

# **Improving Students' Reading Comprehension through Adapted Monopoly Game**

**Rona Elfiza**

rona.umrah@gmail.com

Maritim Raja Ali Haji University

The study was conducted to improve the students' reading comprehension in comprehending descriptive text at SMP N 2 Pariaman. The research was carried out due to the low learning outcomes in comprehending reading descriptive text, so creative learning technique that can improve learning outcomes is absolutely needed. Adapted monopoly game was chosen to improve the students' reading comprehension. This research was classroom action research with two cycles. Each cycle consist four components; they were planning, action, observation and reflection. This research was conducted in class VIII 1 SMPN 2 Pariaman. The class consisted of 37 students. The reason of choosing this class because from the observation in reading activity especially in comprehending descriptive text the students had low ability in reading comprehension. The data were collected through the test and observation sheet. Students' average score at pre test is 5,3, after using adapted monopoly game at first cycle, it increased into 5,3. Then, after cycles it increased into 7,08. The adapted monopoly game was seen effectively improving students' reading comprehension in comprehending descriptive text at SMP N 2 Pariaman.

Keyword: Students' reading comprehension, adapted monopoly game

## **INTRODUCTION**

In the era of globalization and information, reading as one of English skills has become an important role. In this era, knowledge and technology reach the rapid progress in many sectors of life such as science, business, politic, culture and education. The progress of these aspects of life nowadays is written in English in kinds of article, book, journal, magazine etc. In order to understand the development of science and technology through those reading materials, someone should have sufficient reading skill. Through this skill, she/he will be to able reach knowledge and experience. Debat (2006) states that reading is a crucial skill for students of English as second language (ESL) and English as a foreign language (EFL). This skill is essential for the students in order to be successful in learning English.

On the other hand, reading still seems to be a difficult skill for student in class VIII 1 SMPN 2 Pariaman where the researcher taught, most of the students have lack of interest. Their interest in reading affected their ability. The students' ability on reading comprehension was low too. It could be seen from students' average score in pre-test reading of descriptive

text where the students at class VIII 1 semester 1 learn descriptive text and recount text. Their average score of reading descriptive text is 4,8. It does not fulfil to pass English subject where minimal score to pass English is 6. Since in comprehending the texts beside the students should understand the text they also should understand implicit meaning of the text. So, from the researcher observation, she assumed that the problems could come from several factors namely: the techniques, the teacher and the students.

The first factor was concerned with the techniques used by most of the teachers in teaching reading in the classroom. They commonly use conventional technique. Firstly, the teacher read a reading text aloud, and then asked some student to read it. If necessary, the teacher translated some difficult words to get the meaning. The meaning of words was written on the blackboard. Next, the teacher asked the students to answer the question about text in their exercise book until the lesson ended. This activity was monotonous. As a result many students were not interested in studying reading. They did their own activities such as some of them talked each other, others drew some pictures on their note books and the others would ask permission to go outside. At the end, these students would only copy their friends' work on their books. The English classroom seemed to be not challenging and interesting to the students anymore. This condition made them lack of interest and influenced their ability in reading.

The second factor related to the curriculum. There is no permanent curriculum; the curriculum designers often changed the curriculum. This makes the teachers confused in using material and techniques. Many teachers did not get enough information and understanding about the changes of curriculum.

The last factor was that the students were difficult in comprehending the text because of the limited vocabulary and their background knowledge about the texts. Most of them rarely read English material; they just found the reading material in reading class. It also made the students difficult to comprehend texts, because they were not accustomed to find information in the text.

To solve the problems above, the researcher tried to compare students' attention when researcher sometimes used a simple game at opening class. Most of students gave their attention much to the lesson. The students really enjoyed playing game while studying so the researcher solved the students' problem above by using game in teaching reading. Since game is interesting and challenging for students. Moreover the most important thing is that game would attract the students' interest and it would increase their motivation in order they could comprehend the texts.

One of games that can be used by the teachers is adapted monopoly game. Monopoly game is the best commercial board game in the world. It has been translated and distributed to many countries in the world. In Indonesia, monopoly game is familiar for children and teenagers. The activity of this game involves buying, rental and trading of properties using play money. Players of the game take turns moving around the board according to the roll of the dice.

