

IMPROVING STUDENTS' READING COMPREHENSION USING "WHAT'S MISSING GAME" AT SMPN 25 MALANG

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Abstrac

Reading comprehension is one of the important skills in English. In learning English students are still confused with the reading text given by the English teacher. Reading activity is an activity that takes a long time so students feel bored. English subject teachers are still confused about what learning media makes students not bored when reading English story texts. Therefore, this prompted the researcher to provide a new way of learning for students at SMP Negeri 25 Malang in learning reading comprehension. The researcher applies a new media for learning reading comprehension, namely "what's missing game". Using a classroom action research (CAR) research design, this study used a qualitative approach by interviewing teachers learning English to find out what problems students had in learning reading comprehension. This study also to calculate how many students improved and did not improve in the application of the "what's missing game" media. This study was conducted in one cycle which consists of four meetings. Each cycle uses five steps, namely preliminary study, planning, implementing, observing, reflecting. To collect data and analyze data, researcher used interviews, tests, and documentation. In this study, the first test was used to measure how well students' reading comprehension in class 8B at SMPN 25 Malang was in the form of a question test. At the second and third meeting the researcher measured how well the reading comprehension was in the form of text structure questions because the indicator of success that the researcher made was the understanding of students working on text structure problems. At the fourth meeting the researcher measured reading comprehension with the form of test questions that matched the text of the story given. This research was proven by the students' test scores before being given the media treatment, where students' scores were below the KKM and only 60.7% of students got proper grades (KKM). After applying the media "what games are missing", the final test score was obtained by students, namely 89.3% getting scores above the KKM. The criterion for success in this study was if 70% of students scored equal to or more than 75 as the Criteria for Value Score (KKM) as many as 70% out of the total students. In the end, "what's missing game" media is able to increase students' understanding in learning reading comprehension. The researcher suggests that future researchers can use the same strategy as a reference with different language abilities. For English teachers, teachers can use this strategy with different skills or different reading texts according to the students' problems in class.

Keywords: Reading Comprehension, What's missing games, Jigsaw

INTRODUCTION

Reading texts can train students' critical thinking in learning reading comprehension (Yunus, 2015). According to Yunus (2015) comprehension is part of the learning process listed from the low level of cognitive achievement: knowledge, comprehension, application. Reading Comprehension is a complex process for readers to get meaning and understanding from a text that is read (Gilakjani & Sabouri, 2016). Reading comprehension is one of the most important skills in learning English at the junior high school level. The main goal of learning English is to be able to read and understand the material well. At the junior high school level, students should be able to understand the types of texts. Not only understanding students must begin to use the types of texts for everyday life. Students should have a lot of vocabulary savings (Wahyuningsih, 2021),

The researcher found several problems in reading comprehension in learning English at SMPN 25 Malang. The researcher got the students' problems from the story text given by the teacher while

teaching at SMPN 25 Malang. Some other students are still confused with English reading texts due to their lack of vocabulary knowledge, this situation makes students need other friends to discuss so that those who don't understand can exchange ideas with other friends who know the story text given by the teacher. Learning to read in class is an activity that seems intensive. Sometimes teachers do not use innovations or new learning variations so students feel bored participating in learning activities in class. Teaching using games not only improves their confidence and vocabulary skills but also makes the class atmosphere fun. Some of the problems that usually occur to students in reading comprehension are that students are usually accustomed to understanding texts only through ordinary reading, such as their habits in the learning process (Indrayani, 2014). At SMPN 25 Malang, students are very weak in learning English because according to them English is a very boring subject. The atmosphere in class 8B when learning English tends to be passive because they don't understand what the teacher is saying. Students get bored when learning English because of a lack of vocabulary, so they often don't understand what their teacher explains. In addition, they have not received innovation in learning, they only learn English according to the textbooks they have. According to the researchers, previously only a few students from elementary schools learned English, but there are still many students from SMPN 25 Malang who come from elementary schools who do not learn English. So, the ability level of students who can speak English is not evenly distributed. Only active students have studied before, and passive students are students who are just learning English at junior high school. Therefore, SMPN 25 Malang teachers must be able to provide an introduction to reading that can be accepted by all student ability standards. Therefore the teacher must provide new innovations in learning English, especially in reading comprehension.

