

THESIS

THE USE OF CRAZY PROFESSOR READING GAME TO IMPROVE READING COMPREHENSION FOR JUNIOR HIGH SCHOOL OF SEVENTH GRADE IN SMP NEG.4 TANJUNG TIRAM THE ACADEMIC YEAR OF 2017/2018

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ABSTRACT

MIFTAH WAHYUNA HAMID (34141033). The Use of Crazy Professor Reading Game to Improve Reading Comprehension for Junior High School of Seventh Grade in SMP Neg.4 Tanjung Tiram the Academic Year of 2017/2018

Keyword: Reading Comprehension, Crazy Professor Reading Game

This research is aimed to use of crazy professor reading game to improve reading comprehension. The subject of this research was seventh grade in SMP Neg. 4 Tanjung Tiram the academic year 2017/2018. It consisted of 32 students as the subject. The objective was to discover the improvement of students' in reading comprehension after taught by crazy professor reading game.

The research was conducted by using Classroom Action Research. The subject of this study was students on the second semester of SMP Neg. 4 Tanjung Tiram the academic year of 2017/2018. Consist of 32 students. To collect the data, the instruments used were quantitative data and qualitative data (documentation and observation sheet and interview sheet).

It was showed from the mean of pre-test which was 38.75. After use crazy professor reading game was applied in the first cycle, there was an improvement of the result of the students' mean which was 64.37, and for the second cycle after reflection on the first cycle, there was improvement students' mean was 77.81. Moreover, in pre-test session which was 9.37% (3 students) who got the point over 65. In post-test I for the cycle which was 40.62% (13 students) who got the point over 65. . In post-test II for the cycle which was 93.75% (30 students) who got the point over 65. So the total percentage of the improvement from the pre-test to post-test II was 93.75%.

It was found that teaching reading comprehension could improve the students' ability. It is suggestion that English teacher apply this game as one of alternative in teaching reading comprehension.

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The Writer

TABLE OF CONTENT

ABSTRACT.....	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF APPENDICES.....	viii
CHAPTER I: INTRODUCTION.....	1
A. Background of Study	1
B. Identification of Study	4
C. Formulation of Study	5
D. Objective of Study.....	5
E. Significance of Study	5
CHAPTER II: THEORETICAL REVIEW.....	6
A. Theoretical Framework.....	6
1. Reading	6
a. Definition of Reading	6
b. Purpose of Reading.....	8
c. Type of Reading.....	10
2. Comprehension.....	13
a. Comprehension skill	15
3. Reading Comprehension.....	16
a. Definition of Reading Comprehension.....	16
b. The Improvement of Reading Comprehension	17
4. Game of Reading.....	17

a. Go Fish	18
b. What's My Answer.....	18
5. Crazy Professor Reading Game	19
a. Definition of Crazy Professor Reading Game	19
b. Advantages and Disadvantages of Crazy Professor Reading Game.....	19
c. Steps Conducting of Crazy Professor Reading Game.....	20
B. Related Study.....	22
C. Conceptual Framework.....	23
D. Hypothesis	24
CHAPTER III: METHODOLOGY RESEARCH	25
A. Research Setting	25
B. The Data and Data Source	25
C. Research Method.....	26
D. Instrument of Data Collection	29
E. Technique of Collecting Data.....	31
F. Technique of Data Analysis	32
CHAPTER IV: DATA ANALYSIS AND RESEARCH FINDING	
A. The Data.....	34
B. Data Analysis.....	37
C. Research Finding and discussion	48
CHAPTER V: CONCLUSION AND SUGGESTION.....	50
A. Conclusion	50
B. Suggestion.....	50
REFERENCE.....	52

LIST OF TABLE

Table	Title	page
I	The Crazy Professor Reading Game.....	20
2	The Students' Score in the Reading Test	35
3	The Result of Students' Score for Pre-Test	37
4	Distribution of Students' in Reading Comprehension for Pre-Test	39
5	The Result of Students' Score for Post-Test I	39
6	Distribution of Students' in Reading Comprehension for Post-Test I ..	41
7	The Result of Students' Score for Post-Test II.....	42
8	Distribution of Students' in Reading Comprehension for Post-Test II.	43
9	The Percentage of Students' In Reading Comprehension.....	44

THE LIST OF APPENDIX

Appendix	Title	page
I.	Lesson Plan	55
II.	The question for pre-test.....	79
III.	The question for post test I.....	83
IV.	The question for post-test II.....	87
V.	Key answer of test	90
VI.	Name of students	93
VII.	Interview sheet of the students	94
VIII.	Interview sheet of the teacher	97
IX.	Observation sheet of the students.....	99
X.	Observation sheet of the teacher	100
XI.	Documentation	101

CHAPTER I

INTRODUCTION

A. The Background of The study

In Indonesia, English should be mastered by the students' to have a good communication and to have wide world knowledge. The government, education ministry established English as a compulsory subject in school to that all student have to learn English. By learning English, the students' will be comprehend many text from all over the world to support their learning process. In learning English, there are four skill that should be mastered by the students. They are speaking, reading, writing and listening.¹ Reading is one of most important skill of those.

Reading is one of the English skills which are essential to be mastered by the students. Reading skill are necessary for students in getting knowledge and new information. According to Brown that reading is the most essential skill in the educational context as it can be the assessment for students' general language ability.² Reading is an activity made up of large number of skills of both a motor and a cognitive kind. Reading may be defined as the meaningful interpretation of printed or written verbal symbol that represent language and to response intellectually and emotionally when being asked about the content of the text that he has read. Reading has been the major medium not only for transmitting thought but also for building concepts, developing vocabulary, providing knowledge, giving pleasure, giving personal enrichment, growing in intellectual, aiding in understanding personal problems, improving one's self concepts and conveying the problems and ways of other people and culture. In other words,

¹ H. Douglas Brown. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition. New York: Addison Wesley Longman, inc.

² H. Douglas Brown. (2007), *Teaching by Principles*. New jersey: Prentice Hall, P. 185.

by reading, reader can communicate with the writer by using printed or written text in order to get information, ideas, pleasure, and develop vocabulary to understand the writer's message.

Teaching reading at school is aimed at improving students' reading ability to comprehend reading text. The aim of teaching reading is to developed the students' reading skill so the students can read English text efficiently and effectively. Most of students feel that reading is very difficult work because they don't understand correctly how to comprehend a reading material. Comprehension is one of the most important elements to understand a reading text. It requires a finely tuned estimated of the parameter of the topic that the author had in main as well as an interpretation of the author intended expression about the topic.

SMP Neg. 4 Tanjung Tiram is one of the Junior High School in Batubara which is located at Tanjung Tiram. The students of SMP Neg. 4 Tanjung Tiram learn English as a core subject. In this school, English has been taught from the first until the third level. They taught by one English teacher. The aim reading here is to enable the students to understand and comprehend the text well.

In fact, based on the writer experience, most of the students does not have to understand the reading comprehension and the students got many difficulties to understand the text. The writer has observation on the seventh grade students at SMP Neg. 4 Tanjung Tiram. The teacher just focused on textbook in teaching and learning process. During reading activity, the teacher asked to the students to read the passage and find out the meaning of difficult word, then asked the student to answer the questions based on reading text. In this case, some of the students and did not respond what the teacher asked.

One factor causes the problem is the strategy applied by the English teacher and in teaching reading process did not run well. And the teacher when teaching English not have sufficient and

suitable. Usually, the teacher taught reading only explain the material in book. And it make the student feel bored to learn English.

Many strategies to apply them in the classroom. First Gallery Walk is Gallery Walk is a discussion technique that gets students out of their chairs and into active engagement. The advantage of the method is its flexibility. A Gallery Walk holds a variety of benefits for students and teachers alike. A Gallery Walk can be conducted with computers (a "Computer Run"), with pieces of paper on tables, or with posted chart paper, students can be easy to make summaries.³ Second, Peer-Assisted Learning Strategies (PALS) is a peer-tutoring instructional program that supplements the primary reading curriculum.² Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities.⁴

To solve the problem, the teacher need many strategy or game interesting in teaching reading. There are many strategy or game in teaching reading that can be used to overcome the problem. The writer uses Crazy Professor Reading Game. It is an innovative method of strengthening students' comprehension and thinking skill though peer interaction that involves listening, paraphrasing, questioning and making connection.

Crazy Professor Reading Game is a new reading system that addresses one of the most perplexing and important. Student and teachers work hardest when they are happiest. Reading, all of human activities, should be entertaining. Confronting and analyzing complex ideas exploring stories, creatively grappling with written language is one of the most exciting of all

³ <http://www.cct.umb.edu/gallerywalk.html> (more info) 06 April 2018.

⁴ https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_pals_013112.pdf

human enterprises. This method is challenging and gives broad chance for the students to explore their creatively and imagination.

Therefore, the writer suggest the teacher to apply Crazy Professor Reading Game which contain plenty of fun steps, and this game make students' enjoy to do it, and really effective it helping students' in reading.

Based on the explain above the writer was interested to the problem detail by conducting the research under the title : *“The Use of Crazy Professor Reading Game to Improve Reading Comprehension for Junior High School of VII Grade in Smp Neg.4 Tanjung Tiram*

B. Identification of Study

Based on the background of study above, there are some problems which can be identified, such as:

1. The students' are not focus when studying English.
2. They still do not understand to take information from the text.
3. The students' still difficult to read new word in English.
4. The students' still difficult to make a conclusion from the text.

C. Formulation of Study

1. What is the weaknesses of using crazy professor reading game in teaching reading?
2. How can the using of crazy professor reading game improve the student reading comprehension?

D. Objective of Study

1. To know the weaknesses of using crazy professor reading game in teaching reading.
2. To know the improve of using crazy professor reading game in teaching reading.

E. Significance of Study

If the researcher gives the positive result, it is expected that the result is to improve the quality of English teaching and learning process, and to output the study will be useful and to give contribution of developing English teaching especially in reading. And give a motivate the students' to learn English, then to improve the students' in teaching reading.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

1. Reading

a. Definition of Reading

Reading is an important part of most language and also an essential skill for studying at an English. Language school or university.⁵ Accompanying each reading are numerous activities that encourage students to think critically about the topic discussed in the selection and to link the reading to the overall theme of the book and to other selections. The activities also give students the opportunity to practice various strategies involved in the process of reading and writing, and to develop their language skill through communication with their classmates.⁶

According to Gambrell and Dromsky, a cognitive-constructivist, reading is a process in which reader actively search for and make meaning for themselves in what they read. The message in any text cannot be absorbed passively by a reader. It requires sustained cognitive effort on the

reader's part.⁷ Other definition about Reading is a complex process, complex to learn and complex to teach.⁸

⁵ Linda, Jeffries and Beatrice S. Mikulecky. (2012). *More Reading Power 3*, NY: Pearson Longman, p.vi

⁶ Elaine Brooks and Len Fox. (2002). *Making Peace: A Reading/ Writing/ Thinking Text On Global Communication*, Cambridge: University Press, p.viii.

⁷ Peter Westwood, *Reading and Learning Difficulties: approaches to Teaching and Assesment*, (Hongkong: Acer Press,201),p.10

As moeslim, we are commanded in reading by Allah, it can beseen from verse Al-A'alaq 1-5:⁹

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

The meaning: 1. Read in the name of your Lord who created, 2. He created man from a clot, 3. Read and your Lord is most Honorable, 4. Who taught (to write) with the pen, 5. Taught man what he knew not.

In Buya Hamka's exegesis was explained that the first command from Allah to Prophed Muhammad was reading. Jibril came to Prophed Muhammad to deliver these verse. Jibril said "Iqra" but Prophed Muhammad said that he could not read but Jibril said "Iqra" until three time and Prophed Muhammad said "Iqra" too. Finally, Prophed Muhammad could read. Since that when Jibril delivered the verse of Al-qur'an, Prophed Muhammad just followed Jibril's reading and memorized them in order to share with all of human being.¹⁰

Reading is a process of looking at a writer or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus reading consist of three elements, the symbol (written or printed), the sound, and the sense. Reading in fact is the ability which enables the pupils sooner or later, to read with the purpose of extracting from the printed page, the thoughts, fact, and

⁸ Douglas Carnine, Jerry Silbert, Edward J Kameenui,(1889). *Direct instruction Reading 2nd Ed*, Toronto: Merrill Publishing Company, p. 3

⁹ Op.cit, Al-A'laq verse 1-5, (bogar: SABIQ,2010), p, 597

¹⁰ Buya Hamka,(2000). *Tafsir Al-Azhar*, Jakarta: Pustaka Panjimas, p. 99-100

information that it has to give him. We are enlightened by reading. Reading our written message is interpreted by the other person.¹¹

From those definitions, the researcher made conclusion that reading is one of a skill in language to get a new idea and new information in the from the text to develop human thinking process.

b. Purpose of Reading

Classified the reading purpose as follows:¹²

- a. Reading to search for simple information and reading to skim.

