

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Language is one of the main needs of humans in life because language is a tool to communicate between humans, animals and other things. We can not communicate or interact with others in our daily lives without language. Language is also a means to express ideas, desires, and feelings. This will be used by humans to get information, messages and emotions.

It can't be denied that in the era of globalization, the ability to communicate in English is a valuable value. In this globalization era, anyone who is able to master English can communicate with anyone, anywhere. The rules of English as a means of communication are spreading and becoming more important. Many opportunities in every field cannot be achieved simply because of the inability to use English. The ability to communicate in English makes people think more broadly. It can also establish relations between countries throughout the world. To be able to speak English, students must master four basic language skills, namely; listening, speaking, reading and writing. Not only able to communicate verbally, but also able to communicate through writing, one of them is through reading. Therefore, students must also be equipped with reading skills provided in learning English in elementary schools.

According to Nurhadi (1987:13) state that reading is a process complex and complicated. Complex meaning in the reading process is involved various internal and external factors. Internal factors can be either intelligence (IQ), interest, attitudes, talents, motivations, and reading goals. External factors can be in the text reading (simple, heavy, easy, difficult), environmental factors or background factors socio economic, reading habits and traditions. Through reading activities, students will involve their thought processes to understand ideas or meanings and meanings conveyed in the text. Reading is also one of the four language skills tested in the National Examination. In the process of reading students will experience a process of thinking to understand ideas and ideas widely (divergent thinking). The reading process is closely related to the development factor of thinking, based on the underlying experience. Where these experiences can be obtained through listening, observation, and discussion.

According to Miller (1971:27) Comprehension is built upon both word recognition and association and cannot effectively teke place unless the reader first is efficient in these two aspects of reading. So that this reading activity is done not too fast, this is intended so that the reader understands the entire reading text to the smallest part. Reading comprehension is needed to facilitate students in getting the information needed. Normally reading comprehension activities are carried out by reading techniques silently.

Based on preliminary research at eleventh-grade students of SMK Negeri 5 Medan, the writer found that many students had many problems in learning English especially in Reading Comprehension. The students were difficult to understand the meaning of the text. To support the statement above, the writer gave them reading test to know the students' reading score. The students' score can be seen in the table below:

Table 1.1 Students' Score on Preliminary Observation of Eleventh Grade of SMK Negeri 5 Medan

No	Name	Writing Score
1	NH	45
2	CK	40
3	JW	65
4	PB	50
5	AY	45
6	ST	55
7	AK	47
8	PA	35
9	FH	42
10	FS	48
11	ES	49
12	RS	55
13	AP	45
14	ES	65
15	FM	55
16	DT	44
17	HD	46
18	AP	48
19	SN	50
20	JS	45

$$S = \frac{R}{N} \times 100\%$$

Where:

S: Score number of test

R: Number of the correct answers

N: Number of question

$$\text{Mean} = \frac{\text{Total Score}}{\text{Total Number of Students}}$$

$$\text{Mean} = \frac{974}{20} = 48,7$$

Based on the data above, the mean score of the students is 48,7. It means that the learning process is still not yet optimal. Based on the preliminary research, the writer can assume they are difficult to understand the contents of the text. How not difficult, they are not even able to find main ideas from the text given by the teacher. The difficulty experienced by other students is that when they are asked by the teacher to read the English text they are not good at reading the text. Therefore, they have no motivation to actively learn in learning. The level of reading comprehension of their English texts is still lacking, it is seen from the results of the exercises given after students finish reading. The reading strategy used by the teacher makes students feel bored and uninterested in reading material. This is because every time they carry out learning to read comprehension, the teacher only gives reading texts and asks students to read then students answer questions according to the contents of the reading without first understanding the contents.

Teaching and learning processes of interest can be taught in different ways. As stated in Curriculum 2013, a learning center not only on the teacher's explanations, but also the involvement of the students. The teacher must be a good facilitator and motivator for students. The teacher must create an interesting teaching-learning process, so the teacher must make students more actively interested. Then students can understand easily and enjoy the teaching-learning process. English teachers must be creative. They can support

the teaching and learning process with the media or methods appropriate to the material.

