

**AN UNDERGRADUATED THESIS**

**THE IMPLEMENTATION OF JEOPARDY GAME TO  
INCREASE STUDENT'S READING COMPREHENSION AT  
THE EIGHT GRADE OF SMP N I PUNGGUR  
CENTRAL LAMPUNG**

**By:**  
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**Tarbiyah and Teacher Training Faculty**  
**English Education Departement**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1440 H/2018 M**

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**THE IMPLEMENTATION OF JEOPARDY GAME TO INCREASE  
STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF  
SMP N 1 PUNGGUR**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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**1440 H / 2018 M**



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INCREASE THE STUDENTS' READING  
COMPREHENSION AT THE EIGHT GRADE OF SMP N 1  
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*Assalamu'alaikum, Wr. Wb*

Setelah kami membaca dan mengadakan bimbingan serta perbaikan  
seperlunya, maka skripsi penelitian yang disusun oleh:

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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosyahkan,  
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalmu'alaikumWr.Wb*

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: THE IMPLEMENTATION OF JEOPARDY GAME TO INCREASE STUDENT'S READING COMPREHENSION AT THE EIGHT GRADE OF SMP N 1 PUNGGUR CENTRAL LAMPUNG, Written by: Retno Eviyanti, Number: 13108187 English Education Department had been examined (munasqosyah) in Tarbiyah and Teacher Training Faculty on November 30<sup>th</sup>, 2018, at 08.00-10.00. AM

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# **IMPLEMENTATION OF JEOPARDY GAME TO INCREASE THE STUDENT'S READING COMPREHENSION AT THE EIGHT GRADE OF SMP N 1 PUNGGUR**

## **ABSTRACT**

**BY:**

**Retno Eviyanti**

The main goal of this research is to investigate whether by implementating Jeopardy Game can increase the students' reading comprehension. The subject of this research is the eighth graders of SMP N 1 Punggur. The researcher is certain that Jeopardy Game as the an innovative technique can be used by the students in learning process.

This present research is classroom action research which is done in two cycles. Each cycle consist of three meeting. To collect the data, the researcher uses observation, test, documentation, and field note. For getting the students' score, the researcher gives two kinds of test. The first one is pre-test, and the other one is post-test. Pre-test is used to measure the basic knowledge of the students while post-test is used to know the students' reading comprehension after giving the tretments. Then, the result will be analyzed by taking the average score of pre test and post test.

The finding of the research shows that by implementing Jeopardy Game in teaching and learning process, the students can increase their reading comprehension. It can be seen from the score of pre-test, post-test I and post test II. The average score in pre-test is 61,37, then the average scorein post-test I is 71,87 and the average score in post-test II is 83,59. Moreover, the indicator of this research is 75% students should get score at least 70. Based on minimum criteria of mastery ( MMC ) the result in cycle I have not achieved the indicator of the research because 12 students or 37,50% get score under 70. While in cycle II, the result is better than the result in cycle I because only 6 students or 18,75% get score under 70. From those result, it can be seen that indicator of this research has been achieved. The students can increase their reading by using Jeopardy Game.

**Keyword :** *Reading Comprehension, Jeopardy Game, classroom Action Research*

**PENERAPAN PERMAINAN JEOPARDY UNTUK MENINGKATKAN  
KEMAMPUAN PEMAHAMAN MEMBACA SISWA PADA KELAS VIII  
DI SMP N 1 PUNGGUR**

**ABSTRAK  
OLEH:  
Retno Eviyanti**

Tujuan penelitian ini adalah untuk mengkaji apakah dengan menerapkan Jeopardy Game dapat meningkatkan pemahaman membaca siswa. Subjek dari penelitian ini adalah siswa kelas delapan di SMP N 1 Punggur. Peneliti yakin bahwa Jeopardy Game adalah inovatif tehnik yang dapat digunakan oleh siswa pada proses pembelajaran.

Penelitian ini menyajikan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari tiga pertemuan. Untuk mengumpulkan data, peneliti menggunakan pengamatan, tes, dan dokumentasi. Untuk mendapatkan skor siswa, peneliti memberikan dua jenis tes. Tes yang pertama adalah awal tes dan tes yang lain adalah tes akhir. Tes awal digunakan untuk mengukur kemampuan dasar siswa sedangkan tes akhir digunakan untuk mengetahui pemahaman siswa setelah diberikan perlakuan. Kemudian hasil penelitian akan dinamis dengan mengambil skor rata-rata awal dan tes akhir.

Hasil dari penelitian menunjukkan bahwa dengan menerapkan Jeopardy Game pada proses belajar dan mengajar, siswa dapat meningkatkan pemahaman membaca siswa. Hal tersebut dapat dilihat dari skor awal tes, tes akhir I, dan tes akhir II. Skor rata-rata tes awal adalah 61,37 , kemudian skor rata-rata pada tes akhir I adalah 71,87 dan skor rata-rata pada tes akhir II adalah 83,59. Selain itu, indikator penelitian ini adalah 75% siswa mendapatkan skor minimal 70. Berdasarkan KKM, hasil pada siklus I belum mencapai indikator penelitian karena 12 siswa atau 37,50% mendapatkan skor dibawah 70. Sedangkan pada siklus II, hasilnya lebih baik daripada hasil pada siklus I karena hanya 6 siswa atau 18,75% mendapatkan skor dibawah 70. Berdasarkan hasil tersebut, dapat dilihat bahwa indikator penelitian telah tercapai. Dan siswa dapat meningkatkan kemampuan membaca mereka dengan menggunakan Jeopardy Game.

**Kata kunci :** *Kemampuan Pemahaman membaca, Jeopardy Game, Penelitian tindakan kelas*

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is the result of the writer's research, in exception of certain parts which are excepted from bibliographies mentioned.

Metro, November 30<sup>th</sup> 2018

The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 30 November 2018

Penulis



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## MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1)

*“ Recite in the name of your Lord who created “ . (Q.S. Al-Alaq :1)*

## **DEDICATION PAGE**

*This Piece of work is dedicated to:*

*My beloved Parent  
(Mr.Riyanto and Mrs.Santi Samiyem )*

*My beloved Sisters*

*My beloved lecture of English Education Study Program Of Institute  
for Islamic Studies of Metro*

*My faithful friends*

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Thank to Allah SWT as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This un undergraduate thesis entitle “IMPLEMENTATION OF JEOPARDY GAME TO INCREASE THE STUDENT’S READING COMPREHENSION AT THE EIGHT GRADE OF SMP N 1 PUNGGUR”

Regarding to the research undergraduate thesis, the writer offers her big thank to the Dr. Widhiya Ninsiana M.Hum as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research undergraduate thesis writing process.

As human being the writer completely realize that this un undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this un undergraduate thesis. Hopefully, this un undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, November 30<sup>th</sup> 2018  
The Writer,

Retno Eviyanti  
ST.N 13108187

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research**

In the context of English, reading takes place as the crucial role. Reading is a process of communication between writer and reader when the reader reads some written texts. Reading in language teaching as a foreign language deserves to get more attention. For students, the ability of reading is assumed to give significant contribution for a successful study, because most of lesson related to reading process. Reading process is done find out some ideas and to get some important information. By reading scientific books, the students can increase their knowledge. It will influence the way of someone to think. Reading also will give pleasure feeling for the reader for example, when the reader reads storybook, love story, comic, etc. From those reasons, it is unquestionable that reading occupies important position in teaching and learning process.

However, reading is necessary skill but teaching students to be a good reader is not an easy duty. It needs some effective efforts, because reading is not an easy subject, especially for students. Reading can be done by everyone, but not all people who read can get the information and the ideas from the author.

Referring to the benefit of using innovative technique, the researcher start to look for the best way to increase the students' reading comprehension. In other words, top find out the suitable technique which

can increase motivation and interest of students on reading, the use of game can make fun learning for students. Students can think with other friends during playing and it can reduce their stress.

In this case, the researcher uses Jeopardy game to increase students' reading comprehension. Jeopardy is an activity to encourage students to think about the questions which may lead to particular answers. This game can make students think creatively about particular answer so they can remember the main idea from the text.

The researcher had done the pra-survey on November 14, 2017. Subject is class VIII of Junior High School 1 Punggur, consist of thirty students. The result of pre-survey is only 13 students pass the examination or 43,33%, and 17 students or 56,66% students did not pass the examination. It can be see that many students have difficulties in reding. The difficulties are caused by some problems . Firstly, the students less interesting to read some English textbooks. It make the teacher should can give more support for the students so that the students more active to read.

Second, the students felt bored and lazy when they must read a text, even less answer the questions about the text. They found it difficult to answer the question based on text because they did not know how to get information from the text easily and they needed much time for understanding a text exactly. In addition, most of them found the difficulty to get the meaning of the word in the text because students have lack vocabulary.

Furthermore, many students are passive in the teaching and learning process. Uses an effective technique can make the students feel so interest with the lesson. It help the students can understand learning material easily.

The last, the students need interesting technique to learn reading comprehension. By using an innovative technique for teaching become a necessary to do it. It will give usefull contribution to solve the students difficulties and bring a new sense in teaching learning process. The students feel so interesting with the lesson when the teacher uses an innovative technique. It helps the students can understand learning material easily.

Pra survey data which was conducted on November 14, 2017 , the researcher obtained the data of reading comprehension as follows :

**Tabel 1**  
**The Score of Reading Comprehension**  
**At Eighth Grader of SMP N 1 Punggur**

No	Name	English Learning Achievement	
		Score	Category
1	ADK	70	Complete
2	AMD	65	Incomplete
3	ARZ	55	Complete
4	AA	70	Complete
5	BAC	50	Incomplete
6	DI	60	Incomplete
7	DNI	75	Complete

8	FAP	65	Incomplete
9	FZ	50	Incomplete
10	IR	45	Incomplete
11	IMS	80	Complete
12	IRU	60	Incomplete
13	IAC	75	Complete
14	IPR	55	Incomplete
15	JH	65	Incomplete
16	LNRW	55	Incomplete
17	MAM	50	Incomplete
18	MI	70	Complete
19	NAS	70	Complete
20	NL	40	Incomplete
21	PP	75	Complete
22	SL	80	Complete
23	SN	70	Complete
24	SPDN	50	Incomplete
25	SKN	65	Incomplete
26	SNW	80	Complete
27	SMA	75	Complete
28	SMJ	70	Complete
29	SM	65	Incomplete
30	TEZ	45	Incomplete
31	VA	50	Incomplete
32	ZNA	50	Incomplete

**Tabel 2**  
**The Data of Survey Reading Comprehension at The Eight Graders**  
**of SMP N 1 Punggur**

No	Grade	Explanation	Frequencies	Percentage
1	$\geq 70$	Complete	13	59.37
2	$\leq 70$	Incomplete	19	40.62
Total			32	100 %

From the table 1 and 2 above that is many students are failed in reading comprehension. It means that they do not have good reading comprehension. From the result of pre survey, it could be seen that just 13 students from 32 students get good score in reading comprehension test. It could be said that 19 students had not reached the minimum requirement yet.

Looking at data description above, researcher assumes students have low in reading comprehension. In this research, the researcher will try to apply Jeopardy Game to increase reading comprehension.

## **B. Problem Identification**

The researcher tries to identify the problem as follows :

1. The students less interesting to read some English textbooks .
2. The students had difficulties to answer the question according a text.



3. The students have lack vocabulary. It makes the students do not know the meaning of the words in text.
4. Many students are passive in the teaching and learning process.
5. The students need interested tehnikue to learn reading comprehension.
6. Students have difficulties to learn narrative reading.

### **C. Problem Limitation**

Based on identification above, the researcher focused on students have difficulties to learn narrative reading. So, the researcher limited the problem on Implementation of Jeopardy Game to increase the student's reading narrative text at the eight grade of SMP N 1 Punggur.

### **D. Problem Formulation**

Based on the identification of the problems above, the writer formulated the problem as follows :

Can Joepardy Game increase the students' reading comprehension and learning activity at the Eight Grader of SMP N 1 Punggur ?

### **E. Objective of the Research**

Generally, the objectives of this research is to increase students reading comprehension and learning activity by using joepardy game to increase the students' reading comprehension at the Eight Grader of SMP N 1 Punggur.

## **F. Benefit of the Research**

The result of this classroom action research are expected :

### **1. For the Students**

The results of this study can motivate the students that learning or mastery of narrative text is needed in improving reading comprehension.

### **2. For the Teachers**

The results of this study can inform the teacher that teaching using Jeopardy Game should be started by reading a text especially narrative text .

### **3. For the Headmaster**

The results of this study, the headmaster can convey to the teacher that they should know students' problem in order to reach learning process effectively.