One of adapted monopoly games is monopoly game series Harry Potter. Harry Potter is one of fantasy novels written by J.K Rowling from England that told about a boy named Harry Potter. Since it had been released in 1997, this novel has gained huge popularity and

success all over the world. This novel is raised into film, video game and many kinds of merchandise. In Indonesia, Harry Potter story is known well by children and teenagers through novel and film at theater or TV channel. Here, the researcher tries to bring something that is enjoyed by students into classroom, in order to make them interested in learning reading comprehension.

Monopoly game series Harry Potter uses places in Harry Potter film for its board. The pawns also use characters in its film. It also has double board where between the boards will be put cards. The cards consist of questions related to the text, its point if the students can answer the questions and time for answering these. From this game, the teacher can attract and motivate the students to learn reading comprehension, because the game is interesting and familiar with them. By using adapted monopoly game on reading text, the students are expected to be interested in learning reading text. As a result, the students' ability in reading increases too. Therefore the researcher is interested in applying this game to improve the students' ability in reading text by solving their problems since it create reading habit for students and train the students to read faster in finding information at the text. The purpose of this research is to find out whether adapted monopoly game can improve students' ability on reading comprehension at SMPN 2 Pariaman.

## **REVIEW OF THE RELATED LITERATURE**

### **Reading Comprehension**

Burkart (1998) explains that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. From ideas above it can be said that reading is an activity or process where the reader get a comprehension of writers' ideas through symbolized by written or printed language. Especially at Junior High School, the reading class is to help the students able to read English text. It does not only deal with printed language, but also comprehend what readers read.

Furthermore, Sheng (2000) stated that comprehension is the understanding of the written material and covers the conscious strategies that lead to understanding. Comprehension on the other hand, is process negotiating understanding between the reader and the writer. It is more complex psychological process and includes linguistics factors such as phonological morphological etc, in addition to cognitive and emotional factors. The reader receives information from the author via text and tries to understand the inner feeling of the author.

Pakhare (2007) defines reading comprehension as an ability to interact with the words by understanding its complete meaning and the concept behind it. Furthermore, Baker (2008) says that comprehension is the understanding of what is being read, and it is the ultimate goal of reading. From ideas above, it is clear that reading comprehension does not only know the meaning of text, but the reader also understand complete meaning of text and its concept.

### **Game**

A game is a technique that the teacher can do in the classroom to catch students' interest in the classroom. There are two kinds of games; competitive game, in which players or team race to be the first to reach the goal, and cooperative game, in which player or team work together towards common game, in which player or team work together towards a common goal. Wright, Betteridge and Buckby (1984) say that games help and encourage many learners to sustain their interest and work.

Kim (1995) says that there are many advantages of using games in the classroom: (1) games are a welcome break from the usual routine of the language class, (2) They are motivating and challenging, (3) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. (4) Games provide language practice in the various skills- speaking, writing, listening and reading. (5) They encourage students to interact and communicate.

Ersoz (2000) explains that Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Mei and Jing (2000) said that games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language providing a plausible to use the target language. When the teacher creates or adapts the games for their students, she/he must pay attention in choosing the games that is suitable for students. Tyson (in Mei and Jing 2000) gives some suggestion for the teacher in choosing games (a) a game must be fun, (b) a game should involve "friendly" competition, (c) a game should keep all of the students involved and interested. (d) a game should encourage students to focus on the use of language rather than on the language itself. (e) a game should give students a chance to learn, practice, or review specific language material.

## **METHOD**

### **Design of the Research**

The design used in this research is a kind of a classroom action research. Action research is a qualitative research even the data could be having quantitative character. As Johnson (2005) says action research is a form of qualitative research. Kusnandar (2008) explains that classroom action research is action research that is done to improve the quality learning and teaching process in the classroom. The main purpose of this research is to solve the problems that are faced by teacher in teaching in the classroom. It can be conclude that action research is a process of solving the teachers' problem. In this case, the researcher wanted to improve students' ability on reading ability in comprehending descriptive text at VIII 1 grade of junior high school 2 Pariaman.

