PROCEEDINGS

Seminar on: "Method of Writing Scientific Article and Publishing in International Journal"

Conducted by English Study Program of
Teacher Training and Education Faculty of
Nommensen HKBP University
Pematangsiantar
20th April 2017

Editors:
Prof. Dr. Selviana Napitupulu, M.Hum
Dr. Sanggam Siahaan, M.Hum
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Halaman Moeka Publishing

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PREFACE

This book reports the proceedings of Local Seminar on *"Method of Writing Scientific Article and Publishing in International Journal"* held by English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen at Menza of FKIP UHN Pematangsiantar on April 20th, 2017. The specific purpose of this seminar is to response the government policy (SK Dirjen Dikti No. 152/E/T/2012 tanggal 27 Januari 2012) stated that S1 graduates should have at least 1 (one) published scientific article.

The content of this proceeding includes the main articles and plenary articles. The main articles were delivered by the keynote speakers (Prof. Dr. Selviana Napitupulu, M.Hum., and Dr. Sanggam Siahaan, M.Hum). The first keynote speaker described theoretical method of writing scientific article. Meanwhile the second keynote speaker showed the feasible steps of publishing article in international publications (both reputable and non reputable). The plenary articles were presented in the plenary session by S1 graduates of English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen Pematangsiantar along with their lecturers.

The editors would like to thank all authors for their contributions to this proceeding. Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the chairman and secretary of English Study Program, Prof. Dr. Selviana Napitupulu, M.Hum., and Bertaria S. Hutauruk, S.Pd.,M.Hum for initiating this scientific program.

We are looking forward to the next seminar that will be held on October 2017 at the same location. We hope that it will be an interesting and enjoying at least as its predecessor.

Pematangsiantar, April 2017

The Editors

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PART II. PLENARY ARTICLES

The Effect of Games on Students' Reading Comprehension

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Abstract: *Games is an activity which can challenging, enchanging and entertaining and activity which the students play and interact with other. The goal of teaching-learning based on Curriculum 2013 can be achieved by applying games as a technique in teaching, especially in reading. The students are not only doing task because of under pressure from the teacher, but they will do it by themselves and to themselves. The researchers applied three games in this research, firstly running dictation and arranging game, secondly matching game. After appling this games the researchers gave them multiple choice consist four options. This is quantitave research, this research need to know the significant effect of technique or method on students' skill. After calculated the data, it was found t-observed (3.09) was higher than t-table (1,67). This research proved there was significant effect of using games on students' reading comprehension.*

Key words: *Arranging game, Matching game, Reading comprehension, Running dictation.*

I. INTRODUCTION

Background

Language is as tool to communicate with each other. There are many language in the world such as Indonesia, Chinese, English and other. The students's need to learn language especially English as foreign language. Government also apply this subject in curriculum as duty to learn by students. In learning English language, the students should master four skills namely speaking, listening, reading and writing. This researcher only focuses to research about students' ability in reading skill because reading ability will be developed best in associaton with writing, listening, and speaking activities.

According to Nunan (2005:69), reading is a set of skill that involves making sense and deriving meaning from the printed word. When the reader reads the text, it is also the way to get information and improve people's knowledge. People can improve their knowledge by reading because the reader can imagine the text eventhough she/he never sees it directly. Because of reading can invlove people's knowledge this is related to basic in study language, the reader will familiar with new vocabulary, punctuation, construct sentences, paragraphs amd texts. This is also help the reader to master others skills.

Based on the writer's experince on teaching in grade Eight of SMP Negeri 1 Pematangsiantar, the researcher found some students' problem in reading comprehension mastery. The first, they were difficult to read the text especially to pronounce the words, the second, they did not know the meaning of the written text, the third, they thought reading is bored thing,, the last, they often had the

same answer in every task. Because of problem above the choose to be silent when they were asked and choose to talk with their friens than gave attention for the lesson.

To overcome that problem the researcher recommended to use games. Wright et. al (2006:1) stated that, game is an activity which is entertaining and enggaging, often challenging, and an activity in which learners play and usually interact with others. This is good to applying when attention is hard to get and harder to keep. The games that the researcher chose namely running dictation, arranging game and matching game.

This research should carry out a research under title The effect of games on students' reading comprehension.

Scope

This research focus on literal and interpreative comprehension. The researcher also uses Wright et. al theory about games, the games are running dictation, arranging game and matching game. The school that the researcher will be doing research in SMP Negeri 1 Pematangsiantar, with location in Merdeka street and the class is choosen in grade eight.

Problem

Does using games significantly affect on students' reading comprehension?

II.   LITERATURE REVIEW

Theory of Reading and Reading Comprehension

According to Pang (2003), reading is defined as understanding written text. He said that reading is consists of two related process: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He added his statement that the reader who has background knowledge, vocabulary, grammatical knowledge experience with the text and other strategies can help them understand written text. The goal of reading is understand the meaning.

While even though the goal of reading is comprehend the meaning of the text, the reader should recognize the written symbol and then the writer will get meaning in comprehending the messages of the text. According to Klingner, Vaughn and Broadman (2007:8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

Process of Reading

According to Kustaryo (1988:15) there are some process of reading that is classified into three stages:

1. The recognition stage.

   At this stage learner simply recognizes the graphic counter parts of the phonological items. For instance he recognizes the spoken word in it's written from.

2. The structuring stage.

   The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3. The interpretation stage.

   This is the highest level in the process of reading. The learners comprehend the significance of a word, a phrase, or a sentence in the overall context of the discards.