## **G. Prior Research**

Classroom Action Research ( CAR ) associated with the application Jeopardy Game in the learning process, is not the first time done by researcher as the hypothesis of action provided as follows:

" The effectiveness of Jeopardy Game on Students' Vocabulary Mastery of Seventh Grade Students at SMP Dua Mei Ciputat in Academic Year 2015/2016"

The research conducted by the student of Islamic State University (UIN) Syarif Hidayatullah Jakarta named Novian Chintiami, from The English Education Department Programme.<sup>1</sup>

"The Influence Of Using Jeopardy Game Towards Students Reading Comprehension On Narrative Text At The First Semester Of The Eleventh Grade Of High-School Pioneer 1 Bandar Lampung In 2017-2018 Academic Year".<sup>2</sup>

The research conducted by the student of Islamic State University (UIN) Raden Intan Lampung named Endang Yusanti, from The English Education Department Programme

Based on the archive of theses that deal with the implementation of the Jeopardy Game, which differentiate between the previous researches with the research that researchers are currently doing is:

1. Different research Locations, previous research carried out at SMP Dua Mei and SMA 1 Bandar Lampung. While the research is currently conducted at the SMP N 1 Punggur.
2. The variables measured in previous studies is the vocabulary, while on the research this time measured variable is the reading in the results of the study.

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<sup>1</sup> Novian Chintiami, "The effectiveness of Jeopardy Game on Students' Vocabulary Mastery of Seventh Grade Students at SMP Dua Mei Ciputat in Academic Year 2015/2016", Thesis 2015, p.5

<sup>2</sup> Elfa Yusanti, "The Influence Of Using Listen-Read-Discuss ( L-R-D) Strategy Towards Students Reading Comprehension On Narrative Text At The First Semester Of The Eleventh Grade Of High-School Pioneer 1 Bandar Lampung In 2017-2018 Academic Year", Thesis 2017, P.7

Based on the differences and similarities of the variable previous with thesis research in which the researcher will do this time, researcher is optimistic that the Implementation of Jeopardy Game to Increase the Students' Reading Comprehension at the Eight Grade of SMP N 1 Punggur is definitely succeeds.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Concept of Reading Comprehension

###### a. Definition of Reading

There are some experts define the definition of reading. The researcher will take the difinition according to the experts as follow:

Sanggam Siahaan assumes that reading can be described as the skill of a reader or a group of reader to clarify the information that is transfered by the writer.<sup>3</sup>

Dorn and Soffos state that reading is a complex process involving a network of cognitive actions that work together to construct meaning. A reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem solving strategies.<sup>4</sup> It means that reading is multiple operation of assemble sense of the readers.

Based on the explanation above, the researcher concludes that reading is an activity of getting the meaning ang the information from the writer in written text.

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<sup>3</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.3

<sup>4</sup> Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*. (Portland: Stenhouse Publisher, 2005), p.6.

## **b. Definition of Reading Comprehension**

Meanwhile some experts give the definitions of comprehension. Janette describes comprehension is the ability of someone to understand what is being read or discussed.<sup>5</sup> It mean that comprehension is the power of understanding the content of text and capability of reader to see the matter which is discussed.

Furthermore, there are the different definitions of reading comprehension stated by some experts. Brown said that reading comprehension is mainly a matter of creating appropriate, efficient comprehension strategies.<sup>6</sup> Efficient reading consist of identifying the purpose of reading clearly.<sup>7</sup> By knowing the purpose of reading, the reader will have good reading comprehension. Then the reader is able to understand the information and develop it appropriately.

Janette states that reading comprehension means more than the response of students to read a text.<sup>8</sup> At the same book, Janette also defines that reading comprehension is a multicomponent,it is highly complex process which involves some intractions between readers and what they carry out to the text like previous knowledge

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<sup>5</sup> Janette K Klinger et. al., *Teaching Reading Comprehension to Students With Learning Difficulties*, (USA: The Guildford Press, 2007), p.151

<sup>6</sup> H. Douglas Brown, *Teaching by Prinsiples an Interactive Approach to Language Pedadogy*, (San Fransisco State University: Logman,2000), second edition,p.306

<sup>7</sup> Ibid.

<sup>8</sup> Janette K Klinger et. al,*Teaching Reading.*, p.8

and the using of strategy as well as variables related by the text (interesting in text and understanding the types of text).<sup>9</sup>

Based on definition above, the researcher concludes that reading comprehension is the skill to undrestand the content of the text totally.

### c. The Kinds of Reading Comprehension Ability

Richard and Jeong-suk Park stated that there are six types of reading comprehension<sup>10</sup>. Those are :

#### 1) Ability in Literal comprehension

*Literal comprehension* refers to an appreciation of the direct meaning of the text, namely facts, vocabulary, dates, times, and locations. The learner can answer the questions of the text directly and explicitly. Teachers usually check on literal comprehension first to make sure that the basic or surface meaning of the text has been understood by students.

#### 2) Ability in Reorganization Comprehension

Reorganization is derived from a literal understanding of the text; students must use information from assorted components of the text and bundle them for gaining a deep understanding.

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<sup>9</sup> Ibid.,

<sup>10</sup> Richard R. Day and Jeong-suk Park, *Developing Reading Comprehension Questions*, (Cambridge: Cambridge University Press), Vol.16, p. 62-64.

### 3) Making in Inference

Making *inferences* concerns more than a literal understanding. Initially the students have a trouble time to answer inference questions that the answers are based on material that is in the text implicitly. An inference includes students to combine their literal comprehending of the text with their own knowledge and intuitions.

### 4) Making in Prediction

*Prediction* concerns students using both their understanding and their own knowledge of the passage and connected substances in a systematic style to decide on what might happen next or after a story ends.

### 5) Making in Evaluation

*Evaluation* refers to the learner to give a whole or comprehensive assessment about some points of view of the text.

### 6) Making in Personal response

*Personal response* requires readers to respond with their feelings for the text and the subject. There is no incorrect response of personal, they are implicit, but they must connect to the content of the text and invert a literal comprehends of the material.



#### **d. Level of Reading Comprehension**

There are five level of comprehension in reading, those are :

##### **1) Distinguished level**

At the distinguished level, readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficult fully understanding certain nonstandard varieties of the written language.

##### **2) Superior level**

At this level, reader are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Readers are able to understand lengthy texts of a profesional, academic, or literary nature. In addition, readers at the superior level are generally aware and assumptions ambedded.

##### **3) Advanced level**

In advances level, the readers are able to derive some meaning from straight forward argumentative texts. Advanced level readers able to understand texts that have a clear and predictable structure. Anvanced level demonstrate an independence in their ability to read subject matter that is new to them.

#### 4) Intermediate level

At the intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers really heavily on contextual clues. In this level, readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. And the readers are most accurate when getting meaning from simple, straight forward texts.

#### 5) Novice level

In novice level, readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the novice level are best able to understand a text when they are able to anticipate the information in the text. At the novice level, recognition of key words, cognates, and formulaic phrases make comprehension possible.<sup>11</sup>

### e. Strategies in Reading Comprehension

Strategies in teaching and learning process occupy the crucial position. The teacher should have the effective strategies to

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<sup>11</sup> Elvira Swender *et al.*, *ACTFL Proficiency Guidelines*, ( American : Alexandria,2012) p.21-24

gain the students comprehend a written text. According to Brown, here are ten explanation about strategies in reading :

1) Identify the purpose in reading

Identifying the purpose of reading clearly, will deliver the efficient reading. Thus, make sure that the students know well the purpose of reading something.

2) Graphema rules and patterns

This strategy is used to teach students in beginning level. At the beginning levels, one of the difficulties in reading is making the correspondences between spoken and written English.

3) Silent reading techniques

This strategy is used for students in intermediate to advance level. Silent reading rules are students do not need to pronounce each word, try to understand the words, and skip over words that essential to global understanding and try to conclude the meaning.

4) Skimming

Skimming means that quickly running to see a whole text for its main idea. The advantages for the readers by using skimming are the students are able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

#### 5) Scanning

Scanning means that searching for some particular information in a text quickly. The purpose of scanning is to get specific information without reading through the whole text.

#### 6) Semantic mapping strategy

Semantic mapping strategy is grouping ideas into meaningful clusters. It can help the readers to provide some order to the confusion. Early drafts of these can be quite messy- which is perfectly acceptable.

#### 7) Guessing

Students guess some information of the text (words' meaning, content messages, etc) when they feel uncertain.

#### 8) Analyzing vocabulary

Analyze vocabulary means a strategy to analyze the terms of what they know in the text.

#### 9) Distinguish between literal and implied meanings

Some language can not be interpreted appropriately by attending its literal but syntactic surface creates special demands on readers. Usually, the implied meaning is derived from processing pragmatic information.

#### 10) The relationships of capitalize in discourse marker

Some discourse markers in English indicate the relationships among ideas as expressed through phrases,

clauses, and sentences. Good comprehension of discourse marker can greatly enhance the reading efficiency of the learners.<sup>12</sup>

#### **f. Indicators of Reading Comprehension**

There are some indicators to measure the reading comprehension. The indicators of reading comprehension are :

##### **1) Pronominal Questions, Imperatives**

These questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

##### **2) True/false, Yes/no, Alternative Question and Multiple Choice**

These question forms are all grouped together because the answer to the question is contained within the question or instruction. Multiple choice question can focus on details (microstructure) and more general aspects (macrostructure) of the text. The correct answer is not always shorter or longer than the distractors.

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<sup>12</sup> H. Douglas Brown, *Teaching by Principles*, p.306-310

### 3) Transfer Information

Incomplete information transfer diagrams can be used to measure comprehension of a text. The learners read the text and fill the diagrams with short notes.<sup>13</sup>

### g. The Measurement of Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured use the assessment of reading. There are the measurements of reading comprehension ability according to Grenall and swan, as follows:<sup>14</sup>

No	Criteria	Score
1	Student's can identify the the meaning of the ideas in the text	0-25
2	Student's can identify communicative purpose of the text.	0-15
3	Student's can identify main idea of the text.	0-25
4	Student's can identify information contained in the text	0-35

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<sup>13</sup> I.S.P. Nation, *Teaching ESL / EFL Reading and Writing*, (New York: Routledge, 2009), p.77-79

<sup>14</sup> Silmon Grenall and Michael Swan, *Effective Reading: Reading Skills for advanced students: Teacher's Books*, (Cambridge: Cambridge University Press, 2004), P. 34

	Total	100
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## 2. Concept of Jeopardy Game

### a. Definition of Jeopardy Game

Christopher Emdin describes jeopardy game is a variation of the popular television show where contestant pose questions to answers that are on board. Many teacher intuitively use game formats like jeopardy to get students excited about reviewing or relearning a massive amount of information quickly.<sup>15</sup>

Jason give another definition of Jeopardy game is used by teachers across the content areas to review essential content information.<sup>16</sup>

Moreover, Donna defines, jeopardy game is a great game to play to review comprehension of a story, facts for a chapter test, or any kind of facts review.<sup>17</sup>

Manish gives another definition of jeopardy game. He explains that jeopardy game is a television quiz game show based

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<sup>15</sup> Christopher Emdin, *For White Folks Who Teach in the Hood and the Rest of Y'all Too Reality Pedagogy and Urban Education*, (USA: Beacon Press Books, 2016), p.158

<sup>16</sup> Jason Wirtz, *The Write Mind For Every Classroom How to Connect Brain and Writing Across the Disciplines*, (London : Rowman and Littlefield, 2016 ),p.74

<sup>17</sup> Donna Byrne Vorencamp, *Creative Teaching From A-Z Creative Ideas for the Elementary Teacher*, (USA : Author House, 2005),p.35

on trivia, which covers various subjects like history, literature, and science.<sup>18</sup>

From the explanation above, it can be concluded that jeopardy game is the game that can be used by the teacher in the classroom to teach reading because by using this game the students can get more easily information from the story. And the students feel interested to study in the classroom.

#### **b. Purpose of Jeopardy Game**

The purpose of Jeopardy Game there are :

1. To motivate the students to actively participate in class and assume more responsibility for learning.
2. To provide in class opportunities for teamwork .
3. To reinforce students' learning of course concepts and principles previously taught.
4. To add variety to classes by providing a fun environment for instructor and student alike.<sup>19</sup>

#### **c. The steps of Jeopardy Game**

The rules of play Jeopardy game there are :

- 1) The class will be divided 3-5 groups

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<sup>18</sup> Manish A, *Teaching English as a Second Language A New Pedagogy for a New Century*, (New Delhi : Raj Press,2015),p.241

<sup>19</sup> Joan Benek-Rivera, Vinitia E. Mathews."Active Learning with Jeopardy: students ask the question, *journal of management education*.( Bloomsburg University:Organization Behavior Teaching Society), Vol.28 No. 1 February 2004, p.104



- 2) The first group will choose a category and they will get an opportunity to answer the question with the lowest available score. For example if group #1 chooses characters, they will have to answer the question worth 100 points.
- 3) After wards, group #2 may choose characters for 200 points or any of the other categories for 100 points.
- 4) If the members of any group give an incorrect answer or do not answer the question, other groups will be given a chance to answer.
- 5) If no one answers the question correctly after all the teams have had a chance, the teacher will give the answer.
- 6) Groups will not be given the chance to choose two questions and not allowing other students to participate.
- 7) Students do not have to choose all the lower level questions before moving to a higher level, nor do they have to answer all the questions for specific category before moving to the next.
- 8) The activity will continue until all the grid is exhausted or untill class time runs out.<sup>20</sup>

In Jeopardy game the students can choose question based on the score their want. The example of score design can be seen in pictures 1.