### **Research Setting**

This research was done at the second grade at SMP 2 Pariaman. It used class VIII 1 where the researcher teaching. This research conducted during 3 months. This research used a collaborative research. It means that the researcher and another English teacher became a team who worked together to do the research in teaching reading narrative text. Action research would function well when it was co-operative research. The texts should be taught in

this semester are descriptive and recount. In this research researcher used descriptive text in teaching reading by using adopted monopoly game, because students' ability in comprehending descriptive text is low. This action research was done in two cycles. Each cycle consist four components; they were planning, action, observation and reflection.

### **Participants**

The participants of this research were the eighth year students of SMP 2 Pariaman. The research participants were the students of class VIII 1. The class consists of 37 students. The reason of choosing this class because from the observation in reading activity especially in comprehending descriptive text the students had lack of interest and ability, so they seemed not so interested and get difficult in comprehending descriptive text. As a result only a few of the students were interested to read and answer the question related to the text but some others just talking and waiting for their friends and at the last they only copied their friends' work.

### **Instruments**

As Irawan (1999) says instrument is an equipment to collect the data. This research was an action research of qualitative and quantitative research. The instruments used in this study are test and field note. The data of this research used score test which will be achieved after pre test and post test given. The pre test gave at the first time entering the classroom in order to know the background knowledge of students' related to the lesson before the treatment. While, the post test gave after cycle II in order to measure the students' achievement during the classroom action research. The students' score on pre-test and post test had been compared to know the effect of the treatment. Field note was used by researcher and her collaborator to record all activities being observed during the research. It is used to support the data which cannot be collected by using the test or observation.

### **Technique of Data Analysis**

#### **Quantitative Data**

Quantitative data is the one which is gathered in the form of numbers and presented in the form of numerical report. Related to this research, the quantitative data is calculated and analyzed in the form of matrix and percentage, then described in the table and graph. It is the test result of descriptive text reading comprehension which is classified into pre test, test cycle I and test cycle II (post test).

#### **Pre- test**

The result of pre- test is presented as follows:

$$\text{Mean (x)} = \frac{\sum x}{n}$$

Where  $\sum x$  = the sum of pre test score  
n = the number of student

#### **Test Cycle I**

The result of test cycle I is presented in the following table:

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

Where  $\sum x$  = the sum of test I score  
 $n$  = the number of student

### **Test Cycle II (Post- test)**

The result of test cycle II is presented in the following table:

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

Where  $\sum x$  = the sum of post test score  
 $n$  = the number of student

### **Pre- test, test cycle I test cycle II (Post test) comparison**

The comparison of result pre-test and test cycle I presented in the table.

### **Qualitative Data**

Qualitative data means the data which is presented in the form of verbal report. In this research qualitative data is field notes. To analyze this qualitative data, the researcher follows the six steps proposed by Gay and Arasian (2000) as guidance. They are data managing, reading / memoing, describing, classifying, interpreting and writing a report.

## **FINDING AND DISCUSSION**

This research was done in two cycles. There were three meetings in every cycle. Each of meeting consisted of four phases. They were planning, action and observation, evaluation and reflection.

### **Cycle I**

#### **Planning**

In doing this action research, the researcher made some preparations. They were (1) Designing what material that given to the students based on curriculum for class VIII Junior high school. The material for semester 1 is descriptive text, (2) Preparing lesson plan, (3) Preparing observation checklist, students' attendance list, (4) Preparing monopoly series Harry Potter board and its tool that consist of paws, question cards, dice and playing money that would use in the teaching and learning process,(5) Asking another English teacher to collaborate in this research, especially in doing observation when teaching and learning process was going on.  
(6) Preparing field note form.

#### **Action**

In the first cycle, the action and observation were done by the team. The technique of using adapted monopoly game was applied to attract students' interest in reading descriptive text and to stimulate them in comprehending the text rapidly. Because of that, the researcher asked the students to play the adapted monopoly game. Beside, the students were given various activities in the classroom in order they felt interesting in doing their task. The

researcher divided the action into three parts. There were pre-teaching, whilst teaching, and post teaching.

