TEACHING READING BY USING VERBAL FOOTBALL GAME TO THE EIGHTH GRADE STUDENTS OF IGNATIUS JUNIOR HIGH SCHOOL OF PALEMBANG

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Abstract: The main problem of this research was" Is it effective to teach reading by using verbal football game to the eighth grade students of Ignatius Junior High School Palembang?". The objective of this research is to find out whether or not it is effective to teach reading by using verbal football game to the eighth grade students of Ignatius Junior High School Palembang. This research used pre-experimental design. The population of this research was taken from the whole of the eighth grade students of Ignatius Junior High School Palembang in the academic year of 2017/2018 with the total number of students was 61 students. The sample was class VIII.1. There were 30 students being selected by using convenience non random sampling. The data were collected by using written test with the total numbers of questions were forty (40) questions in the form of multiple choice items and analyzed by using matched t-test calculation. The result of the research showed that there was progress in students' reading skill and achievement. The findings showed that there was a significant difference between the pre-test and post-test results, the average score in the pre-test was 5.11 while in the post-test was 7.88 with $\alpha = 0.05$ and df = 29 the critical value of t was 1.697. From the result of matched t-test calculation, it was found that the value of t-obtained was 13.83. The result of matched t-test calculation proved that t-obtained (11.54) is higher than t-critical (1.697). It indicated that the alternative hyporesearch (Ha) was accepted and null hyporesearch (Ho) was rejected.
Keywords: Teaching, Reading, Football, Games

INTRODUCTION

Reading is a constantly developing skill. Like any skills, the reader gets better at reading by practicing. Conversely, if the reader does not practice, the reader will not get better and the reader's skill may deteriorate. Reading practice is what helps us became better readers (Johnson 2008:4).

Johnson (2008: 3) states reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place.

Furthermore, reading is the act of linking one idea to another. Putting idea together to create a sensible whole is the essential part of reading.

Based on the interview with the teacher of English at Ignatius junior High School, Minimum Achievement Criteria of Junior High School was 70. But, it was found that just 45% from 65 students in the Eighth Grade who reached and above the Minimum Achievement Criteria score. It was assumed that the success of teaching reading influenced by some factors: some of them that should be mentioned here are method for instruction used by teachers. To find the suitable method for the students, the teacher of English should be realized the conditions of the students, their abilities, motivation, attitude, and way of learning. Jaya & Habibi (2016) state that teachers should know how to manage the classroom, how to develop and improve the students' ability in reading. To make the students interested in their reading, the teacher should give the variation in teaching reading. Game was one of the strategy that could

help the teacher to improve the variation in teaching reading. In this case, the researcher chose game to be appropriate method because game can motivate the students more interested to learn English and can increase their understanding in reading.

According to Richards,et.al., (2002:219) game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic methods.

Furthermore, Loannou (2010:1) states games are a valuable for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children as regards structure, rules, etc. In this case verbal football game

was the suitable game to use in learning reading.

Verbal football game is a team game that has many advantages for the teacher and the students. Verbal football game can help the teacher to improve the students'ability after reading activity. This one of challeging game that can increase their cohensive each other in the class. This game can improve and share many information in the certain topic while the learning process ongoing. Teaching reading by using verbal football game developing and improving for the students. They can be interested to research English. So, in this case, the writter applied a game to solve the problem. So, the writter tried to solve this problem with **"TEACHING READING BY USING VERBAL FOOTBALL GAME TO THE EIGHTH GRADE STUDENTS AT IGNATIUSJUNIOR HIGH SCHOOL OF PALEMBANG."**

Formulation of the Problem

The problem in this research was formulated in the following question: Is it effective to teach reading by using verbal football game to the eighth grade students of IgnatiusJunior High School of Palembang?.

LITERATURE REVIEW
Teaching

According to Brown (2000:7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that the teachers' functions are as facilitator, guide, motivator and manager. As a facilitator, a teacher provides facilities such as circumstances, equipment, etc. That make learners possible or eassy to learn. As a guide, a teacher shows or helps learners to learn how to do something and understanding knowledge. As motivator, a teacher stimulated the interest of learners and as a manager, a teacher arranges information and environment for the learners to learn. Teaching is also point out as an interactive process between the students and the teacher and amoung the students themselves.