Table 17.1 for Use a short Story , Novel, or Other Reading<sup>21</sup>

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<sup>20</sup> Manish A, *Teachng English as.*, p.242

<sup>21</sup> Ibid., p.241

<b>Setting</b>	<b>Plot</b>	<b>Characters</b>	<b>Relationship</b>	<b>Narrative Strategies</b>
500	500	500	500	500
400	400	400	400	400
300	300	300	300	300
200	200	200	200	200
100	100	100	100	100

#### **d. Advantages of Jeopardy Game**

There are some advantages of Jeopardy Game, they are :

1. Provide an element of fun by actively involving learners.
2. Provide competition that can be motivating.
3. Provide variety.
4. Provide opportunities for repetition of important information.
5. Can be excellent introduction activities or good reviews.
6. Can encourage and enhance teamwork.
7. Break concepts into smaller learning milestones while providing instant feedback about mastery of concepts.
8. Allows learners to experience alternate realities by playing “make believe” in a safe environment. Players can experiment, make choices and then see the impact of their decisions.
9. Most obviously it enlivens the classroom
10. It also allows the instructor to correct misconceptions and to expand on the answer if desired.<sup>22</sup>

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<sup>22</sup> Minu Gupta Bhowon et.al., *Chemistry Education in the ICT Age*, (University of Mauritius: Springer, 2009), p.17

From those theories above, it can be seen that there are so many advantages in Jeopardy Game for the students. Those advantages can help the students to the problem in reading comprehension. Moreover, the students can increase their reading comprehension when they play this game.

#### **e. Disadvantages of Jeopardy Game**

There are some advantages of Jeopardy Game, they are :

1. Tend to focus on cognitive information for the most part.
2. Can be embarrassing for individuals who know little about the topic.
3. Can place too much emphasis on competition.
4. Can become disruptive if enthusiasm gets out of control.
5. Can fail if winning becomes more important than learning.
6. Can degenerate into off-task or social conversation.
7. Can reduce valuable learning time through explanation of directions/rules.
8. Some students may not like the loss of privacy that comes with answers and individual scores being revealed and discussed in the open classroom.<sup>23</sup>

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<sup>23</sup> Minu Gupta Bhowon et.al, *Chemistry Education.*, p.17

#### **f. Teaching Reading by Using Jeopardy Game**

The Jeopardy game is a creative yet meaningful format for reviewing for tests. Jeopardy answers and questions need to be tailored to the emphasis and resources being used in a specific class for maximum benefit to students.<sup>24</sup> The procedure of jeopardy game as follow :

Firstly, divide the class into 3-5 members each, teams should be distinguished from one another by team names and numbers. Then, teacher begins the game. When a game is played later in the semester, the winning team of the previous game selects first. The teacher reads the answer to the class once or twice to ensure that students have ample opportunity to hear and understand the entire answer. Once a question has been read the second time and there is no response attempt, the teacher quietly counts off 10 seconds. If an item is attempted but not correctly answered within approximately 10 seconds, the teacher counts off a final 10 seconds to permit other teams the opportunity to answer. Allow at least 5 minutes of class time for final jeopardy, so that final scores and a winner may be determined.<sup>25</sup>

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<sup>24</sup> Joan Benek-Rivera, Vinitia E. Mathews."Active Learning with Jeopardy: students ask the question, *journal of management education*.( Bloomsburg University:Organization Behavior Teaching Society), Vol.28 No. 1 February 2004, p.104

<sup>25</sup> Ibid., p.109

**B. Action Hypothesis**

Based on the review of theories and assumption above, the researcher formulates the hypothesis as follow :

By implementing jeopardy game, it can increase students reading comprehension and their learning activity at the Eight Grade of Junior High School 1 Punggur in Academic year 2017/2018.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Variables and Operation Definition of Variable**

###### **1. Variable of Research**

There are two kinds of research variables as follows:

###### **a. Independent Variable (X)**

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the writer. Independent variable of this research is using Jeopardy Game. Jeopardy Game is a the game that can use the teacher in classroom to teaching reading. Jeopardy Game can motivate the students to actively participate in class and assum more responsibility for learning. This game can make the students feel interested to study in the classroom.

###### **b. Dependent variable (Y)**

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is narrative reading ability that defined a kind of text to retell the story that past tense which purposes to entertain or to amuse the reader of listeners about the story.

## **2. The Definition of Operational Variable**

Operational definition of variable is the instruction of how to measure of variables. In this definition, the indicators included in a variable are result of the synthesis theory which is used on the theoretical review. Therefore, operational definitions of variable in this research are independent variable and dependent variable. The two variables can be explained as follow:

### **a. Independent variable**

Independent variable is a variable which function to influence the other variable. The independent variable in this research is Jeopardy Game. This game can be used to increase student narrative reading.

In measuring this variable, the writer will used observation sheet to observe the use Jeopardy Game teaching can be seen as follow:

- 1) The students have good participation of teaching narrative reading by using Jeopardy Game in teaching learning strategy.
- 2) This strategy run well and the students are enthusiastic to follow teaching learning process.
- 3) The students' achievement of narrative reading can increase by using Jeopardy Game in teaching learning strategy in teaching learning process.

### **b. Dependent Variable**

Dependent variable is a variable that can be influence by an independent variable. The dependent variable in this research is students' narrative reading. The indicator of student narrative reading as follow:

- 1) The students can understand the narrative reading in learning process.
- 2) The students can develop their narrative reading in learning process.

### **B. Setting of the Research**

The writer would be done this research in SMP Negeri 1 Punggur, Middle Lampung. The location is Pendidikan Street No.02 Punggur Middle Lampung. Total of the students from the seven up to nine graders were 756 students. The researcher choose this class because most of the students in this class have low score than the others class. It is based on the result of pre survey score of students at the eight grader at SMP Negeri 1 Punggur.

### **C. Subject of the Research**

Subject of the research is the eight grade students of SMP N 1 Punggur. The eight grades has divided into seven classes. In this research, the writer chose VIII.4. This class consists of 30 students. They are 18 male and 12 female. The writer chooses this class because from the fact



and the result of pre-observation, it is show that the students' interest and achievement of reading are still low.

#### **D. Research procedure**

##### **1. Classroom Action Research**

This research is classroom action research. According to Jean McNiff, action research is a name for certain way of researching your own learning.<sup>26</sup> It means that action research is a partical way to look at your own partice in teaching process in order to examine whether it is must be done or not. Yogesh Kumar Singh stated that action research was a method for improving and modifying the working system of a classroom in school.<sup>27</sup> It meant that action research was a way to investigate teaching and learning process in class.

From those explanations, it can be concluded that classroom action research is a kind of research by doing the action directly, which is done to examine the problem in teaching and learning process in the class.

Niff defines action research is more than just doing activities, it is a practice form which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn

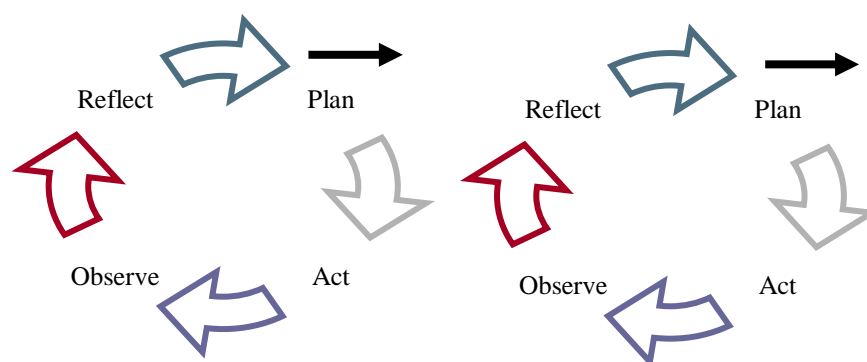
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<sup>26</sup>Jean McNiff and Jact Whitehead, *Action Research: principles and practice*, (London and New York: Routledge Falmer,2002), second edition,p.15

<sup>27</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International Publisher, 2006), p. 261.

from validated evidence.<sup>28</sup> It means that action research is not only do some activities in teaching and learning process but also do some matters in processing data. When someone makes a report of a research, it is not enough to describe the activities lists, but also it needs explanation more for the activities.

Action research involves the direct interaction between a teacher and a group of students. Implementation of classroom action research, one cycle is not enough. It is normal for a research to do two or more cycles in an interactive process. The series of cycles can be describe in picture.



Sequences of action-reflection cycles.<sup>29</sup>

In each cycle consist of four steps; here are four steps of cycles:

<sup>28</sup> Jean McNiff *et al*, *Action Research*, p.16

<sup>29</sup> McNiff, Jean *et.al*, *Action Research*., p. 41.

a) Planning

Without planning, the researchers' activity would not focus. The planning would reference in doing action. In the planning, the researcher focused on making lesson plan.

b) Acting

Doing action was the second step in the activity. Without the action, the planning was just imagination that was never real.

c) Observing

While observing, the researcher and collaborator would use observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator should know the result of the student's learning activities.

d) Reflecting

In this step, the researcher and collaborator would analyze how the effect of the acting, what thing which had to be repaired, and what thing which became attention on the next acting. Then, the result of reflecting would be used as a guideline to make a new plan in the next cycle.

## **2. The Step of Research**

### **a. Cycle I**

#### **1) Planning**

In this step, the researcher identify would the problem causes in learning process and then finds solution to solve the problem. The researcher also would share ideas with the collaborator to discuss the lesson plan appropriate with syllabus, time, schedule, instrument of evaluation, and observation list. In this research, the researcher has a role as a teacher. The collaborator of this research is Helmi Wijayanti, S.Pd as English teacher at Junior High School 1 Punggur.

#### **2) Acting**

The steps of acting that the researcher would do are : firstly, the researcher would apply the lesson plan in teaching process. The researcher should follow the lesson plan but researcher can do some improvisation of it. Secondly, the researcher used media of teaching and learning that has prepared before in planning. Thirdly, the researcher would teach the students by implementing jeopardy game in teaching process.

#### **3) Observing**

The observation is done during the teaching and learning process. It would done by the collaborator of research.

The collaborator observe the action of the researcher in teaching and learning process. Besides, the researcher helped by the collaborator also observe the students' activities. It is done by using the observation list or format observation that has prepared before. The researcher identify whether there is anything that must be corrected and should be increased in the next cycles.

#### 4) Reflecting

In reflecting, the researcher do the evaluation. The researcher tries to see again the action in teaching process. The researcher also looks whether there is effect of the strategy for the students. By reflecting, the researcher analyzes and discusses the weakness during the teaching and learning process.

### **b. Cycle II**

#### 1) Planning

Planning in cycle II would be done like in planning of cycle I. When the realizations in cycle I there are some deficiencies, the researcher add others necessities that is needed in cycle II.

#### 2) Acting

In this step, the researcher apply the planning of cycle II. It will do by the researcher as if in cycle I but, the weakness

of the action in cycle I have been corrected. Therefore, the researcher will not do the same mistakes.

### 3) Observing

In observing, the researcher helped by collaborator would observe the teaching and learning process by using observation list. It purposes to collect the data in action plan II.

### 4) Reflecting

The researcher compare the score of pre-test and post-test. Then, the researcher will review whether the result of cycle II achieves the indicator of research. The result of it will determine whether the second cycle is enough or it needs to continue to the next cycle.

## **E. Data Collection Method**

The researcher collects the data of this research by using data collection method as follows :

### 1) Observation

Observation becomes main instrument in this research to collect the data. In this research, the researcher helped by the collaborator will observe teaching and learning process by making observation sheet or list in a form of check list. The researcher make the criteria of observation before so that the observer just give check sign ( ) in the criteria.

## 2) Test

The researcher conduct the test of reading comprehension for the students. The tests consist of two kinds of test those are pre-test and post-test.

### a. Pre-test

Pre-test would be given in the first meeting before giving treatments by using jeopardy game to know the basic ability of the students in reading comprehension.

### b. Post-test

Post-test would be given in the last meeting after finishing the treatments to find out whether the treatments that would be given by the researcher give some contributions for the students'. Besides, to know whether jeopardy game can increase students' reading comprehension.

### c. Documentation

Documentation as the data collection method in this research, it is used to collect the data about the school and the students' at Junior High School 1 Punggur.

### d. Field Note

Field note is an instrument that has the function to see the action and students' development learning process. Field note is one important thing to make a note of kind of the students' action that implemented by teacher in every cycle, the response of students

toward action, etc. Fiels note must be written as soon as possible after the action implemented, in order to keep the objectivity of some facts found.

## **F. Data Analysis Technique**

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, and documentation, the writer analyzed the data that was based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher did was making abstraction of all collecting data. After conducting the research, she made an abstraction of all data. Then, she selected the data that related to the research question and classified them into the tow categories data in learning process.

Tabulating the result of the test, finding the mean of the pre test and post test. The mean was calculated by applying the following formula:<sup>30</sup>

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

Where:  $\bar{X}$  = Average Sore

$\sum x$  = Total of Score

N = Total of Students

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<sup>30</sup> John K. Taylor, *Statistical Techniques for Data Analysis*, (USA: Chapman, 2004)p.49



Besides that, to measure of percentage of students' activities the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

Notes: P = Mean Score

F = Total of the Students

n = Number of the Students

#### **G. The Indicator of Success**

The research would be called success if 80% of students got score higher than 70 and 70% students active in learning activity after using Jeopardy Game.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Result of the Research

##### 1. Description of Research Setting

##### a. The History of SMPN 1 Punggur Central Lampung

SMPN 1 Punggur Central Lampung was built in 1984. SMPN 1 Punggur Central Lampung had changed leader seventh times.