In pre-teaching, researcher divided the students into five groups and asked the group to choose a leader. The group was divided based on students' ability. Each group consisted of students who have high, medium and low ability. The group sat in the circle. Then, researcher explained the rule of the game. After that, the researcher distributed descriptive text (My Classmate) to each student and asked them to read it during 10 minutes.

In whilst teaching, the game was started. The researcher guided the game. First the researcher invited all of the group leaders to in front of class to choose one of pawns as their group name. The result was group 1: Ginny's group, group 2: Ron's group, group 3: Neville's group, group 4: Harmiony's group and group 5: Harry Potter's group. After that, researcher invited the leader of group one to come in front of class and ask him to throw the dice. Next, the leader moved the paw on the board based on role of dice. After that, the leader took the card under the board. The leader read aloud the questions on the card twice, if necessary the teacher repeated once more. The leader went back to the group to discuss the answer of questions. Then, the leader or one of members answered the question. The researcher asked the students to check the answer of question. If the answer was true the group got the point. If the answer was wrong, the chance given to others group. The game was continued by next group one by one until the board empty from cards. Each group had five chances to play the game.

Then, teacher counted the score of each group to determine the winner group.. After that, teacher asked the students to go back to their chair. The last, the teacher discussed and concluded the text with the students.

### **Observation**

During the research, the researcher was helped by her collaborator. So, the observation was done by team. When teaching and learning process happened, the teacher gave her collaborator observation sheets. One was for noting students' attitude when they were studying in the classroom, whether they were interested in reading descriptive text or not through adapted monopoly game. The collaborator just gave a stick sign in the column yes or not based on the indicators of interest that had been stated in the observation sheet. The other was for noting the teacher procedure in teaching reading descriptive text. Was it the same with the lesson plan or not.

After cycle I, the researcher also gave reading comprehension test to measure students' reading ability after using adapted monopoly in teaching reading. Students' reading comprehension score increase from 4,8 to 5.3.

### **Reflection**

Based on observation in this cycle one, the result of the research or finding showed that the percentage of the students who interested in comprehending descriptive text through adapted monopoly game in cycle 1 was improved.

Based on students and her collaborator observation, most of students think the game just to win their group. They did not realize that the activity of game to exercise them to read faster in finding information in the text. As a result most of questions were answered by group leader who were clever students or others clever students. Some group's member did not try to find the answer of questions if the leader or one of member had gotten the answer. They would try to answer as soon as possible in order to get score for their group.

Therefore to solve problems above, in the second cycle the researcher and her collaborator planned to change and improve the ways of game. Firstly related to the rule of game where the questions were not allowed to answer by group leader. The questions should answer with different group members. By this way, each of group members would have chance to answer the question. It means the question was not allowed to answer by the same group member. By this way, the group would discuss seriously to find the answer and to determine the member who would answer the question. As a result, the students would help each other in finding information in the text. Next, at the end of game, the teacher would give some questions related to the texts that by done by themselves. By giving that test, it was expected the students would be more seriously in following the game and be intensity in working with their group.

## **Cycle II**

To solve the students' problem in cycle 1, the researcher and her collaborator improved the strategy of game by changing some rules of game.

### **Plan**

Based on observation and reflection in the previous cycle, there were still problems related to the improvement students' ability on reading comprehension. Because, some students thought learning by using adapted just to win their group. They forgot the advantage of game to themselves. So, the teacher and collaborator planned to improve the game rule.

### **Action**

The teacher greeted the students after preparing about all media that were used in the teaching and learning process such as monopoly board, cards, descriptive text, dice, paws and playing money. The teacher told that for playing game today and next meetings the rule was changed where in answering the questions the group leader was not allowed to answer. In case, the leaders were the cleverest one in their group. The leader just played the dice, took the card and read in front of class. After that, the leader went to group to discuss the text. Then, answering the question should be done by members. It means that if a member had answered for the next chance she or he not allowed answering. The questions should be answered by different members.

After that, the teacher distributed the descriptive texts and asked the students to read during 10 minutes. Next, the teacher started the game. First, the teacher invited the leader of group five to in front of class and thrown the dice. The leader took the card based on number at dice and read the questions twice. Next, the leader went back to the group to discuss the answer. Then, one of members answered the questions. If the answer was true the group got



the point and if it was wrong, the chance was given to group 1, if group two could not answer the chance given to next groups.