From the explanation of this fact, media such as games are useful to attract students' attention. The teacher can use media such as games, flash cards, online sites, etc. To improve student understanding in the teaching-learning process. Teachers can use games to make teaching and learning activities fun and interesting. Games can be viewed as a classification technique for fun. The game can facilitate the learning process and encourage students to use it creatively. Games have been prepared in the teaching-learning process to create an active teaching-learning environment. Active learning environment that can simulate the students be interactive. This means that an active teaching-learning environment takes place and makes the teaching-learning process better

According to Melsi (2015:10) Snakes and ladders game for children played by two or more people. The game board is divided into small boxes and in some boxes a number of "stairs" or "snakes" are drawn that connect with other boxes. Snakes and Ladders game can be a good option for teaching reading narrative text more interested and fun. This game has a role that can lead students and order to work with other students when playing games. Game Snakes and Ladders is also a game that is familiar in childhood. It is not difficult to play the game because students are famous for the game.

Based on the above, the researchers will try to test the effects of using a game of snakes and ladders to improve students' reading comprehension. This

study is entitled "The Effect of Using Snakes and Ladders Games in Teaching Reading of Eleventh Grade Students".

1.2 The Problem of The Study

Does the Snakes and Ladders Game have an affect in teaching reading of Eleventh Grade Students?

1.3 The Objective of The Study

To find out the students achievement in teaching reading comprehension through the Snake and Ladders Games of Eleventh Grade Students.

1.4 The Scope of The Study

This study focus on reading comprehension in narrative text through Snakes and Ladders Game and the object of this study is only the Eleventh-Grade Students.

1.5 Significance of The Study

This study focuses on reading comprehension by using Snakes and Ladders at eleventh Grade Students and the significances of the research can be theoretically and practically.

1. Theoretically

The result of research can give larger knowledge and positive contribution about Snakes and Ladder Game as a teaching medium in the reading of the narrative text that will be able to increase students' understanding of the text.

2. Practically

The results of this study hopefully are useful to provide input for:

1. English Teacher

Will help the teacher to get more information about the use of Snakes and Ladders Game for teaching, especially reading skills in narrative text and also more description on how to use the game for the teaching-learning process of reading skill in narrative text.

2. Students

Students are the subject of the teaching and learning process of reading skills. By using the game, the students can develop their interest and ability in learning English, and also they will have a different experience in studying English especially when they will be taught reading of the narrative text by using Snakes and Ladders Game.

3. The Readers

By reading this study, the readers will get more information and experiences about reading of the narrative text by using Snakes and Ladders Game.

4. The researcher

The result of this research, the researcher will get some experiences and knowledge about the study and it can be useful for future research.

1.6 Hypothesis of the Study

The hypothesis in this study is a tentative answer for the research problem stated previously. Therefore the writer proposed hypothesis as follows:

Ha : The Using of Snakes and Ladders game affect in Teaching Reading at Eleventh Grade Students (XI)

Ho : The Using of Snakes and Ladders Games does not affect in Teaching Reading at Eleventh Grade Students (XI).

CHAPTER II

REVIEW OF LITERATURE

2.1 THEORETICAL FRAMEWORK

2.2.1. General of Concept Reading

a. Definition of Reading

According to Zadina Janet N. (2014:42), Reading is an active process that depends on both an author's ability to communicate meaning using words and your ability to create meaning from those words. Successful reading requires you to constantly connect what you already know to what the author has written. So, if you don't understand the words the writer uses, it is unlikely that you will be able to remember much, if anything, that you read. The brain cannot remember what it doesn't understand.

According to Grellet F (1981:12), Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text.

According to Booth David (1998:6), Reading is a complex activity. How we approach and read a text, reading ability, prior knowledge of the subject matter of the text, and the reason for reading. To read successfully, you need to constantly connect what you already know about the information to the words the author has written. The reading process begins with decoding words that are deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. The real meaning of a text lies in the relationship the words have with each other. Reading well requires us to recognize these relationships and to put together the meaning of the text. When you think about everything that goes on simultaneously in the human mind as one reads on almost magical qualities. Isolating the steps makes the process seem mechanical or reducible to a formula, but nothing about reading is mechanical or formulaic.

b. Reading Comprehension

According to Oakhill Jane (2015:10), Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a

complex task, which requires the orchestration of many different cognitive skills and abilities.

Reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that form. However, comprehension typically requires the comprehension to integrate the sense of these words and sentences into a meaningful whole. To do so, the construction of a suitable mental model is necessary. A mental model is a mental representation that is created from information in the real, or an imagined, the world- i.e. a gist representation of what the comprehension has read (or heard, or seen). It might, but doesn't necessarily, include imagery.

