CHAPTER I

INTRODUCTION

1.1 Background of The Study

Reading is a process that is carried out by students to get the message that the author wants to convey through words/writing. Based on Werdiyani (2021) Reading broadens students' horizons to get information, ideas and experience in learning English. So, reading is an activity where a student gets and understands the meaning contained in an English text. However, students often get difficult experience in comprehend meaning or information contained in English text. In fact, reading requires comprehension to understand the content and get information from text (Sasmita, 2020). This means that reading and comprehension are linked.

Comprehension is the process of the reader's interaction with the text to construct meaning. A student must be able to understand the contents of the text to get information in the text. According to Asrifan *et al.* (2018) said that reading comprehension is an important aspect because it can help students find information and increase their knowledge. It can be easier for students to find out the meaning contained in the text using their own language. However, understanding a text can be difficult for students if they do not have a basic understanding of English.

Nevertheless, the reading ability level of Indonesian students is still low. Based on the data through UNESCO in January 2020. The reading interest of the

Indonesian people was only 0.001% and Indonesia was ranked second from the bottom regarding world literacy (Rahmawati, 2020). Based on report data by PISA (the program for international student assessment) for 2018, Indonesia's reading ability is ranked 74th out of 79 countries (Schleicher, 2018) in (Hewi & Shaleh, 2020). The data above also proves that students' ability to understand reading texts is still on low level. Likewise in English reading texts, students tend to have difficulty in understanding the text well (Mardiani, Jismulatif & Erni, 2021). Based on research conducted by Alfaridzi (2022), there are several factors that make students experience difficulty in reading comprehension, namely: lack of vocabulary knowledge, low level of grammar mastery, unfamiliar with the topic of the text, unable to use reading strategy for affective reading, and reading material that is too long.

The researcher found problems related to students' reading skills during informal observations and experience teaching English while participating in the PLP program at SMA N 4 Langsa. Students tend to face difficulties in understand the content and meaning in the text. This causes students only read a text without understanding the meaning contained in the text so that teaching and learning activities become ineffective because they do not achieve the learning objectives. In addition, the use of technology-based learning techniques using LCD projectors is still rarely applied by teachers during learning. Then, the use of learning activities is still traditional, such as students only reading English texts until they are finished.

Based on the problems above the researcher offers a learning activity in the form of a game called Jeopardy Games. This is a game adapted by quiz programs

on television in the United States which were designed by Friedman as fun language games with educational purposes (Agustin & Zainil, 2022). This game is a quiz made into a class activity by having questions in the form of description questions (Damayanti, 2018). This game is a type of game with certain rules that gives students the opportunity to work in groups to complete the tasks provided by this game through the LCD projector or the paper. This game has two types of ways to apply it in class, namely Low-Tech Vesion using paper, cards, blackboards, and magnets. Then, the high-tech version using a computer, LCD Projector or TV, and power point (Pitaloka, 2017). The challenge of this game is that students have the courage to speculate, if they want to get a high score they have to have the courage to choose questions or instructions with a high level of difficulty.

Based on the explanation above, the researcher is interested in conducting a research related to the significant influence of the game on students' reading comprehension with the title "The Effect of Using Jeopardy Games on Students' Reading Comprehension."

1.2 The Problem of The Study

Based on the background above, the research problem can be formulated as follows: "Whether jeopardy games affect on students' reading comprehension and how students respond to the application of jeopardy games."

1.3 Purpose of The Study

Based on the problem of the study, the purpose of study is as follow: "to find out whether the jeopardy games affect on students' reading comprehension and to find out the students respond to the application of jeopardy games"

1.4 Scope of The Study

This research focuses on learning activities in the form of jeopardy games that can improve students' reading comprehension skills. The text used is news item text.

1.5 Hypotheses

1. Alternative Hypothesis (Ha): There is significance effect of using jeopardy games on students' reading comprehension after the treatment
2. Null Hypothesis (H0): There is no significance effect of using jeopardy games on students' reading comprehension after the treatment

1.6 The Significance of Study

1) For teachers, they can apply learning activities in the form of jeopardy games as a variation in teaching strategies so as to create an innovative, challenging and fun learning atmosphere
2) For students, get new experiences in the learning process
3) For the researcher, increase knowledge about a variety of learning activities.