

# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

Reading is the ability to understand what students read where words have context and texts have meaning. Reading skill allows them to read proficiently, learn effectively and to conceptualize. These skill are basically based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skill, students must continually focus on decoding letters and words, rather than progressing to meaning and understanding.

Reading as an effective skill usually receives a special attention, this can be verified by examining high school books which are generally developed by focusing mainly on readings. Despite this fact, majority of students are not competent in reading comprehension and they usually admit having different difficulties in reading. In order to improve reading as an important skill, different researcher in different parts of the world, have determined the possible sources of the problem and have proposed different solutions to enhance students' reading comprehension.

The preliminary study was done by observation to the ninth grade students of SMP Islam Diponegoro Surakarta. Based on the observation, the researcher found that most of the students felt difficult to read the text given by the teacher. Beside, the students could not answer the questions in the text especially several text vocabularies. So that the atmosphere in the classroom became inactive and there was no interaction between students and teacher in the learning process.

Considering the condition above, the researcher tried to observe the teaching technique that the English teacher used in teaching reading. This study sought to investigate the effect of using short stories (as a part of literature) on the reading ability of learners. The students sometimes found some difficulties to develop their reading skill especially when they have to explain

the moral value of the story, because they had the lack in understanding reading that have been taught. To avoid that, teacher should make students develop their skill, make the classroom more interesting and the teacher needs some interesting technique in teaching process.

Based on the observation in the school, the researcher found that some of the English teachers used some interesting games as a teaching technique in the reading activity. The researcher assumed that using games as teaching technique and using short story as teaching media could give contribution in making the learning activity became enjoyable and effective.

In this research, the researcher was interested to observe one of the teaching technique that the teacher used in teaching reading. The teacher used *Fly High and Catch Me* game. The purpose of the implementation of this game was that the teacher wanted to make the students had a better understanding in reading a short story text, especially in narrative text. The teacher wished that by using this game, the students could feel motivated, and felt excited to learn about reading. The teacher wanted to change the students' mind sets that reading was difficult. Reading activity could be fun, entertaining, and exciting. The researcher chose a topic on her research entitled "The Implementation of *Fly High and Catch Me* Game as Teaching Technique and Short Story as Teaching Media in Teaching Reading Activity for the Ninth Grade Students of SMP Islam Diponegoro Surakarta in the Academic Year 2018/2019."

## **B. Scope of the Study**

Based on the background of the study, the researcher gave attention and focused on observing reading skill of ninth grade students in SMP Islam Diponegoro Surakarta using *Fly High and Catch Me* games in teaching reading activity. She gave the explanation to the English teacher about activity in the class. It is about how to make the students interested to the lesson and the teaching learning process more effective. By using games in the short story reading activity, students can be motivated to read and enjoy the reading lesson in the class.

The researcher and English teacher agreed to use games in the reading activity using short story as the media. By using short story, students would not get a lot of difficulties while they read because the stories are

interesting and enjoyable.

### **C. Research Questions**

1. What are the procedures of the *Fly High and Catch Me* game in teaching reading activity?
2. What are the problems that the teacher faces from applying the *Fly High and Catch Me* game in teaching reading activity?
3. How does the teacher solve the problem that she faces from applying the *Fly High and Catch Me* game in teaching reading activity?
4. What are the students' responses towards the implementation of the *Fly High and Catch Me* game in teaching reading activity?

### **D. Objectives of the Study**

1. To describe the procedures of the *Fly High and Catch Me* game in teaching reading activity.
2. To describe the problems that the teacher faces from applying the *Fly High and Catch Me* game in teaching reading activity.
3. To describe the solution of the teacher to solve the problems from applying the *Fly High and Catch Me* game in teaching reading activity.
4. To describe the students' responses towards the implementation of the *Fly High and Catch Me* game in teaching reading activity.

### **E. Significance of the Study**

1. Theoretically, the result may be used to support the existing theory on the implementation of game technique and short story as media in teaching reading.
2. Practically, the findings of this study were expected to give some advantages for the students, the teacher, and other researchers.

a. For the students, by learning reading using game technique and short story as media, the writer hoped that students could take some advantages for their reading ability and understand the meaning of a story and get more useful vocabularies.

b. For the teachers, a contribution to English teachers concerning how to improve their quality of teaching and learning process in reading achievement, so that the objectives of the English teaching program especially in reading goals can be achieved.

c. For other researchers, the writer hoped that she may study and get more information for the problems in improving reading comprehension.