CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, questions of the research, objectives of research, significance of the research, and scope and limitation. Definition of the key terms and organization of the research are also presented in this chapter.

1.1   Background of Research

In Indonesia English is one of several foreign languages which are taught at school from various level of education. Learning English as a foreign language is more difficult than learning the national language or mother tongue. This is because foreign language has aspects and systems that must be understood by the students or learners, such as pronunciation, spelling, language and cultural backgrounds are entirely different. In addition, we also remember that there are several important factors in learning a foreign language, most of which will affect the students, or learners in mastering the language. Broughton explained about teaching English as a foreign language (1993: 5); there are two main types of motivation in learning a foreign language are instrumental and integrative. When people learn foreign languages instrumental, he needs for operational purposes to be able to read books in the new language, to be able to communicate with other speakers of that language. Tourists, salesman, clear science students are motivated to learn English instrumental. When people learn foreign languages for the purpose of integrative, he tries to identify more closely with the community

language that uses a variety of languages; he wants to feel at home in it, he tries to understand attitude and view of the world community.

Nowadays English is not only foreign languages that are considered difficult to learn, but English also seems to be a necessity. It is signed by the development of a number of English language courses everywhere. Carrion (2013: 1) describes "England can at least be understood almost everywhere in between scholars and educated people". English has been taught even from early childhood education. Good target school and many English language courses are expected to communicate using English fluently and smoothly. Communication is to convey meaning through the exchange of ideas, information, or an expression. Therefore, the English developed to achieve good communication skills in writing or orally. Based on the theory can be concluded that the ability to use a language other than English is not only a necessity but as an obligation that must be possessed by every learner.

It is true that when people learn a foreign language, they must have two types of motivation, instrumental and integrative. People will learn foreign languages instrumental if they want to read all kinds of books in the new language and being able to communicate with others in the language. Meanwhile, people will learn a foreign language in integrative purposes if they want to understand the attitude of other people or world view.

According to Lim (2014: 1) states when we think about the ability to speak English, there are four English language skills (listening, speaking, reading and writing), reading is the most stressed in the English language teaching and learning. Quite simply, without a solid reading, second language readers could not

perform at the level they need to be successful in reading. Thus, reading is not passive, but active, involving the readers in ongoing interaction with the text. Furthermore, reading constantly involves guessing, predicting, examine, and understand.

In reading, students can enjoy from time to time getting away from the usual pattern read stories or articles hard on sight. This is especially true of the better readers; what may not be desirable as a routine procedure has real value as an occasional variation. Reading is one of the skills that are important enough reading skills. So, teachers should provide the media in the learning process to spark their interest in improving reading skills. They can be a media audio, visual, or audiovisual. By using varied media, students are expected to enjoy and understand the English language learning. In this case, in the way they emphasize their reading skills.

By looking at the problem, it is important that the study of English, especially in reading to be done. Therefore, the researchers took the title of "The Using of Jeopardy Games in Teaching Reading Narrative Text Eighth grade in junior high school at MTS Al-Hikmah Sidorejo Mojokerto ". In addition, teaching reading comprehension by using media jeopardy games.

Researchers examined this title because sometimes overlooked in language teaching reading. Many teachers focus on presenting and practicing their language skills to practice speaking and listening in class they may arrange for the homework assignment. As Pollard (2008: 4) says "Reading is considered by many to be the overlooked aspects of language teaching". Moreover, the reason why teachers use these games is so that the students interested and learning becomes

active and not passive and able to develop their way of thinking and be able to increase their courage confidence in learning English.

1.2   Questions of the Research

The researcher formulates the following major study questions:

1.2.1   How are the techniques of jeopardy game used in teaching reading narrative text Eighth grade in junior high school at MTs Al-Hikmah Sidorejo Mojokerto ?

1.2.3   How do the students response toward the use of jeopardy game in teaching reading narrative text Eighth grade in junior high school at MTs Al-Hikmah Sidorejo Mojokerto ?

1.3   Objectives of the Research

Derived from the questions above, the objectives of the research are:

1.3.1   To find out the implementation of the techniques in using jeopardy game in teaching reading narrative text Eighth grade in junior high school at MTS Al-Hikmah Sidorejo Mojokerto ?

1.3.2   To describe response the student Reading narrative text after having a class in eight grade student of MTS Al-Hikmah Sidorejo Mojokerto?

1.4   Significance of the Research

This research has significance in both practical contribution and theoretical contribution. In practical contribution it can make teacher know how to teach reading using jeopardy game to make the students feel not bored and love learning English, and then can make students understanding what they read. According to Hayden (2012:2) "Reading comprehension

can make student understand what they read and they can make meaning from the word on the pages".

While theoretically this research contributes any information in developing teaching technique of the using jeopardy game in teaching reading narrative text in the eighth grade at MTs Al-Hikmah Sidorejo Mojokerto.

1.5 Scope and Limitation

In this research, researcher makes the scope in reading narrative text. The limitation that the researcher focuses on technique of the using jeopardy game in teaching reading narrative text in the eighth grade at MTs Al-Hikmah Sidorejo Mojokerto.

1.6 Definition of Key Terms

1.6.1 Reading

One of English skills that focus on extracting the important point from written language. Reading is great source of language learning and reading skills is a major focus in the study discussed later assisted with the English speaking and listening skill " Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening"(Richards 2001:6).

1.6.2 Narrative text

A narrative text has a social purpose to entertain the reader through a real experience or an imagination (Kistono et al,2007:101). Narrative text kind of text that begins the story with orientation, continued to problematic parts and then ended with then resolution

of the problem. The story is usually amusing and using to entertain the readers.

1.6.3   Jeopardy Game

Friedman (2005:12) stated that:

> "Jeopardy game is an exciting interactive game brings the sights and sounds of the TV show Jeopardy! To your classroom. From the moment students hear the distinctive Jeopardy! Theme music, they'll be immersed in an entertaining multimedia experience. Developed in cooperation with the creators of the award-winning quiz show, Classroom Jeopardy! Plays just like the television version with one important difference: the content is tailored by you, the educator, to align with your own curriculum. When it comes to classroom use, most multimedia games are hit and miss: they might cover some of the concepts in your curriculum, but they may also include content your class hasn't studied. The developers of Classroom Jeopardy! Recognized this simple fact as you are the authority on what your students should know. While Classroom Jeopardy! Includes several preprogrammed sample games, and other preprogrammed games are available separately, it's easy to design custom games just for your student