Researchers provide a new learning media that is what's missing game. What's Missing Game is a game that aims to make students interested and familiar with English reading texts. This game is carried out in groups with the aim that students enjoy reading, can work together, and discuss with other friends to understand the text of the story. According to Irawati & Syafei, F. R. (2013) has used what's missing game media as a media for learning English to increase vocabulary in elementary school students. In this study, there were results that the what's missing game was able to change the classroom atmosphere when learning vocabulary to be fun. Based on the previous study, what's missing game has not been used for reading comprehension learning at the junior high school level, therefore the researcher uses this game to increase understanding of story texts. The purpose of giving games to students is that they can get used to reading intensively but still feel enjoy while doing reading activities. After students enjoy reading, they can understand and be able to solve questions in English well. Improving reading comprehension skills is measured by how many the students understanding increases in understanding storylines in story texts and structures in English story texts. There are several strategy of What's Missing Game is: researcher use narrative text to introduce students to easy reading materials. One of those forms, narrative, has become a common text used in the teaching and learning process for students as well as in national exams. A narrative is a writing that uses a story to entertain readers, elicit thought from them, impart knowledge, or arouse their emotions. The researcher uses the jigsaw method to run this game. Jigsaw is a cooperative learning technique that is based on group dynamics and social interactions. Jigsaw groups are tasked with selecting a section or portion of the material. Following that, students who chose the same section formed a new group called the expert group. During this step, the researcher allows these "Expert Groups" time to discuss the main point of their segment (Neno & Erfiani, 2018).

Based on previous research, the researcher found three findings similar to this study. The same study used games to teach reading comprehension, but only one previous study used what's missing game as a learning tool in English. What's missing game was used to improve vocabulary learning at the elementary level (Sari & Syafei, 2013). No previous researcher have used the what's missing game as a means of learning reading comprehension. Therefore, the researcher used this opportunity to conduct research at SMPN 25 Malang. The researcher will focus on solving local problems in a predefined class. The research problem formulated research question in carrying out this study is How can "What's Missing Game" media improve reading comprehension for the second grade of SMPN 25 Malang students. The scope of this research is the implementation of a game called "What's missing game" which aims to increase students' understanding of reading comprehension. Researcher uses this

game to stimulate students' interest in narrative reading texts. Based on research, there are still many students who do not understand when the teacher tells them to retell story text. The limitations of the researcher when conducting research are limited time in conducting observations. The researcher conducted 4 meetings with students to provide media treatment. In 4 meetings, the researcher has given all appropriate meetings to improve students' understanding of English reading texts. The author limits the problem in this research is improving students' ability in reading comprehension.

DESIGN PARTICIPANTS AND DATA COLLECTION

In this research, to get a comprehensive assessment the researcher used a Classroom Action Research (CAR) method design. According to Kemper & Kelly (1995) CAR (Classroom Action Research) is one way to assist teachers in finding the best way of teaching that fits the classroom situation. This study also to calculate how many students improved and did not improve in the application of the "what's missing game" media. This study was conducted in one cycle which consists of four meetings. Each cycle uses five steps, namely preliminary study, planning, implementing, observing, and reflecting. To collect data and analyze data, researcher used interviews, tests, and documentation.

1. Preliminary Study

The first stage in the research was to find out the students' problems, the researcher gave a written test. The author performed several stages: planning, implementing, observing, and reflecting. In the preliminary study there are planning stages. At the planning stage the researcher prepares the instruments that will be used during research such as lesson plans and material instruments that will be used in games. English subject teachers assist researchers in making lesson plans to streamline and make it easier for teachers to know the steps of teaching. researcher designed three lesson plans to conduct research in three meetings in each cycle. Meetings are held 1 x 80 minutes at each meeting. The researcher made a lesson plan based on the curriculum used at SMPN 25 Malang. In the RPP the researcher divides into 3 processes, namely pre-teaching, during teaching and post-teaching. English subject teachers help researchers teach and control the classroom atmosphere.

2. Research Subject

The researcher also used interviews to find out what problems there were related to reading comprehension in grade 8B students. The researcher chose an English teacher at SMPN 25 Malang to look for reading comprehension learning problems in grade 8 and the English teacher recommended class 8B for this study.