According to Grellet F (1981:8), Reading comprehension is understanding a written text means extracting the requires information from it as efficiently as possible for example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in

the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a component reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary.

The goal of reading comprehension is to acquire an overall understanding of what is described in the text rather than to get meaning from words or sentences. In understanding read text information, children's development model. Or during the reading process, they represent the meaning of text ideas.

c. Reading Process

Led by Goodman's (1970) work, the distinction between bottom-up and top-down processing became a cornerstone of reading methodology for years to come bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. These data-driven operations require a sophisticated knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense, that cohere, that "mean"

Virtually all the reading involves a risk-a guessing game, in Goodman's words because readers must, thought a puzzle-solving process, infer meanings, decide what to retain and not to retain, and move on. This is where a complementary method of processing written text is imperative: top-down or conceptually driven, processing in which we draw on our intelligence and experience to understand a text. Christine Nuttall (1996:16-17), compares the bottom-up process with the image of a scientist with a magnifying glass or microscope examining all the minute details of some phenomenon, while top-down processing is like taking an eagle's eyes view of a landscape below.

The top-down model of reading does just that, focusing on what the readers bring to the process According to Abraham Paul (P:1&6) in (Goodman, 1967; Smith, 1971,1982). The readers sample the text for information and contrast it with their world knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text. For those reading theorists who recognized the importance of both the text and the reader in the reading process, an amalgamation of the two emerged—the interactive approach. The interactive model (Rumelhart, 1977; Stanovich, 1980) stressed both what is on the written page and what a reader brings to it using both topdown and bottom-up skills.

2.2.2 General Concept of Text

a. Definition of Text

According to Knapp P (2005:29), Language is always produced, Exchanged, or received as text; that is language as a system of communication is organized as cohesive units we call texts. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film, and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. Text can be classified and organized in a multitude of ways: everyday, formal, entertaining, and informational.

According to Toolan M (2016:20), Tex is inevitably integrated within a context of situation and culture, a total discourse situation, in whatever way these are understood by the interpreter. A variety of kinds of background knowledge inform our reading of the narrative text, including knowledge of the genre to which we judge the text belongs extra-textual or encyclopedic knowledge; and personal knowledge, values, and ideology.

According to Rakhmi Annisa (2012:2), state that in a narrative text, a story is being told to the reader. It is a bit like a recount but it is usually a made-up story. It usually has some

events that take place and a problem that needs to be solved by the characters. It usually has a crisis in it and then is resolved at the end. An example of this is a fairytale. Based on perception in time, the narration is the feeling of a story that is the succession of events is given in chronological order.

Considering the definition above, the researcher concluded that narrative is a text which tells a story. The purpose is to present a view of the world that entertains the reader or listener.

b. Genre of Text

According to Koski Kaarina (2016:11), Genre is a fundamental term in the analytical vocabulary of many disciplines. Its use has varied considerably over time, by location, and by field of study. In addition to its function as an analytical tool, the term genre is used in standard language to denote a style or category of art, music, or literature.

According to Knapp Peter (2005:21) genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, the genre is place occasion, function, behavior, and interactional structures: it is very rarely useful to think of it as a kind of 'text'; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being

able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift. Rakhmi Annisa (2012:1) stated that of genre text, they are recount, procedure, narrative, report, explanation, and argument.

2.2.3 General Concept of Narrative Text

a. Definition of Narrative text

According to Knapp Peter (2005:221), state that narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’. Story-writing, therefore, has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language. The first point we would want to make, therefore, is that this genre, while being universally popular, is far from natural; nor is it easy to simply ‘pick up’ for a significant number of students.

The narrative is also a ‘big’ or macro genre in that it can easily accommodate one or more of the other genres and remain dominant. Countless books have been written about narrative and it is outside of the scope of this chapter to deal with anything more than the types of narrative that primary school-age students are expected to write. Our aim, therefore, is

to provide a sound basis for teaching the basic techniques of narrative writing so that students may proceed beyond primary education to develop, and even break out of, some of the generic boundaries established here.

b. Generic Structure of Narrative Text

The generic structure of the narrative is orientation, complication, resolution. The first is the orientation. Introducing participants and informing the time and place is on the orientation. The characters, settings, and time of the story are built-in introduction. *Who* in the story, *when* the story is taking place and *where* the action is happening is shown in orientation. Second is the complication. Description of rising crises which influence what happens in the story is created in complication. The third is the resolution. The way of the participant to solve the crises in the complication is called resolution. Happy or sad, better or worse can be the resolution of the story.