- 1) Mulyo Sutanto (1984-1995)
- 2) Drs. Zubairi Saibi (1996-1997)
- 3) Drs. Suwanto (1998-1999)
- 4) Drs. Teguh Wiyono (1999-2010)
- 5) Drs. Usa Herianto (2010-2012)
- 6) Hi. Purnomo (2012-2017)
- 7) Drs. Pramono (2017-present)

##### b. Teacher and Staff Names

Table 1  
Teacher and Staff Names

Teachers educational development						
No.	Name	SMA	D3	S1	S2	Occupation
1	Drs. Pramono			✓		Headmaster
2	B. Triyanto S.Pd.			✓		Vice Headmaster
3	Y. Swatignyo, S.Pd.			✓		Indonesian Language Teacher
4	Samino Suradi			✓		PKN Teacher
5	Edi Susanto, S.Pd			✓		Sains Teacher
6	Helmi Wijayanti			✓		English Teacher
7	Kaminah			✓		English Teacher

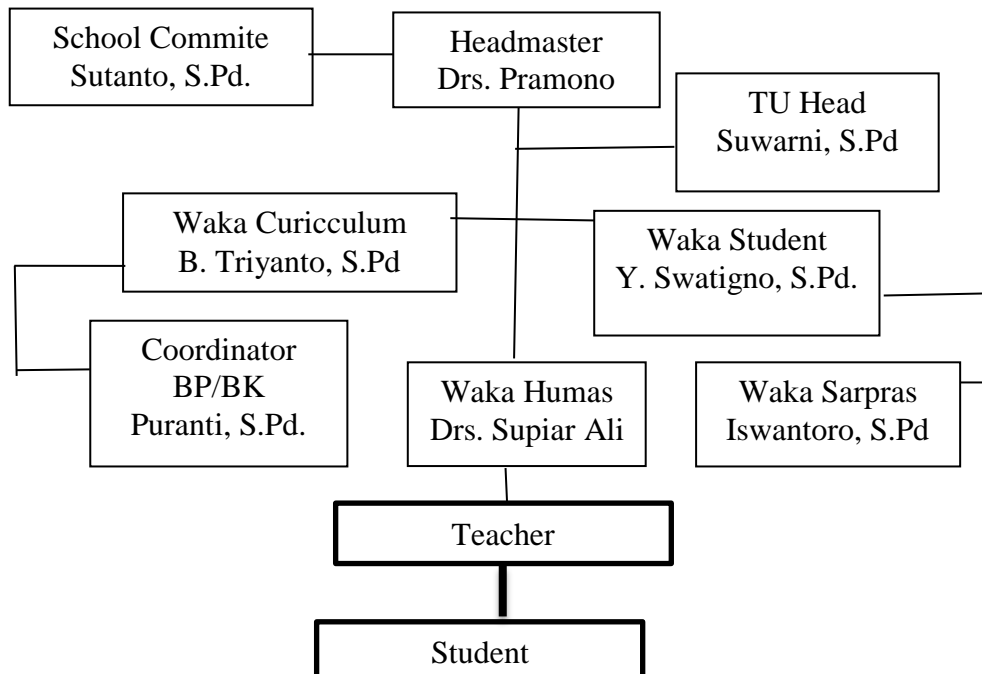
8	Nasekah			✓		Religy Teacher
9	Prayitno		✓			Sport Teacher
10	Puranti			✓		BP/BK Teacher
11	S. Komirah			✓		MathematicTeacher
12	Selesai, B.A		✓			BP/BK Teacher
13	Susrini Dwi Astuti, S.Pd			✓		SBK Teacher
14	Tri Warni			✓		English Teacher
15	Yulia Fitri Sampurna			✓		English Teacher
16	Maryuni		✓			Staff
17	Maya		✓			Staff
18	Suwarni		✓			Head Staff
Total			5	13		18

Source: The documentation result at SMPN 1 Punggur Central Lampung on Juni 05, 2018

### c. The School Organization

Figure 1

The Structural School's of SMPN 1 Punggur Central Lanpung



#### d. The Number of Students

Students enter school at 07.15 WIB and come home at 13:05. Academic Year 2017/2018 with the number of students of class VII, VIII, and IX were 668 students with details of class VII 282 students, class VIII 277 students, and class IX 267 students, with details as follows: To be clear look at the table bellow :

Table 2

The number of students of SMPN 1 Punggur central Lampung  
In the academic year 2017/2018

No	Class		
	VII	VIII	IX
1	34	34	36
2	34	35	35
3	35	36	34
4	36	35	35
5	36	34	32
6	36	34	29
7	36	35	32
8	35	34	34
Total	282	277	267

*Source: The documentation result at SMPN 1 Punggur Central Lampung on May 30, 2018*

## 2. Description of Data

In this research, the researcher and the Collaborator Mrs. Helmi Wijayanti, S.Pd, conducted the research in two cycles and each consist of planning, acting, observing and reflecting.

## **a. Cycle 1**

### **1) Planning**

In this research, the researcher is as an English teacher with Mrs. Helmi Wijayanti, S.Pd as collaborator. Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

- (1) Preparing the material of narrative text.
- (2) Preparing the lesson plan.
- (3) To make the items that will be examined as the pre test and the post-test I in the cycle 1.
- (4) Preparing Jeopardy Game that used in the action learning.
- (5) To make the observation sheet of the students activity 1.

The Minimum Mastery Criteria (MMC) at SMP Negeri 1 Punggur for English was 70. The lesson is reading, narrative text especially. In this meeting, the students were expected by the teacher got specific information of the narrative text. In the first and second meeting, the teacher would explain about narrative text using Jeopardy Game. Therefore, In The last meeting, The teacher would evaluate multiple choice for the 32 students Of VIII1 class. The evaluation was about multiple choice, It consisted of fifteen questions based on the narrative text.

## 2) Acting

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meetings for the action, and one meeting for the post test, there are:

### a) The first meeting

The first meeting was conducted on Monday, May 21<sup>th</sup> 2018, this meeting used as the pre-test for 2x35 minutes before the students given the action. In this meeting the collaborator was being the observer and the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition after that the teacher asked the students to answer the pre test until finish. In this chance, the pre-test became the opening of the meeting. The pre-test was about narrative text and some students are very enjoy to do their test and others looked very annoying.

The table belows shows the data and the frequency of the students pre-test score:

**Table 8**  
**The Result of the Students' Score in Pre-Test**

No.	Students' Code	Score
1.	ADK	73
2.	AMD	60
3.	ARZ	63

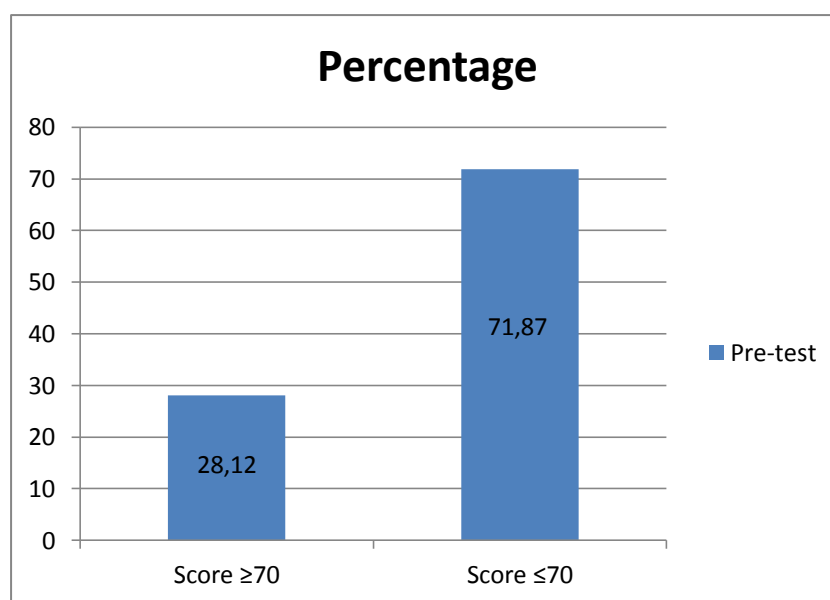
4.	AA	40
5.	BAC	60
6.	DI	80
7.	DNF	73
8.	FAP	53
9.	FZ	60
10.	IR	53
11.	IMS	63
12.	IRU	60
13.	IAC	60
14.	IPR	60
15.	JH	53
16.	LNRW	60
17.	MAM	53
18.	MI	73
19.	NAS	73
20.	NL	60
21.	PP	60
22.	SL	73
23.	SN	73
24.	SPDN	60
25.	SVN	63
26.	SNW	63
27.	SMA	73
28.	SMJ	73
29.	SM	40
30.	TEZ	60
31.	VA	53
32.	ZNA	63
<b>Total Score</b>		<b>1964</b>
<b>Average</b>		<b>61,37</b>
<b>Highest Score</b>		<b>80</b>
<b>Lowest Score</b>		<b>40</b>

**Table 9**  
**The Frequency of the Students' Score in Pre-Test**

No	Students ' Score	Percentage	Frequency	Explanation
1	$\geq 70$	28.12	9	Complete
2	$\leq 70$	71.87	23	Incomplete
<b>Total</b>		<b>100%</b>	<b>32</b>	

The result of the pre-test showed that there were 23 students incomplete to achieve the minimum standard of mastery (MMC). There were only 9 students (28.12%) who gained score 70 or above, and 23 students (71.87%) who gained score under 70. The highest score in pre-test was 80 and the lowest score was 40.

**Figure 4**  
**The Students result of pre-Test**



It can be seen from the chart above, There were only (28.12%) students who gained score 70 or above, and (71.87%) students who gained score under 70. It means that the students have difficulties to learn narrative reading.



### b) The Second Meeting

In the second meeting was conducted on Wednesday, May 23<sup>th</sup> 2018 for 2x35 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

- (1) The teacher greeted the students and checks the attendance list.
- (2) The teacher gave the information about the material.
- (3) The teacher gave the material about the narrative text.
- (4) The teacher gave the example.
- (5) The teacher asked the student about the material that was related and the students answered.
- (6) The teacher and the students made conclusion together before closed the meeting.

### c) The Third Meeting

The third meeting was conducted on Friday, May 25<sup>th</sup> 2018, this meeting used as the post-test 1 for 2x35 minutes, after the students were given the action. The result of the students' score in post-test 1 would be showed in the following table:

**Table 10**  
**The Result of the Students' Score in Post-Test 1**

No.	Students' Code	Score
1.	ADK	73

2.	AMD	73
3.	ARF	73
4.	AA	66
5.	BAC	60
6.	DI	73
7.	DNF	73
8.	FAP	73
9.	FZ	83
10.	IR	73
11.	IM	53
12.	IRU	93
13.	IAC	83
14.	IPR	73
15.	JH	53
16.	LNRW	93
17.	MAM	73
18.	MI	73
19.	NAS	73
20.	NL	83
21.	PP	53
22.	SL	73
23.	SN	60
24.	SPDN	60
25.	SKN	53
26.	SNW	80
27.	SMA	73
28.	SMJ	73
29.	SM	60
30.	TEZ	53
31.	VA	73
32.	ZNA	53
<b>Total Score</b>		<b>2300</b>
<b>Average</b>		<b>71.87</b>
<b>Highest Score</b>		<b>93</b>

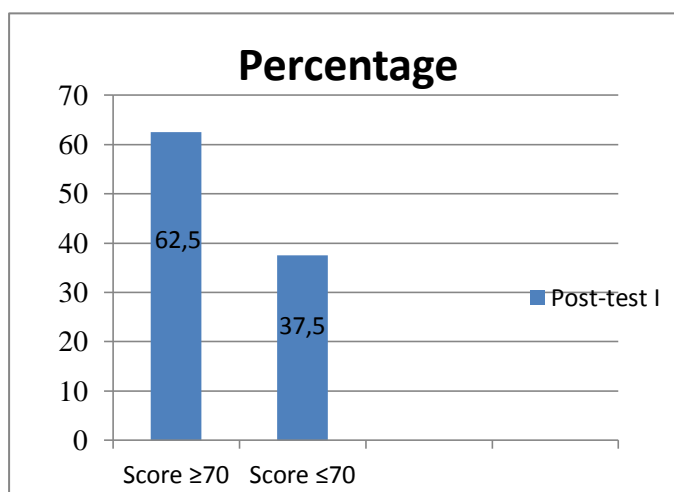
<b>Lowest Score</b>	<b>53</b>
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**Table 11**  
**The Frequency of the Students' Score in Post-Test I**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 70$	62.50	20	Complete
2	$\leq 70$	37.50	12	Incomplete
<b>Total</b>		<b>100%</b>	<b>32</b>	

The result of the post-test 1 showed that there were 12 students Incomplete to achieve the minimum standard of mastery (MMC). There were 20 students (62.50%) who gained score 70 or above, and 12 students (37.50%) who gained score under 70. The highest score in post-test 1 was 93 and the lowest score was 53. But, the result of the students' test was better than the students' test before giving treatment.