The game was continued by next group one by one until the board empty from cards). Each group had five chances to play the game. Then, teacher counted the score of each group to determine the winner group. After that, teacher asked the students to go back to their chair and gave some questions related to the text. They should answer the questions by themselves on the piece of paper. After collecting the paper, the teacher discussed the answer of questions with the students.

### **Observation**

In the last meeting, all of the students were present. It can be concluded that all the students found the activities interesting and enjoyable where the students pay full attention or focus on teaching and learning process.

### **Reflection**

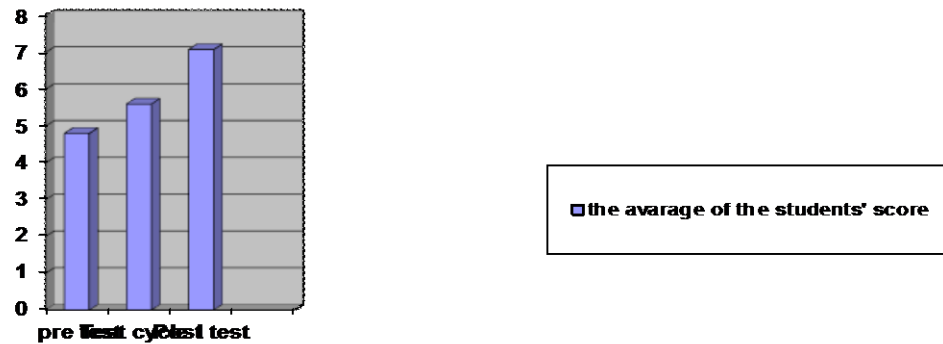
In the last meeting the researcher gave questionnaire to the students. The questionnaire given is to know students' response to the use of adapted monopoly game in teaching reading. Researcher and her collaborator had observed the students' interest through students' attitude. The researcher connected the observation and students' response. There had been 100 % of the students who interested studying by using adapted monopoly game and wanted to follow the activities in the classroom. After the last meeting, the researcher gave to the students reading comprehension test to measure students' ability on reading comprehension.

Students' ability on reading comprehension of descriptive improved. It can be seen from the increasing of the average of the students 'score at cycle 2 test (post test). The comparison of students' test result from pre test until post test can be seen on table below:

Table 1: comparison of students' result test

<b>No</b>	<b>The average of students' score</b>	
<b>1.</b>	<b>Pre-test</b>	<b>4,8</b>
<b>2.</b>	<b>Test Cycle 1</b>	<b>5,3</b>
<b>3.</b>	<b>Test Cycle 2</b>	<b>7,08</b>

From the result of two cycles before, it can be seen that there were the increasing of the students' interest and students' ability on reading comprehension in descriptive text. It means that through adapted monopoly game students' ability on reading comprehension were improved. As said before by Wright, Betteridge and Buckby (1984) that games help and encourage many learners to sustain their interest and work. Moreover Kim stated that (1984) games provide language practice in the various kills- listening, speaking, reading and writing.



The increasing of the students' ability on reading comprehension from pre-test until cycle 2 can be drawn as follows:

Graphic 1; Students' score comparison

### Conclusion

Overall, the increasing of the students' ability on reading comprehension of descriptive text through adapted monopoly game has been successful at the seconds' grade students of SMP 2 Pariaman. It can be seen in students' average score. Their average score at pre test is 5,3 after using adapted monopoly game during 2 cycles it increased into 7,08. Finally, it can be concluded that studying through adapted monopoly game has successfully solved the students' problem in studying reading comprehension of descriptive text.

### Suggestions

Based on concussions above, the suggestion can be made as follows:

1. The researcher suggests the teachers to use games and prepares various activities to attract students' interest in the classroom.
2. For English teacher in SMP 2 Pariaman, it is expected to continue the use of adapted monopoly game to teach reading, because really helps students increase their interest and ability in reading.
3. The researcher suggests to another researcher in order to do the research for other kinds of text.

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