Furthermore, according to Brown (1987:7) as cited by Nandasari (2011:6), teaching as a

skill for demands the ability attained from relevant theories and practice to assist the students expertly in learning. So, that they are able to gian linguistic and communicative competence in the target language. In other words, science help the teachers to be informed in contributing to an understanding of learning and language, but it is the artistic aspect of teaching that require him/her to uniquely interpret and apply the scientific in making the chices for any given among the methodology option that exist.

Reading

According to Richards, et. al., (2002:443), reading is perceiving a written text in order to understand its content. Furthermore, Murcia (2001:188) as cited by Natalia (2011:5) states reading is highlighted the need for readers to develop essential reading process and abilities such as rapid word recognition, vocabulary development, text srtucture awareness, and strategic reading (as opposed to learning individual strategies) where all researches recognize that the actual ability to comprehend texts comes

about through reading, and doing a great deal of it, as the core of reading instruction.

A good way to understand reading is to consider what is require for fluent reading, where especially good readers, typically do all of the following ; (1) Read rapidly for comprehension ; (2) Recognize words rapidly and automatically (without seeming to pay any attention to them) ; (3) Draw on a very large vocabulary store ; (4) Intergrate text information with their own knowledge ; (5) Recognize the purpose for reading ;(6) Comprehend the text as necessary ; (7) Shift purpose to read strategically ; (8) Use strategies to monitor comprehension ; (9) Recognize and repair miscomprehension ; (10) Read critically and evaluate information. Where using these characteristics of fluentreader to create an expand definition of reading reveals the multiple skill and strategies that learners need in orderto become fluent readers.

Reading Comprehension

According to Lems, et. al., (2010:170), reading comprehension

is the ability to construct meaning from a given written text. In other word, reading comprehension is not a static competency; it varies according to the purposes for reading and the next that is involved. When the prerequisite skills are in place, reading becomes an envolving interaction between the text and the background knowledge of the reader.

Komiyama (2009:32) states reading is an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and in school. With English being the dominant language of the Internet, international business, and academia (including science), beginning and advanced students alike face pressures to develop their second language (L2) reading abilities.

The teacher can know whether the students comprehend a reading text or not by ; (1)say the meaning of some words, (2) say the main ideas of paragraph, and (3) answer some questions about spesific information.

Descriptive text

According to Kane (2000:352) description is about sensory experience- how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Furthermore, description is a type of written text, which has the specific functionto give description about an object (human or non human) .

Jaya (2017) There are the characteristics based on descriptive writing or text, below; as a feature, description is a style of writing which can be useful for other variety of purposes as to:

1) Engage a reader's attention
2) Create characters
3) Set a mood or create an atmosphere
4) Being writing to life

Verbal Football Game
Definition of Verbal Football Game

According to Richards,et.al., (2002:219) game is an organized activity that usually has the following properties: a particular task

or objective, a set of rules, competition between players, and communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic methods.

Loannou (2010:1) states that games are a valuable for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children as regards structure, rules, etc. In the other words, Ginnis (2008:187), adds that the aim of verbal football game is to test knowledge and understanding of the students in reading comprehension.

In this case , Ginnis (2008:187) states that verbal football game is game with several rules of football, such as two teams, coin toss, question as the ball, red and yellow card, etc. This game is good for review of reading ability by short question. This game can be use as a pre-assesment, to see who knows what about a topic of text before or after teaching reading, or even mid may through, to see how much they retained.

Furthermore, the aim of verbal football game is to test knowledge and understanding of the students in reading comprehension. Students are often motivated by competition (extrinsic motivation can be a good thing). The students also will be motivated to make sure their team knows the topic so there is more buy in to the preparation. Students will listen and evaluate each other's responses, increasing their own learning. This is often fun and appealing to students.

Procedure of Verbal Football Game

According to Ginnis (2008:187) ,the Procedure of Verbal Football Game are as follows:

1) Divide the class into two teams and each team appoint a captain. Each team should be about equal balance of understanding and ability. The topic is about text that has given.