Reading to research for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading in reading task that is probably best seen as a type of reading ability. In reading to search typically seen the text for a specific word. Similarly, reading to skim is common part of many reading task and useful skill its own right. It involves in essence, a combination of strategies for guessing where important information might be in the text until a general idea is formed. The reader is only read the surface to look for the simple information without having to think the material deeply. In reading to search, the reader typically scans the text for specific piece of information or a specific word. For instance,

¹¹ M.E.S. Elizabeth and Digumarti Bhaskara Rao. (2004). *Methods of Teaching English*, New Delhi: Discovery Publishing House. p. 278.

¹² William Grabe and Fredicka L. Stoller, (2002). *Teaching and Researching Reading*, Britian : Person Education, p.13

someone usually search through a telephone to find key information, either address or a phone number.

b. Reading to Learn from Text

Reading to learn typically occurs in academic and professional context in which someone needs to learn a considerable amount of information from a text. During reading to learn the reader has to be able to remember main ideas as well as a number of details, recognize and organize the information in the text, and also connect the text to the reader's prior knowledge.

Reader's reading rate when he or she does reading to learn is somewhat slower than reading for general understanding. It is because when someone reads to learn, she or he sometimes needs to read and reflect on strategies to help her or him remember the information. In addition, reading to learn demands stronger inference than reading for general understanding in order to connect the text information with her or his background knowledge.

c. Reading to Integrate information, Write and Critique Texts.

Reading to integrate information requires additional decision about the relative importance of complimentary, mutually supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from multiple sources. In this respect, both reading to write to integrate information. Both require abilities to compose, select, and critique information from text.

d. Reading for General Comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purpose for reading. General reading for comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

c. Type of Reading

Generally reading is divided into two type, namely intensive and extensive. Every type have differences definition and characteristic. Both of them make reading as activities that are different with other skill. The definition of each type is defined as follows:

a. Intensive Reading

Brown's explain that intensive reading calls attention to grammatical forms, discourse marker, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "zoom lens" strategy.¹³ Intensive Reading, sometimes called "Narrow Reading", may involve students reading selection by the same author or several text about the same topic. When this occurs, content and grammatically structures repeat themselves and students get many opportunities to understand the meaning of the text.

The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or

¹³ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, p.312 .

having read other works by the same author, the more comprehension is promoted. Intensive reading means that the reader take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

Intensive reading has several characteristics. It makes intensive reading different with extensive reading. The characteristic of intensive reading is started below:¹⁴

- a. Usually classroom based.
- b. Reader is intensively involved in looking inside the text.
- c. Students focus on linguistic or semantic detail of a reading.
- d. Students focus on surface structure details such as grammar and discourse makers.
- e. Students identify key vocabulary.
- f. Students may draw picture to aid them (such as in problem solving).
- g. Text is reading carefully and thoroughly, again and again.
- h. Aim is to build more language knowledge rather than simply practice the skill of reading.

According to explanation above, we can conclude that intensive reading has limitation in doing it. The limitation are time, word/phrase and meaning consensus.¹⁵ We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

b. Extensive Reading

¹⁴ <http://nflrc.hawaii.edu/rfi/october2002/day/day.html>.06-04-2018.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, p.166.

Brown's explain that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essay, etc)".¹⁶ The aim of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often intensive. Extensive reading is always done for the comprehension of main ideas, not for specific detail. Extensive reading have characteristics that is different from intensive reading. Day and Bamford (2002) put forward ten characteristic identified in successful extensive reading programs. They are duplicated (in abbreviated form) below:¹⁷

- a. Students read as much as possible.
- b. A variety of materials on a range of topics is available.
- c. Students select what they want to read.
- d. The purposes of reading are usually related to pleasure, information and general understanding.
- e. Reading is its own reward.
- f. Reading materials are well within the linguistics competence of the students in term of vocabulary and grammar.
- g. Reading is individual and silent.
- h. Reading speed is usually faster than slower.
- i. Teacher orient students to the goals of the program.
- j. The teacher is a role model a reader for the students.

¹⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, p.313.

¹⁷ Day, R.R & Bamford, j. (2002) "Top Ten Principle for Teaching Extensive Reading", reading in Foreign Language, Vol.14,p,2 .

In this type students can take the form of original fiction and nonfiction books as well as simplifications of established works of literature. It means that students at the appropriate level can read them with ease and confidence. They need text they can read without great use of a dictionary. Some teacher felt that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Other will argue that Extensive Reading provides a richer context for practice.

2. Comprehension

According to Webster's Dictionary that comprehension is the capacity for understanding fully; the act or action of grasping with the intellect. "webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or oriented matter; to learn from what one has seen or found in writing or printing."¹⁸

Comprehension is the label for myriad of skill that involves getting meaning from printed page. Comprehending the text means making sense of the text by using some activities those are helpful. Comprehension is a kind of up-market synonym for understanding in discussion that are (or are intended to appear) technical and scientific.

In such contexts the word frequently doesn't appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.¹⁹

¹⁸A merriam webster, (1996), *Webster's third New International Dictionary of The English Language Unabridged*, USA: g and c merriam company publisher, p 647

¹⁹Frank smith, *Understanding Reading*, (2004) : *A Psycholinguistic Analysis of Reading and Learning to Read*, Lawrence Erlbaum Associates Publisher, p 12

Based on Burn(1984; 177), divided comprehension into four level, namely literal comprehension, inferential comprehension, critical comprehension and creative comprehension.²⁰

a. Literal comprehension

Literal comprehension refers to the ability to understand what is stated by the writer or to take the idea and the fact that directly stated on the printed page. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually stated.

b. Inferential comprehension

Inferential comprehension refers to ability to go beyond what is stated directly, to understand what the writers means by looking for the inside meaning. Skill for inferential include inferring unstated main ideas, cause-effect relationship, references of pronouns and adverbs, admitted word, identifying words, author purpose, predicting, ending and drawing conclusion.

c. Critical comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgments and personal relating about ideas of information that writers offer in a passage.

d. Creative comprehension

Creative comprehension refers to the ability of reader to use his/ her imagination when the reading the passage. Skill for creative reading comprehension include understanding cause effect relationship on a stort, problem solving and producting creations.

²⁰Opcit, P 177, Burns, C.Paul

a. Comprehension Skill

A study by David is generally regarded as the significant attempt to delineate separate comprehension skill. His analysis showed the following five comprehension skills

1. Recalling word meaning (vocabulary knowledge).
2. Drawing inferences from content.
3. Following the structure of a passage.
4. Recognizing a writer's purpose, attitude, tone, mood.
5. Finding answers to questions answered explicitly or in paraphrase.²¹

3. Reading Comprehension

a. Definition of Reading Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment and evaluating. Word important factor in determining the degree of comprehension.²²

Reading comprehension is tied to listening comprehension in a basic and intuitive way. Most people perceive reading as a process of taking code written language and transforming it into decoded, spoken language.

Reading comprehension is tricky topic, and century old debates about what it entails, how it happens, and how to best facilitate it still rage in academic circles. However, everyone agrees that reading

²¹Arthur w. Heilman, Timothy R. Blair william H. Rupley,(1981), *Principles and Practices of Teaching Reading* (Columbus: Charles E. Merrill Publishing Co), p.241

²²<http://www.sciencedirect.com/2015/journal/index.php/erl/article/viewfile/S1547474715000000>

comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing.

According to Mayer that reading comprehension is technique for improving students' success in extracting useful knowledge from text.²³

b. The Improvment of Reading Comprehension

According to Gardner there are steps to improve our reading comprehension, namely :

1. It is evident that students' classroom practice has not emcomposed the development of reading beyondthe early stages. On the contrary, a survey of the use readinga class curriculum in the secondary school has revealed that, outside of English lesson, reading is rerely used for learning.
2. The exist of deep stated negative attitude towards reading among both pupil and teachers. The best illustrated by nothing that pupil regard a reading homework is 'no smoking'; teacher are defensive about allowing pupil to read because they are fear that the activity wiil be waste of time.
3. Reading as does take place secondary school is frequently beyond the scope of average pupil. For instance, standard science texts are written at a reability level far in advance of the pupil developing capability. As a result, comprehension is poor and frustration common.

²³Richard e, mayer and patricia a, (1947), *Alexander, handbook of research on learning and instruction*, (Newyork: Routledge), p.31

4. Game of Reading

Play is purposeful activity and games are part of playing as such, games are very appropriate teaching technique in the young learner classroom.²⁴ To attract students' interest in different skill, the teacher has different method to be implanted. Elizabeth introduces two types of reading game. The first, game for recognition, such as Flash Card of some words in duplicated are prepared. On set is displayed on the board in front of the class and the second set is given to the students. The pupils are asked to match the words. The second, games for comprehension, such as the teacher writes a number of sentences about actions on the blackboard and he numbers them. Thus he call out the number of sentences and the name of student. The students reads the sentence silently and does the action.²⁵ Here are some games may be used to teach reading skill.

a. Go Fish

This game is good for early fluent to fluent reader. This game can be adapted to use with older children, or more advanced readers. Variations can include vocabulary practice such as using homonyms (words that sound alike but are spelled differently and have different meanings, such as dear/deer, etc) or construction, like can't and cannot.²⁶

b. What's my answer

This game is created to practice skimming and scanning, to increase vocabulary and reading speed. Some procedures to conduct this game are the students are given one page of newspaper with two articles and write a question based on one of them at the top of the page without

²⁴ Caroline.T.Linse. (2006). *Practical English Language Teaching :Young Learners*, (New York:McGraw-Hill, p.57

²⁵ M.E.S. Elizabeth and Digumarti Bhaskara Rao, *Method of Teaching English*, p.281-282.

²⁶ www.readingrockrts.org, Retrieved January 20, 2018

indicating which article their question come from. After that, the students have to move around the class and try to answer four of their classmates' questions. They must give the answers and identify which articles the question for. They can also seat in group of four instead of moving around the class. Furthermore, all students have to return to their seat and discuss the answers.²⁷

5. Crazy Professor Reading Game

a. Definition of Crazy Professor Reading Game

CPR game is an elaborate variation on a reading technique known as Buddy Reading.

This game has eight steps to engage students in reading activity. This game modeled reading with expression and avoided reading text in monotone during students' activities. Students are involved actively in teaching learning process. Students need to bring kinesthetic movement through gesture in process to increase students' understanding of the literature that they read.

The Crazy Professor Reading Game is a new reading system that addresses one of the most perplexing and important questions in education.²⁸ It can be implemented at every grade level to increase students' reading comprehension.

Making connection: in this set of activities, students are given opportunities to make meaningful connection between what they have read and their own experience or other source.²⁹

b. Advantages and Disadvantages of Crazy Professor Reading Game

²⁷ Siti Tarwiyah, *Teaching English Through Games and Song*, p.94

²⁸ Chris Briffle. (2007). *Crazy Proffor Reading Game*, California: Crafton Hills College, p.3.

²⁹ Elaine Brooks and Len Fox, *making Peace; a Reading/ Writing/Thinking Text on Global Community*, p.viii

Every method has advantages and disadvantages. Some advantages of this game are as follow.

1. To train to work with their partner.
2. To develop students' creativity, because students will visualize their understanding on the text using their own gesture.
3. This game appropriate at every level. It can be applied at school or at home.

Some disadvantages of this game are as follow.

1. If this game is not effective, it will cause the class became noisy.
2. This game will be difficult to implement for the students who are less confident.

c. Steps Conducting Crazy Professor Reading

There are eight steps holding CPR game as table shows bellow. The researcher explains those steps as follow.