3. Action Research Stage

The initial step taken is identifying the problem of the research. This step aims to find out what problems exist in the learning class. The second step is the researcher prepares a lesson plan to design students' problems with mastery of reading comprehension. At this stage, the researcher uses two treatment lesson plans and the first test. The third step is the Acting Stage. The researcher identified the problems in the class plan using the "What's Missing Game" method. Related to the allocation of time the researcher took action for 4 meetings. The steps of the activities carried out by are as follows: first, the researcher divides into several groups according to the students in the class., second is the researcher distributes some pictures and researchers titles randomly, third is students match the pictures and titles correctly. Next, students display pictures and titles on cardboard around the class, after that the researcher explains about narrative text and text structure. Then, the researcher trains students' courage by ordering them to read the text on the projector screen. Next, The distributes reading texts from narrative texts and discusses them with a group of friends, then the researcher directs students to write and understand the stories that have been discussed. Ninth, the researcher directs one participant from the group to move to another group and explains the story that has been written. After that the researcher directed the students to return to their respective benches and the researcher distributed the questions individually. Finally, the researchers discussed together the questions and stories that had been discussed. The fourth step is observing the Stage. In this stage,

when applying this game the researcher pays attention and records all activities in the class such as student responses and student enthusiasm. The researcher took all the data that has been collected from the process and results of implementation.

4. Reflecting Stage

This step was carried out after the researcher completed the action, they found out whether this method was by the predetermined improvement criteria and whether this method was able to influence students' interest in reading English texts. Before researcher reflects on the next stage, researcher must examine what problems and obstacles are found.

5. Data Collection

This research uses a quantitative approach design to find out the results obtained by researcher using the test. Researcher also used qualitative research in the form of observations and interviews. The researcher used an instrument in the form of an interview with an 8th grade English teacher. The researcher took several pictures in class in the reading comprehension learning process. Images are used by researcher to describe activities in the classroom.

6. Indicator of Success

The number of class 8B students who will be taught is 28 students. The indicator of success used by researcher in this study is if 70% of students achieve scores equal to or greater than the KKM (Minimum Completeness Criteria) of SMPN 25 Malang, namely 75. The increase in the results of the first test before using the media treatment and the fourth test after using the media Treatment are also success criteria used by researcher to measure how far students' understanding is in reading comprehension. Success criteria are also measured by increasing the results of the second and third tests if 70% of students get a score of more than 7 regarding students' understanding of the structure of the text in the reading.

FINDINGS AND DISCUSSION

This research was conducted during 4 meetings which included discussions related to reading comprehension text material and tests. Researcher compiled 4 lesson plans for 4 meetings. In the meeting 1: research was conducted by way of introduction to 8B graders. After that, the researcher conveyed the title of the material to be discussed, namely narrative text. In narrative text, the researcher conveys material about simple past tense and text structure. The narrative text given is entitled "Snow white and the Seven Dwarfs". After they read the story text, the researcher chose several students to retell what they had understood. At the end of the activity, the researcher gave the form of questions which totaled 8 questions. The question is in accordance with the story that has been given. The result of this study was that many students were still confused about the contents of the story given and many were still passive in class learning. The results of the questions that the researcher gave were 60.7% of students were able to work on the questions given. These results prove that the ability of students to understand story text is still below 70%.

In the meeting2 : the researcher gave an explanation regarding the narrative text material. The narrative text given is entitled Tangkuban Perahu. After that the teacher explains the structure of the text such as orientation, complication and resolution. At the end of the activity, the researcher asked students to determine the structure of the text that was explained in the initial activity. The results of the activities in the second meeting were that the participants seemed interactive in reading the narrative text provided by the researcher, but some were still confused about the story given. Some of them dared to ask the researcher what they were confused about, but some were still confused when the researcher did not ask the student. After that, the researcher asked questions about text structure such as: orientation, compilation, and resolution. They are still confused about how the questions work because of a lack of understanding of the text.

In the meeting 3 : conducted by the researcher was to provide different methods and media. Researcher provide treatment to students in the form of "what's missing game". The game consists of

matching pictures and titles correctly. After that, the students were divided into several groups using the jigsaw method to discuss together. The researcher gave a narrative text with the same title as the second meeting. At the end, the researcher gave the same questions as the second meeting which consisted of text structure. Researcher get the result that there is a significant influence from the learning method and the use of the media applied. The researcher observed that when using the media "what's missing game", students feel enthusiastic about reading English texts. Overall, when implementing the "what's missing game" media into the learning process, everything runs pleasantly and students' involvement in class learning is very visible. Judging from the results of the third test, 89.3% of students succeeded in completing the given test.