**Figure 5**  
**The Students' Result in Post Test I**



It can be seen from the chart above , there were students Incomplete to achive the minimum standard of mastery (MMC). There were 20 students (62.50%) who gained score 70 or above, and 12 students (37.50%) who gained score under 70.

### **3) Observing**

In observation of teacher's action the researcher presented three meeting in cycle 1 of to find the information of the text in reading lesson. This observation was conducted by the collaborator, Mrs. Helmi Wijayanti, S.Pd. She is English teacher for the eighth students' of SMP Negeri 1 Punggur. For the first meeting the teacher only gave the pre test for the students. The students who got the score more than 70 in pre test cycle 1 only 9 students of 32 students.

For the second meeting the teacher explained the material about narrative text and using Jeopardy Game strategy in the process teaching learning. A highly appreciation came to their interest in doing the task and example from the teacher because they found the media was very interesting.

In the third meeting, the teacher gave the post test 1 for the students. The students began be active and interested in teaching learning process. In the post test of cycle 1 there were 20 students of 32 students who got 70 or more but this result be better than

before giving treatment. The data of the students' activity can be seen in the table 11 bellows:

**Table 12**  
**The Result of the Students' Activity in**  
**the Learning Process of Cycle 1**

No	Students' Activity	Frequency	Percentage
1	Giving attention to the teachers' explanation	22	62.85%
2	Giving respond to the teacher explanation	17	53.12%
3	Asking-answering the question	10	28.57%
4	Students are able to work together in group	15	42.85%
5	Doing the Task	21	60%

The data above explained that the total of students who paid attention to the teacher explanation were 22 (62.85%), 20 students (57.14%) responded to the teacher explanation. Students were very inactive in asking or answering question, they were only 10 students (28.57%). 15 students (42.85%) were able to work together in group .There were 21 students (60%) still did the task given from the teacher.

#### **4) Reflecting**

Based on the result of cycle I, it can be seen that most of students get difficulty in answering the questions about narrative text. It happens because the students do not understand the

meaning of the text although the teacher has guided the students to do the task. In the end of cycle 1 the result of students' activities increase from the first meeting until next meeting. The students' score also improve from the average in the pre test 61.37 and the average of post test 71.87 but it was not fulfill the completeness Standard (MMC) at least 80% students must get  $\geq 70$ . In the post test of cycle 1 showed that only 20 students (62.50) who got score more than 70. It is not fulfill the MMC.

For the information related to the indicator of success has not been achieved then the research continued on cycle II.

## **b. Cycle II**

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

### **1) Planning**

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

- (1) Preparing the material of narrative text.
- (2) Preparing the lesson plan.
- (3) Preparing the items that would be examined as the post-test in the end cycle.
- (4) Preparing Jeopardy Game that used in the action learning.

- (5) Preparing the observation sheet of the students' activity 2.
- (6) To plan the scenario of the implementation of action and the implementation of Jeopardy Game will be used in the class.

## **2) Acting**

The action in the cycle II, consist of three meetings, two meetings for the action, and one meeting for the post-test in the end cycle. They are:

### **a) The First and the Second Meeting**

Based on the learning implementation plan II, the allocation of the time for two meetings (4 x 35 minutes), therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Monday, May 28<sup>th</sup>, 2018. The action that was conducted as follow:

- (1) The teacher greeted the students and checked the attendace list.
- (2) The teacher gave the information about the subject that would study.
- (3) The teacher reviewed the material that had studied in the cycle 1 that was narrtive text.
- (4) The teacher gave the example of the narrative text by using Jeopardy Game.

- (5) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.
- (6) The students were asked to review again about the narrative text.
- (7) For the last, the teacher and students made a conclution and closing the class.

The second meeting was conducted on Wednesday, May 30<sup>th</sup>, 2018. The action that was conducted as follow:

- (1) The teacher greeted the students and checked the attendance list.
- (2) The teacher gave the information about the subject material would studied.
- (3) The teacher reviewed the material that had studied in the cycle 1.
- (4) The teacher gave the example and task about narrative text for the students.
- (5) After the task is collected, the teacher and students to study the answer that corrects from the task it. To study the post-test I item that has been done in the end cycle 1.
- (6) The teacher and the students to review and made the conclusion about the subject material that was studied.



(7) Closing the learning process.

#### **b) The Third Meeting**

The third meeting was conducted on Friday, June 1<sup>st</sup> 2018. This meeting used as the post-test II in the end of cycle II, for 2 x 35 minutes the students was given the action. It has been finished well by the students where they had to make good narrative text and comprehend the meaning of a text by using Jeopardy Game. The result of the students' score in post-test II can be seen in the following table:

**Table 13**  
**The Result of the Students' Score in Post-Test II**

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>
1.	ADK	80
2.	AMD	93
3.	ARZ	83
4.	AA	60
5.	BAC	80
6.	DI	73
7.	DNF	93
8.	FAP	86
9.	FZ	73
10.	IR	80
11.	IMS	93
12.	IRU	60
13.	IAC	60
14.	IPR	73
15.	JH	93
16.	LNRW	93
17.	MAM	93
18.	MI	73
19.	NAS	93

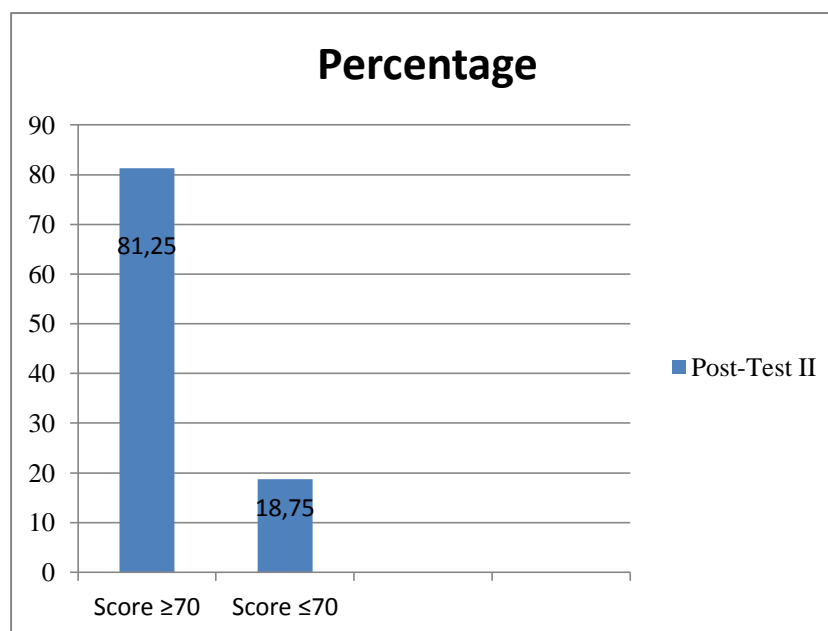
20.	NL	93
21.	PP	93
22.	SL	60
23.	SN	60
24.	SPDN	100
25.	SKN	93
26.	SNW	73
27.	SMA	93
28.	SMJ	60
29.	SM	73
30.	TEZ	86
31.	VA	86
32.	ZNA	80
<b>Total Score</b>		<b>2675</b>
<b>Average</b>		<b>83.59</b>
<b>Highest Score</b>		<b>100</b>
<b>Lowest Score</b>		<b>60</b>

**Table 14**  
**The Frequency of the Students' Score in Post-Test II**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 70$	81.25	26	Complete
2	$\leq 70$	18.75	6	Incomplete
<b>Total</b>		<b>100%</b>	<b>32</b>	

The result of the post-test II showed that there were 6 students failed to achieve the minimum standard of mastery (MMC). There were 26 students (81.25%) who gained score 70 or above, and 6 students (18.75%) who gained score under 70. The highest score in post-test was 100 and the lowest score was 60. But, the result of the students' test was better than the students' post test in cycle I.

**Figure 6**  
**The Result Students' at Post Test II**



From the chart above, it can be seen there were 26 students (81.25%) who gained score 70 or above, and 6 students (18.75%) who gained score under 70. But, the result of the students' test was better than the students' post test in cycle I.

### **1. Observing**

In this step, the researcher presented the material by using Jeopardy Game in learning process, there were also five indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was

successful. The result score of students' learning activities observation, as follow:

**Table 15**  
**The Result of the Students' Activity in**  
**the Learning Process of Cycle II**

No	Students' Activity	Frequency	Percentage
1	Giving attention to the teachers' explanation	27	84.37%
2	Giving respond to the teacher explanation	28	80%
3	Asking-answering the question	25	71.42%
4	Students are able to work together in group	30	85.71%
5	Doing the Task	35	100%

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation (85.71%) and the students able to do the task (100%), the students who gave respond to the teacher explanation (82.14%). Then, the students was the students ask/answer the question (71.42%), and the last the students made the note (85.71%) . Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage  $\geq 80\%$ .

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were  $\geq 80\%$  of students passed the examination. It means the students' narrative reading ability had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on reading comprehension from post-test I to post-test II could be seen on the table below:

**Table 16**  
**Students' score at post-test I and post-test II**

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving Percentage	Explanation
1	ADK	73	80	7	9.5%	Increase
2	AMD	73	93	20	27.3%	Increase
3	ARZ	73	83	10	13.6%	Increase
4	AA	66	66	0	0.00	Constan
5	BAC	60	80	20	3.3%	Increase
6	DI	73	73	0	0.00	Constan
7	DNF	73	93	20	27.3%	Increase
8	FAP	53	86	33	62.2%	Increase
9	FZ	83	73	10	12.0%	Increase
10	IR	73	80	7	9.5%	Increase
11	IM	53	93	40	75.4%	Increase
12	IRU	60	93	33	55%	Increase
13	IAC	60	83	23	38.3%	Increase
14	IPR	73	73	0	0.00	Constan
15	JH	53	93	40	75.4%	Increase
16	LNRW	93	93	0	0.00	Constan
17	MAM	73	93	20	27.3%	Increase
18	MI	53	73	20	37.7%	Increase
19	NAS	73	93	20	27.3%	Increase
20	NL	83	93	10	12.0%	Increase
21	PP	53	93	40	75.4%	Increase

22	SL	60	73	13	21.6%	Increase
23	SN	60	60	0	0.00	Constant
24	SPDN	60	100	40	66.6%	Increase
25	SKN	53	93	40	75.4%	Increase
26	SNW	80	83	3	3.7%	Increase
27	SMA	53	93	40	75.4%	Increase
28	SMJ	60	73	13	21.6%	Increase
29	SM	60	73	13	21.6%	Increase
30	TEZ	53	86	33	62.2%	Increase
31	VA	73	86	13	17.8%	Increase
32	ZNA	53	80	33	62.2%	Increase
<b>Total</b>		<b>2300</b>	<b>2675</b>	<b>624</b>		
<b>Average</b>		<b>71.87</b>	<b>83.59</b>	<b>19.5</b>		

Based on the result above, it could be inferred that using Jeopardy Game to teach narrative text could increase the students' narrative reading ability because there was increase from average in post-test I 71.87 became 83.59 in post-test II. In the cycle II, most of the students could develop their narrative reading ability. It means that cycle II was successful.

## 2. Reflecting

According to the result of the observation above, it can be inferred that the result of using Jeopardy Game was good. The researcher checked the students' score before and after using Jeopardy Game. The researcher found the significant improvement in students' score in narrative text. The comparison

between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II.

## B. Discussion

### 1. Interpretation the Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

**Table 17**  
**The Table of Students' Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increase
		F	Percentage	F	Percentage	
1	Giving attention to the teachers' explanation	22	62.85%	27	84.37%	22.86%
2	Giving respond to the teacher explanation	17	53.12%	28	80%	22.86%
3	Asking-answering the question	10	28.57%	25	71.42%	42.85%
4	Students are able to work together in group	15	42.85%	30	85.71%	42.86%
5	Doing the Task	21	60%	35	100%	14%

Based on the table, the students' activities has got improvement from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased from 22 students (62.85%) became 27 students (84.37%). There were 17 students (53.12%) become 28 students

(22.86%). Then there were only 10 students (28.57%) who interested in asking-answering the question has increased up to 25 students (71.42%). The students' activity in making note from the material has reached out from 15 students (42.85%) up to 30 students (85.71%). The most increasing reached out of all students (100%) from 21 students (60%) was in giving contribution in doing task.

## **2. Action and Learning Result in Cycle I**

The treatment on cycle I have been done, as can be seen on the result of post test I. It can be seen from average score in pre test 61.37 became 71.87 in post test I at cycle I.

Based on the result of pre test and post test in cycle I, was known that there was an increasing from the result score and through there was a student got score or constant from the result score and through there was a students got score or constant from the pre test, but their comprehension increased. There are 10.50 points from the average pre test and post test.

