

Using Inquiry learning Method and Ladder Snake Game to Teach Reading Skills for The 7th Grade Students of SMPN 1 Kartoharjo

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Abstract: This research explores the implementation of "Ladder Snake" game and the inquiry learning method to teach reading skills 7th-grade students. The study aims to address the challenges students face in understanding sentences and words. By using game-based learning and inquiry-based teaching, the research seeks to increase student engagement and motivation while promoting critical thinking. The study employs qualitative research methods, including observation, interviews, document analysis, to gather data. The findings reveal the benefits and limitations of using "Ladder Snake" game and inquiry learning method in the classroom. The research highlights the importance of reading as a fundamental skill for understanding different perspectives and acquiring vocabulary. It suggests that the integration of interactive games and student-centered learning approaches enhance students' reading abilities and their text comprehension. The results show that the game-based approach improves student interest and comprehension, but some students struggle with quick translation and vocabulary building. To address these challenges, the study proposes strategies such as word association exercises and continuous vocabulary expansion. Overall, this research provides insights into the effective use of the "Ladder Snake" game and inquiry learning method for teaching reading skills. By implementing these approaches, educators can enhance students' reading comprehension and language learning outcomes.

Keywords: Ladder Snake, inquiry learning, reading skills



INTRODUCTION

Reading is one of those things that belongs to everyone where reading is one of the stages used in development, because everyone needs direction from some subject reading than the others. Reading is key for a person to understand the other's point of view and opinions. Without the ability to read, people can't fully understand the meaning of the sentence. The purpose of reading is to increase the student's vocabulary in learning new things to make the student active in learning the language more deeply.

After doing some observation in the SMPN 1 Kartoharjo, writer found one of the problems that arises today in teaching learning process is many students do not understand the meaning of the sentence or even the meaning of the word itself. To instill scientific knowledge, one has to deepen the material under the guidance of a teacher through language-based reading, without guidance on how to use the language correctly, there is a way to mispronounce words and can change meaning even if it's just a syllable difference. And there are some students who are not fluent in the reading, which is in English can used to communicate to help other people by reading the text and express it to other people to gain what the students have. There are some problem while doing observation which students didn't really absorbing the material that teach give because teacher use face – to – face method or learning media, so it make students feeling boring already during the studying happen.

To help students gain more knowledge in lesson, teacher need to assist lesson with some supportive learning media. The use of reading materials can help make it easier for students to accept the knowledge given by the teacher because it was interspersed with some kind of visual in text, reading material can be counted as learning media. It was also supported by Taka (2019) statement “Playing games in the classroom offers several benefits, including increased motivation, controlled competitiveness, the opportunity to simulate strategies, positive peer interactions, reduced stress levels, improved memory retention, enhanced class cooperation, heightened attention, enjoyable and friendly experiences, as well as the acquisition of new knowledge”. Based on the statement, it can be proven that students will not get bored with learning media. The use of learning materials also has the potential to increase students' ability to concentrate in language learning activities, so students can receive the material fully.

To make students can creatively learning a new material, the students was implemented using inquiry learning method as a method to assist using learning media. This can be provided according by (Oktaviah et al., 2021) statement “Inquiry-based learning is an instructional approach that encourages students to investigate, analyze, and respond to questions pertaining to the reading passages, allowing them to explore various academic subjects. Teaching and learning as a process of building knowledge and new understandings”. In this method, the teacher only becomes a companion with students in learning activities, accompanies students in the use of learning materials, and helps students demonstrate the results of the lessons reading that students can read during play if they make a reading error. This can make students motivated to learn by this method.

Based on the previous study, “Using a “Snake and Ladder” game in teaching speaking to young learners” written by Sofyan et al. (2019) By using this game, the children (learners) do not realize that they learn to speak English because they enjoy playing the game. In addition, this game supports the issue of student-centered learning because the students are the ones who actively practice speaking, while the teacher acts as the learning facilitator who provides assistance if needed. And the next journal “Inquiry-based teaching to develop efl students' Critical thinking in reading comprehension” by (Oktaviah et al., 2021) Using Inquiry learning strategy helps activate students' prior knowledge before presenting all the materials provided by the teacher. The inquiry-based teaching strategy is believed that it can stimulate the students to think critically in comprehending reading text since the students have experience in the whole

process of obtaining the knowledge by following 5E in inquiry based learning, this process of learning is independently done by students.