Table 1

The Crazy Professor Reading Game

	One's	Two's
1. Dramatic Reading	Reads slowly with a dramatic tone of voice.	Silently uses gestures to show what is being read.
2. Paraphrasing	Paraphrases what has been read with a dramatic tone of voice and gestures.	Silently mirrors the gestures.
3. Q and A	Asks questions about what has been read with a dramatic tone of voice and	Answers questions about what has been read with a dramatic tone of voice and

	gestures.	gestures.
4. Connecting	Using a dramatic tone of voice and gestures, makes connections between reading material and life experiences (and/or course material).	Silently mirrors the gestures.
5. Silent Skimming	Skim reads one page ahead ... when finished, skims same page again and again.	Skim reads one page ahead ... when finished, skims same page again and again.
6. Silent Reading	Silently reads using gestures to show what is being read.	Silently reads using gestures to show what is being read.
7. Silent Summarizing	Using gestures, silently summarizes what has been read.	Using gestures, silently summarizes what has been read.
8. The Crazy Professor	Becomes the high energy Crazy Professor: uses gestures, props, summarizes all that has been read ... during explanation can tell partner “tell me what I	Becomes the high energy Eager Student: praises the Professor, mirrors his/her gestures and use of props, asks questions, can say “Oh, fantastic!”,

	said!", "Give me a 10 finger woo!", "Ask me a good question!", "Are you paying attention?!", etc.	"You're a genius!", "Tell me more! more!", "Keep going!" "I get it ... what's your next great point!", etc.
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B. Related Study

Related study were reviewed and the related references to conduct the research to observe and analyze the teaching reading which were done by the teachers. There were some related study that have been done in analyzing or describing the process of teaching reading. The related study for conducting this present study were explained as follows.

The writer takes review researcher from other thesis as principle or comparative in this research. The first previous research is *"The Use of Students Team Achievement Division Technique to Improve Students' Ability in Reading Comprehension of Narrative Text at Eighth Grade of MTS Islamiyah Petangguhan"*. It was written by Ayu Lestari a student of State University for Islamic Studies in the academic year 2015. He concluded that by using Students Team Achievement Division technique could improve students' motivation, interest, and achievement. The implementation was reasonable because it could give motivation in learning English especially in reading comprehension.

The second previous research is done by Nur Habibah Matondang a student of State Islamic University of North Sumatera in the academic year 2015, entitled *"The Use of Collaborative Strategy Reading to Improve The Students' Ability at Reading Comprehension on Eight Grade"*

Students of MTs Al-Jamiyatul Wasliyah Tembung in 2014/2015 Academic year". In this thesis she analyzed the effectivity of using collaborative strategy reading to improve the ability at reading comprehension.

The other researchers was conducted by Desak Putu Eka Yulia Sari (2013) conducted a research about Improving Reading Comprehension through Small Group Discussion Technique of the Eight Grade Students' of SMP NEgeri 4 Denpasar in Academic Year 2013/2014. The result of study showed that small group discussion was able to improve and maintain the students' motivation, desire, interest, and enjoyment in learning English as it was shown by the result of the observation.

C. Conceptual Framework

The students' interest to learn a second language is influence by the lesson and how the teacher them in class. So, if the teacher wants to improve students' language mastery, he/ she must be aware of the students' feeling and created a supporting learning atmosphere in the class. In teaching reading, teacher should motivate the students to read actively. If the students are interested, they will be motivated to read. A high motivation to practice reading will improve their reading comprehension.

Reading is an important aspect in life, because someone cannot know anything without reading. Therefore, reading should be done carefully and effectively. In teaching process, when the teacher will use CPR, it means that teacher give change to the students to be actively participated in reading process, in which the students have a role with partner. When they find difficulties in getting the point of the passage, unknowing concept or vocabulary, they can discuss it with the partner.

The thought of the framework of this research is that CPR has been a positive strategy in teaching reading. In the past, students have difficulties in increasing their ability in reading, because they didn't know yet that CPR is one of strategy that can make their reading comprehension grow up. But now, they are easy to study especially in reading.

D. Hypothesis

Based on the explanation of the theoretical framework of thought above, the hypothesis of this research is "The students' ability in teaching reading will be improve by the use crazy professor reading game"

CHAPTER III

METHODOLOGY RESEARCH

A. Research Setting

This study will conduct at SMP Negeri 4 Tanjung Tiram for seventh grade consist of one class. A class consisted of 32.

The total number of seventh grade amount was 32 students. The research will conduct at the second semester graders VII in academic years 2017/2018. The study will conduct based on the action research design in order to know the improvement of students' ability in teaching reading though crazy professor reading game.

B. The Data and Data source

The data of this research consist of two kinds. There were quantitative and qualitative data which were taken from the seventh grade students of SMP Negeri 4 Tanjung Tiram in Academic year 2017/2018 which consist of 32 students. The research will conduct in two cycle, every cycle consist of four steps namely: planning, action, observation, and reflection. Cycle I consist of two meetings, meanwhile cycle II consist of two meetings.

C. The Research Method

The research design in this study will use Classroom Action Research According to suhardjono. Classroom Action Research is one of part of research with a specific purpose related to class.³⁰ And according to Suharsimi Arikunto, there are some expert who explained that the model of classroom action research with different design, but generally there four steps passed usually. They are: Planning, Acting, Observing, Reflecting.³¹ This research will conduct by administrating six meeting and two cycles consist of three meeting. Each of the cycle consist of four steps that has explain above.

1. Planning

Planning is the preparation of action will be done. It include all of the information or data that should be collect by the research, and any equipment or tools that needed before do the action. In this step we think and consider what action will be done, how method will be applied, and what material will be provided. Planning should be based on the problem identified which is done in the pre-research.

2. Action

Action is the activity that is done by the teacher in the classroom as the implementation of the project. It is the step of implementing of all planning arranged. In this step, the research applied what the she has planned.

3. Observation

³⁰ Suhardjono. 2010. *Penelitian Tindakan Kelas*, Bandung, Bumi Aksara, p.57

³¹ Suharsimi, Arikunto. 2010. *Penelitian Tindakan Kelas*, Jakarta, Bumi Aksara, p.16

Observation is the research of action that will be done to record the process during teaching and process. It foreshadows the achievement of reflection. Observation is technique that used by the teacher in order to give the comprehension and to improve the students' learning to the teaching material. In this aspect, the writer should be able to observe every action, response, and attitude of the students to the action and task given to them.

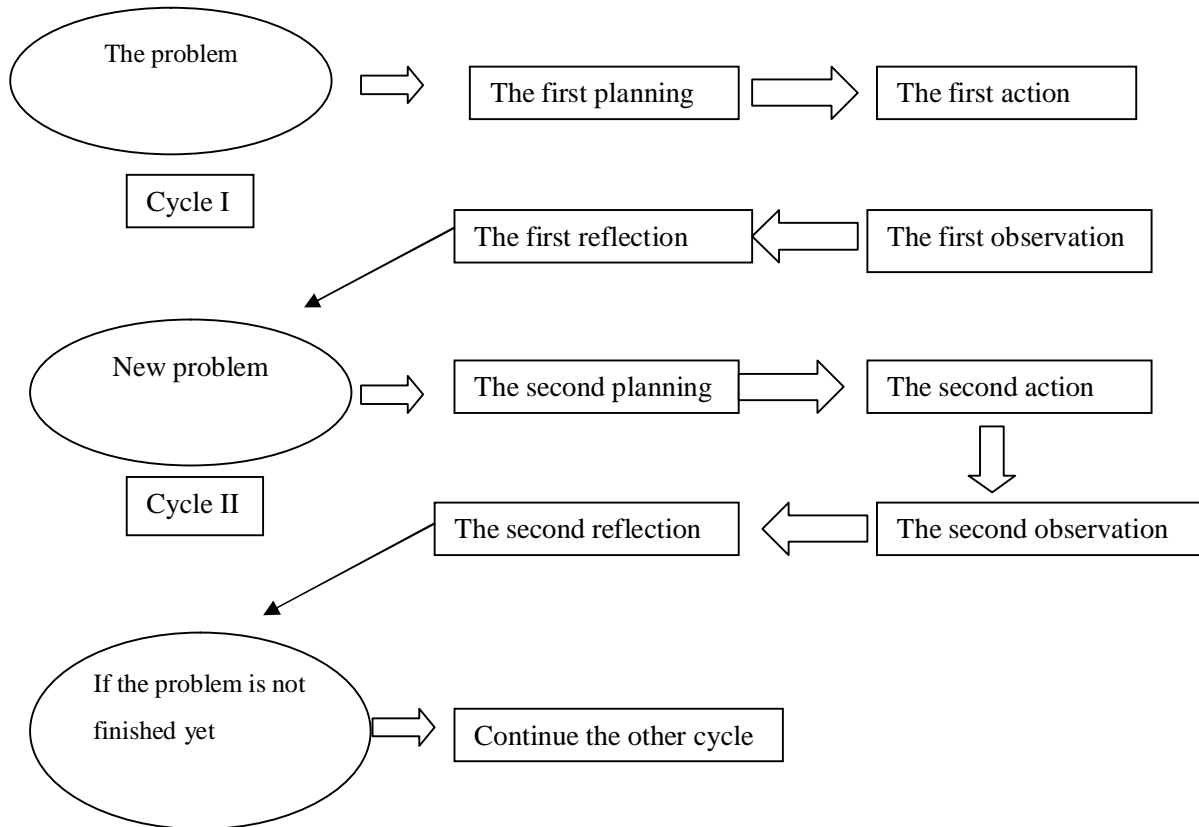
4. Reflection

Reflection is the evaluating of action that has been done. It has been recorded in observation. It is evaluated aspect. The writer makes conclusion the second cycle by repeating the pre-step to find the problem and the writer makes the planning to solve it.

According to Suharsimi Arikunto procedure of implementing of this research can be described on the following pictures.³²

³² *Ibid*, p.74.

Figure 1. the cycle of Classroom Action Research



Classroom Action Research as explained by Djunaidy can be defined as a form assessment that is reflective of the perpetrators action (teacher), which is done to improve the stability of rational from their action in carrying their task, to deepen understanding of the action done, and repaired conditions where learning practices is conducted. To achieve these goals, classroom action research was reformed in the form of the review process of cycling (cyclical), which consist of four stage of planning, action, observation and reflection.³³

³³ Djunaidy Ghonny. 2008. *Penelitian Tindakan Kelas*, Malang, UIN Press, p. 27

Classroom action Research, including qualitative research, although data collected may be quantitative. Action research is different from the formal research, which aim so test hypothesis and build theory of a general nature. More action research aim to improve performance, contextual nature and the result are not to be generalized. However, the results of action research can be applied by others who have a background similar to that owned by researcher.

The aim of classroom action research is to correct and improve the quality of learning practice continually, so that can increase the instructional result quality. Develop the teacher's skill, increase the relevance, research culture at the teacher. Beside classroom action research at educating teachers by the process of becoming self-conscious about their work and grow up research behavior.

D. Instruments of Data Collection

The data of the research of this study consist two type quantitative and qualitative data. The instruments of collecting data of this research are.

1. Observation

Observation is the action of watching something carefully, the comment or remark based of something has been seen is written in this observation sheet. The act of noticing or perceiving something. In science, observation refer to noting or recording a fact or occurrence. Observation is either an activity of living being (such as human), consisting of receiving knowledge of the outside world through the sense, or the recording of data using scientific instruments. The term

may also refer to any data collected during this activity. An observation can also be the way you look at something.

2. Interview

Interview is used to acquire important information related to the main research. Interview is a dialogue which will be done by an interview to get information from respondent by asking them some question. According to Bongdan and Biklen, interview the conversation that will aim to get information, usually is consists of two persons or more. Interview is conducted to get information about students' ability in reading.

3. Documents

Documents are something written that contain information serving as proof collecting documents were conducted to get information about the students' improvement. It was be one of important instrument in doing classroom action research. It helped the research to find data about the students. It included the students' attendance list, the students' score, and the students' evaluation.

4. Pretest and Posttest

In reading tests will conduct to gain the information about how successful the actions improve the students' ability in mastering in reading. It consist of two tests which were administered before and after the actions. The one namely the pre-test was conducted before the actions. The other one namely the post-test was conducted after the actions. The test was aim to measure the students' ability in mastering reading. The kind of test the researchers use multiple choice to get the quantitative data in this research. Multiple choice the students were asked to

answer 20 multiple choices which will relate to the text that they read. The time which was given to the students to finish is 45 minutes.

Besides the reading comprehension tests, the researcher also administered the assessment tasks in the end of each cycle. The assessment tasks were used to gain the information about the strengths and the weaknesses of the actions and the improvement of the students reading comprehension in each cycle.

E. Technique Of Collecting Data

1. Observation: the writer observes the students and the teacher activity during the teaching learning process in the class.
2. Questionnaire: the teacher give questionnaire to the students. And the student answer the questionnaire.
3. Interview: the writer ask the teacher and some of the students about what they feel about the game.
4. Documents: the writer take a documentation during the teaching learning process to know what all they do in the class. It will be take a picture all the situation on condition in the class.

F. Technique of Data Analysis

The data analysis is applied by using quantitative and qualitative data. The data is used to describe the situation during teaching-learning process. The qualitative data was taken by

observation, interview, and documents. Quantitative data was use to analyze the students' score. While the quantitative data was taken by the test (multiple choice).

