

THE INFLUENCE OF USING BELIVE IT OR NOT GAME TO IMPROVE STUDENTS' READING ABILITY

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ABSTRACT

The objective of the research was to find out the influence of Believe it or not games. In this research, the researcher used a quantitative method research design by using an experimental design. For the main technique, the researcher uses a multiple choices test which test consists of 50 items tests each item consisted of five options A, B, C, and D. In this research shows that in data analysis the researcher uses a T-test and got that $t \text{ test} \geq t\text{-table}$: $6.82 \geq 2.00$ and $6.82 \geq 2.66$. So, H_0 is rejected and H_a is accepted. So, it concluded that teaching reading through Believe it or not the game has a significant influence on students' reading ability.

Keywords : Reading, Reading ability, Believe it or not game

INTRODUCTION

Reading is one of the language skills and important skills for the students in level academic because by mastery of reading the students can be successful in their academic life on the other hand by reading make the students are easy to understand the information or got the main idea from what they read. (Wagner & Sternberg, 1987, Just & Carpenter, 1987 (Ahmed, 2016). Moreover, by reading the text the students' expanded their vocabularies, and knowledge and gained information, idea, and experiences (Werdiyani, 2021). In this research, the researcher found that the student's difficulties in comprehending reading text, the students' less motivation to read the text, and many of the students' less motivation to join English lessons. There have been some previous studies related to reading games to improve students reading ability. One relevant study is the study done by (Rochimah & Muslim, 2021). The title is 'Students Perceptions in Using the Kahoot! Game on Reading Comprehension Learning. Their study aims to determine how students perceive and improve reading comprehension after using Kahoot! Games as learning media for reading comprehension on description text. The types of this research are a qualitative descriptive method and an experimental method using a one-group pre-test and post-test. The subject of this research is the students in the eighth grade of SMPN 8 Cilacap. The results of this research show that 18% of the students are

increasing in the average from 66.4 to 81 so, by using Kahoot games the students are fun in learning, focused, motivated to read.

The content of the journal written (Rochimah & Muslim, 2021) is easy to understand for the reader, who writes by good systematically, the method used of their research uses a mixed method a quantitative and qualitative approach. After reading the journal, the researcher finds some mistakes (Rochimah & Muslim, 2021). Instruments used by them are observation, interview, and documentation studies but in finding their research researchers only analyze quantitative data, the results of research from the observation, interview, and documentation methods of researchers do not include the findings. So, the main purpose of this research the researcher 1) to find out the average score of students' reading ability who taught Believe it or not game higher than those who are through conventional technique. and 2) how is the influence of using Believe it or not game to wards students reading ability?

Teaching and learning by using games make the students are pleasure, involved while learning, the students got achievements and make active in learning (Amzalag, 2021). On the other hand, using games in learning can motivate social learning and make affect the students of the competitive performance and learning (Tejedor-García et al., 2020). Moreover, using games in learning makes the students practice their pedagogical, and motivation and makes the students closer to each other (Suryani & Kareviati, 2021).

Many popular reading games have been applied in teaching and learning like Mind Reading Game, Jeopardy Games, Jigsaw Game (Suspartiana, 2022) (Werdiyani, 2021) (Mario Rinvolutry, 1985 in (Faradillah, 2018).

In this research, the researcher used Believe it or not a game to improve students reading ability at SMA Negeri 1 Pagelaran. Believe it or not game is reading games that have activity retelling information about the paranormal and completing a worksheet. Then the activity whole class melee then pairs or groups. Believe it or not game is game for the upper intermediate level, the function practiced like defining and explaining, justifying, and giving reasons. Structures in Believe it or not game various past and present tenses, would. Lexical areas the supernatural.

Each student has to copy the introductory text and worksheet and have one type of text (A-H). In the second activity, the student read the introductory text after they finished reading. The teacher can ask students about information in the text like :

1. Please give the example of paranormal wonders
2. Please give example rational scientific wonders
3. Mention reasons for not accepting paranormal phenomena

After the second activity is finished, the teacher can instruct them to continue their activity and read their text (A-H) the students make pairs or group and each student have one type of text and complete their worksheet.