Based on the journals, it can be concluded using learning media “Ladder snake” can increase students learning ability. And also using inquiry learning method can make students obtaining knowledge to learn the material by themselves by following some steps on inquiry based learning method. Therefore, the researcher was interested to combine this learning method and learning media with the title “Using Inquiry learning Method and Ladder Snake Game to teach reading skills for the 7th grade students of SMPN 1 Kartoharjo”.

METHOD

In this research, the researcher uses qualitative research because the researcher wants to explain of using learning media “Ladder Snake” and Learning Method “inquiry based learning” in teaching and learning process for junior high school students. To conduct the study, the author used several data source. There are three data sources used in this research, namely social situation, documents and observation. Social Situation is needed when collecting data, to obtain the accurate data, researcher need to check and observe the class situation during research was happen. In this qualitative study, the researcher needs participants as subjects. Participants that participated in this study as respondents in the datasource is students and teacher. The document is something that can support the observation to obtain more evidence.

To conduct the study, the author used several data collection methods. This means that in order to collect data, the researcher needs a tool to support the collection data process which is called research instrument The researcher used observational checklists to find out if teachers followed the steps based on the lesson plan when teaching process happen, Observation is a study in a way that collects by observing a subject in a study and making systematic annotations about certain things observed. Interview is technique of collecting data, It means that there is an interaction between interviewer and respondents focused on using the Ladder Snake Game to teach reading comprehension and the researcher could get to know the participants' opinions in the media. The interview guide is a list of interviews to help with data analysis research with participants on the topic. This source is a data that can be used to support data from observations and interviews. The documentation is the main source of data in the qualitative research. The researcher used instrument document from lesson plans, textbooks and photographs.

To obtain the accurate data, researcher needs to processing data into valid and true. Data analysis techniques are how researchers process the results of data collection. On first stage is data condensation which is collecting all data was obtained, the next stage is displaying data, it happen to help researcher can create scene based on the data to make understandable to reader. And the next is verification and conclusion, this step aims to make sense of the collected data by looking for connections, similarities or differences in order to draw conclusions that are answers to existing problems. Based on this research, researcher used triangulation method to process the obtained data from collection phase.

RESULT

After doing some research, the result of analysis from this research was explained below:

1. The Implementation of Using Inquiry learning Method and Ladder Snake Game to teach reading skills for the 7th grade students of SMPN 1 Kartoharjo

In the implementation of Using Inquiry learning Method and Ladder Snake Game to teach reading skills for the 7th grade students of SMPN 1 Kartoharjo. There are three activities carried out by the teacher during the learning activity. Namely pre-activity, main activity, and post-activity which will be explained below:

a) Pre-activity

In the pre-activity, the teacher greets the students in the class, then the teacher orders the class leader to lead the prayer before the learning activities begin and checks the presence of students using the attendance list before lesson started.

b) Main Activity

In the main activity, the teacher explains about descriptive text material. Then the teacher opens the ladder snake game and explains to the students the rules of the game that will be carried out by the students. Students play ladder snake independently while the teacher assesses student activities during learning. Then the students read the summary results of the snakes and ladders game in front of the class.

c) Post-Activity

In the Post-activity, the teacher and students draw conclusions together regarding the activities carried out that day, and the teacher also provides input on these activities and closed the learning activity.

2. The Strength and weakness of Using Inquiry learning Method and Ladder Snake Game to teach reading skills for the 7th grade students of SMPN 1 Kartoharjo

The researcher lists the strengths and weaknesses of Using the Inquiry learning Method and Ladder Snake Game to teach reading skills for the 7th grade students of SMPN 1 Kartoharjo.

a) Strength

- a. Using ladder snake can make students not bored in receiving learning activity
- b. Using ladder snake can able to understand students' comprehension reading ability
- c. Using ladder snake game can add new vocabulary for students while doing learning activity.

b) Weakness

1. While using ladder snake, the students found difficulties in stringing vocabulary for students while learning teaching happen.
2. During using ladder snake game, students found difficulties of understanding vocabulary, especially a new vocabulary they heard during lesson happen.

