

# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

English is important for our life. It can be used to communicate with other people around the world. People use English in part of their lives. So, it is not surprising that most people read, speak, and write in English. In education, most of the books and references are written in English.

Language skill has four components such as listening, speaking, reading and writing. Reading is actually a short conversation between a writer and a reader. The original or exact message the author means to communicate is really only known by the author. While the reader reacts and interprets print from his own knowledge base, there is no opportunity to verify what the author actually says or means. "Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us and reading can be silent (in our head) or aloud (so that other people can hear).

Reading is a receptive skill - through it, we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to

ourselves). Reading found in various types of text such as recount, procedure, descriptive and others.

Actually, at this time there are styles of teaching from reading material that make learners feel bored. It can make the learners feel difficult to understand their lesson and the result of their study was very limited and unsatisfactory yet. Because of that, teacher should think about a variation of learning to interest their students. The students are afraid to express their idea using English and they feel bored during the lesson because they only hear their teacher's speech without taking part in the learning process.

Then students have some difficulties in their reading skill. Actually they understand what the teacher says, but more students are still confused how the way of their feedback after receiving some information or subject materials from their teacher. Some students keep silent in the teaching-learning process. And for this case the writer gives new creativities with Scramble Game.

Actually Scramble Game can give more chance for students to learn and not make them stressed or depressed to learn English in the class. The writer assumes that games technique is suitable way to motivate students in reading text.

Dardiri (1994: 14) states that games and song are rarely used compared to other technique, such as question and answer, memorization, story telling and the like. In fact teachers are reluctant to use games and song because they do not know how to deal technique.

In line with the statement “scramble games technique is fighting spirit in the classroom. Technique “scrambling” is usually used by children as the development and improvement of knowledge ownership vocabulary-vocabulary in letter fonts available. The game which is basically a game of this technique in principle, requires students to the preparation or ordering of a language structure that previously based on the nature of the answer”. (Nuryanto, 1997: 11). Researcher found some problems in teaching English at junior high school 1Balong. The problems come from students and teacher. First, it is not easy to change students mindset that learning English is difficult, frighten, and confused. Second, the techniques that teacher uses in presenting material are not various and make the students feel bored. Third, more of students do not understand what the teacher say. The school has lacks of facility to support learning English to be a good lesson.

In accordance with the problem, the writers tried use of scramble game to increase the student’s reading skill at eight grade of SMP N 1 Balong Ponorogo in academic Year of 2014/2015

## **B. Question of the Problem**

How scramble game increase students Reading skill at the first year student of SMPN 1 Balong?

## **B. Purpose of The Study**

According to the problem above the researcher has a purpose of study that is: To know the use of scramble gameto increasethe student's reading skill at the eighth grade in SMPN 1 Balong in the academic year of 2014/2015.

## **C. Benefit of The Study**

The result of this study is expected to give contributions:

1. For the students : The result of the study is expected forstudents to improve their reading skill. This media gives the studentsinformation and it is hoped that they would get better in English.
2. For the teachers : the result of the research can add knowledge and information about Scramble Method in learning English.
3. For the School : Researchgives the idea and increase the material in teaching and learning process.
4. For the researchers : it will become an information or input to develop the knowledge and experience about scramble method in teaching learning process.

#### **D. Scope and limitation**

To simplify this study the research gives scope and limitation as follows:

##### 1. Scope

The scope of this study is teaching reading by using games.

##### 2. Limitation

The limitation of this study is teaching reading by using scramble game to increase Student's reading skill at eighth grade in SMPN 1 Balong in the academic of 2013/2014.

#### **E. Definition of Key Terms**

*Reading skill* a cognitive ability a person is able to use when interacting with the written text, task-oriented and deployed unconsciously (Bojovic, 2010: 3)

*Scarmble Game* is fighting spirit in the classroom. Technique "scrambling" is usually used by children as the development and improvment of knowledge ownership vocabulary- vocabulary in letter fonts available. The game which is basically a game of this technique in principle, requieres students to the preparation or ordering of a language stucture that previously based on the nature of the answer. ( Nuryanto, 1997: 11 )