At the cycle I, the researcher found some difficulties that happen in the class such as the students got difficulty in teaching learning pocess. It is happened because they were not focus to join the class and another case the students hard to understand the material

## **3. Action and Learning Result in Cycle II**

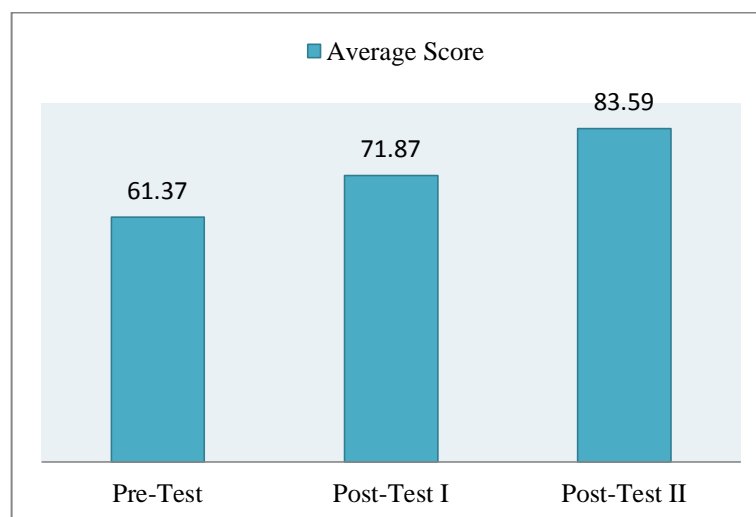
The result and data from the cycle I make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finnaly, the learning process could be better. It can be seen that the



students score was increased. Actually, the result of pre test and post test I is good enough. But the students score could not achieve the target (Minimum Completeness Criteria). After the post test in cycle II, most of them increased. The students score could achieve the target (Minimum Completeness Criteria). It can be seen the average pre test is 61.37, post test in cycle I is 71.87, and the average post test in cycle II is 83.59. It means that using Jeopardy Game can increase the students' narrative reading ability.

It could be conclude that the Jeopardy Game have positive affect toward the teaching learning process, especially in learning reading. Those were good to help the students to understand the content of the text in their learning process.

**Figure 7**  
**Graph of the Comparison Score Average in Pre-test, Post-test I, and Post-test II**



Based on the chart above, it can be concluded that the using of Jeopardy Game can increase the students' narrative reading ability. It can be seen from the chart, there were significant improvement of students' average score from the pre-test, post-test 1, and post-test 2. All of the students were successfully reached out the minimum criteria of mastery (MMC) namely 70. The average of students' score was increased from 61.37 to 71.87 and finally became 83.59. It can be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 80% in the last cycle.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

#### **A. Conclusion**

Based on the result of the implementation of Jeopardy Game in reading comprehension. It can be concluded that there is any improving of the students reading comprehension by using Jeopardy Game at the eighth graders of SMP Negeri 1 Punggur. Therefore, Jeopardy Game can be used as the alternative technique in teaching learning especially reading comprehension. Jeopardy Game can make the students comprehend the text easily. Beside that Jeopardy Game can improve the students reading comprehension and help the students accomplish the task. By using this game the students problem in reading such as understanding the content of the text and students passive in learning process can be solved.

There is a significant improving on the students' average in pre test and post test. It is proofed on students' average in pre test and post test I was from 61.37% to 71.87% or improve 10.50% while in post test I and post test II was from 71.87% to 83.59% or improve 11.72%. It means that the use of Jeopardy Game can improve the students narrative reading comprehension at the eighth graders SMP Negeri 1 Punggur.

#### **B. Suggestion**

Based on the conclusion, the following are some suggestion for English teacher, students, and other researcher that might useful for advance.

1. To English Teacher

The teachers are suggested to motivate the students in learning English. So, the teacher give the students' opportunity to comprehend what their read. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy, and high motivation in learning process.

## 2. To Students

The students are suggested to improve their narrative reading comprehension and exploring their comprehension in narrative text by using Jeopardy Game. So, they have to give attention well and focus the material. They also have enrich vocabulary so they can answer the teacher's question by using English.

## 3. To other Researcher

The researcher suggests to other reseracher to conduct a further study. So, they can develop of this research and focus on the using Jeopardy Game to improve students' narrative reading ability.

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## SILABUS SMP

**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII  
**Kompetensi Inti** :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya  4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana	<b>Teks naratif, berbentuk fabel pendek dan sederhana</b>  <b>Fungsi sosial</b>  Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan</li> </ul>	<b>KRITERIA PENILAIAN</b> <ul style="list-style-type: none"> <li>Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana.</li> <li>Tingkat</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi</li> </ul>

penggunaannya	<p>binatang.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <ol style="list-style-type: none"> <li>Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</li> <li>Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</li> <li>Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</li> <li>Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</li> <li>Memberikan alasan atau komentar umum (reorientasi), opsional.</li> </ol>	<p>mendengarkan fabel tersebut untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur</li> </ul>	<p>kelengkapan dan keruntutan pemahaman isi pesan fabel.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Menganalisis isi</p>	<p>interpersona l/ transaksiona l dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>- <a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>
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	<p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</li> <li>(2) Kalimat langsung dan tidak langsung</li> <li>(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</li> <li>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</li> <li>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</li> <li>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this</i>,</li> </ol>	<p>kebahasaan dari fabel.</p> <ul style="list-style-type: none"> <li>• Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- tokoh, tempat, waktu, terjadinya cerita</li> <li>- krisis yang terjadi terhadap tokoh</li> <li>- akhir cerita di mana krisis berakhir</li> <li>- komentar atau penilaian umum tentang fabel (opsional, jika ada)</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> </li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan</li> </ul>	<p>pesan fabel.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Penilaian diri:</b> Pernyataan siswa secara tertulis dalam jurnal belajar sederhana</p>		
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	<p><i>those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><b>Topik</b></p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>(<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.</li> <li>Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul> <p>Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa</p>	<p>berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca teks yang menuntut pemahaman tentang fabel.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat.</li> <li>Lembar soal dan hasil tes</li> </ul>		
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		Indonesia.			
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**Guru Kelas**

Punggur, April 2018  
Peneliti

**Helmi Wijayanti,S.Pd**  
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## **RENCANA PELAKSANAAN PEMBELAJARAN**

Nama Sekolah : SMP Negeri 1 Punggur  
 Mata Pelajaran : B. Inggris  
 Kelas/Semester : VIII/2  
 Pertemuan ke : 1  
 Alokasi Waktu : 2 x 45 menit

### **A. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

### **Kompetensi Dasar (KD)**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 3.2 Menangkap makna teks narative lisan dan tulis, berbentuk fabel pendek
- 4.1 Menyusun teks narrative lisan dan tulis, pendek dan sederhana, tentang fabel dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **Indikator Pencapaian Kompetensi**

- 1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
- 2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok
- 2.2.2 Mengakui ketika membuat kesalahan.
- 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri.
- 3.2.1 Mengidentifikasi fungsi sosial dalam teks naratif berbentuk fable
- 3.2.2 Mengidentifikasi unsur kebahasaan dalam teks naratif berbentuk fabel
- 3.2.3 Mengidentifikasi struktur teks dalam teks naratif berbentuk fabel
- 4.3.1 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

### **C. Tujuan Pembelajaran**

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

#### **D. Materi Pembelajaran**

##### ***Fungsi sosial***

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

##### ***Struktur teks***

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

##### ***Unsur kebahasaan***

1. Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
2. Kalimat langsung dan tidak langsung
3. Adverbia penghubung waktu: *first, then, after that, before*, dsb.
4. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
5. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

##### ***Topik***

##### **Narative text (Fable)**

### **A Woman and the Wolves**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

#### **E. Media, Alat, dan Sumber Pembelajaran**

1. Media : Teks.
2. Alat : Laptop, whiteboard, spidol.
3. Sumber Belajar : Buku When English Rings the Bell (buku siswa dan buku guru) , teks narrative

#### **F. Langkah-langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *narrative*.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
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**b. Kegiatan Inti**

Planning:		
Mengamati	Guru memberikan beberapa siswa untuk teks <i>narrative</i> pada kertas yang telah dibagikan.	Siswa menganalisa teks <i>narrative</i> yang terdapat pada lembar untuk menemukan informasi-informasi yang terdapat dalam teks tersebut seperti unfamiliar topic, generic structure.
Menanya	Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam <i>narrative</i> .	Siswa mempertanyakan bagaimana strategi yang tepat agar mudah dalam memahami dan menemukan informasi pada <i>narrative</i> .
Monitoring		
Mengeksplorasi	<p>Guru memberikan pengarahan tentang materi <i>narrative</i> yang membuat siswa untuk berfikir lebih keras.</p> <p>Guru membantu memberikan informasi yang dibutuhkan siswa</p>	<p>Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam <i>narrative</i> serta strategi yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.</p> <p>Siswa menyimak penjelasan dan mulai menyiapkan strategi yang tepat ketika mengalami kesulitan dalam</p>

		berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari <i>narrative</i>
Mengasosiasi	<p>Guru memberikan tugas dan meminta mereka untuk menyelesaikan dan mengerjakan soal.</p> <p>Guru memantau perkembangan pengetahuan siswa.</p>	<p>Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari <i>narrative</i> pada lembar kegiatan yang telah disediakan oleh guru.</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru tentang hasil analisis yang disampaikan dalam lembar kerja.</p>
Reflection		



Mengkomunikasikan	Guru meminta siswa untuk mengumpulkan hasil kerja siswa dan meminta mereka untuk menyampaikan hal hal yang sudah mereka pelajari	<p>Siswa mengevaluasi dari hasil diskusi dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari <i>narrative</i>.</p> <p>Siswa merefleksikan diri terhadap apa yang siswa temukan mengerjakan teks <i>narrative</i> dan menyimpulkan hal hal yang telah dipelajari.</p>
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### c. Penutup

- Guru bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru mengucapkan salam perpisahan.

## G. Penilaian

**Teknik : Tes tertulis**

**Bentuk: Multiple choices**

**Orientasi penilaian:**

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 10
- Jumlah =  $\frac{\text{Nilai siswa}}{\text{Jumlah soal}} \times 100$

## **RENCANA PELAKSANAAN PEMBELAJARAN**

Nama Sekolah : SMP Negeri 1 Punggur  
 Mata Pelajaran : B. Inggris  
 Kelas/Semester : VIII/2  
 Pertemuan ke : 2  
 Alokasi Waktu : 2 x 45 menit

### **H. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## **I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

### **Kompetensi Dasar (KD)**

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 2.4 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 3.4 Menangkap makna teks narative lisan dan tulis, berbentuk fabel pendek
- 4.2 Menyusun teks narrative lisan dan tulis, pendek dan sederhana, tentang fabel dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **Indikator Pencapaian Kompetensi**

- 1.1.2 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
- 2.4.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok
- 2.4.2 Mengakui ketika membuat kesalahan.
- 2.4.3 Tidak menyalahkan orang lain atas tindakannya sendiri.
- 3.4.1 Mengidentifikasi fungsi sosial dalam teks naratif berbentuk fable
- 3.4.2 Mengidentifikasi unsur kebahasaan dalam teks naratif berbentuk fabel
- 3.4.3 Mengidentifikasi struktur teks dalam teks naratif berbentuk fabel
- 4.3.1 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

#### J. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

#### K. Materi Pembelajaran

##### ***Fungsi sosial***

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

##### ***Struktur teks***

6. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
7. Memberikan penilaian(evaluasi) tentang situasi dan kondisi terjadinya cerita
8. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
9. Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih
10. Memberikan alasan atau komentar umum (reorientasi)

##### ***Unsur kebahasaan***

7. Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
8. Kalimat langsung dan tidak langsung
9. Adverbia penghubung waktu: *first, then, after that, before*, dsb.
10. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
11. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
12. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

**Topik****Narative text (Fable)****The Farmer and Bird**

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

**L. Media, Alat, dan Sumber Pembelajaran**

4. Media : Teks.
5. Alat : Laptop, whiteboard, spidol.
6. Sumber Belajar : Buku When English Rings the Bell (buku siswa dan buku guru) , teks narrative

**M. Langkah-langkah Pembelajaran****b. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *narrative*.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi.

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.

#### b. Kegiatan Inti

Planning:		
Mengamati	Guru memberikan beberapa siswa untuk teks <i>narrative</i> pada kertas yang telah dibagikan.	Siswa menganalisa teks <i>narrative</i> yang terdapat pada lembar untuk menemukan informasi-informasi yang terdapat dalam teks tersebut seperti unfamiliar topic, generic structure.
Menanya	Dengan pengarahannya dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam <i>narrative</i> .	Siswa mempertanyakan bagaimana strategi yang tepat agar mudah dalam memahami dan menemukan informasi pada <i>narrative</i> .
Monitoring		
Mengeksplorasi	Guru memberikan pengarahannya tentang materi <i>narrative</i> yang membuat siswa untuk berfikir lebih keras.  Guru membantu memberikan informasi yang dibutuhkan	Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam <i>narrative</i> serta strategi yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.  Siswa menyimak penjelasan dan mulai menyiapkan

	siswa	strategi yang tepat ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari <i>narrative</i>
Mengasosiasi	<p>Guru memberikan tugas dan meminta mereka untuk menyelesaikan dan mengerjakan soal.</p> <p>Guru memantau perkembangan pengetahuan siswa.</p>	<p>Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari <i>narrative</i> pada lembar kegiatan yang telah disediakan oleh guru.</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru tentang hasil analisis yang disampaikan dalam lembar kerja.</p>
Reflection		

Mengkomunikasikan	Guru meminta siswa untuk mengumpulkan hasil kerja siswa dan meminta mereka untuk menyampaikan hal hal yang sudah mereka pelajari	<p>Siswa mengevaluasi dari hasil diskusi dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari <i>narrative</i>.</p> <p>Siswa merefleksikan diri terhadap apa yang siswa temukan mengerjakan teks <i>narrative</i> dan menyimpulkan hal hal yang telah dipelajari.</p>
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### c. Penutup

- Guru bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru mengucapkan salam perpisahan.