In scoring the reading test, it was determinate that the ranging from 0-100 by accounting the correct answer. The correct answer was given 1 while the wrong answer is given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = the score

R = the number of the correct answer

N = the number of question

For the students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of students got score 65

R : The percentage of students got score above 65

T : Total number of students who participate in the test

To know the mean of the students' score for each cycle, the researcher applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean

$\sum X$: The total score

N : Total number of students

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

The data was applied by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and documentation. The quantitative data were taken from the mean of students' score in the taking test (pre-test and post-test). This research was conducted in one class (VII) with 32 sample. It was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test was conducted in three meetings. The second cycle was conducted in three meetings also. In the last meeting of each cycle, the students were taken the test as the post test.

1. The Quantitative Data

The quantitative data were taken from the test result, which was carried out in two cycles. In two cycles, there were six meetings were conducted. The test was given to the students in forms of pre-test of cycle I and cycle II the result of students score could be seen in the following table.

Table 2.The Students' Score in the Three Reading Test

No	INITIAL OF STUDENTS	VALUE		
		Pre-test	Pos-Test I	Pos-Test II
1	AF	40	60	80
2	AS	50	70	70
3	AR	30	50	60
4	CD	30	60	80
5	FZ	40	70	80
6	FS	60	90	90
7	FHL	30	70	80
8	JH	50	80	90
9	ML	30	60	70
10	MFI	40	50	90
11	MA	20	60	70
12	ME	70	60	80
13	ME	30	60	80
14	MFA	40	50	80
15	MHA	40	70	80
16	MI	20	60	70
17	MJS	30	50	80
18	MNP	40	70	80
19	MYH	20	60	70
20	MYS	20	50	80
21	MH	40	60	60
22	MS	60	80	80
23	NHA	70	90	90
24	NR	30	70	80
25	NS	40	60	70
26	RZ	40	60	80
27	SA	40	60	80
28	SN	20	60	70
29	SA	50	70	80
30	SMN	20	50	70
31	SR	30	70	80
32	TA	70	80	90
Total		$\sum X = 1240$	$\sum X = 2060$	$\sum X = 2490$
Mean		$\bar{X} = 38.75$	$\bar{X} = 64.37$	$\bar{X} = 77.81$

2. The Qualitative Data

The qualitative data was taken from test, observation sheet, interview sheet and documentation.

a. Observation Sheet

From the observation sheet, the researcher was noted that students were active and enthusiastic in learning reading by using crazy professor reading game. Beside that, the researcher analyzed the students activity in the class before teaching learning process. The researcher gave opening and started in adaptation how they learn English subject. It can look around from their activity in the class. Even though they still confused to understand reading text their responds to catch the lesson and give the understanding especially in reading learning. How can they comprehend the text, only read or see the text without understand the content of the text, theoretical text that they read. Crazy professor reading game created a good in teaching learning process which made students to discuss actively and interactive with partner.

b. Interview Sheet

The interview was done before conducting the first cycle. It was found out that the teachers' problems in teaching reading were lack of strategy in reading. The interview also found that the students' difficulties in mastering reading especially in learning reading descriptive text, the understanding about text and the low motivation to study about reading. The interview also was done after using the game to the English teacher and some students who got the low and high value during learning process.

c. Documentation

From the documentation, researcher found that students were active and enthusiastic during teaching learning process after using crazy professor reading game. however some students were lazy to study reading. After they were formed in partner, they were active, serious and interested with their partner in studying about reading of descriptive text. Therefore, students showed a good in learning English, especially in reading.

B. Data Analysis

1.Quantitative Data

The researcher gave tests in the end of each cycle. There was an improvement on the students' ability in reading comprehension from each cycle. It was showed from pre-test until post-test of the cycle II. It can be see below:

Table 3. The Result of Students' Score for Pre-Test

No	Students' Initial	Pre-Test	
		Score	Got Score Over 65
1	AF	40	Failed
2	AS	50	Failed
3	AR	30	Failed
4	CD	30	Failed
5	FZ	40	Failed
6	FS	60	Failed
7	FHL	30	Failed
8	JH	50	Failed
9	ML	30	Failed
10	MFI	40	Failed
11	MA	20	Failed
12	ME	70	Passed
13	ME	30	Failed
14	MFA	40	Failed
15	MHA	40	Failed
16	MI	20	Failed
17	MJS	30	Failed
18	MNP	40	Failed
19	MYH	20	Failed

20	MYS	20	Failed
21	MH	40	Failed
22	MS	60	Failed
23	NHA	70	Passed
24	NR	30	Failed
25	NS	40	Failed
26	RZ	40	Failed
27	SA	40	Failed
28	SN	20	Failed
29	SA	50	Failed
30	SMN	20	Failed
31	SR	30	Failed
32	TA	70	Passed
Total $\sum X$		1240	
The Mean Score		38.75	

From the table of Pre-Test, the total score of the students was 1240 and the number of the students who took the test was 32 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1240}{32} = 38.75$$

From the data analysis above, students' ability in reading comprehension was low. The mean of the students was 38,75. And to look the number of the students' who were competent in reading comprehension test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{3}{32} \times 100\% = 9.37\% \text{ And}$$

$$P_2 = \frac{29}{32} \times 100\% = 90.62\%$$

Table 4. Distribution of Students' in Reading Comprehension For Pre-Test

	Criteria	Total Students	Percentage
P_1	Passed	3	9.37%
P_2	Failed	29	90.62%

From the table analysis, the students' ability in mastering reading comprehension still low. The mean of the students was 38.75. From the score who got over 65 were 3 students or it was only 9.37% and 29 students got under score 65 or it was 90.62%. It can be concluded that the students' ability in mastering reading comprehension still low.

From the explanation above, students' ability in mastering reading comprehension was classified low when conducting action research in pre-test. So, post-test 1 continued in cycle I. The analysis in the post-test 1 of the first cycle can be follow below:

Table 5. The Result of Students' Score for Post-Test I

No	Students' Initial	Pre-Test	
		Score	Got Score Over 65
1	AF	60	Filed
2	AS	70	Passed
3	AR	50	Failed
4	CD	60	Failed
5	FZ	70	Passed
6	FS	90	Passed
7	FHL	70	Passed
8	JH	80	Passed
9	ML	60	Failed
10	MFI	50	Failed
11	MA	60	Failed
12	ME	60	Failed
13	ME	60	Failed
14	MFA	50	Failed
15	MHA	70	Passed
16	MI	60	Failed
17	MJS	50	Failed
18	MNP	70	Passed
19	MYH	60	Failed
20	MYS	50	Failed
21	MH	60	Failed

22	MS	80	Passed
23	NHA	90	Passed
24	NR	70	Passed
25	NS	60	Failed
26	RZ	60	Failed
27	SA	60	Failed
28	SN	60	Failed
29	SA	70	Passed
30	SMN	50	Failed
31	SR	70	Passed
32	TA	80	Passed
Total $\sum X$		2060	
The Mean Score		64.37	

From the table of Pre-Test, the total score of the students was 2060 and the number of the students who took the test was 32 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2060}{32} = 64.37$$

Based on explanation above, students' ability in mastering reading comprehension was classified still not good when conducting action research in cycle I even though there are 13 students passed the test. The mean of students' ability got 64.37. And to took the number of the students' who were competence in reading comprehension, the test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{13}{32} \times 100\% = 40.62\% \text{ And}$$

$$P_2 = \frac{19}{32} \times 100\% = 59.37\%$$

Table 6. Distribution of Students' in Reading Comprehension For Post-Test I

	Criteria	Total Students	Percentage
P_1	Passed	13	40.62%
P_2	Failed	19	59.37%

From the table analysis, the students' ability in mastering reading comprehension still low. The mean of the students was 64.37. From the score who got over 65 were 13 students or it was only 40.62% and 19 students got under score 65 or it was 59.37%. It can be concluded that the students' ability in mastering reading comprehension still low. Post-test cycle I is categorized failed. The result of Standard of Criteria Success (SKM) minimum was >65 score. Therefore, the next action continued on cycle II. The analysis in the post-test 2 of the second cycle can be follow below:

Table 7. The Result of Students' Score for Post-Test II

No	Students' Initial	Pos-Test II	
		Score	Got Score Over 65
1	AF	80	Passed
2	AS	70	Passed
3	AR	60	Failed
4	CD	80	Passed
5	FZ	80	Passed
6	FS	90	Passed
7	FHL	80	Passed
8	JH	90	Passed
9	ML	70	Passed
10	MFI	90	Passed
11	MA	70	Passed
12	ME	80	Passed
13	ME	80	Passed
14	MFA	80	Passed
15	MHA	80	Passed
16	MI	70	Passed
17	MJS	80	Passed
18	MNP	80	Passed

19	MYH	70	Passed
20	MYS	80	Passed
21	MH	60	Failed
22	MS	80	Passed
23	NHA	90	Passed
24	NR	80	Passed
25	NS	70	Passed
26	RZ	80	Passed
27	SA	80	Passed
28	SN	70	Passed
29	SA	80	Passed
30	SMN	70	Passed
31	SR	80	Passed
32	TA	90	Passed
Total ΣX		2490	
The Mean Score		77.81	

From the table, the students' ability in mastering reading comprehension by Crazy Professor Reading Game. The standard of criteria maximum was scored by mean 77.81. From the total score of the students was 2490 divided the number of the students who took test was 32 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{2490}{32} = 77.81$$

From the explanation above, students' ability in mastering reading comprehension improved. The mean of students' was 77.81. And to took the number of the students' who were competence in reading comprehension test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{30}{32} \times 100\% = 93.75\% \text{ And}$$

$$P_2 = \frac{2}{32} \times 100\% = 6.25\%$$

Table 8 Distribution of Students' in Reading Comprehension For Post-Test II

	Criteria	Total Students	Percentage
P_1	Passed	30	93.75%
P_2	Failed	2	6.25%

From the table analysis, the students' ability in mastering reading comprehension was classified very good when doing action research on cycle II.

Based on the findings all of the result analysis above, the researcher concluded that Crazy Professor Reading game can improve the students' ability in mastering reading comprehension.

Table 9. The Percentage of Students' in Reading Comprehension

Meeting		Students who got up 65	Percentage
Pre-test	I	3	9.37%
Cycle I	III	13	40.62%
Cycle II	VI	30	93.75%

Based on the table above, the result showed the improvement of students' score from the pre-test to post-test of cycle II. In the pre-test, students who got up 65 there were only 3 of 32 students (9.37%). In the post-test of cycle I, students who got up 65 there were 13 of 32 students (40.62%). In the post-test of cycle II, the students who got up score 65 there were 30 of 32 students (93.75%).

2. Qualitative Data

The researchers was conducted in two cycle and each cycle consisted of three meetings.

1. First Cycle

In this cycle, there were three meetings which were conducted to the students. First meeting was used as the pre-test. A test was administrated in the end of teaching learning process. The steps of this action research were:

a. Planning

In this cycle, firstly the researcher explained about the advantage of mastering English in reading descriptive text, definition, purpose and the generic structure. Researcher introduced Crazy Professor Reading Game, the aim and the steps. That was correlated it into the subject in reading descriptive by using Crazy Professor Reading Game.

The plan was arranged before doing research. All of the preparation that was needed in the process of research have prepared before, such as analyzing and observing, preparing media, preparing observation sheet, examining, conducting students test, designing questionnaire, designing of learning in reading. Researcher made the concept of lesson plan for three meetings. It would be done for ninety minutes for each meeting.

b. Action

In this term, there were some activities was done by researcher. They were:

- a. Students understand the aims the benefits of crazy professor reading game in teaching reading.
- b. The teacher explain about how the procedure of crazy professor reading game.
- c. Students were can looking for the partner. And she explain to the students how to teach reading use the game.
- d. The teacher explain the material about descriptive text.
- e. The teacher asked the students to try answer the question themselves.
- f. The teacher guided the students when they did work.

- g. The teacher asked the students to discuss the question with their partner.
- h. The teacher collected the students answer sheet and corrected the students answer.
- i. The teacher evaluated the learning outcomes of the material.
- j. The teacher found ways to better appreciate the efforts and result of individual and with their partner.
- k. There were some activities done by students. They were: the students gave their response to show politeness, listened to the teacher explain. Paid attention to the teacher explain, the students were given change to ask the teacher explained that was unclear, some students that did not know answer try to discuss with the other friends to solve the problem and the last the students did the individual test.

c. Observation

The observation sheets were filled by the English teacher as collaborator of this research. Based on the observation, it was concluded that teaching learning process crazy professor reading game ran well. The situation of teaching-learning process was comfort, easy, enjoyable and effective. Crazy professor reading game strategy created a good environment in teaching-learning reading which is the students became active in asking question to their friend or the teacher, giving opinion, and giving the respond. It can be seen in appendix.

d. Reflection

The researcher evaluated the teaching learning process in the end of meeting from the first cycle. The researcher as the teacher asked the students about their difficulties and problems in understanding the lesson. The researcher also discussed with their real English teacher, how to solve this problem. The evaluation of three meeting become the reflection to the researcher in making second cycle.

