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CHAPTER I INTRODUCTION

A. Background of The Problem

Since English is as an international language, students must be able to master English. English has four language skills, it means that students also should be able to master all of them. One of them is reading skill. Pang. Et al. (2003) argued that reading is a complex activity in understanding written text that involves both perception and thought and also consist of word recognition and comprehension process.

Reading is an important skill which has an important contribution to the success of learning language. Nuttal (1996) said that reading is an activity that is essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs comprehension to understand the context and get the new information of the text. The process to understand the text is called reading comprehension. According to Klingers (2007), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. In conclusion, reading comprehension is needed by students, to understand the text and to be easy to get information from the text.

State Junior High School 40 Pekanbaru is one of the educational institution in Pekanbaru that uses school based curriculum or KTSP. In order

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to accomplish students' need toward reading, School Based Curriculum (KTSP) provides reading as one of the skills in mastering English that must be taught and learned in Junior High School, the basic competence stated in this syllabus for the second grade is the students are able to comprehend the meaning of the short functional texts and essay such as *narrative, descriptive, report*, on daily life context and access the knowledge". In this research, the researcher focuses on *narrative text*. The research was conducted to know the students' ability in reading comprehension. Based on the syllabus, the score cumulative minimum standard (KKM) that has to be achieved by students for reading skill is 73.

Based on the researcher's observation and interview with the English teacher at *State Junior High School 40 Pekanbaru*, it was found that the second grade students had problems in reading lesson, especially in narrative text. It happened because the students seldom practiced to read English text. It seems that many of the students could not understand the meaning of the text and were slow to read the text, because they had just a few words to support their reading. Not only that, the teacher used the monotonous strategies to teach the students such as speech method and memorizing, so, the students felt bored in learning process. It can be seen in the following symptoms:

1. Some of the students are not interested in reading narrative text.
2. Some of the students are not able to identify the main idea of narrative text.
3. Some of the students are not able to identify inference of narrative text.



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4. Some of the students are not able to identify reference of narrative text.

Based on the phenomena above, the researcher assumes that most of students at the second year of Junior High School 40 Pekanbaru had difficulties in reading comprehension because of the in appropriate teaching strategy. In order to improve it, the researcher would like to apply a strategy that might help the students in reading comprehension namely spelling bee strategy.

According Cambridge Advance Learner's Dictionary (2008), spelling bee is a competition in which the winner is the person or group who is able to form correctly the highest number of the words they are asked to form, it means that spelling bee a way of teaching to the students in order to improve their reading comprehension.

Spelling Bee is not only going to improve student's vocabulary and pronunciation, but also can improve reading comprehension. We can see that if the students know many vocabularies in a text, it will help them to comprehend the text easily. Spelling bee is not just about memorizing word or letter which is from word, but it is a complicated thinking process.

According to Richek (2005), the purpose of spelling bee is to help students to improve their spelling, improve their vocabularies, learn concepts and develop correct English usage that will help them in their English lives. Vocabulary knowledge is one of the best predictors of reading achievement.

Based on the explanation above, the writer is interested in carrying out a research entitled: **THE EFFECT OF USING SPELING BEE GAME ON STUDENTS' READING COMPREHENSION AT STATE JUNIOR HIGH SCHOOL 40 PEKANBARU**

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B. The Problems

1. The identification of the problem

- a. Why are the students not interested in reading narrative text?
- b. Why are the students not able to identify the main ideas of narrative text?
- c. Why do the students' have lack of vocabulary?
- d. Why are the students not able to comprehend the narative text?
- e. Why do the students get the difficulties in answering exercise of narrative text?
- f. **Limitation of The Problem**

Dealing with the problems above, the researcher needs to limit and focus the problems of this research. The researcher attempts to use a new teaching strategy called THE EFFECT OF USING SPELING BEE GAME ON STUDENTS' READING COMPREHNSION AT JUNIOR HIGHT SCHOOL 40 PEKANBARU that refers to students' comprehension in reading a narrative text.

g. Formulation of The Problem

The problem of this research is formulated in the following research questions:

- a. How is the students' reading comprehension in narrative text taught by using Spelling Bee Game at State Junior High School 40 Pekanbaru?
- b. How is the students' reading comprehension in narrative text taught without using Spelling Bee Strategy State Junior High School 40 Pekanbaru?

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- c. Is there any significant difference between using and without using Spelling Bee Game on students' reading comprehension in narrative text at State Junior High School 40 Pekanbaru?
- d. Is there any significant effect on students' reading comprehension in narrative text taught by using and without using Spelling bee Game on students' reading comprehension at State Junior high School 40 Pekanbaru?

C. Objective and Significance of the Research**1. The Objective of the Research**

The researcher carries out this research for several objectives as stated below:

- a. To find out students' reading comprehension in narrative text by using Spelling Bee Game at State Junior High School 40 Pekanbaru
- b. To find out students' reading comprehension in narrative text without using Spelling Bee at Game State Junior High School 40 Pekanbaru
- c. To find out whether there is or not a significant difference between students' reading comprehension in narrative text by using and without using Spelling Bee Game at State Junior High School 40 Pekanbaru
- d. To find out whether there is or not a significant effect on students' reading comprehension in narrative text by using and without using Spelling Bee Game at State Junior High School 40 Pekanbaru.

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2. The Significance of the Research

- a. Hopefully, this research is able to benefit the researcher in learning how to conduct a research.
- b. To enhance the researcher's knowledge about teaching reading by using Spelling Bee Game.
- c. To give some information to the teacher about the effect of using Spelling Bee Game to students' reading comprehension.
- d. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Reason for Choosing the Title

1. The researcher is very interested in carrying out this research in order to know the effect of using Spelling Bee Game on reading comprehension.
2. The topic is relevant to the researcher as an English student of English Department of State Islamic University of Sultan Syarif Kasim Riau.
3. As far as the researcher is concerned, this research title has never been investigated by any researcher.

E. Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them as follows:

1. Effect

According to Manser (1995), effect is change caused by something. In this research, the effect means the result of Spelling bee

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toward students' reading comprehension at Junior High School 40 Pekanbaru.

2. Spelling bee game

According to Uranga (2003), Spelling Bee is a contest in which competitors are eliminated as they fail to spell a given word correctly it started a decade ago as a way to improve students' reading and comprehending skills students receive several clues to answer or to spell the words correctly, such as definition alternative pronunciation, kinds of word (noun, adjective, verb etc.) even the example of sentence which using does words. In this research, spelling bee is a strategy that is used by the writer to improve students' reading comprehension at Junior High School 40 Pekanbaru.

3. Reading Comprehension

According Cline et.al (2006) reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Furthermore, Cline et.al (2006) in their second definition state that reading is the process of deriving meaning from the text. Based on the experts statement above, the writer defines reading as the process of decoding and understanding a writing system into the spoken words they represent and at the same time analyze the meaning or the messages of the text by paying attention to the intonation, stressing and pronunciation.

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4. Narrative Text

According to Meyers (2005), narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some even in your life as if it were own. They not only understand the even, but they can almost feel it. The action, details, and dialog put the readers in these seem and make it happen for them. In this research, narrative text, is used in giving tasks to the students at Junior High School 40 Pekanbaru