Example:

COLD READING (text type E)

This is the technique used by innumerable charlatans, including fortune tellers, palmists, astrologers and spiritualists - anyone who wants to appear to have a unique, paranormal method of finding out about complete

strangers. It is not too difficult to learn, but it does require hard work, cunning and acute observation, plus a certain amount of sheer fraud. Luckily there are plenty of how-to-do- it books available. The techniques are many, but they all rely on the suspension of scepticism by the customer who, after all, has paid the money in the hope of receiving reassurance, or to get a message from a departed loved one, and who is anxious for the cold reader to succeed.

One standard technique is to use general statements which people think refer uniquely to them, but which could apply to almost all of us. 'You are sometimes too sensitive ... you occasionally let your good nature get the better of you ... now and again you are aggressive and regret it later ...' The customer's reply often provides further information which can be parlayed into more surprising knowledge.

The late Mrs Doris Stokes, the 'spirit medium' who did both individual sessions and mass gatherings in concert

halls, was a remarkably skilled cold reader. She would produce a stream of guesses, a few of which were inevitably correct. Mistakes were either ignored, or turned to her advantage. (Announcing that a man had died from a heart attack, she was told he had in fact been thrown from a motorbike. Without missing a beat she said, 'Yes, dear, but he had the heart attack just before he came off,' thus turning a rotten guess into a fake 'hit'.) Her warm, cosy manner made it seem impossible that such a delightful old lady could be a fraud.

Sometimes distressed people phoned her home, and were encouraged to tell their story by her husband, who then offered free tickets to her next show. When the people appeared she seemed to have a miraculous knowledge of their circumstances. Either they had forgotten the chat with Mr Stokes, or else were too polite to say: 'I told you that'. Other listeners were mightily impressed. Mistakes were blamed on the fact that many dead people were trying to talk to her at once, and that their 'lines' were crossed.

The trick largely depended on the great goodwill of her customers. Years ago, after we had scorned a reading in which she had not even realised that the child she was talking about was dead, we got an angry letter from the boy's mother. She was cross, not with Mrs Stokes for being so spectacularly wrong, but with us, for spoiling what to her had been a powerful emotional occasion.

The steps of teaching reading through Believe it or Not Game by Hadfield and Hadfield (1995:21)

1. Make enough copies of the Introductory text and Worksheet for each students
2. Make enough copies of the eight text, A-H, for the students to have one text each, with as much variety as possible in the class
3. Give everyone in the class a copy of the introductory text.
Ask them quickly as possible to list
 - a. The example given of Paranormal wonders
 - b. The example given of rational scientific wonders
 - c. Reasons for not accepting paranormal phenomena
4. Give out one text to each student, ensuring that as many different texts as possible are used
5. Give everyone a copy of worksheet and ask them to read their text and complete the worksheet for their text

6. While they are reading ,move around the class dealing with problems as they arise
7. When everyone seems to have finished , ask them all to get up and asking for information

METHOD

This study was conducted on the students in the eleventh class of SMA Negeri 1 Pagelaran. In this research, the researcher used the experimental method. Bellow some of the steps to collect data:

- 1) The researcher came to class and conducted a pre-test.
- 2) The researcher applied to Believe it or not game in the classroom in the experimental class and the control class the researcher used a conventional technique.
- 3) To compare between experimental class and control class the researcher conducts a post-test.

RESULT AND DISCUSSION

First, the researcher made validity and then compared it to the curriculum at the eleventh grade of SMA Negeri 1 Pagelaran. The researcher consultation to English Teacher to help analyze the concept of whether the test was valid or not. Here is the validity of the research:

Basic competence	1.5 understand social functions, text structures, and linguistic elements. 4.6 Arrange and complete a written text concerning the social function, text structure, and linguistic elements that are correct and in context
Indicator	1. Understanding of the text. 2. to define and explain the types of the text 3. to the classification of the text into columns and or tables. 4. Write down of the opinion
Method	Project Based Learning
Instrument of test	Pre-test and post test
Time allocation	2 x 40 Minutes

The second, researcher used product moment to measure reliability, the coefficient correlation is 0.4267 and continue to used Spearman brown formula show that 0.600, its means that test can used of this research.