c. Language Features of Narrative Text

The narrative text has many items of its language features. The first is focused on the specific and usually individual participants. For instance: in the legend of Malin Kundang, the specific participant of the story is Malin Kundang. Second is using simple past tense with the relational verb and action verb, active/passive forms, and direct/indirect

speech. The narrative usually applies it to telling something or give specific information. What the actor doing in the story is called an action verb. The examples go, searched, tried, trapped, etc. Third, it uses temporal conjunctions. To make the story comprehensible to the reader or listener, the conjunction is used to indicate time or sequence time. Fourth, it uses mental processes or mental verbs. It is a verb that refers to mental states, such as emotions, attitudes, desires, perceptions, etc. The examples are: feel, want, like, need, wonder, and so on. The last, Narrative uses saying verbs. Saying a verb or communicating verb is used in the dialogue between the participants. For instance: said, answered, talked, and proclaimed.

d. The Example of Narrative Text

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to the sea to catch fish. After getting fish he

would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on the coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness about being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her

mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that, he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was too late for him to avoid his curse; he had turned into a stone.

2.2.4 General Concept of Media

a. Definition of Media

In general, the media is a tool to convey information or messages from a place to another place. Media is used in the communication process, including activities to learn how to teach. According to I Wayan Santyasa (2007: 3) in Sahid, the learning process contains five components of communication, namely the teacher (communicator), learning materials, media learning, students (communicant), and learning objectives. So, learning media is anything that can be used to channel messages (material learning), so that it can stimulate students'

attention, interests, thoughts, and feelings in learning activities to achieve learning goals. Learning media is an integral component of the learning system. That is, learning media cannot separate from the learning process. Without learning media, the learning process can't happen. Every teaching and learning process requires the selection and use of at least one medium to convey learning.

Because learning media contains information that can be knowledge as well as a means for students to carry out learning activities (reading, observing, trying, working on problems, answering questions, etc.), then the media learning is closely related to learning resources. Learning resources are everything that can be used by students to facilitate the learning process to achieve their learning goals effectively and efficiently.

Media is a facilitator or tool used by the instructor to convey information or knowledge in teaching and learning. If the media contain learning aims, it can be named the media of learning.

From the explanation, it can be concluded that media is very important in the teaching-learning process. Learning media given benefits to the teaching-learning process such as making clear of the presentation of materials, arising students' learning motivation and students' interaction,

coping with the limitation of sense, space, time, and providing an equal experience for students about phenomenon happens around them. In short, it facilitates learning and fosters interaction and communication. Furthermore, many types of media can be used by teachers in teaching. However, the teachers should be able to select the most appropriate media by considering many aspects such as the learning goals, the students' character, and the learning environment.

b. Types of Media

Media can be in the form of the material (software) or tool (hardware). According to Gerlach & Ely (in Prof. Dr. Nizwardi 2016) if the media is understood in a broad outline is human, material, or events that build conditions, which cause students to be able to obtain knowledge, skills, or attitudes. So, according to this understanding, the teacher, peers, books, school environment, and outside the school for a student are the media. This understanding is in line with the limitations conveyed by Gagne (1985), which states that the media are various types of components in the student environment that can stimulate learning.

According to I Wayan Santyasa (2007: 3) in Sahid state that some examples of instructional media include traditional

media (blackboards, textbooks, handouts, modules, display sheets, worksheets, real objects, OHP slides, videotapes or films, teachers, etc.), mass media (newspapers, magazines, radio, television, biscuits, etc.), and media new ICT-based learning (computers, CDs, DVDs, interactive videos, the Internet, systems multimedia, video conferencing, etc.).

Judging from its shape, learning media can be grouped into:

1. Visual Media: media that can display information in a form that is only can be seen or read, for example, pictures, photos, graphics, diagrams, charts, posters, cartoons, comics, books, etc.
2. Media Audial: media that can present information in a form that is only can be heard, for example, a radio, tape recorder, language laboratory, MP3 player, etc.
3. Projected still media: media that requires a projector to display information in the form of still images/writing, for example, slide transparencies, slides Powerpoints, microfilms, etc.
4. Projected motion media: media that requires a projector to display information in the form of moving pictures/writing, for example, film, television, video (VCD, DVD, VTR), computers, and the like.