2. Second Cycle

The first cycle was started at the first meeting until third meeting. In second cycle the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get the better improvement of the students. In the process the second cycle, the researcher felt better to begin because the researcher had already got the reflection from the first cycle to used as the information on the students' problem similar to the first cycle, the researcher conducted to the second cycle with the same steps as follows:

a. Planning

In this cycle, crazy professor reading game still was applied in teaching learning process. The topic was same as before as reading. In this cycle, teaching learning process more emphasized students in reading through answered some of question of multiple choice test. The researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class.

b. Action

The researcher was tried the best in teaching process and she gave motivation to increase their ability in reading by following step of crazy professor reading game.

c. Observation

The observation was done for the second cycle. The students' activity during teaching learning process had been observed:

a. The students were not confused about the procedure of crazy professor reading game.

They started learn English easier that before.

- b. Many students were active in doing the task, even some of them still made noisy when teaching learning process.
- c. Many students tried to express their opinion confidently.
- d. They are able and confident with their groups to analyzed their topic.
- e. The research also saw they did not have any problem in doing their exercise. They are more active and enthusiastic than before. They also got the better score than before.
- d. Reflection

In this phase, the feedback of the teaching learning process was take from the result of the observation. As the observation and result test, the researcher could be concluded as follows:

The researcher could be increased on the students' ability in reading descriptive by using crazy professor reading game. it was based on the observation sheet that showed to improve every meeting. Each a pair discussed enthusiastic, every students had braveness to ask what they did not know and gave their opinion.

C. Research Finding and Discussion

1. There was not the weakness of using crazy professor reading game to improve the students' reading comprehension. It proved by students means was increased from pre-test, post-test (cycle I) and, post-test II (cycle II). This is also supported by the enthusiasm of students' in learning English especially in reading comprehension.
2. The result was indicated that there was an improvement students' ability in reading by crazy professor reading game. it supported by the fact of the means from the score in every meeting increased. From the result above, the first cycle got the mean 64.37% and the second cycle was 77.81%. It was indicated that the score and the means in

second cycle were better than before (first cycle). The percentage of students who got point up to 65 also grew up. . In the pre-test, students who got up 65 there were only 3 of 32 students (9.37%). In the post-test of cycle I, students who got up 65 there were 13 of 32 students (40.62%). In the post-test of cycle II, the students who got up score 65 there were 30 of 32 students (93.75%). The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The quantitative data were organized from interview, observation and documentation. All of these was data indicated that the students given their attitude and responses during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated the action and applying of crazy professor reading game as method significantly can improve the students' in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it be concluded the following points, they are:

- a. The weakness of using crazy professor reading game can make the students more interested in reading. It was proved by students' means was increased from pre-test (38.75%), post-test I (cycle I) (64.37%), post-test (cycle II) (77.81%).
- b. Students' in reading comprehension especially in descriptive text can be improve by used crazy professor reading game. It proved by the students' score in pre-test, post-test I, and post-test II. And percentage based on the analysis for the pre-test it was showed in previous only 3 students of 32 students succeed answered pre-test (9.37%), post-test I (cycle I) it was showed in previous only 13 students of 32 students succeed answered post-test I (40.62%), and post-test II (cycle II) it was showed in previous only 30 students of 32 students succeed answered post-test II (93.75%) it can be concluded that using crazy professor reading game significantly to improve the students' ability in reading comprehension in English Grade at SMP Neg. 4 Tanjung Tiram.

B. Suggestion

On this occasion, the research would like to give some suggestion to the stakeholders and the researcher. It can get benefits from this research. The suggestion are as follow:

- a. The principle of SMP Neg. 4 Tanjung Tiram give direction to English teachers about there are some strategies in English teaching that suitable for students one of them is crazy professor reading game, that contributed on the students' ability in reading comprehension.

- b. The English teacher, should be implemented strategy in learning about reading so that the students can more actively, enthusiastically and enjoy during teaching process. The last, the material can be gotten by the students easier.
- c. The students, it is the better to make a pair discussion to share their opinion and it make the students more active in learning process, so that the students do not get bored, because generally, they just write the explanation from their teachers that wrote on the black board, it is so monotonously.
- d. Other research, the finding of this research is subject matters which can be developed widely and deeply by adding other variable or to enlarge the samples.

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APPENDIX I

LESSON PLAN

School	: SMP Neg. 4 Tanjung Tiram
Subject	: English
Class/Semester	: VII/II
Meeting	: 1
Time Allocated	: 2 x 40 Minutes
Skill	: Reading

I. Standard Competence : Reading

5. Understanding the meaning of functional text and monologue/essay text in the form of descriptive and recount relating to the environment

II. Basic competence

- 5.3 Responding the meaning and rhetorical in monologue/essay text accurately, and fluently relating to the environment in the form of descriptive text and recount text

III. Indicator

1. Identify the main idea in reading text
2. Locating the meaning in reading text
3. Identify generic structure in reading text
4. Find communicative purpose in reading text
5. Find language feature in reading text

IV. Learning objectives

1. Students are able to identify the main idea in descriptive text
2. Students are able to locate the meaning in descriptive text
3. Students are able to identify generic structure in descriptive text.
4. Students are able to find communicative purpose in descriptive text.
5. Students are able to find language feature in descriptive text

V. Learning Materials

LEOPARD

This is a leopard. It lives in the zoo. This leopard is a big cat with bright yellow colour and black spots. Those black spots are nearly of the same size from its nose to its tail. It is about six to seven and a half feet long. People also call this animal panther.

Although it is a big animal, its ears are quite small. However, it has a long tail and it runs very fast. It jumps very well too. That is why it is good at chasing and catching its preys.

VI. Learning Method:-

VII. Teaching Activities

1. Pre Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher pairs two students

2. Whilst Activities:

- a. The teacher provides a general introduction to the topic by using brain storming activities
- b. The teacher gives the text in two sections. The first half of the story is given to one student in each pair and the second half in the other one.
- c. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
- d. The teacher asks both students in pair exchange their lists and gives them a few moment to reflect on the list of clues and relate them to the story part they have read
- e. The teacher asks the students to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other student has recorded.
- f. The teacher calls a few volunteers to read their own versions to each other in front of class
- g. Next, the teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.

- h. The teacher concludes with a discussion of the whole story.
 - i. The teacher gives a quiz at the end of the session.
3. Post Activities
 - a. The teacher responds to the students' activity and concludes the lesson
 - b. Teacher asks students about their difficulties during learning process.

VIII. Teaching Resources

- ## 1. White board, Marker, Eraser, Pictures

IX. Assessment

- Technique : Written test
 - Form : Multiple choice
 - Instrument :
- From the description, we may conclude that leopard is a ____
 - Herbivore animal
 - Omnivore animal
 - Carnivore animal
 - Cannibal animal
 - "...it is a **big** animal" (paragraph 2). The antonym of the bold word is ____
 - large
 - giant
 - small
 - fat
 - "This is a leopard"
This part of the sentence is called ____
 - resolution
 - orientation
 - complication
 - identification
 - What is the purpose of the text ____
 - To tell the last story
 - To describes a particular thing
 - To entertain the reader
 - To tell how to make something
 - Leopard's skin ____ bright yellow color and black spots
 - looks like
 - looked like
 - is look like
 - was looking like
- d. Key answer
- 1.C 2.A 3.D 4.B 5.A
- e. Explanation of score:
- Every right answer get score = 2
 - Maximal score = 10
- f. Final score
- Student score = 5 x 2

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LESSON PLAN

School : SMP Neg.4 Tanjung Tiram
Subject : English
Class/Semester : VII/II
Meeting : 2
Time Allocated : 2 x 40 Minutes
Skill : Reading

I. Standard Competence : Reading

5. Understanding the meaning of functional text and monologue/essay text in the form of descriptive and recount relating to the environment

II. Basic competence

- 5.3 Responding the meaning and rhetorical in monologue/essay text accurately, and fluently relating to the environment in the form of descriptive text and recount text

III. Indicator

1. Identify the main idea in reading text
2. Locating the meaning in reading text
3. Identify generic structure in reading text
4. Find communicative purpose in reading text
5. Find language feature in reading text

IV. Learning objectives

1. Students are able to identify the main idea in descriptive text
2. Students are able to locate the meaning in descriptive text
3. Students are able to identify generic structure in descriptive text.
4. Students are able to find communicative purpose in descriptive text.
5. Students are able to find language feature in descriptive text

V. Learning Materials

Dengue Fever

Dengue fever is one of the most dangerous diseases in the world. Dengue fever is endemic in most tropical countries of the South Pacific, Asia, the Caribbeans, the Americas

and Africa. This disease rapidly spreads in most tropical urban areas of the world. It means people in these areas have high risks of infection of disease. Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitoes, usually *Aedes Aegypti*. In other words, the disease cannot be spread directly from person to person.

VI. Learning Method: Crazy Professor Reading Game

VII. Teaching Activities

1. Pre Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher pairs two students

2. Whilst Activities:

- a. The teacher provides a general introduction to the topic by using brain storming activities
- b. The teacher gives the text in two sections. The first half of the story is given to one student in each pair and the second half in the other one.
- c. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
- d. The teacher asks both students in pair exchange their lists and gives them a few moment to reflect on the list of clues and relate them to the story part they have read
- e. The teacher asks the students to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other student has recorded.
- f. The teacher calls a few volunteers to read their own versions to each other in front of class
- g. Next, the teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.
- h. The teacher concludes with a discussion of the whole story.
- i. The teacher gives a quiz at the end of the session.

3. Post Activities

- a. The teacher responds to the students' activity and concludes the lesson

- b. Teacher asks students about their difficulties during learning process.

VIII. Teaching Resources

1. White board, Marker, Eraser, Pictures

IX. Assessment

- a. Technique : Written test
b. Form : Multiple choice
c. Instrument :

1. The most suitable title for the above passage is ____
a. Diseases b. Virus c. Dengue fever d. Aedes Aegypti
2. “Sometimes, many patients get nausea, **vomiting**, and rash on arms, face and legs” (last paragraph). The meaning of bold word is ____
a. Food from the stomach back out through the mouth
b. Feeling of wanting to vomit
c. Having little colour
d. Unable to balance
3. Where does dengue fever rapidly spreads ____
a. Just Caribbean b. in tropical urban areas
c. in Indonesia d. Africas
4. What is the purpose of the text ____
a. to retell the last story b. to entertain the reader
c. to describe particular thing d. to tell how to make something
5. Does Dengue Fever caused of Aedes Aegypti mosquito?
a. Yes, it does b. No, it doesn't c. Yes, it is d. No, it isn't

2.Key answer : 1.C 2.A 3.B 4.C 5.A

3.Explanation of score:

- Every right answer get score = 2
- Maximal score = 10

4.Final score

Student score = 5 x 2

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LESSON PLAN

School	: SMP Neg.4 Tanjung Tiram
Subject	: English
Class/Semester	: VII/II
Meeting	: 3
Time Allocated	: 2 x 40 Minutes
Skill	: Reading

I. Standard Competence : Reading

5. Understanding the meaning of functional text and monologue/essay text in the form of descriptive and recount relating to the environment

II. Basic competence

- 5.3 Responding the meaning and rhetorical in monologue/essay text accurately, and fluently relating to the environment in the form of descriptive text and recount text

III. Indicator

1. Identify the main idea in reading text
2. Locating the meaning in reading text
3. Identify generic structure in reading text
4. Find communicative purpose in reading text
5. Find language feature in reading text

IV. Learning objectives

1. Students are able to identify the main idea in reading text
2. Students are able to locate the meaning in reading text
3. Students are able to identify generic structure in reading text.
4. Students are able to find communicative purpose in reading text.
5. Students are able to find language feature in reading text

V. Learning Materials

MY GRANDMOTHER

My Grandmother is a very gentle, loving, and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when Mom and Dad go to work.

My Grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has very dry eyes that twinkle whenever she sees me. I hardly ever see them wet. She likes to tell stories. She usually tells me brief story of her childhood and expresses them very well with her tired, old, wrinkled hands.