Table :

Indicators of Problems	Research Findings	
	Before implementation media	After implementation meeting 3
1. Lack of understanding related to reading text	Students are still confused about the storyline because not all students are familiar with the story given.	Students begin to want to discuss together the stories given and they begin to remember the stories because of the pictures given.
2. Students are passive	Reading English texts is a lesson that makes them bored so they still have difficulty with the activities given.	students began to want to actively participate even though there were still some who were shy.
3. Lack of vocabulary	English texts still make them confused because many words are not understood	They began to be not ashamed to ask researcher the meaning of unknown vocabulary.
4. Students are still afraid of being wrong in reading the reading text	With a lack of vocabulary and understanding related to stories, students become less confident about retelling	Students have started to dare to tell other friends even though they use language they understand.

In the meeting 4 :This stage consists of pre-activity, media application, and post-activity using the same media, namely "what game is missing" by asking students to arrange the pictures and titles given correctly. The pictures and titles provided by the researcher are folk tales related to narrative texts. The fourth meeting, which distinguished this meeting from the first meeting, was the use of the what's missing game. At the end of the activity, the researcher used 8 questions related to the story to measure this understanding. The results obtained after using the game are increasing students' interest in discussing with their group mates or discussing with other groups. At the first meeting the students' interest in discussing and understanding the text was still lacking, most of the group members were still silent. The fourth meeting aims to measure the extent to which students understand reading. The final result of the questions given was 89.3% of students succeeded in completing the test given.

The results of the third meeting with test questions using "what's missing game" media related to lack of vocabulary, understanding text structure, and aspects of reading comprehension, obtained 89.3% of students able to work on the questions given. At the fourth meeting, an assessment of students' understanding of the media "what's missing game" was carried out by using questions that match the text given. The test results were 89.3% scored above 75 (KKM) from 28 students in grade 8B.

CONCLUSION AND SUGGESTION

Based on the results of the research, it was found that students in class VIII B SMPN 25 Malang increased significantly after the researcher applied the "what's missing game" media. The

researcher used 4 meeting in this study. Each meeting carries out the same stages, namely planning, action, observation, and reflection. In the first meeting, researcher understands students related to learning material. In the second, the researcher explained about the narrative text and gave questions about the structure of the text to measure students' understanding of the reading text. The third meeting, the researcher gave media treatment to students and gave test questions like the second meeting to find out how far they understood the text. At the fourth meeting, the researcher gave the media "what's missing game" and 8 questions related to the story given.

At the first meeting, the researcher taught as the English teacher usually does at SMPN 25. The result shows that many students are not active in class. At the second and third meeting, the researcher started using the "what's missing game" media for classroom learning. The focus of the second and third meetings was to measure the extent to which students were able to complete the test which contained text structure. Students began to want to discuss with their group mates, although there were some who were still unsure and were just waiting for answers from other friends. At the fourth meeting, students enthusiastically discussed the stories discussed, and they were able to retell the results of the stories they had understood to their friends. Students with fast time are able to work on the questions given by the researcher.

The KKM score for junior high school is known to be 75 but in the first question assessment there are 60.7% of students who score below the KKM (75). With the "what's missing game" media treatment used by researchers for students, students become very active in the classroom. They also saw a significant increase in value. The final results explained that 89.3% of students experienced an increase in grades. Student results increased by 89.3% of students because students were able to discuss with a group of friends and were confident in retelling the text so that they were able to take the final test. The final results of the test in the second meeting which aimed to measure students' reading comprehension skills using a text structure test also showed an increase in the third meeting. After using the "what's missing game" 89.3% of students were able to work on the final questions.

Based on the previous researcher Irawati & Syafei, F. R. (2013) what's missing game is able to improve students' vocabulary skills, and this research has proven to be successful in being used by researchers in teaching reading comprehension. The results of providing what's missing game media in reading comprehension learning met the researchers' standards of success in reading comprehension learning because from the test results in the third and fourth meetings, it was found that more than 70% of students were able to answer the questions given correctly.

Suggestions from researchers for teachers are "What's missing game" is one of the innovations to help increase students' interest in English subjects, especially learning reading comprehension. This media can also assist teachers in creating new strategies in delivering material. For future students, students are expected to be able to use this game in reading comprehension activities. This research was able to overcome boredom and students' difficulties in understanding English story texts. Finally, for future researchers, revisions to this research are required in each application. Researchers must be able to ensure that this media can be applied by teachers and students regularly.

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Malang, 22 July 2023
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