The third, the researcher measure normality of the distribution test to measure the normality in experimental class, the highest score is 90 and lowest score is 60 . calculated the range (R) is the highest – the lowest score (90-60=34). Then,

continue to calculated interval class (K) = $1 + 3.3 \log 34 = 1 + 3.3 (1.33) = 1 + 4.389 = 5.389 = 5$. Calculated the length interval of class (P) $R/K = 34/5 = 7$. So, the researcher continue to calculated standard of deviation (S) is $S_1^2 = \frac{n \cdot \sum f_1 X_1^2 - (\sum f_1 X_1)^2}{n_1(n_1-1)}$

$$= S_1^2 = \frac{(34 \times 191299) - (2537)^2}{34(33)} = S_1^2 = \frac{(6504166) - (6436369)}{1122} = S_1^2 = \frac{67797}{1122} \quad S_1^2 =$$

60.42 $S_1^2 = \sqrt{60.42} = S_1 = 3.32$. The next step the researcher determining the expected frequency (E_1) and observed frequency (O_1), by using χ^2_{ratio} formula:

$$\chi^2_{ratio} = \frac{(1 - 5.9704)^2}{5.9704} + \frac{(9 - 5.763)^2}{5.763} + \frac{(10 - 3.0158)^2}{3.0158} + \frac{(8 - 4.9606)^2}{4.9606}$$

$$\chi^2_{ratio} = 0.41 + 0.39 + 0.16 + 0.33$$

$$\chi^2_{ratio} = 1.29$$

For significance level 5% ($\alpha = 0.05$) obtained

$$\chi^2_{table} = \chi^2(1 - \alpha)(k - 3)$$

$$\chi^2_{table} = \chi^2(1 - 0.05)(5 - 3)$$

$$\chi^2_{table} = \chi^2(0.95)(2)$$

$$\chi^2_{table} = 5.99$$

For significance level 1% ($\alpha = 0.01$) obtained

$$\chi^2_{table} = \chi^2(1 - \alpha)(k - 3)$$

$$\chi^2_{table} = \chi^2(1 - 0.01)(5 - 3)$$

$$\chi^2_{table} = \chi^2(0.99)(2)$$

$$\chi^2_{table} = 9.21$$

From calculating above, it was found at significance level of 0.05 and 0.01 that : $\chi^2_{ratio} < \chi^2_{table}$: $1.29 < 5.99$ and 9.21 So, the hypothesis is accepted. It means that the data have normal distribution.

The fourth, the researcher measure normality of the distribution test in control class, the highest score is 76 and lowest score is 34. calculated the range (R) is the highest – the lowest score ($76 - 34 = 42$). Then continue to interval class (K) = $1 + 3.3 \log 34 = 1 + 3.3 (1.53) = 1 + 5.049 = 6.049 = 6$. calculated length of interval class (P) = $42/6 = 7$. So, the researcher continue to calculated

$$\text{standar deviation } S_2^2 = \frac{n \cdot \sum f_2 X_2^2 - (\sum f_2 X_2)^2}{n_2(n_2-1)} \quad S_2^2 = \frac{(34 \times 119886.25) - (1993.5)^2}{34 \times 33} \quad S_2^2 = \frac{4076132.5 - 3974042.3}{1122} \quad S_2^2 = \frac{102090.2}{1122} \quad 90.98 \quad S_2^2 = \sqrt{90.98}$$

$S_2^2 = 9.53$. the next step the researcher continue to find out determining the expected frequency and observed frequency

$$\chi^2_{ratio} = \frac{(2 - 0.629)^2}{0.629} + \frac{(4 - 2.125)^2}{2.125} + \frac{(9 - 4.9096)^2}{4.9096} + \frac{(7 - 5.7018)^2}{5.7018} + \frac{(6 - 5.1408)^2}{5.1408} + \frac{(5 - 6.0486)^2}{6.0486}$$

$$\chi^2_{ratio} = 3.02 + 0.16 + 0.34 + 0.25 + 0.14 + 0.17$$

$$\chi^2_{ratio} = 4.08$$

For significance level 5% ($\alpha = 0.05$) obtained

$$\chi^2_{table} = \chi^2(1 - \alpha) (k - 3)$$

$$\chi^2_{table} = \chi^2(1 - 0.05) (6 - 3)$$

$$\chi^2_{table} = \chi^2(0.95) (3)$$

$$\chi^2_{table} = 7.81$$

For significance level 1% ($\alpha = 0.01$) obtained

$$\chi^2_{table} = \chi^2(1 - \alpha) (k - 3)$$

$$\chi^2_{table} = \chi^2(1 - 0.01) (6 - 3)$$

$$\chi^2_{table} = \chi^2(0.99) (3)$$

$$\chi^2_{table} = 11.3$$

From calculating above, it was found at significance level of 0.05 and 0.01 the reality: $\chi^2_{ratio} < \chi^2_{table}$: $4.08 < 7.81$ and 11.3 . So, the hypothesis is accepted. It means that the data have normal distribution.