While a media can not convey certain forms of information necessary for learning (for example, books cannot convey specific information sound or moving images), there is information or learning material needed needs to be conveyed through some learning media (for example sound can be played through a cassette player or MP3 player, videos can be shown through the video player and television or computer. Some media might need to be used simultaneously in learning with a specific purpose.

c. The benefit of Teaching Media

A media of learning. Learning media is an instrument in the learning process both inside and outside class. According to Sudjana & Rivai in (Anwariningsih S : 2013) suggests there are some benefits of learning media in the learning process, namely: (1) learning will be more interesting so it will cause the learning motivation to the students, (2) material study will be easy to understand and allows students to control and achieve the learning goals, and (3) teaching methods will be more variation through verbal communication from the teacher explanation. The student is more doing activities in learning not only listening to the teacher description but also doing other activities such as observing, performing, demonstrating, acting, and others.

2.2.5 General Concept of Games

a. The Nature of Games

According to Caillois Roger (2001:15), state the game is for each player to have his superiority in a given area recognized. That is why the practice of agon presupposes sustained attention, appropriate training, assiduous application, and the desire to win. It implies discipline and severance. It leaves the champion to his own devices, to evoke the best possible game of which he is capable, and it obliges him to play the game off within the fixed limits, and according to the rules applied equally to all, so that in return the victor's superiority will be beyond dispute. Games also process so many different characteristics that many approaches are possible. Current usage sufficiently demonstrates the degree of hesitance and uncertainly: indeed, several classifications are employed concurrently. To oppose card games to games of skill, or to oppose parlor games to those played in a stadium is meaningless. In effect, the implement used in the game is chosen as a classification required; in a third, the number of players and the atmosphere of the game, and lastly the place in which the contest is waged.

b. Benefit of Game

Games not only motivated students to offer an interactive learning environment in a fun way, but also it provided many

positive features. Shatz and Loschiavo said that lighten the mood and greater creativity were facilitated by games. Games also boosted students' interest and morale.

Mc Callum explains several advantages of games such as

- 1) Games can make student focus and bring students' attention specific structure, grammatical patterns, and vocabulary items.
- 2) Games can be used as reinforcement, review, and enrichment.
- 3) Games involve equal participation from both slow and fast learners.
- 4) Games can be adjusted to suit the individual age and language levels of students.
- 5) Games contribute to an atmosphere of healthy competition, giving an outlet for creative use of natural language in a comfortable situation.
- 6) Games can be used in any language teaching situation and with all skill areas such as reading, writing, or listening.
- 7) Games provide fast feedback for the teacher.
- 8) Games ensure maximum student participation for a minimum of teacher preparation.

2.2.6 General Concept of Snakes and Ladders Games

a. Definition of Snakes and Ladders Game

According to Whitebread, D (2019:243), Games can also be used to teach vocabulary and encourage communication. Work from our team has shown that children who played a Snakes and Ladders-type game that reviewed word meanings as part of the gameplay showed greater knowledge of the words at post-test than children who took part in a non-game-based vocabulary review (Hassingier Das et al., 2016). A similar study found that elementary school children with reading disabilities who took part in a games-based curriculum in their classroom showed significant improvement in reading skills (Charlton, Williams,& McLaughlin, 2004).

Thus games may be an effective way to teach both vocabulary and literacy. The aim of the game, as with the traditional snakes and ladders, is to be the first player to reach the finish square, 100, by moving across the board, following the numbers from base to top, right and left, and so on.

The definition of Snakes and ladders game in the Oxford dictionary is “a children’s game played on a special board with pictures of snakes and ladders on it. Players move their pieces up the ladders to go forward and down the snakes to go back”. Snakes and Ladders is a children’s game played on a board that has a picture of snakes and ladders. It is played between two or more players on a game board having numbered, gridded squares. Some "Ladders" and

"Snakes" are pictured on the board, each connecting two specific board squares.

The object of the game is to navigate one's game piece, according to die rolls, from the start (bottom square) to the finish (Top Square), helped or hindered by ladders and snakes respectively. The historic version had roots in morality lessons, where a player's progression up the board represented a life journey complicated by virtues (ladders) and vices (snakes). The game is a simple race contest based on sheer luck and is popular with young children.