## N. Penilaian

**Teknik : Tes tertulis**

**Bentuk: Multiple choices**

**Orientasi penilaian:**

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 10
- Jumlah =  $\frac{\text{Nilai siswa}}{\text{Jumlah soal}} \times 100$



### Pre-Test Reading Comprehension Ability

#### Direction:

1. Write your name on your answer sheet!
  2. Read the text then answer the question by crossing a, b, c, d, or e!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

#### Text 1

#### Question for number 1-5

##### The Rats and the Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text? It is ...
  - a. a narrative text
  - b. a description text
  - c. a recount text
  - d. an anecdote text
2. What destroyed the homes of all rats?
  - a. a group of mice did
  - b. the hunter did
  - c. elephant-hunter did
  - d. a group of elephant did
3. What helped the elephant's herd free?
  - a. the elephant-hunter did
  - b. the hunters did
  - c. the trapped elephants did
  - d. a group of king did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
  - a. Identification
  - b. Orientation
  - c. Complication
  - d. Resolution
5. At the end of the story, how was the elephant's herd?
  - a. Angry
  - b. Sad
  - c. Happy
  - d. Dead

## Text 2

### Question for number 6-10

#### The Legend of Lake Toba

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru sahala fell in love with that fish-woman and wanted to marry her. Batara guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

6. Why was the mother very angry? Because..
  - a. Her daughter were crying and found her
  - b. The earth began to shake and volcanoes
  - c. Batara Guru Sahala broke his promise
  - d. Batara Guru Sahala was angry
7. What is the main idea of the fourth paragraph?
  - a. How Lake Toba was formed
  - b. The daughters found their mother
  - c. Their daughters were crying

- d. Batara Guru Sahara had two daughters
8. From the text, we know that...
    - a. Sahala's wife was a captured fish
    - b. the daughters changed into fish too
    - c. Sahala broke his promise to his wife
    - d. The daughters and father are fish
  9. What is the purpose of the text above?
    - a. To entertain the readers.
    - b. To describe about Toba Lake
    - c. To report about Toba Lake
    - d. To give information about how to make Toba Lake
  10. What is the generic structure of this text?
    - a. Identification – description
    - b. General classification – description
    - c. Orientation – events – reorientation
    - d. Orientation – complication – resolution

### Question 11-15

#### The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful! Suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! Said the princess. "I hardly slept a wink all night. Whatever could have been in the bed? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

11. What kind of the text is it?
  - a. Report
  - b. Recount
  - c. Narrative
  - d. Descriptive
12. The generic structure of the text is.....
  - a. Orientation > Complication > Resolution > Re-Orientation
  - b. Orientation > Events > Re- Orientation
  - c. General Classification > Description
  - d. Identification > Description
13. What is the purpose of the text?
  - a. to inform about princess and the pea
  - b. to describe the story of the princess and the pea
  - c. to give information that the prince looked for the real princess
  - d. to amuse the reader with the story of the princess and the pea
14. What is the dominant structure used in the text?
  - a. the simple present tense
  - b. the simple past tense
  - c. the present continuous tense
  - d. passive voice
15. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is ...
  - a. Hard
  - b. Light
  - c. Weak
  - d. Strong

**CYCLE 1**  
**Post-Test Reading Comprehension Ability**

**Direction:**

- 5. Write your name on your answer sheet!**
  - 6. Read the text then answer the question by crossing a, b, c, d, or e!**
  - 7. You may not cheat with your friends!**
  - 8. Check your answer before submitting!**
- 

**Text 1**

**Question for number 1-5**

The Fox And The Crow

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

“Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!” The crow was very glad to hear, but she kept quiet. “But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry,” the fox continued. Miss crow was surprise to see him in doubt. “Oh, Sorry you can not, because you can not sing a song” the fox said slowly and looked dissapointed. When she heard the fox’s last word, the c

row was angry. She shouted loudly, “I can!”. Just then, the meat missed from the crow’s break and fell down. The fox got it and went away.

1. What kind of text is it?
 

a. Narative	c. Discussion
b. Recount	d. Descriptive
2. What is the writer’s main purpose in writing the text?
  - a. To persuade the readers to do something
  - b. To tell past event for the purpose of informing
  - c. To amuse the readers with funny story
  - d. To explain the way fox and crow communicate
3. The text tells the story of...
 

a. Crow	c. Crow and Fox
b. Bird	d. Fox
4. Which statement is true according to the text..
  - a. Crow buy the meat
  - b. Crow fly to house to enjoy the meat
  - c. The fox get meat from the crow and run away
  - d. Fox want to eat the meat together with the crow
5. “The crow was very glad to hear, but she kept quiet”. The underlined means...

- a. Stop            c. Enough
  - b. Noisy        d. Silent
6. "The fox said slowly and looked dissapointed". The antonym of the underlined word is..
- a. Gently        c. Merely
  - b. Simply       d. Carefully
7. To tell the story, writer use...
- a. Simpe past tenses
  - b. Simple present tenses
  - c. Present continues tenses
  - d. Perfect tenses
8. "The fox said polytely to her" the underline word means..
- a. Respectfull   b. Cry
  - b. Angry                    c. Smile
9. The crow was very angry when fox said..
- a. "Oh, Sorry you can not, because you can not sing a song"
  - b. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry,"
  - c. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!"
  - d. "Oh.. you're so beautiful"
10. At the end of story, fox...
- a. Fall in love with the crow
  - b. Got the meat and run away
  - c. Hitting by the crow
  - d. Dissapointed

## Text 2

### Question for number 11 - 15

One upon the time there lived a little girl named snow white. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving snow white in the little castle because they both wanted to go America and they didn't have money to take snow white with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. They when inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. Doc, one of the dwarfs asked: “what is your name?” snow white answered: “my name is snow white.” The dwarfs said, “if you wish, you may live here with us.” snow white said, “oh, could I ? thank you.” Then snow white told the dwarfs the whole story about her. Snow white and the seven dwarfs lived happily ever after.

11. Snow white run from home .....
  - a. At noon
  - b. At midday
  - c. In the morning
  - d. In the evening
  
12. The third paragraph describes in detail .....
  - a. Where snow white aunt and uncle had breakfast
  - b. Whom snow white met in the woods
  - c. What snow white did after hearing her uncle plan
  - d. How snow white went into the cottage
  
13. The dwarfs said, “if you wish, you may live here with us.”
 

What did the dwarfs mean with the words underline?

  - a. He asked snow white for a permission to stay with her
  - b. He offered snow white to stay with them
  - c. He showed his interest in snow white
  - d. He agreed to stay with snow white
  
14. What kind of text is it?
  - a. Recount      Descriptive      c. Explanation      d. Narrative
  
15. What the title about the story.....
  - a. Snow white      c. The prince
  - b. The dwarfs      d. The woman

**ANSWER KEY**  
**POST-TEST**

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



**CYCLE 2**  
**Post-Test of Reading Comprehension Ability**

**Direction:**

- 9. Write your name on your answer sheet!**
  - 10. Read the text then answer the question by crossing a, b, c, d, or e!**
  - 11. You may not cheat with your friends!**
  - 12. Check your answer before submitting!**
- 

**Text 1**

**Question for number 1-5**

Fox and Wolf

a Fox and Wolf were once friend. One day the wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf,who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and it the wolf with a stick. The next day,the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate. The farmer beat the wolf with a stick again. And so the wolf had nothing to eat fox all his troubles.

A. Choose the correct answer by choosing A,B,C or D

1. What is the stroy above?
  - a. Bull and Fly
  - b. Wolf and Fox
  - c. Horse and Donkey
  - d. Monkey and Donkey
2. What is the main idea from the paragraph ?
  - a. The wolf went to farm to get more lambs and pancakes.
  - b. The wolf went to the farm to get more pancaea and food.
  - c. The wolf went to the farm to get more foxes and wolves.
  - d. The wolf went to the farm to get more drinks and food.
3. The wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all.  
 The word "it" refers to...
  - a. Lamb

- b. Fox
  - c. Wolf
  - d. Farm
4. Who stole pancakes?
- a. The fox did
  - b. The wolf did
  - c. The fox and the wolf did
  - d. The farmer did
5. Which of the following is a conclusion that can be drawn from the story
- a. Wolf had nothing to eat Fox
  - b. Wolf eat Fox
  - c. Fox eat Wolf
  - d. Wolf was died

Text 2(for question 6-10)

### Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

6. What is the story above ?
- a. Cinderella
  - b. Snow white
  - c. Aladin
  - d. Bawang merah and bawang putih
7. What is the main idea from the paragrpah 2 ?
- a. Cinderella get married
  - b. Cinderella went to the invitation

- c. Cinderella did not go to the invitation
  - d. Cinderella lived happy
8. Which of the following is a conclusion that can be drawn from the story
- a. Cinderella married and lived happily
  - b. Cinderella and her stepsister lived happily
  - c. Cinderella went to forest and lived happily
  - d. Cinderella married but she is not happy
9. Who does help cinderella to get to the ball ?
- a. Her stepsister
  - b. Her mother
  - c. Her sister
  - d. The fairy godmother
10. Which of the following is not true according to the text?
- a. Cinderella lived happily with her stepsister
  - b. Cinderella felt happy with her husband
  - c. Cinderella felt annoyed with her stepsister
  - d. Cinderella was helped by a fairy to get to the ball

## Text 2

### Question 11-15

#### The Tortoise and the Rabbit

The rabbit was once boasting of his speed. "I am the fastest animal in this forest. Who dare to race with me?" A Tortoise heard that and said "I accept your challenge."

"Is it a joke," said the rabbit; "You are so slow."

"Keep your boasting till you have won," answered the Tortoise. "Shall we race?"

So they finally had a race. The rabbit darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the rabbit awoke from his nap, he saw the Tortoise just near the winning-post. The rabbit running to catch the tortoise, but he was late. The tortoise win. Then the Tortoise said wisely: "Slow but steady progress wins the race."

11. What is the story above ?

- a. The Tortoise and the Rabbit
- b. The Tortoise and ant
- c. The Tortoise and tiger

- d. The Tortoise and prince
- 12. Who is the fastest animal ?
  - 1. Rabbit
  - 2. Tortoise
  - 3. Ant
  - 4. Tiger
- 13. Who is the winner ?
  - a. Rabbit
  - b. Tortoise
  - c. Ant
  - d. Tiger
- 14. What is the tortoise said wisely ?
  - 1. "Slow but steady progress wins the race"
  - 2. "Fast but steady progress wins the race"
  - 3. "I accept your challenge"
  - 4. "Is it a joke"
- 15. Which of the following is a conclusion that can be drawn from the story.
  - 1. The tortise win
  - 2. The tortise died
  - 3. The rabbit win
  - 4. The tortise and rabbit win

### FIELD NOTE

16.  
 17. School : SMP N 1 Punggur  
 18. Class : VIII<sup>1</sup>  
 19.

Cycle	Day/Date	Meeting	Activities
1	Monday, May 21 <sup>th</sup> , 2018	1	In first meeting the students do not know what the narrative text is. So the students have difficulty to understand the task (pre-test). And then, the students have got low score.
	Wednesday, May 23 <sup>th</sup> , 2018	2	In this meeting in cycle 1 the collaborator was being as the teacher and the researcher was being as the collaborator. The collaborator explains the materials and gives the first treatment ( Jeopardy Game ) to the students. The collaborator gives the task with making a group like the teachers instruction. After that the student have the significant got score than before
	Friday, May 25 <sup>th</sup> , 2018	3	In third meeting, the researcher was being as the teacher. The researcher asked

2	Monday, May 28 <sup>th</sup> 2018	4	<p>the students about of the materials and ( Jeopardy Game ) .The students doing the exercise with group. After that, the teacher gives the task (Post-Test 1) to doing with by self. The students have the significant than the Pre test's score, but many the students get low score. So, this meeting needed to the next cycle.</p> <p>The first meeting in the cycle II the collaborator was being as the teacher. The teacher re-planing the materials and give the game ( Jeopardy Game ) to the students. After that the students doing the exercise with the teacher's instruction. In this meeting, the students to be more active discussing in the teaching and learning as significantly.</p> <p>The second meeting in the cycle II, the researcher was being as the teacher. The researcher asked the material and strategy that given the</p>
	Wednesday, May 30 <sup>th</sup> , 2018	5	
	Friday, June 1 <sup>st</sup>	6	

	2018	<p>collaborator. After that , the researcher doing the exercise with group, and then the researcher gives the task (Post-Test II).</p> <p>In the last meeting, the students have excellent score, because the students to be more active in the discussing, the students know what are the materials and the strategy. Therefore, the researcher not need next cycle because the students have excellent significant</p>
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### Observation Sheet of Students' Activities (Cycle 1)