The fifth, the researcher continue to examination homogeneity variance test :

$$F = \frac{\text{Higheest variants}}{\text{Lowest variants}} \quad F = \frac{90.98}{60.42} \quad F = 1.50$$

For $\alpha = 0.05$ obtained:

$$F_{table} = F_{1/2, 0.05(33, 33)}$$

$$F_{table} = 1.83$$

For $\alpha = 0.01$ obtained:

$$F_{table} = F_{1/2, 0.01(33, 33)}$$

$$F_{table} = 2.55$$

In fact that at significance level 0.05 and 0.01 was obtained $F_{ratio} < F_{table}$: $1.50 < 1.83$ and 2.55 . So that H_0 accepted and it means that the data have the variants equality.

The sixth step the researcher doing hypothesis test as follow:

Then the data is included into the following t_{test} formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1) \cdot s_1^2 + (n_2 - 1) \cdot s_2^2}{n_1 + (n_2 - 2)}$$

$$S^2 = \frac{(34 - 1)60.42 + (34 - 1)90.98}{34 + (34 - 2)}$$

$$S^2 = \frac{49962}{66}$$

$$S^2 = 7.57$$

$$= 7$$

This price is included into t_{test} formula as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} t_{test} = \frac{74.61 - 58.63}{7 \sqrt{\frac{1}{34} + \frac{1}{34}}} t_{test} = \frac{15.98}{7 \sqrt{0.02 + 0.02}}$$

$$t_{test} = \frac{15.98}{7(0.04)} \quad t_{test} = \frac{15.98}{1.4} \quad t_{test} = 6.82$$

Then, the researcher continue to testing creation, bellow the result of creation calculated :

By looking at G_{table} , we can find the value for $\alpha = 0.05$

$$t_{table} = (1 - 1/2 \cdot 0.05) (66)$$

$$t_{table} = t (0.848) (66)$$

$$= 0.25$$

By looking at G_{table} , we can find the value for $\alpha = 0.01$

$$t_{table} = (1 - 1/2 \cdot 0.01) (66)$$

$$t_{table} = t (0.165) (66)$$

$$= 0.67$$

Based on the calculated above there is any Influence of Believe it or not game to ward students reading ability. So, the researcher conducted equality test to find out difference hypothesis two averages by used t-table and g-table

$$t_{table} = (1 - 0.05) (df)$$

$$\text{with : } df = (n_1 + n_2 - 2)$$

$$df = (34 + 34 - 2)$$

$$df = 66$$

By looking at G_{table} , we can find the value for $\alpha = 0.05$

$$t_{table} = (1 - 0.05) (66)$$

$$t_{table} = t (0.95) (66)$$

$$= 0.38$$

By looking at G_{table} , we can find the value for $\alpha = 0.01$

$$t_{table} = (1 - 0.01) (66)$$

$$t_{table} = t (0.99) (66)$$

$$= 0.84$$

From the result above we got that $t_{test} = 6.82$ and $t_{tab} = 0.38$ and 0.84 .

The testing criterion :

If $t_{test} > t_{tab(1-\alpha)}$. H_0 rejected and H_1 accepted with $df = (n_1 + n_2 - 2)$ for significance level 5% ($\alpha=0.05$) and 1% ($\alpha=0.01$)

So H_0 is accepted because $t_{test} \geq t_{tab(1-\alpha)}$ and H_0 is rejected. It means that average score of students' reading ability that is taught by using Believe it or Game is higher than who are taught by using other technique at eleventh class of SMA Negeri 1 Pagelaran.

CONCLUSION

Based on the result of the data analysis and computation which used formulation of t_{test} in above. The writer would like to give some conclusion first, that there is an influence of Believe it or not Game toward students' reading ability at the eleventh class on SMA Negeri 1 Pagelaran. In this research, Believe it or not Game is effective and can increase students' reading ability.

Teaching reading through Believe it or not Game has significant Influence towards students' reading ability. It can be seen from result of $t_{test} > t_{table}$: $6.82 > 0.25$ and $6.82 > 0.67$. So H_o is rejected and H_a is accaepeted.

There is positive influence of Believe it or not Game towards students' reading ability, it can seen from the average score of experimental class ($\bar{X}_1 = 74.61$) is higher then control class ($\bar{X}_2 = 58.63$).

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