Purpose of Reading

Harmer (1998:80) stated that the are some purpose of reading:

a. Reading provides students understand any exposure to English.

b. Reading also provides good model for English writing skill. If you more read, you will easy to write.

c. Reading provides opportunity to study language such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

The overall goal of reading comprehension is not only to remember most of specific detail, but to have a good understanding of the main ideas and supporting ideas and to relate those main ideas to reader background knowledge as appropriate.

Levels of Comprehension

Reading comprehension can be divided into four categories: literal comprehension (this level the reader is reading includes the process to take in ideas that is stated directly in a selection), interpretive reading (this is the process of deriving ideas that is implied rather than directly stated, critical reading (this level involves judgement of the quality, value, accuracy and truth fullness of what is read) and creative reading (the reader must be able to think and to use tehir imagination).

Definition of Games

According to Haldfield (1991:4) game is an activity with rules, a goal and element of fun. The element of fun games provides the students more life situation with more chance to express their ideas in their own ways but under the rule. According to Wright et. al (2006:1) game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games are not only providing their language practice, but also they have effect therapeutic that can make relationship between the students and teacher will be harmonious and closer.

Kinds of Games

According to Wright et. al (2006:80), there are games which the learners do something to communicate to others their understanding, their feeling and their ideas, rather than just a response that is private. Games are the way to share and to make relationship, so the goal of reading can be achieved if someone likes to play and share.

- Running dictation   means divided learner as A and B. The learner A will be memorizing and dictating a text to the learner B. And the learner B will be dictating by written.
- Jumbled texts (arranging game) means the learner divided into group, and every group should arrange the sentence based on correct sequence.
- Pelmanism (matching) means the learner should pair cards based on word/definition or quotation/author or picture/a written description or question/answer or etc.

Point to Consider in Implementing Games

a. Game must be more than just fun.
b. Play diffrent games lesson to lesson.
c. Vary the order in which games that you play.
d. Think ahead.

III.   RESEARCH METHOD

Research Design

The researcher used the design of research based on quantitative research. According to Arikunto (2010:9), "Quantitative research is a way to connect cause and effect between the two factors is intentionally inflicted of the researcher by eliminating factors that disturb."

Setting, Population and Sample

The place which is choosen to do research is in SMP Negeri 1 Pematangsiantar, Jl. Merdeka Pematangsiantar. The total population is three hundred seventy seven students which come from twelve class in grade eight. The sample was taken from the population, is chosen by random clustering method. The researcher chooses two classes to the subject of the research that are VIII 1 which consist of 30 students : they are 8 males and 22 females and VIII 4 which is consist 30 students : they are 15 males and 15 females.

Data Collection

In this study, writer makes the test in chooses the right answer tests that have four options in each item. The total numbers of the test are 20 items. The test is given for experimental group and control group. In scoring the test, this study uses scored ranging from 0-100 by counting the correct answer and applying this formula:

$$S= \frac{R}{N} \text{ X } 100\%$$

Where:
S = Score
R = Right answer
N = the total number of items.

Technique of Analyzing Data

Since this research was a quantitative experimental research and it used an interval scale, the data were analyzed by using T-Test (Paired Sample). The steps for data analyzing technique :

1. After the writer gets all the students' score test in experimental group and control group, the writer calculates the total score of test from each group.

The Formula (mean): $X = \frac{\sum x}{N}$

2. The writer calculates the means of experimental group (Xe) and control group (Xc). The writer also calculates the standard (SE). The T-test formula was used to find out T-Observed.

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\ (\chi e - \chi c)}$$

Where :

$\bar{X}e$= Mean of experimental group

$\bar{X}c$= Mean of control group

SE= The standard error

3. The last is testing hypothesis.

IV.   RESULTS

Research findings were the conclusion of the research result with data shown. After the researcher treated the data and verified the hypothesis, then the researcher came to the research finding. It was important as adequate exposition of the purpose of the study being reported and the chapter topic involved. The researcher found that:

1. The effect of games on students' reading comprehension at grade eight students of SMP Negeri 1 Pematangsiantar, the students were able to comprehend the text.
2. The writer did apply games in experimental group. The games that the writer used are running dictation combine with arranging game and matching game. These games were successfully affect for students reading comprehension.
3. The use of games had an effect in teaching reading comprehension at grade eight of SMP Negeri 1 Pematangsiantar. The result of analyzing data, the score of t-test was higher than t-table (3.09 > 1.67). It meant there was a significant effect of using games on students' reading comprehension at grade eight of SMP Negeri 1 Pematangsiantar.

V.   CONCLUSION AND SUGGESTION

Conclusion

After conducting the research the effect of games on students reading comprehension, the researcher concludes that:

1. By using games significantly effective for students' ability in reading comprehension, it is showed by the score of the students in the

experimental group was higher ($\sum$Sum = 2750) than control group ($\sum$Sum = 2600).

2. The students who are taught by using games more focused, more enthusiastic, felt enjoy and felt interest to learn than the students who are taught without games.

3. The students are also more active in learning English when they are taught by using games.

Suggestions

The researcher intends to propose some recommendations that hopefully will be useful, especially for as follows:

1) English Teachers
   o This study can give distribution as reference for English teacher to improve students' ability on reading comprehension by using games.
   o Teacher can use the result of the study as reference when they want to take students' attention in teaching-learning process so that more enjoy and interest.
   o Teacher need to reconsider techniques and media while presenting the material. Using various techniques and recent media will change the classroom climate. This may solve the students' boredom in reading class.

2) Other researchers
   The researcher also gives suggestion to other researchers to investigate the use of games for the sake of language skills mastery (i.e. listening, speaking, and writing). This research can be used as reference since it proved that the students' ability on reading was significantly affected by using games.

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