VI. Learning Method: Crazy Professor Reading Game

VII. Teaching Activities

1. Pre Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher pairs two students

2. Whilst Activities:

- a. The teacher provides a general introduction to the topic by using brain storming activities
- b. The teacher gives the text in two sections. The first half of the story is given to one student in each pair and the second half in the other one.
- c. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
- d. The teacher asks both students in pair exchange their lists and gives them a few moment to reflect on the list of clues and relate them to the story part they have read
- e. The teacher asks the students to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other student has recorded.
- f. The teacher calls a few volunteers to read their own versions to each other in front of class
- g. Next, the teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.
- h. The teacher concludes with a discussion of the whole story.
- i. The teacher gives a quiz at the end of the session.

3. Post Activities

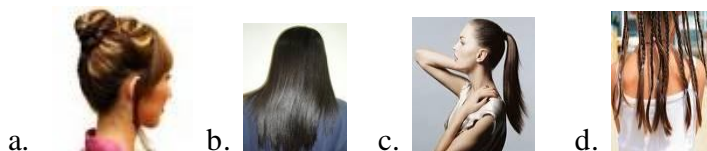
- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VIII. Teaching Resources

1. White board, Marker, Eraser, Pictures

IX. Assessment

- a. Technique : Written test
 - b. Form : Multiple choice
 - c. Instrument :
1. What does the writer's impression of his grandmother?
 - a. She never raises her voice
 - b. He really loves his grandmother
 - b. A gentle, loving, and caring person
 - d. He doesn't recognize his grandmother
 2. "... She usually pulls up into a bun." (Paragraph 2). Which picture shows the picture of bun?



3. The following statements are true about Grandmother, EXCEPT ...
 - a. She lives with the writer's family
 - b. She is a nice and cheerful person
 - b. She takes care of the writer
 - d. She has dark brown face
 4. What is the purpose of the text?
 - a. To terrify the readers
 - b. To describes the writer's grandmother
 - c. To promote the writer's kindness grandmother
 - d. To inform the readers about the writer's grandmother
 5. Grandmother _____ to tell stories.
 - a. liked
 - b. likes
 - c. is like
 - d. was liked
- d. Key answer :
1. C 2. A 3. D 4. B 5. B
- e. Explanation of score:
- Every right answer get score = 2
 - Maximal score = 10
- f. Final score

Student score = 5 x 2

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LESSON PLAN

School	: SMP Neg.4 Tanjung Tiram
Subject	: English
Class/Semester	: VII/II
Meeting	: 4
Time Allocated	: 2 x 40 Minutes
Skill	: Reading

I. Standard Competence : Reading

5. Understanding the meaning of functional text and monologue/essay text in the form of descriptive and recount relating to the environment

II. Basic competence

- 5.3 Responding the meaning and rhetorical in monologue/essay text accurately, and fluently relating to the environment in the form of descriptive text and recount text

III. Indicator

1. Identify the main idea in reading text
2. Locating the meaning in reading text
3. Identify generic structure in reading text
4. Find communicative purpose in reading text
5. Find language feature in reading text

IV. Learning objectives

1. Students are able to identify the main idea in descriptive text
2. Students are able to locate the meaning in descriptive text
3. Students are able to identify generic structure in descriptive text.
4. Students are able to find communicative purpose in descriptive text.
5. Students are able to find language feature in descriptive text.

V. Learning Materials

Tanjung Puting National Park

Tanjung Puting National Park is natural wonder. It is located in the District of Kotawaringin Barat and Litawaringin Timur in Central Kalimantan. This park covers a total area of 3.000.040 hectares. It is the largest protected forest in the province of Central Kalimantan. It is also the largest area of tropical health forest in South East Asia. The area

was originally declared as a Wildlife Conservation in 1935 and then as a National Park in 1982.

The vegetation of Tanjung Puting National Park, including its forest, presents a complex combination of habitats. The vegetation types include lowland tropical rain forest, dry land forest, tropical health forest, swamp, forest, mangrove, and coastal forest.

VI. Learning Method: Crazy Professor Reading Game

VII. Teaching Activities

1. Pre Activities:
 - a. Greetings
 - b. The teacher checks the attendance list
 - c. The teacher asks about students condition
 - d. The teacher pairs two students
2. Whilst Activities:
 - a. The teacher provides a general introduction to the topic by using brain storming activities
 - b. The teacher gives the text in two sections. The first half of the story is given to one student in each pair and the second half in the other one.
 - c. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
 - d. The teacher asks both students in pair exchange their lists and gives them a few moment to reflect on the list of clues and relate them to the story part they have read
 - e. The teacher asks the students to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other student has recorded.
 - f. The teacher calls a few volunteers to read their own versions to each other in front of class
 - g. Next, the teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.
 - h. The teacher concludes with a discussion of the whole story.
 - i. The teacher gives a quiz at the end of the session.
3. Post Activities

- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VIII. Teaching Resources

1. White board, Marker, Eraser, Pictures

IX. Assessment

- a. Technique : Written test
 - b. Form : Multiple choice
 - c. Instrument :
1. How many kinds of forest are there (based on the second paragraph) ____
 - a. Ten forests b. sixty forests c. six forests d. eleven forests
 2. "The vegetation types include lowland tropical rain forest, **dry** land forest..."
(paragraph 2). The antonym of the bold word is ____
 - a. Wet b. Hot c. Cold d. Long
 3. Which is the correct generic structure of descriptive text ____
 - a. Orientation-Resolution-Complication
 - b. Identification- Description
 - c. Orientation-Series of event-Resolution
 - d. Description-Identification
 4. What is the purpose of the text ____
 - a. to retell the last story b. to entertain the reader
 - c. to describe particular thing d. to tell how to make something
 5. Does Tanjung Puting National Park the smallest protected forest in Central Kalimantan?
 - a. Yes, it does b. No, it doesn't c. Yes, it is d. No, it isn't
- d. Key answer : 1.C 2.A 3.B 4.C 5.B
- e. Explanation of score:
 - Every right answer get score = 2
 - Maximal score = 10
 - f. Final score
Student score = 5 x 2

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LESSON PLAN

School : SMP Neg. 4 Tanjung Tiram
Subject : English
Class/Semester : VII/II
Meeting : 5
Time Allocated : 2 x 40 Minutes
Skill : Reading

I. Standard Competence : Reading

5. Understanding the meaning of functional text and monologue/essay text in the form of descriptive and recount relating to the environment

II. Basic competence

- 5.3 Responding the meaning and rhetorical in monologue/essay text accurately, and fluently relating to the environment in the form of descriptive text and recount text

III. Indicator

1. Identify the main idea in reading text
2. Locating the meaning in reading text
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IV. Learning objectives

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3. Students are able to identify generic structure in descriptive text.
4. Students are able to find communicative purpose in descriptive text.
5. Students are able to find language feature in descriptive text

V. Learning Materials

What a River!

The biggest river in the world flows through a jungle where it rains much of time. And it dumps more water into the ocean than next three biggest rivers put together.

It's Amazon River in South America. The top of the Amazon River looks as smooth as glass. But under the water it's as full and tangled as a jungle. Snakes, eels, crocodiles, and many kinds of fish live in the water. The Amazon is the home of the piranhas (*pih Rahn yuhz*), the tiny fish that attack in bunches and that can eat an animal as big as a horse in just a few minutes.

VI. Learning Method: Crazy Professor Reading Game

VII. Teaching Activities

1. Pre Activities:
 - a. Greetings
 - b. The teacher checks the attendance list
 - c. The teacher asks about students condition
 - d. The teacher pairs two students
2. Whilst Activities:
 - a. The teacher provides a general introduction to the topic by using brain storming activities
 - b. The teacher gives the text in two sections. The first half of the story is given to one student in each pair and the second half in the other one.
 - c. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
 - d. The teacher asks both students in pair exchange their lists and gives them a few moment to reflect on the list of clues and relate them to the story part they have read
 - e. The teacher asks the students to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other student has recorded.
 - f. The teacher calls a few volunteers to read their own versions to each other in front of class
 - g. Next, the teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.
 - h. The teacher concludes with a discussion of the whole story.
 - i. The teacher gives a quiz at the end of the session.
3. Post Activities
 - a. The teacher responds to the students' activity and concludes the lesson

- b. Teacher asks students about their difficulties during learning process.

VIII. Teaching Resources

1. White board, Marker, Eraser, Pictures

IX. Assessment

- a. Technique : Written test
- b. Form : Multiple choice
- c. Instrument :
1. What is the text tell about _____
 - a. Jungle
 - b. The biggest river in the world (Amazon River)
 - c. Some Island
 - d. Jungle and Animals
 2. “The **top** of the Amazon River looks as smooth as glass”. (Paragraph 2). The antonym of bold word is ____
 - a. center b. left c. outside d. under
 3. What parts of Amazon River are described in the text ____
 - a. The top of the Amazon River looks as smooth as glass. But, under the water it’s as full and tangled as a jungle
 - b. Amazon River is a small river
 - c. All of animal live in the Amazon River
 - d. There is fish in the Amazon River
 4. What is the purpose of the text ____
 - a. to promote to Amazon River b. to entertain the reader
 - c. to describe Amazon River d. to tell how to make something
 5. The top of Amazon River ____ as a smooth as glass
 - a. is looking b. looked c. looks d. was looking
- d. Key answer: 1.B 2.D 3.A 4.C 5.C
- e. Explanation of score:
- Every right answer get score = 2

- Maximal score = 10

f. Final score

Student score = 5 x 2

Known by
English Teacher

Medan,
Researcher

WAN ELFI MAHSYURI S.Ag

NIP. 197202172010012001

MIFTAH WAHYUNA H

NIM.34141033

Headmaster of SMP Neg.4 TanjungTiram

HASNAN S.Pd

NIP. 196304031987031003

LESSON PLAN

School : SMP Neg. 4 Tanjung Tiram
Subject : English
Class/Semester : VII/II
Meeting : 6
Time Allocated : 2 x 40 Minutes
Skill : Reading

I. Standard Competence : Reading

5. Understanding the meaning of functional text and monologue/essay text in the form of descriptive and recount relating to the environment

II. Basic competence

- 5.3 Responding the meaning and rhetorical in monologue/essay text accurately, and fluently relating to the environment in the form of descriptive text and recount text

III. Indicator

1. Identify the main idea in reading text
2. Locating the meaning in reading text
3. Identify generic structure in reading text
4. Find communicative purpose in reading text
5. Find language feature in reading text

IV. Learning objectives

1. Students are able to identify the main idea in descriptive text
2. Students are able to locate the meaning in descriptive text
3. Students are able to identify generic structure in descriptive text.
4. Students are able to find communicative purpose in descriptive text.
5. Students are able to find language feature in descriptive text.

V. Learning Materials

Batu Londa Graveyard

Tana Toraja is located in South Sulawesi Province. It is about 300 km from Makassar City. It has many interesting stories. One of them is the way of funeral, namely burying the dead body in a stone graveyards in Toraja, one of them named Londa.

The way of burial is unique because the coffins are arranged based on the social level. The higher one's position is, the higher his coffin is put. Before it is buried, his family holds a ceremony for the last honour. On the side of the wall, people arrange statues in line. They are the statues of noble families who are buried in that place.

VI. Learning Method: Crazy Professor Reading Game

VII. Teaching Activities

1. Pre Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher pairs two students

2. Whilst Activities:

- a. The teacher provides a general introduction to the topic by using brain storming activities
- b. The teacher gives the text in two sections. The first half of the story is given to one student in each pair and the second half in the other one.
- c. The teacher asks the students to read their text and asks them to jot down the key concepts or list the key words in which they appear in the text.
- d. The teacher asks both students in pair exchange their lists and gives them a few moments to reflect on the list of clues and relate them to the story part they have read.
- e. The teacher asks the students to develop and write their own version of the story's missing part by recalling the part he/she has read and using the clues that the other student has recorded.
- f. The teacher calls a few volunteers to read their own versions to each other in front of class
- g. Next, the teacher distributes the missing part of the story to everybody in class and asks them to read and compare it with their own stories.
- h. The teacher concludes with a discussion of the whole story.

- i. The teacher gives a quiz at the end of the session.