2) A coin is toss (or similar) for which team goes first.

3) Teacher as the referee, asks question and the team with 'possession' answers. If they get the corret answer, the 'ball' gets passed to another team member who gets asked a different question, if it's correct the 'ball' keeps passing to other team members. If a question is wrong then the opposition has a chance to answer the question.

4) Questions should allow for short, closed responses. This is very useful for content review, but less useful for concept review.

5) Teacher will need a minimum of 20 questions of varying difficulty. Questions should be in random order so no student is aware of the level of difficulty before being asked and any student could be asked any question.

6) Fouls are committed by shouting out when its not your turn, arguing with the ref and answering when ineligible. Refs are encouraged to use yellow and red cards.

7) Winning team is the one with the most goals at the end the session.

RESEARCH PROCEDURE
Population

Arikunto (2010:173) states that a population is a set of all elements possessing one or more attributes of interest. Furthermore according to Fraenkel and Wallen (2012: 91-92), population is the larger group to which one hopes to apply the results. In other words, is the group interest to the researcher, the group to whom the researcher would like to generalize the results of the research. The population may be all the individuals of a particular type or a more restricted part of that group In this investigation, the population were all of the eighth grade students of Ignatius Junior High School of Palembang. The total number of the students was in the Table.

THE POPULATION OF THE RESEARCH

No	Classes	Number of the students
1	VIII.1	30
2	VIII.2	31
Total		61

Sample

Sample is a part of whole population of investigation (Arikunto, 2010:174). One class of the students was as the sample of this investigation. In the sample, the researcher used convenience non-random sampling because usually the teacher of English of the school determines which class can be involved as the sample. The result of non random sampling is class of VIII.1 as the sample of the research.

Method of Research

A pre-experimental method was usedwith the one group pretest and post-test design. Fraenkel and Wallen (2012:269) states that "In the one group pretest and post-test design, a single group pretest and post-test design, a single group is measured or observed not only after being exposed to a treatment of some

sort, but also before". The pre-experimental design also used because the researcher tried to investigate the score achievement in comprehending a reading text was investigated by using verbal football game by comparing the students' score before the treatment and after the treatment.

Research Variables

According to Richards, et. al., (2002:576), variable is a property whereby the members of a set or group differ from one another. There are two kinds of variables in this research, independent variable and dependent variable. Independent variables are those that the researcher chooses to research in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable does to it, how it affects it (Fraenkel and Wallen, 2012:80).

In this research, the independent variable was the application of verbal football game in teaching reading comprehension about descriptive text. The dependent variable of this research is the students' reading skill.

Technique for Collecting Data

In collecting the data for this research, written test was applied. A test is a set of question or exercise and any devices or procedures for measuring skill, intelligent, knowledge or talent belong to individual or group (Arikunto 2010:266). In this research, the tests gave twice as the pre-test and the post-test. Pretest was given to the students in order to know how far the students' ability in reading by using vetbal football game before giving the treatment. After conducting the teaching by using verbal football game as the treatment, the post-test was given in order to know how far the students' reading mastery are by using verbal football game after having the treatment. The students assigned to answer the question from the teacher about the topic. Student who can answer faster would be

continue the game but student that could not answer faster would be replace by the next student at their team. The topic of tests has the same level of difficulty as in the pre-test. The topic in this research was Grand Omega Hotel, the Sydney Opera House, Situ Patenggang, Port Dickson Malaysia, Manna, Jatim Park. The time was allocated for about 2 x 45 minutes.

FINDINGS AND INTERPRETATION

The Finding of the Research

This part provides the following data (1) the students' score in the pre-test, (2) the students' score in the post-test, and (3) matched t-test calculation between the students' score in the pre-test and post-test.

Based on the data analyzed, it is found that the students' average score in the pre-test was 5.11 and post-test was 7.88. It shows that the results before and after giving treatment were significantly different. After giving treatment, the students' score were higher than before. The result of matched t-test calculation proved that t-obtained (11.54) is higher than t-critical

(1.697). For more information about the finding is described below.