Day/Date : Monday, May 21<sup>th</sup> 2018

School : SMP N 1 PUNGGUR

Class : VIII<sup>1</sup>

No	Name	Students activities					Total
		1	2	3	4	5	
1	ADK	√				√	2
2	AMD	√			√	√	3
3	ARZ	√	√		√	√	4
4	AA		√			√	2
5	BAC	√	√		√		3
6	DI		√		√		2
7	DNF	√		√		√	3
8	FZ		√	√	√	√	4
9	FAP	√	√		√		3
10	IR	√	√		√	√	4
11	IM	√		√			2
12	IRU	√	√	√		√	4
13	IP		√		√		2
14	IAJ	√	√			√	3
15	JH	√	√		√		3
16	ARZ					√	1
17	MAM	√			√	√	3
18	MI	√	√				2
19	NAS			√			1
20	NN	√	√		√	√	4
21	PP			√		√	2
22	SL	√	√		√	√	4
23	SPD	√		√			2
24	SN	√	√		√	√	4
25	SKN			√		√	2
26	SM	√		√			2
27	SMJ		√		√		2
28	SM	√				√	2
29	TDM	√				√	2
30	TEF	√	√				2



31	VA	√			√	√	3
32	VA			√		√	2
33	ZN	√				√	2

**Notes:**

- **Tick ( √ ) for each positive activity**
- **The students' activities that observed are:**
  1. Giving attention to the teachers' explanation The students giving respond
  2. Giving respond to the teacher explanation The students can answer the question
  3. Asking-answering the question Following the teacher's instraction
  4. Students are able to work together in group
  5. Doing the task

No	Students Activity	Frequency	Percentage
1	Giving attention to the teachers' explanation	13	39.40%
2	Giving respond to the teacher explanation	17	51.52%
3	Asking-answering the question	10	31.25%
4	Students are able to work together in group	15	45.45%
5	Doing the task	21	63.64%

**Collabulator**



**Helmi Wijayanti, S.Pd**

**NIP.19730618 2007012 014**

Punggur, May 2018

**Researcher**



**Retno Eviyanti**

**St. Number 13108187**

### Observation Sheet of Students' Activities (Cycle 1I)

Day/Date : Monday, 28<sup>th</sup> 2018

School : SMP N 1 PUNGGUR

Class : VIII<sup>1</sup>

No	Name	Students activities					Total
		1	2	3	4	5	
1	ADK	√	√	√	√	√	5
2	AMD	√	√		√	√	4
3	ARZ	√	√	√	√	√	5
4	AA	√	√		√	√	4
5	BAC	√	√	√	√	√	5
6	DI	√		√	√	√	4
7	DNF	√	√	√	√	√	5
8	FZ	√	√	√	√	√	5
9	FAP		√	√	√	√	4
10	IR	√	√		√	√	4
11	IM		√	√	√	√	4
12	IRU	√	√	√	√	√	5
13	IP	√	√	√	√	√	5
14	IAJ	√	√		√	√	4
15	JH	√	√	√	√	√	5
16	ARZ	√	√	√		√	4
17	MAM		√	√	√	√	4
18	MI	√	√		√	√	4
19	NAS	√	√	√		√	4
20	NN		√	√	√	√	4
21	PP	√	√	√	√	√	5
22	SL	√		√	√	√	4
23	SPD	√	√	√	√	√	5
24	SN		√	√	√	√	4
25	SKN	√	√		√	√	4
26	SM	√	√	√	√	√	5
27	SMJ	√	√	√	√	√	5
28	SM	√	√		√	√	4
29	TDM	√	√	√	√	√	5
30	TEF	√	√	√	√	√	5
31	FA	√		√	√	√	4
32	VA	√	√			√	3
33	ZN	√		√	√	√	4

Notes:

- Tick ( ✓ ) for each positive activity
- The students' activities that observed are:
  1. Giving attention to the teachers' explanation The students giving respond
  2. Giving respond to the teacher explanation The students can answer the question
  3. Asking-answering the question Following the teacher's instraction
  4. Students are able to work together in group
  5. Doing the task

No	Students Activity	Frequency	Percentage
1	Giving attention to the teachers' explanation	28	84.85%
2	Giving respond to the teacher explanation	29	87.88%
3	Asking-answering the question	25	75.76%
4	Students are able to work together in group	30	90.91%
5	Doing the task	33	100%

Collabolator



**Helmi Wijavanti, S.Pd**

**NIP.19730618 2007012 014**

Punggur, May 2018

Researcher



**Retno Eviyanti**

**St. Number 13108187**

### Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date : Monday, May 21<sup>th</sup> 2018

School : SMP N 1 Punggur

Class : VIII

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan  b. Prepare the material that will be given  c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning  b. Explain the material chronological  c. Guide the students follow the lesson  d. Motivate the students  e. Guide the students to practice the material	√		

3. Post teaching a. Conclude the result Learning  b. Close the learning activity	√		
---	---	--	--

**Collabulator**



**Helmi Wijavanti, S.Pd**

**NIP.19730618 2007012 014**

Punggur, May 2018

**Researcher**



**Retno Eviyanti**

**St. Number 13108187**

### Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date : Monday, May 28<sup>th</sup> 2018

School : SMP N 1 Punggur

Class : VIII

Teacher's Activity	Good	Enough	Less
4. Pre Teaching d. Prepare the lesson plan  e. Prepare the material that will be given  f. Ability in opening the learning process	√		
5. While teaching f. Inform the objective of learning  g. Explain the material chronological  h. Guide the students follow the lesson  i. Motivate the students  j. Guide the students to practice the material	√		

6. Post teaching c. Conclude the result Learning  d. Close the learning activity	√		
---	---	--	--

**Collabulator**



**Helmi Wijayanti, S.Pd**

**NIP.19730618 2007012 014**

Punggur, May 2018

**Researcher**



**Retno Evivanti**

**St. Number 13108187**



**ANSWER SHEET PRE - TEST****NAME** : \_\_\_\_\_**CLASS** : \_\_\_\_\_**Please Give The Cross (X) To The Right Answer.**

<b>1</b>	A	B	C	D
<b>2</b>	A	B	C	D
<b>3</b>	A	B	C	D
<b>4</b>	A	B	C	D
<b>5</b>	A	B	C	D
<b>6</b>	A	B	C	D
<b>7</b>	A	B	C	D
<b>8</b>	A	B	C	D
<b>9</b>	A	B	C	D
<b>10</b>	A	B	C	D
<b>11</b>	A	B	C	D
<b>12</b>	A	B	C	D
<b>13</b>	A	B	C	D
<b>14</b>	A	B	C	D
<b>15</b>	A	B	C	D

**ANSWER SHEET POST TEST****NAME** : \_\_\_\_\_**CLASS** : \_\_\_\_\_**Please Give The Cross (X) To The Right Answer.**

<b>1</b>	A	B	C	D
<b>2</b>	A	B	C	D
<b>3</b>	A	B	C	D
<b>4</b>	A	B	C	D
<b>5</b>	A	B	C	D
<b>6</b>	A	B	C	D
<b>7</b>	A	B	C	D
<b>8</b>	A	B	C	D
<b>9</b>	A	B	C	D
<b>10</b>	A	B	C	D
<b>11</b>	A	B	C	D
<b>12</b>	A	B	C	D
<b>13</b>	A	B	C	D
<b>14</b>	A	B	C	D
<b>15</b>	A	B	C	D

## PHOTO DOCUMENTATION

### 1. Introducing myself to the students



### 2. Students do the Pre-Test



### 3. Explain the Material to the Students in Cycle 1



### 4. Students playing Jeopardy Game



**5. Explain the Material to the Students in Cycle 2**



**6. Students do the Post-Test 2**



# LETTERS



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. Ki Hajar Dewantara Kampus 15 A Metro Timur Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email : [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Retno Eviyanti Jurusan/Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan  
 NPM : 13108187 Semester/TA : X/ 2018

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1	Tuesday 19/05/2018	Ace Research Instrument	

Diketahui  
 Kajur Fakultas Tarbiyah,

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**  
 NIP. 19760814 200912 2 004





**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. Ki Hajar Dewantara Kampus 15 A Metro Timur Lampung 34111

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**FORMULIR KONSULTASI BIMBINGAN**

Nama : Retno Eviyanti                      Jurusan/Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan  
NPM : 13108187                      Semester/TA : X/ 2018

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	Monday, 21-05-2018	- revise Pre-test - revise post-test 1 - revise post-test 2 - revise observation sheet	
2.	24/5/2018	Acc APD	

Diketahui  
Kajur Fakultas Tarbiyah,

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Wdhiva Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002





**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. Ki Hajar Dewantara Kampus 15 A Metro Timur Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email : [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Retno Eviyanti                      Jurusan/Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan  
NPM : 13108187                      Semester/TA : X/ 2018

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	Thursday, 20/6/2018	1) Revise chapter IV - revise the number of students - revise of table - revise observing 2) Revise chapter V - revise conclusion - revise suggestion	
2.	Thursday, 16/8/2018	1. revise abstract 2. revise chapter I 3. revise Figure 4 Students result of pre - test 4. revise observing 5. revise conclusion	
3.	28/8/2018	Acc to Mungah	

Diketahui  
Kajur Fakultas Tarbiyah,

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Wdhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**FORMULIR KONSULTASI BIMBINGAN**

Nama : Retno Eviyanti                      Jurusan/Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan  
 NPM : 13108187                              Semester/TA : X/ 2018

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1	Tuesday 3/07/18	Revise Chapter w (revise the table) Revise Conclusion & Suggestion	
2	Thursday 05/07/18	Acc and continue to the first sponsor	

Diketahui  
Kajur Fakultas Tarbiyah,

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**  
 NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : 1501 /In.28.1/J/PP.00.9/5/2018  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

03 Mei 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
2. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Retno Eviyanti  
 NPM : 13108187  
 Fakultas : Tarbiyah dan Ilmu keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : Implementation Of Jeopardy Game To Increase The Students' Reading Comprehension At The Eighth Grade Of SMP Negeri 1 Punggur

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,

**A. Subhan Roza, M.Pd**  
 NIP. 19750610 2008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47293; Website: www.tarbiyah.metroiniv.ac.id, e-mail: tarbiyah.iaim@metroiniv.ac.id

**SURAT TUGAS**

Nomor: B-1647/In.28/D.1/TL.01/05/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : RETNO EVIYANTI  
NPM : 13108187  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPLEMENTATION OF JEOPARDY GAME TO INCREASE THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF SMP N 1 PUNGGUR".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 16 Mei 2018



Dra. Isti Fatimah MA  
NIR.19670531 199303 2 0031



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1649/In.28/D.1/TL.00/05/2018  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMP N 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1647/In.28/D.1/TL.01/05/2018, tanggal 16 Mei 2018 atas nama saudara:

Nama : RETNO EVIYANTI  
NPM : 13108187  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPLEMENTATION OF JEOPARDY GAME TO INCREASE THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF SMP N 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 18 Mei 2018  
Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





**DINAS PENDIDIKAN DAN KEBUDAYAAN  
KABUPATEN LAMPUNG TENGAH  
SMP NEGERI 1 PUNGGUR**

*Jalan Pendidikan No.2 Tanggulangin Punggur Telp. (0725) 7522125 E-mail: smpn1punggur@yahoo.co.id*

**SURAT IZIN PENELITIAN**

**NO. 422 / 122 / 03 / C7.D8 / 2018**

Berdasarkan surat saudara tanggal 16 Mei 2018 Nomor: B-1647/In.28/D.1/TL 01/05/2018 tentang Izin Penelitian, kami Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah, mengizinkan kepada :

**Nama : RETNO EVIYANTI**  
**NPM : 13108187**  
**Judul Penelitian : "IMPLEMENTATION OF JEOPARDY GAME TO  
 INCREASE THE STUDENTS READING  
 KOMPREHENSION AT THE EIGHT GRADE OF SMP N  
 1 PUNGGUR"**

Bahwa mahasiswa tersebut diatas diizinkan untuk melaksanakan Penelitian di SMP Negeri 1 Punggur agar dapat digunakan sebagai bahan Pembuatan Skrepsi.

Demikian surat izin penelitian ini dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 22 Mei 2018

Kepala Sekolah  
  
**Drs. MUFANAS**  
 NIP. 19660311 199502 1 001

### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Retro Eviyanti

NPM : 12108187

Fakultas : TARBIYAH

Angkatan : 2013

Telah menyerahkan buku berjudul : Domination and the Arts of Resistance

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Retro Eviyanti

NPM : 12108187

Fakultas : TARBIYAH

Angkatan : 2013

Telah menyerahkan buku berjudul : Domination and the Arts of Resistance

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1186/In.28/S/OT.01/11/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RETNO EVIYANTI  
NPM : 13108187  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108187.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Nopember 2017  
Kepala Perpustakaan  
  
Drs. Mokhtari Sudin, M.Pd.  
NIP. 195808311981031001





## CURRICULUM VITAE



Retno Eviyanti was born on March 27<sup>th</sup> 1995 in Sidomulyo, Punggur. Ethnically speaking, she comes from Java family descent. She is the first child of Mr. Riyanto and Mrs. Santi Samiyem.

She took her elementary school at SDN 2 Sidomulyo (2001-2007). Then, she continued to junior high school at SMPN 1 Punggur (2007-2010). Having graduated from Senior high school, she took her study on SMK PGRI and finished in 2013. Then, she registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.