Snakes and ladders game is a board game played by two or more people. Snake and ladder games are expected to increase student interest because the game is easy to do, simple rules and educating approval are given a positive theme. Besides the snakes and ladders game makes students more active because students can be asked directly in learning.

b. Steps

In these steps, the researcher takes steps of snakes and ladders game from Mario Rinvoluceri (1984) to entitle Grammar Games, but the researcher modifies it according to need. The steps are:

- 1) Divide the class into a pair group. Give a board, die, and paper which consists of narrative text to each pair of the group.
- 2) Every group consists of 5 students, 2 students become group A, 2 students as group B, and 1 student as judge who brought the key answer of the sentences.
- 3) Give the key answer of analyzing sentences to the judge and ask him/her to save it and didn't show it to group A or group B.
- 4) Every pair of groups should read first on the text of the narrative before they answer the sentence which is correct or incorrect.
- 5) Explain that the game aims to get from START to FINISH. Some of the sentences on the board are correct and some are incorrect. Explain/demonstrate how you play:
 - a) The first player throws the die and advances to the square indicated. Some sentences must be analyzed whether it is true or false and, in the latter case, tries to correct it.
 - b) A player who lands on a square at the foot of a ladder must analyze the sentence true or false. If the students answer correctly, they can go up. And If they give the wrong answer, they should stay on.

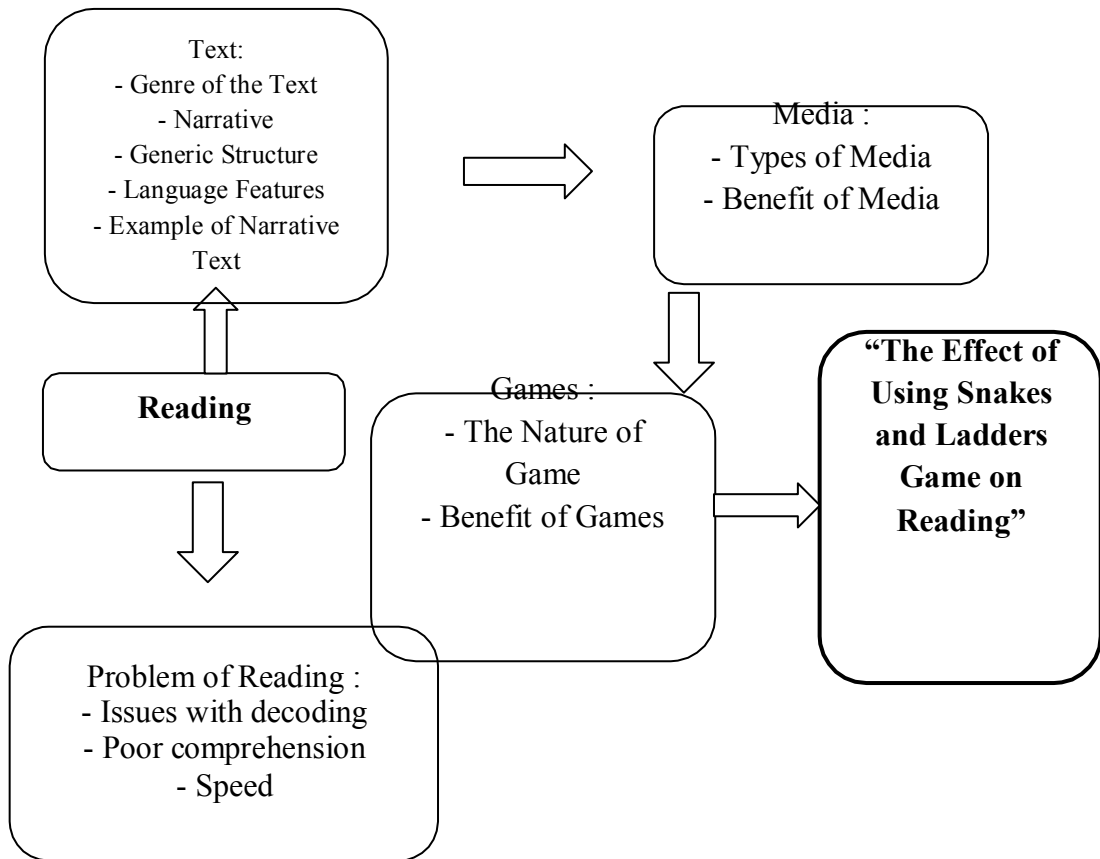
- c) A player who lands on the mouth of a snake must analyze the sentence true or false. If the students answer correctly, they can go up it. And If They give the wrong answer, they should stay on.
- d) A player who lands in the square which is no snakes or ladders and finds the sentence. They should analyze it.
- e) The judge was given the key answer. But the judge can't tell the correct answer to each person in a group before the player give the answer that the sentence true or false.
- f) The judge gives answers to the player if their answer is true, they can go up and if the answer is false they must on.
- g) The player who gives the correct answer 3 times, they must stop and let the other group play the game.
- h) The player who gives the wrong answer, must stop and let the other group play the game.
- i) The player consists of two students, they have to give answer for 10 seconds, and they can discuss the answer for 10 seconds. The player can't answer after 10 seconds, so, the game will be played by the other player.