The Students' Scores in the Pre-Test

The pre-test score was analyzed to measure students' previous achievement in reading descriptive text before conducting the treatment. In this research, the students were given a test about descriptive text in the form of multiple choice. The students had to answer fourty questions.

The result in the pre-test, which the highest score 7 and the lowest score 3.25. The average score of the pre-test was 5.1 which was categorized poor. **Students' Score in the Post-Test**

In this research, the post-test was conducted after the students had received the treatment in for six meetings. The students were given a test about descriptive text in the form of multiple choice and the students had to answer fourty questions as same as which was given in the pre-test.

The result in the post-test, the highest score was 9.25 and the lowest score 7.0 the average score of the post-test was 7.8. which was categorized good, the result was satisfactory, because it was the standard grade of Minimum Achievement Criteria. t obt (11.54) $\geq$ t table (1.697)

It was found that t-obtained which was gotten through matched t-test was 11.54 at the significance level of 0.05 for one tailed test and the degree of freedom (df) (n-1) = (0.05) (30-1) = 29, t-table is 1.697. Since tobtained is higher than t-critical (11.54>1.697), the alternative hyporesearch is accepted, and the null hyporesearch is rejected. It means that verbal football game in teaching reading by using verbal football game to the eighth students of IgnatiusJunior High School of Palembang is significantly effective.

The following chart shows the average students' score in pre-test based on the result.

Interpretation

Based on the findings in this research, the researcher would like to interpret that using verbal football game was effective in teaching reading comprehension to the eighth grade students of the IgnatiusJunior

High School of Palembang. It was assumed that teaching reading comprehension by using verbal football game could improve the students' reading skill in descriptive text.

Therefore, the researcher taught reading comprehension by using verbal football game to the class VIII.1, the researcher used descriptive text that taken from LKS Pupin. The researcher gave a reading text to the students and asked them to read. After that, the researcher asked the students to play verball football game. Before the game began, the researcher explained the rules. Next, the researcher divided the class into two teams, and choose one person to be capten of each team. The game countinue by toss a coin for which team goes first, and questions as the ball. Teacher as the referee, asks question and the team with 'possession' answers. If they get the corret answer, the 'ball' gets passed to another team member who gets asked a different question, if it's correct the 'ball' keeps passing to other team members. If a question is wrong then the opposition has a chance to answer the question. Teacher will need a minimum of 40 questions of varying difficulty. Fouls are committed by shouting out when its not your turn, arguing with the ref and answering when ineligible. Refs are encouraged to use yellow and red cards. Winning team is the one with the most goals at the end the session.

The students were enthusiastic learning reading by using verbal football game. By using verbal football game, it could encourage the students to be interested in learning English especially in reading and increased the students' achievement.

From the calculation of the t_{obtain} teaching reading comprehension by using verbal football game was effective because the scores in the post-test was better than pre-test scores. It was proven by the statistical result of pre-test with average score was 5.11 and post-test with average score was 7.88. The two test were different significantly after having received the treatment in several meetings. The finding showed that the result of post-test score is better than pre-test score.

The researcher analyzed by using matched t-test formula with α = 0.05 and df = 29 the critical value of t is 1.679. The result of matched t-test calculation proved that t-obtained (11.54) is higher than t-critical (1.697). It indicated that the alternative hyporesearch (Ha) was accepted and null hyporesearch (Ho) was rejected.

Conclusion

Based on the research of the findings and interpretations in the previous chapter, the researcher found out that verball football game was effective to use in teaching reading comprehension to the eighth grade students at IgnatiusJunior High school of Palembang. It was evidenced based on the result of the research that the students' average score in the post-test was 7.88 higher than the students' average score in the pre-test was 5.11, and the result of t-obtained (11.54) was higher than the t-critical value (1.697). It indicated that the research alternative hyporesearch (Ha) was accepted and null hyporesearch (Ho) was rejected.

Beside that by applying verbal football game is advantageous to encourage students to be active, and communicative, to give a chance to share their ideas, to help students to solve their problem, for example, to answer the questions, to increase the students' critical thinking and self-confidence in reading especially in descriptive text. So it could be concluded that it was effective teaching reading comprehension through verbal football game to the eighth grade students at IgnatiusJunior High school of Palembang.

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