3. Post Activities

- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VIII. Teaching Resources

- 1. White board, Marker, Eraser, Pictures

IX. Assessment

- a. Technique : Written test
- b. Form : Multiple Choice
- c. Instrument :

- 1. What is paragraph one about ____
 - a. The activities in Batu Londa Graveyard
 - b. The location of Batu Londa Graveyard
 - c. The activities of ceremony for the last honour
 - d. The various kinds of statues in Batu Londa Graveyard
- 2. "...his family holds a **ceremony** for the last hour." (Paragraph 2). The synonym of the word "ceremony" is ____
 - a. Ritual b. Buried c. Stone d. Unique
- 3. The following statement is location of Batu Londa Graveyard ____
 - a. In South Sulawesi Province b. In East Java
 - c. In Halmahera Island d. In South Kalimantan
- 4. The social function of the text is ____
 - a. To promote Batu Londa Graveyard
 - b. To give information to the reader
 - c. To describe Batu Londa Graveyard
 - d. To tell Batu Londa Graveyard
- 5. Does the coffin of the honourable people placed in high position?
 - a. Yes, it does b. No, it doesn't
 - c. Yes, it is d. No, it is not

d. Key answer

1.B2.A 3.A 4.C 5.A

e. Explanation of score:

- Every right answer get score = 2
- Maximal score = 10

f. Final score

Student score = 5 x 2

Known by
English Teacher

Medan,
Researcher

WAN ELFI MAHSYURI S.Ag

NIP. 197202172010012001

MIFTAH WAHYUNA H

NIM.34141033

Headmaster of SMP Neg.4 TanjungTiram

HASNAN S.Pd

NIP. 196304031987031003

APPENDIX II: TEST PRE-TEST

READING COMPREHENSION TEST (Pre-test)

Respondent : The Second Year Students at SMP Neg. 4 Tanjung Tiram

Name : Class :

Direction :

1. This test is for a research only
2. This test does not affect your grade
3. Choose the correct answer by given sign (X)
4. Thank you for your kindness to answering this question

PASSAGE 1

One of the tallest and most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes which are protected by very thick lashes. The lashes are an important source of protection. They can also cover the giraffe's nostrils in order to protect its nose. It has brown spots on the skin and this coloring helps protect the giraffe. The giraffe also has two short horns on its head.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

1. The text above mostly talks about ____
 - a. Characteristics of giraffe
 - b. Giraffe and family
 - c. The description of the giraffe
 - d. The different of giraffe and camel
2. The word **gallop** in the last sentence means ____
 - a. Run
 - b. Protect
 - c. Fight
 - d. Walk
3. Which is the correct generic structure of descriptive text ____
 - a. Orientation-Resolution-Complication
 - b. Identification-Description
 - c. Orientation-Series of event- resolution
 - d. Description-Identification
4. What is the purpose of the text ____
 - c. To tell the last story
 - d. To entertain the reader

- e. To describes a particular thing
 - f. To tell how to make something
5. The giraffe _____ about fifty kilometers per hour.
- a. running
 - b. ran
 - c. rans
 - d. runs

PASSAGE 2

Istana Supermarket is at number 117 Mataram Street. It is near a restaurant. Istana Supermarket is a big shop in our town. It sells a lot of things. It also has a lot of employees.

Once a week, my mother and I go shopping to Istana Supermarket. We buy some sugar, coffee, cooking oil, and other daily needs.

At the supermarket, we choose and take the things we want to buy by ourselves. Then we put them into a basket. We have to pay the things at the cashier. We can pay cash or with a credit card.

It is very interesting to go shopping at a supermarket because we can choose various kinds of goods freely. The shopkeeper sometimes helps us to find the goods which we want to buy.

6. The first paragraph tells about _____ Istana Supermarket.
- a. The activities at
 - b. The location of
 - c. The activities of employees at
 - d. The various kinds of things at
7. The synonym of the word “big” in line 2 is _____
- a. Large
 - b. Small
 - c. Tiny
 - d. Giant
8. The following statement is location of Istana Supermarket _____
- a. In Soebrantas street number 14
 - b. In Mataram street number 117
 - c. In Pramuka street number 30
 - d. In Cut NyakDien street number 7
9. The social function of the text is _____
- a. To entertain the readers
 - b. To explain how to make something
 - c. To tell about a friendship
 - d. To describe about place
10. How often do they go shopping to Istana Supermarket?
- a. Everyday
 - b. Every month
 - c. Every week
 - d. Every morning

PASSAGE 3

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.

He really terrifies me.

(Adopted from: Mandiri: Mengasah Kemampuan Diri for SMP/MTs Class VIII pp.11)

11. The best title for the text is _____

- a. Strong Headmaster
- b. The Terrifying Headmaster
- c. Mr. Tucker
- d. My headmaster

12. "... looking at the pupils ..." (paragraph 2). The underlined word has similar meaning to

- _____
- a. Principals
 - b. Students
 - c. Teachers
 - d. Readers

13. Where does Mr. Tucker usually wash his hands?

- a. In the school restroom
- b. In the front of the school
- c. In one of the school bathrooms
- d. In a basin in the corner of the room

14. What is the purpose of the text?

- e. To terrify the readers
- f. To describes the writer's headmaster
- g. To promote the writer's headmaster career
- h. To inform the readers about a terrifying school

15. What does the headmaster do after he dries his hands?

- a. He is teaching the students
- b. He folds the towel
- c. He terrified all students
- d. He will touch his fingers one by one

PASSAGE 4

The important event of Javanese wedding ceremony is an event called “temon” that means meeting. That is meeting between the bride and the bridegroom while they are throwing “sirih leaves” at each other. They usually do it in front of the main door. The bride walks slowly from inside of her house whereas the bridegroom walks into the house with his parents, brothers, and sisters behind him.

Then, the bride’s parents lead the couple to enter the house. After that, they will carry out “sungkeman” event. It represents that the couple wants to ask permission to build a new family and ask their parents’ prayer for the happiness of their marriage. They carry out it by squatting and kissing their parents’ knees.

After finishing all events, the newlyweds sit on special seat with flowers around it, called “pelaminan”. While they are sitting there, the guests are served with some food and meals. They are also entertained by traditional dances.

Before the guest leave taking, they congratulate the newlyweds and both their parents by shaking their hands.

(Adopted from: Joyful English Book 2 for SMP/MTs Class VIII pp. 24)

16. The most suitable title for the above passage is _____
- Javanese Wedding Ceremony
 - Sungkeman
 - Various of Wedding Ceremony
 - Pelaminan for the Bride and the Bridegroom
17. “...the bride’s parents lead the **couple** to enter the house”. The synonym of the bold word is _____
- Mate
 - Agreement
 - Care
 - Angry
18. Where does the new couple sit after carrying out the ceremony?
- On their special room
 - On the parents’ house
 - On pelaminan
 - On the street
19. The purpose of writer write this passage is _____
- To entertain readers
 - To show how to do something
 - To describe Javanese Wedding ceremony
 - To inform the readers about what happened
20. Does temon is important event of Javanese wedding ceremony?
- Yes, it does
 - No, it doesn’t
 - Yes, it is
 - No, it isn’t

GOOD LUCK

APPENDIX III: TEST POST-TEST I

READING COMPREHENSION TEST (Post-Test 1)

Respondent : The Second Year Students at SMP Neg. 4 Tanjung Tiram

Name : Class :

Direction :

1. This test is for a research only
2. This test does not affect your grade
3. Choose the correct answer by given sign (X)
4. Thank you for your kindness to answering this question

PASSAGE 1

One of the tallest and most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes which are protected by very thick lashes. The lashes are an important source of protection. They can also cover the giraffe's nostrils in order to protect its nose. It has brown spots on the skin and this coloring helps protect the giraffe. The giraffe also has two short horns on its head.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

1. The text above mostly talks about ____
 - a. Characteristics of giraffe
 - b. Giraffe and family
 - c. The description of the giraffe
 - d. The different of giraffe and camel
2. The word **gallop** in the last sentence means ____
 - a. Run
 - b. Protect
 - c. Fight
 - d. Walk
3. Which is the correct generic structure of descriptive text ____
 - a. Orientation-Resolution-Complication
 - b. Identification-Description
 - c. Orientation-Series of event- resolution
 - d. Description-Identification
4. What is the purpose of the text ____
 - a. To tell the last story
 - b. To entertain the reader
 - c. To describes a particular thing
 - d. To tell how to make something

5. The giraffe _____ about fifty kilometers per hour.
- Running
 - Ran
 - Rans
 - Runs

PASSAGE 2

Istana Supermarket is at number 117 Mataram Street. It is near a restaurant. Istana Supermarket is a big shop in our town. It sells a lot of things. It also has a lot of employees.

Once a week, my mother and I go shopping to Istana Supermarket. We buy some sugar, coffee, cooking oil, and other daily needs.

At the supermarket, we choose and take the things we want to buy by ourselves. Then we put them into a basket. We have to pay the things at the cashier. We can pay cash or with a credit card.

It is very interesting to go shopping at a supermarket because we can choose various kinds of goods freely. The shopkeeper sometimes helps us to find the goods which we want to buy.

- The first paragraph tells about _____ Istana Supermarket.
 - The activities at
 - The location of
 - The activities of employees at
 - The various kinds of things at
- The synonym of the word “big” in line 2 is _____.
 - Large
 - Small
 - Tiny
 - Giant
- The following statement is location of Istana Supermarket _____.
 - In Soebrantas street number 14
 - In Mataram street number 117
 - In Pramuka street number 30
 - In Cut NyakDien street number 7
- The social function of the text is _____.
 - To entertain the readers
 - To explain how to make something
 - To tell about a friendship
 - To describe about place
- How often do they go shopping to Istana Supermarket?
 - Everyday
 - Every month
 - Every week
 - Every morning

PASSAGE 3

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.

He really terrifies me.

(Adopted from: Mandiri: MengasahKemampuanDiri for SMP/MTs Class VIII pp.11)

11. The best title for the text is _____

- a. Strong Headmaster
- b. The Terrifying Headmaster
- c. Mr. Tucker
- d. My headmaster

12 "... looking at the pupils ..." (paragraph 2). The underlined word has similar meaning to _____

- a. Principals
- b. Students
- c. Teachers
- d. Readers

13. Where does Mr. Tucker usually wash his hands?

- a. In the school restroom
- b. In the front of the school
- c. In one of the school bathrooms
- d. In a basin in the corner of the room

14. What is the purpose of the text?

- a. To terrify the readers
- b. To describes the writer's headmaster
- c. To promote the writer's headmaster career
- d. To inform the readers about a terrifying school

15. What does the headmaster do after he dries his hands?

- a. He is teaching the students
- b. He folds the towel
- c. He terrified all students
- d. He will touch his fingers one by one

PASSAGE 4

The important event of Javanese wedding ceremony is an event called “temon” that means meeting. That is meeting between the bride and the bridegroom while they are throwing “sirih leaves” at each other. They usually do it in front of the main door. The bride walks slowly from inside of her house whereas the bridegroom walks into the house with his parents, brothers, and sisters behind him.

Then, the bride’s parents lead the couple to enter the house. After that, they will carry out “sungkeman” event. It represents that the couple wants to ask permission to build a new family and ask their parents’ prayer for the happiness of their marriage. They carry out it by squatting and kissing their parents’ knees.

After finishing all events, the newlyweds sit on special seat with flowers around it, called “pelaminan”. While they are sitting there, the guests are served with some food and meals. They are also entertained by traditional dances.

Before the guest leave taking, they congratulate the newlyweds and both their parents by shaking their hands.

(Adopted from: Joyful English Book 2 for SMP/MTs Class VIII pp. 24)

16. The most suitable title for the above passage is ____
 - a. Javanese Wedding Ceremony
 - b. Sungkeman
 - c. Various of Wedding Ceremony
 - d. Pelaminan for the Bride and the Bridegroom
17. “...the bride’s parents lead the **couple** to enter the house”. The synonym of the bold word is ____
 - a. Mate
 - b. Agreement
 - c. Care
 - d. Angry
18. Where does the new couple sit after carrying out the ceremony?
 - a. On their special room
 - b. On the parents’ house
 - c. On pelaminan
 - d. On the street
19. The purpose of writer write this passage is ____
 - a. To entertain readers
 - b. To show how to do something
 - c. To describe Javanese Wedding ceremony
 - d. To inform the readers about what happened
20. Does temon is important event of Javanese wedding ceremony?
 - a. Yes, it does
 - b. No, it doesn’t
 - c. Yes, it is
 - d. No, it isn’t

GOOD LUCK

APPENDIX IV: TEST POST-TEST II

READING COMPREHENSION TEST (Post Test II)

Respondent : The First Year Students at SMP Neg.4 Tanjung Tiram

Name : Class :

Direction :

1. This test is for a research only
2. This test does not affect your grade
3. Choose the correct answer by given sign (X)
4. Thank you for your kindness to answering this question

PASSAGE 1

SMP 4 is my school. It is in Jl. Pramuka No.13. Mr. Hartono is the headmaster. Mrs. Yulia is the English Teacher. My School has 18 classrooms, a laboratory, a library, and a computer room. The library is beside the classroom and there is a canteen behind the library.