3. The Soutlion from weakness of Using Inquiry learning Method and Ladder Snake Game to teach reading skills for the 7th grade students of SMPN 1 Kartoharjo.

The researcher aim is to proposed solutions derived from the weaknesses of utilizing the Inquiry learning Method and Ladder Snake Game to teach reading skills to 7th-grade students at SMPN 1 Kartoharjo which was derived below:

- a. Teacher or researcher must assist students in developing vocabulary skills by employing word-fishing techniques, enabling them to effectively arrange words in learning activities.
- b. The teacher or researcher must encourage students who struggle with vocabulary comprehension to engage in additional vocabulary learning. Although it may take time, this approach will enhance their ability to understand words.

DISCUSSION

1. The Implementation of Using Inquiry learning Method and Ladder Snake Game to teach reading skills for the 7th grade students of SMPN 1 Kartoharjo

During the discussion, the researcher presents the findings of a study that explores the use of the Ladder snake learning media for reading skills. The researcher outlines the following steps for utilizing the board game in the teaching process:

- a) The teacher check attendance students and prepare praying before lesson started.
- b) The teacher starts explaining the concept of descriptive text and provides an overview of its purpose, generic structure, and language features.
- c) In the second activity, the teacher provides a descriptive text paragraph and instructs the students to analyze its generic structure and language features.
- d) Next, the teacher introduces the Board Game "Snake and Ladder" as a teaching tool to the students.
- e) The teacher explains the roles and rules of the game to the students.
- f) For the fifth activity, the teacher divides the students into groups.
- g) In the sixth activity, the teacher instructs the students to play the board game.
- h) In the seventh activity, the teacher prompts the students to speak a descriptive text based on the instructions provided by the Board Game "Snake and Ladder."
- i) If any students encounter difficulties in speaking, the teacher offers assistance in the eighth activity.
- j) Lastly, in the tenth activity, the teacher instructs the students to continue playing the game until a winner is determined.

CONCLUSSION

The researchers implemented the Using Inquiry learning Method and Ladder Snake Game to teach reading skills to 7th-grade students at SMPN 1 Kartoharjo. Data was gathered through observation, interviews, and documentation. At the start of the session, the teacher greeted the entire class and asked a student to lead the prayer. Student attendance was recorded before the learning activities commenced. The teacher inquired about the material to be covered and encouraged students who understood to provide brief explanations and explain to their peers, aiming to enhance their abilities. Following a successful brainstorming session, the teacher explained the purpose of the learning activity. During the main activity, the teacher taught the students about descriptive text and posed questions for them to answer. The teacher then explained the rules of the ladder snake game, allowing students to play while evaluating their group activities. The teacher occasionally assisted students who encountered difficulties in translation. Towards the end of the game, the teams were asked to read out the summaries of the descriptive sentences they had obtained. In the final activity, students compiled the results of the ladder snake game, adhering to the teacher's instructions, and the teacher conducted a quick review of the day's learning activities before closing the class.

Next, the researchers identified the strengths and weaknesses of Using Inquiry learning Method and Ladder Snake Game to teach reading skills to 7th grade students at SMPN 1 Kartoharjo. These findings were derived from observations, informant interviews, and image documentation. The advantage of this learning method is that it increases students' interest as it incorporates game based learning, preventing boredom. Additionally, students can enhance their sentence comprehension and accuracy based on the text. However, weaknesses were also identified, such as students experiencing difficulty in quick translation and assembling vocabulary due to limited knowledge or encountering unfamiliar words.

Lastly, the researchers discovered potential solutions to address the weaknesses encountered in using the Using Inquiry learning Method and Ladder Snake Game to teach reading skills to 7th-grade students at SMPN 1 Kartoharjo. These insights were derived from interviews, observations, and activity documentation. It is understandable that students face challenges in translation, given their limited vocabulary and the fact that English is not their native language. The teacher's solution involves assisting students in constructing vocabulary through word association exercises. Additionally, students who struggle with word comprehension are encouraged to expand their vocabulary through continuous learning, recognizing that it is a gradual process that enhances their understanding abilities.

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