- j) The judge writes the answer of group A or group B, the group who get a lot of correct answers and takes them to finish will be the winner.

2.2 Conceptual Framework

Reading is the process of seeing a series of written symbols and getting meaning from them. When we read, we use our eyes to accept written symbols (letters, punctuation, and spaces) and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us. Therefore reading is a very valuable skill and activity, and it is recommended that English learners try to read as much as possible in English. So, teachers make reading easier by encouraging and supporting students to do and practice it. The practice is needed to gain reading skills.

Through this snake and ladder game, it is expected that students can easily understand and comprehend the meaning of the reading, and improve their competence in reading so that students will be better at reading especially in reading narrative texts. In this snake and ladder game, it is very suitable for students because it can make students understand the narrative text, and actively think of answers to questions that will appear in the game or even correct statements in the narrative text.



CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research is a quantitative approach that used experimental research using the comparison technique to analyze data. According to Ary (2002:24) says that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The variable that is manipulated is called the experimental or independent variable. And, the variable is observed and measured is called the dependent variable. The experimental research is designed in which the writer manipulated at least one independent variable and its effect on one variable.

A quantitative research study is one that collected some of the numerical data to answer a given research question. And experimental research attempts to identify cause and effect relationships by conducting controlled psychological experiments. In this studied, the researcher used an experimental with the form of the true experimental design. Experimental research involved two groups; experimental group and control group. In this research, the researcher used cluster random sampling. In this study, the researcher used a pre-test – post-test control group design that will be seen in the table below :

Table 3.1.1
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	Q1	X	Q2
Control	Q3	-	Q4

Where :

Q1 : Pre-test for Experiment class

Q2 : Post-test for Experiment class

Q3 : Pre-test for Control class

Q4 : Post-test for Control Clas

3.2 Population and Sample

3.2.1 Population

Arikunto (2003:112) defines that population is a set (or collection) of all elements processing one or more attributes of interest. Researcher choose the students of eleventh grade as the population of this research.

3.2.2 Sample

Arikunto (2003:117) says that sample is a part of the population (part or representative of the population under study). The research sample is a portion of the population taken as a source of data and can represent the entire population In experimental group consists of 15 students and the control group consists of 15 students too. So, the total sample is 30 students.

3.3 The Instrument of Collecting Data

In this study, the instrument of collecting data is reading test. The data was collected by giving a multiple choice test which consists of 20 items to both the experimental and control group.

3.4 The Procedure of Collecting Data

Pre-test

Pre-test is given to both classes before treatment. The teacher gives some questions in the form of narrative text to students. This pre-test is useful to know the extent of students knowledge of reading comprehension. The function of this pre-test is to measure the average scores of the experimental and control groups before receiving treatment.

Treatment

The treatment is given to experimental group by using Snakes and Ladders game meanwhile, in control group wa taughty by the teacher without using snakes and ladders game. The material give in the control group is similar with the material in experimental group.

Table 3.4.1 Teaching Procedure for the Experimental Group

Activity	Teacher	Student
	Opening - The teacher greet the students -The Teacher check the	- The students reply the teacher greeting - The students answer the

	attendance of student -The teacher does the brainstorming by asked the students about classrooms.	presence - The students describe what they saw, feel about classrooms.
Stage I	Main Activities The teacher explain about Narrative Text (definition, generic structure, and language feature) and Snakes and Ladders Game (Defenition and How to play and the role of snakes and ladders game) - The teacher divides students into five members in each group. - The teacher prepare media to students and the teacher gives an example for students in snakes and ladders game	- The students listen carefully the teacher's explanation. - The students sit in their own group - The students pay attention to the examples explained by the teacher.
Stage II	- The teacher gives the media such as Snakes and Ladders game and the teacher ask student to identify wrong and true sentences that including in snakes and ladders game.	- The Students must understand the content of the text before started the game and answer questions in the game.
Stage III	- -The teacher let them play alone but, supervised by the teacher and one text only once, no more games. - Teacher gives time to play only 25 minutes.	- The students will work together to answer these questions and students only play once.
Stage IV	- The teacher will provide training to hone their reading skills by gives plus points for the team win in the game	- The students try to win in games and get a plus point.
	Closing	