Besides a library, a computer room and a laboratory, there is also a mosque and sport hall. The mosque is in front of the staff room. The sport hall is between the classroom and the staff room.

1. What is the most suitable title for the text above ____
 - a. Mr. Hartono's school
 - b. My school
 - c. His school
 - d. My classrooms
2. "Mr. Hartono is the **headmaster**". (First paragraph). The underlined word has similar meaning to ____
 - a. Principal
 - b. Student
 - c. Teacher
 - d. Reader
3. Where is SMP 4 located? It is ____
 - a. In Jl. Pramuka No.15
 - b. In front of the staff room
 - c. at 13 Pramuka Street
 - d. behind the post office
4. What is the purpose of the text?
 - a. To entertain the readers
 - b. To describe the writer's school
 - c. To promote the writer's headmaster career
 - d. To inform the readers about a the writer's school
5. Does the school have a mosque?
 - a. Yes, it does
 - b. No, it doesn't
 - c. Yes, it is
 - d. No, it isn't

PASSAGE 2

I have two kinds of pets, a dog and a cat. My dog is terrific, and my cat is, too. I call my dog 'Si Browny' because he is brown and I call my cat "Si Manis" because she is so cute.

'Si Browny' is such a nice dog that I love him very much. I feed him twice a day. He likes any kind of food that I give. His favorite food is fried chicken that I usually buy at the nearest fast food restaurant. 'Simanis' is an adorable pet. She has got soft white fur and a nice long tail. She also has a pair of pretty eyes.

6. What is the story about?
 - a. Trouble maker
 - b. In the kitchen
 - c. The writer's pets
 - d. The writer's school
7. "Si manis is an **adorable** pet". The word adorable in the third paragraph means ____
 - a. cute
 - b. ugly
 - c. smell
 - d. so bad
8. Which is the correct generic structure of descriptive text ____
 - a. Orientation-resolution-complication
 - b. Identification-description
 - c. Orientation-series of event-resolution
 - d. Description-identification
9. Why does the writer write this story?
 - a. To entertain readers
 - b. To show how to make something
 - c. To describe the writer's pets
 - d. To inform the readers about what happened
10. How often does the writer feed his pets?
 - a. Four times a day
 - b. Three times a day
 - c. Twice a day
 - d. Once a day

PASSAGE 3

The Bunaken National Marine Park is located at the north of the island of Sulawesi, Indonesia. This marine park is made up of the mainland along the coast of Manado and five islands: the Bunaken, Manado Tua, Siladen, Mantehade and Nain.

Bunaken is about 45-60 minutes by boat from Manado. It is the most amazing diving place in the world. The waters of Bunaken National Marine Park are extremely deep (1,560 meters in Manado Bay). However, people can dive safely at Bunaken.

11. The first paragraph tells about ____ the Bunaken National Marine Park.
 - a. The beautiful of
 - b. The location of
 - c. The extreme of
 - d. The miracle of
12. What is another meaning of amazing? (Paragraph 2)
 - a. Bad
 - b. Awesome
 - c. Noisy
 - d. Dirty
13. How is the water of Bunaken National Marine Park?
 - a. Deep but safe
 - b. Deep but cold
 - c. Safe but hot
 - d. Warm but shady
14. What is the purpose of the text?
 - a. To describe the Bunaken National Marine Park

- b. To optimize the beauty of Bunaken National Marine Park
 - c. To persuade people to visit Bunaken National Park
 - d. To prohibit people to come to Bunaken National Marine Park
15. Does Bunaken National Marine Park including seven of miracle the world?
- a. Yes, it does b. Yes, it is c. No, it doesn't d. No, it isn't

PASSAGE 4

This is our air conditioner. It is a split type. The color of the AC is white. It is made in Korea. The Ac consists of three big parts: the indoor unit, the outdoor unit, and the remote control. We put the indoor unit on the wall in the living room and we put the outdoor unit on the wall outside our house. The remote control is put near the doorframe in the living room. In the door unit, we can see an air inlet, a room temperature sensor, a display panel, a front panel, and an infrared signal receiver. In the outdoor unit, there is an air outlet, an air inlet, and a drain hose. There are many buttons on the remote control: a timer, a mode, and a start/stop button. Most part of the AC is made of iron. We turn it on when we feel hot. At night we don't usually use it because it is cool at night.

16. The text above mostly talks about ____
- a. The description of the writer's air conditioner
 - b. The function of the writer's air conditioner
 - c. The air condition which is made in Korea
 - d. The main parts of the air condition
17. "The **remote** control is put near the doorframe in the livingroom" (line 4).
The underlined word has similar meaning to ____
- a. far b. near c. modern d. sophisticated
18. Which is the correct generic structure of descriptive text ____
- c. Orientation-resolution-complication c. Orientation-series of event-resolution
 - d. Identification-description d. Description-identification
19. The purpose of writer write this passage is ____
- a. To entertain readers c. To describe the writer's air conditioner
 - b. To show how to do something d. To inform the readers what happened
20. Does the writer use air conditioner for 24 hours?
- a. Yes, it does b. Yes, it is c. No, it doesn't d. No, it isn't

GOOD LUCK

APPENDIX V: Key Answer

THE KEY ANSWER OF THE TEST

Key Answer Of Pre-Test

1. C
2. A
3. B
4. C
5. D
6. B
7. B
8. B
9. D
10. C
11. B
12. B
13. D
14. B
15. B
16. A
17. A
18. C
19. C

20. A

Key Answer Of Post-Test I

1. C

2. A

3. B

4. C

5. D

6. B

7. B

8. B

9. D

10. C

11. B

12. B

13. D

14. B

15. B

16. A

17. A

18. C

19. C

20. A

Key Answer Of Post-Test II

1. B

2. A

3. C

4. D

5. A

6. C

7. A

8. D

9. C

10. C

11. B

12. B

13. A

14. A

15. C

16. A

17. D

18. B

19. C

20. C

APPENDIX VI: NAME OF STUDENTS

NAME OF STUDENTS

CLASS VII-A

No	INITIAL OF STUDENTS	NAME OF STUDENTS
1	AF	Ahmad Farhan
2	AS	Andika Syahputra
3	AR	Anisa Rahmadani
4	CD	Candika
5	FZ	Fauzi
6	FS	Febi Sukmawati
7	FHL	Fikri Haikal Latif
8	JH	Jihan Safira
9	ML	Maulina
10	MFI	M. Fajar Ilham
11	MA	M. Alfinas
12	ME	M. Erwansyah
13	ME	M. Erwinsyah
14	MFA	M. Fauzi Albana
15	MHA	M. Haikal Akbar
16	MI	M. Iqbal
17	MJS	M. Jihan Syahputra
18	MNP	M. Nabil Pasaribu
19	MYH	M. Yunus Hasibuan
20	MYS	M. Yusuf Siregar
21	MH	Muthiha
22	MS	Mutiara Saragih
23	NHA	Nabila Hafiz Anwar
24	NR	Nuraina
25	NS	Nursakdiah Sinaga
26	RZ	Rahmad Zikri
27	SA	Siti Awinda
28	SN	Siti Nurmaya
29	SA	Sopian Aswad
30	SMN	Saidin Muhammad Nur
31	SR	Syakila Rimansyah
32	TA	Tiara Amanda

APPENDIX VII. INTERVIEW SHEET WITH STUDENT

Interview sheet With The Students In The First Session

The researcher : apakah kamu suka belajar bahasa inggris?

The students I : eeem, lumayan

The student II : Lumayan

The researcher : kesulitan kesulitan apa yang kamu rasakan saat belajar reading?

The student I : mengapakan lafalnya dan artinya lumayan susah miss

The student II : memahami kalimatnya gitu miss

The researcher : kalau keadaan kelasnya gimana?

The student I : kadang garing, kadang semangat gitu

The student II : kalau belajar reading enaknya suasana tenang gitu, kalau biasanya ribut miss.

The researcher: bagaimana cara kamu mengembangkan pemahaman dalam reading?

Students I : kadang saya lebih mencari tau arti dari teks miss.

Students II : kalau saya miss lebih memahami testnya miss dengan menterjemahkan teksnya miss, setelah itu miss saya memcoba untuk mengembangkan pemahaman saya dalam reading miss.

Interview sheet With The Students In The last Session

Students I

The Researcher : Selamat Pagi Mutiara?

The Student I : Selamat pagi miss

The Researcher : Apa kabarnya hari?

The Student I : Alhamdulillah sehat Miss

The Researcher : Miss, mau bertanya sama kamu, apa pendapat kamu tentang CPR game?

The Student I : CPR game miss bagi saya menyenangkan dan mudah di pahami.

The Researcher : Apakah CPR game memotivasi kamu dalam membaca teks Mutiara?

The student I : Sangat Miss, karna teks itu mudah kamu pahami dengan CPR game miss

The researcher : Bagaimana keadaan kelas, apakah keadaan kelas menjadi aktif?

The Student I : Masyaallah Miss, aktif sekali, kami belajarnya menyenangkan, tidak mengantuk

The Researcher : terimakasih Mutiara.

Students II

The researcher : Assalamualaikum Fauzi

The Student II : Waalaikum Miss

The researcher : Miss mau tanyak ni, apa pendapat kamu tentang CPR game?

The Student II : Seru, mudah dimengerti

The researcher : Apakah CPR game memmotivasi kamu dalam belajar reading?

The Student II : sangat memotivasi,

The researcher : Apakah suasana kelas menjadi aktif?

The Students II : aktif, terus berisik tapi berisiknya itu berisik berisik

bermanfaat

The researcher : terimakasih Fauzi.

APPENDIX VIII: INTERVIEW SHEET WITH TEACHER

INTERVIEW SHEET

The interview between the researcher and the English teacher

R : Ok good morning Mam?

T : yes, good morning.

R : I would like to ask you some question about my research, but the first I want to ask you about what media do you use in teaching reading comprehension?

T : Reading passage (fiction, non fiction, fable, legend, folk tales, etc) or showing them by watching video about fable, legend, folktales and etc. teacher downloads some stories from internet.

R : what are obstacles in teaching reading comprehension?

T : Vocabulary mastering, because the students didn't bring dictionaries.

R : what strategies, technique, or approach do you use in teaching reading comprehension?

T : group discussion or a pair of group/chair mate

R : what do you think about this class in learning process

T : I think this class have interest in learning process

R : do they like English subject?

T : yes, I think they like English subject

R: do you have difficulties in teaching reading Mam?

T : yes, because they don't understand means of the text, and they little memorize vocabulary.

R : what do you think about game which I have implemented to them in teaching reading, namely crazy professor reading game?

T : CPR game , I think it can applied to teach reading comprehension. It effectively applied, because students are can discuss about her partner and they can more active in learning English especially in reading comprehension.

R : do you think CPR game can improve your students' reading comprehension?

T : yes I think CPR game can improve the students' reading comprehension and make the students more active and enthusiastic.

R: oh. Ok Mam .Thank you.

T : You are welcome

APPENDIX IX: Observation sheet of the students

Observation sheet of the students

No	Aspect Valued	Cycle 1			Cycle 2		
		1	2	3	1	2	3
	listen or attend the teachers' explanation		√				
	reading the text or other reference						
	respond the teachers' question and the opinion						
	listen attend the other students' explanation						
	asking question of the other students' or the teacher						
	stating the opinion clearly						

Put a checklist (√) in column 1,2,3 based on observation

1= bad 2= good 3= very good

APPENDIX X: Observation Sheet of the teacher

Observation sheet of the teacher

No	Indikator	Aspect Valued	Cycle 1			Cycle 2		
			1	2	3	1	2	3
	Ability to open the class	giving orientation						
		giving the motivation of the students						
	Presentation of the material	mastering the material						
		presentation clearly						
		presentation systematically						
	Learning strategy	giving crazy professor reading game based on indicator						
		giving strategy based on planned						
		crazy professor reading game learning realized systematically						
	Management of the classroom	controlling of the student						
		involving the students of participate in discussion						
	Communicating with the students	answer the question concisely and clearly						
		give the occasion to think						
		motivate the students' to asking question						
		give the respond of students' question						
	Realizing the evaluation	ask the students to presentation the discussion result						
		give reward of the best group						
	Ability to close the lesson	included the lesson						
		give the task						
		form the next material						

Put a checklist (√) in column 1,2,3 based on observation

1= bad 2= good 3= very good

APPENDIX XI: DOCUMENTATION





