was higher than t-table 1.692. It means that the Alternative hyporesearch (H_a) was accepted and Null Hyporesearch (H_o) was rejected. In other words, teaching reading descriptive text through Jeopardy Game to the eighth grade students of state junior high school 20 of Palembang was significantly effective.

Key words: Teaching, Descriptive Text, Jeopardy Game.

Introduction

Reading is one of the four language skills which to be taught to the students of the junior high school and senior high school. It is considered important because reading gives a great contribution to readers whom are willing to get the information. Reading has many functions, such as giving information, getting new vocabulary, and increasing stimulate to the readers. Without reading one will not know what is going on and would not keep up with the development in his or her surrounding and areas expertise.

Although people read many kinds of reading materials and has interested in reading, actually they do similar things. They try to catch the meaning or the idea of the text. It means that they do not only interact with the written symbols, but they also use the knowledge to catch the meaning. The goal of teaching reading for Indonesian students is to understand or comprehend the material of the test, because reading is a bridge to understanding about the texts they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improve their knowledge.

In this case, the students often feel boring when they have to read long of text but it is not the same if they are taught by using games. Giving game is one of ways to improve student ability in teaching learning process. Games is also the way to get low stress in the classroom In doing this study, the writer decide using one of games. It is Jeopardy game. It is a kind of game with a specific rule which gives the chance for students to work in group to complete the task which is provided by this game through LCD projector.

Games help students to low their nervousness, make them feel comfortable to express their abilities, they do not worry to make mistakes and understand deeply how to learn reading text well. When the students enjoy in learning, they could relax and have fun. It could be easy that games could catch on students' attention and collaboration. The teacher could be motivated students to want to learn more. Moreover, in teaching reading teachers can create a new ways in the class to transform a boring class into a braving one and also create a good relationship between teacher and students.

This is the reasons why the writer is interested in doing research concerning the teaching of reading. Based on previous explanation the writer is interested in doing the research entitled "Teaching Reading Descriptive Text through Jeopardy Game to the Eighth Grade Students of State Junior High School 20 Palembang".

Research Methodology

According to Fraenkel, Wallen and Hyun (2012:91), population is the larger group to which one hopes to apply the results. In this study, the population is all the eight grade students of State Junior High School 20 Palembang in the academic year of 2012/2013. There are 353 students.

According to Fraenkel, Wallen and Hyun (2012:91), a sample in a research study is the group on which information is obtained. The sample was taken through purposive sampling. Fraenkel, Wallen and Hyun (2012:100), state purposive sampling is the way to select a sample based on previous knowledge of

population and the specific purpose of the research, investigators use personal judgment. The sample taken was 34 students (class VIII.2).

In collecting the data for this study, the writer used written test., pre-test and post-test. A test is any kinds of devices or procedures for measuring ability, achievement, interest, and other traits of an individual or a group (Arikunto, 2002:127). The test consists of 40 items in the form of multiple choices. The writer gave the post-test after giving the treatment using Jeopardy Game.

Findings and Interpretation

Findings

After analyzing the data from the test, it was found that teaching reading descriptive text through Jeopardy Game to the eight grade students of state high school 20 of Palembang was effective. It means that teaching reading descriptive text through Jeopardy Game made the students easier to understand the reading text which was given to them. They also could answer the question. Based on the result of the research, there was significantly different between the students' score in the pre-test and those in the post-test. The score of the post-test was higher than the students' score in the pre-test and also the Alternative hypo research (H_a) was accepted, since the result of $t_{obtained}$ through the matched t-test formula was higher than critical value. There were at least three findings in this study, namely: (1) the result of the students' score in the pre-test, (2) the result of the students' scores in the post-test, and (3) the result of matched T-test.

Before the researcher apply Jeopardy Game, the pretest was given to know how far the students' abilities in reading. It was given before did the treatment. Based on data analysis the writer found that the total score was 1827.5 and the average of the students' score in the pre-test was 53.8. The highest score was 77.5 achieved by 3 students and the lowest score was 3.0 achieved by 1 student. The score obtained by dividing the total score obtained by the students, with the total number of students $1827.5:34=53.75$.

After the researcher taught reading descriptive text through Jeopardy Game, the students were given the post test. The test item in the post-test was exactly the same as those in the pre-test. Based on the result of the post-test it was found that the highest score was 87.5 achieved by 2 students and the lowest score was 57.5 achieved by 3 students. The score obtained by dividing the total score obtained by the students, with the total number of students --- $2380:34=70$.

The writer used matched t-test to determine whether the difference between the two average scores in pre-test and post-test was significant. Based on the calculation, the writer found that the average score in post-test was 70 and the average score in pre-test was 53.8. The average score in the post-test (70) was higher than the average score in the pre-test (53.8). It means that teaching Reading descriptive text through Jeopardy game to the eighth grade students of State Junior High School 20 Palembang was effective.

Based on the result of t-test the writer found that the result of $t_{obtained}$ was 8.53 whereas the value of t_{table} is 1.692 at significant levels of 5% or 0.05 with df (33), for one tailed test. The result decided that the $t_{obtained}$ was higher than the values of t_{table} . It means that teaching reading descriptive text through Jeopardy

Game to the eighth grade students of state Junior High School 20 of Palembang was effective.

Interpretation

The findings of the study show the result of pre-test, post-test, and matched t-test in doing the research. Based on the result, the writer found that teaching reading descriptive text through Jeopardy Game was effective.

Based on the finding of this study, the average score in post-test was 70 and the average score in pre-test was 53.8. The students got progress in studying reading descriptive text through jeopardy game. Where the average score in the *post-test* was higher than the average score in the *pre-test*. Meanwhile, the result of matched t-test was 8.53 exceeding 1.692 as its critical value at significant levels of 5% or .05 with df (33), for one tailed test. Based on the result of matched t-test, the null hypothesis (H_0) was rejected and consequently the alternate hypothesis (H_a) was accepted. It means that teaching reading descriptive text through Jeopardy Game to the eighth grade students of state junior high school 20 of Palembang was significantly effective.

Conclusions

From the explanation above, it can be concluded that teaching reading descriptive text through Jeopardy Game to the eighth grade students of State Junior High School 20 of Palembang is effective. It can be seen from the students' average score in the pre-test (53.8), the students' average score in the post-test (70) and the value of t-obtained (8.53) which was higher than t-table (1.692). It means that it was effective to teach reading descriptive text through Jeopardy Game.

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