	- The teacher and students make the conclusion together	- The teacher and students make the conclusion together
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Table 3.4.2 Teaching Procedure for the Control Group

Teacher	Students
Opening The teacher greets the students	The students replay the teacher
Main Activity - The teacher explains Narrative text - The teacher give the example of narrative text - The teacher asks the students to read the text and answer the questions given by the teacher	- The students listen carefully to teacher's explanation - The students do the instruction from their teacher
Closing - The teacher collects the students' works - The teacher evaluats the students' works	- The students deliver their works

Post-test

The writer gave post-test to the students after treatments had already done by using Snakes and Ladders Game in Experimental group and Control group without Snakes and Ladders Game. The writer gave the post-test will the same questions likes in pre-test to all students in two classes. Finally after time was up the students collected the paper and the teacher checked the students paper.

3.5 Validity of the Test

There are two important concepts of language testing. They are validity and reliability.

3.5.1 Validity of the Test.

The validity is an important quality of any test. This is a condition in which a test can be measured what will be supposed to be measured. According to Arikunto, a test is valid if it measures what it purpose to be measured. The measurement showed the validity of the instrument. The validity of an item could be known by doing item analysis.

Table 3.5.1 The Table Rubric for Comprehension

	Literal	Inference	Critical	Creative
Key Concepts	Characters, setting, problem, plot detail	To understand the message and the purpose of the story.	To know the parts and structure of the text.	Information obtained from the story. Meaning from the story. Imagination sparked by story.
Questions To Ask	-Who are the main characters in the story? -Where does the story take place ?	-What is the synonym of the word "envious" -The synonym of "Tender" is ?	-The organization of the text above is ? -The generic Sturcture of the text is ?	-From the passage we learn about ? -What is the purpose of the writer by writing the story above?

Table 3.5.2 Table of Test Specification

Types of Questions	Kind of Test	Test Items	Score
Main Idea of Narrative Text, the purpose of the story, the story talk about.	Multiple Choice	12	60
Synonym, meaning, phrase.	Multiple Choice	2	10
Generic Structure of the text	Multiple Choice	3	15
Value of the text	Multiple Choice	3	15
Total Score	-	20	100

3.5.2 Reliability of the Test

Arikunto (2010:178) says that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answers. If the data appropriate to the fact, the result would be the same although it was exercises many times, it means that reliability refers to the consistency of the measurement.

In order to find out whether the test reliable or not, the writer used the formula of Kuder Richardson (KR₂₁) in Arikunto (2010:283) as following:

$$r = \frac{K}{(K-1)} \left[1 - \left(\frac{M(K-M)}{K(S)^2} \right) \right]$$

Where :

r : Reliability of Instrument

K : The number of items in the test

M : The mean of the test score

S : Standard deviation of the test score.

The calculation shows that the reliability of instrument of the test was

R = 0.0 – 0.20 = the reliability is very low

0.20 – 0.40 = the reliability is low

0.40 – 0.60 = the reliability is fair

0.60 – 0.80 = the reliability is high

0.80 – 1.0 = the reliability is very high

3.6 The Technique of Analysis Data

After teaching Narrative test by applying Snakes and Ladders Game the writer used a statistical to analysis data. In order to find out the result of the test whether it is statistically significant, the writer applied t-test.

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where :

t = the effect

M_x = mean of experimental group

M_y = mean of control group

dy² = the deviation score of control group

dx² = the deviation score of experimental group

N_y = the sample of control group

N_x = the sample of experimental group

3.7 The Procedure of Analyzing Data

The procedure of analyzing data was done as following:

1. Find out the mean score of each group by using:

$$M = \frac{\Sigma d}{N}$$

Where:

M = mean

Σd = total score

N = sum of the students

2. Tabulating the data for control group and experimental group
3. Comparing the score of pre-test and post-test by using t-test
4. Conclude the findings and answer the hypothesis.
5. Write the findings.

3.8 Testing Hypothesis

The writer used this formula to test hypothesis:

$$H_a = M_x > M_Y$$

$$H_o = M_x > M_Y$$

Where:

H_o = null hypothesis

H_a = alternative hypothesis

M_x = the mean score taught by Snakes and Ladders Game

M_y = the mean score taught without Snakes and Ladders Game.