



FINAL PROJECT

**THE USE OF PICTURE MATCHING GAME TO IMPROVE
STUDENTS' READING COMPREHENSION**

**(AN ACTION RESEARCH AT EIGHTH GRADE OF SMP NEGERI 1
TONJONG IN THE ACADEMIC YEAR OF 2013/2014)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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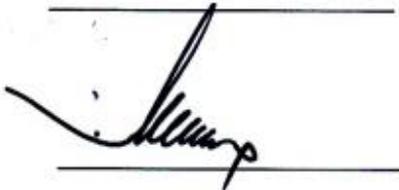
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**The Use of Picture Matching Game to Improve Students' Reading
Comprehension.**

**(A Classroom Action Research at the Eighth Grade of SMP N 1 Tonjong in
the Academic Year of 2013/2014)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya tulis ilmiah ini tetap menjadi tanggung jawab sendiri. Jika dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

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Yang membuat pernyataan



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MOTTO AND DEDICATION

~ Grateful is the most powerful feeling to make our life becomes more beautiful and colorful (Anonymous)

~ And [remember] when your Lord proclaimed, 'If you are grateful, I will surely increase you [in favor]; but if you deny, indeed, my punishment is severe.' (The Holy Qur'an : Surah Abraham 7)

To:

- My beloved Mom and Dad (Ibu Suyati and Bapak Alm. Tugiman A.Ma.Pd).
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ABSTRACT

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From the preliminary observation, it was found that the eighth grade students of SMP N 1 Tonjong were getting bored when learning narrative reading comprehension because the teacher does not use strategy to improve their motivation during lecturing, therefore it affected to the students' scores achievement in the end of the learning process which was under the KKM. Hence, the researcher conducts this research as the effort to solve the problems. This study was done to identify the implementation of Picture Matching Game in teaching reading comprehension and to show the students' achievement improvement in learning narrative reading comprehension. The research method in this study was action research. In the first cycle, I introduced a new teaching strategy called Picture Matching Game and used the strategy to teach reading comprehension and followed by the cycle test. The second cycle was to overcome the weaknesses occurred in the first cycle and followed by the post test. The subjects of the study were 38 students of VIII C of SMP Negeri 1 Tonjong with the consideration that the students were still facing many problems in improving their comprehension, especially in reading. The instruments in this study were reading comprehension test, questionnaire, observation check list, field notes and documentation. The data were taken from the preliminary observation, test, questionnaire and observation during the research. The way of analysing the data was qualitative approach; however, to support the findings, a simple quantification of the result will be used to provide evidence. The result of the pre-test showed the mean of the score was 71.05, in the cycle test 1 the mean of the score was 79.76, the mean score of cycle test 2 was 85.13, after the post test was done, and it was found the mean score was 91.05. The result of the action research showed that the students' reading comprehension and achievement in VIII C had significance improvement after the implementation of Picture Matching game as the teaching strategy. From the result, I concluded that use of Picture Matching Game effectively helps students to improve their reading comprehension. Furthermore, it is suggested to apply Picture Matching Game to improve students' reading skill as an alternative strategy in teaching English especially for reading comprehension

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES, DIAGRAMS, AND FIGURES.....	xi
LIST OF APPENDICES	xii
CHAPTER	
1. INTRODUCTION	
1.1 Background of The Study.....	1
1.2 Reason for Choosing The Topic.....	5
1.3 Statement of The Problem.....	6
1.4 Objectives of The Study	6
1.5 Significance of The Study	7
1.6 Limitation of The Study	8
1.7 Outline of The Study	8
2. REVIEW OF THE RELATED LITERATURE	
2.1 Review of The Previous Study	10
2.2 Review of Theoretical Study	12
2.2.1 <i>Teaching Strategy</i>	13
2.2.2 <i>General Concept of Game</i>	13

2.2.3	<i>General Concept of Reading</i>	16
2.2.3.1	Definition of Reading	16
2.2.3.2	The Sequences of Teaching Reading.....	17
2.2.4	<i>Reading Comprehension</i>	20
2.2.5	<i>Characteristics of Junior High School Students</i>	21
2.2.6	<i>Picture Matching Game</i>	22
2.2.7	<i>Action Research</i>	23
2.3	Theoretical Framework	25
3.	METHOD OF INVESTIGATION	
3.1	Research Design	28
3.2	Research Procedure	30
3.2.1	<i>The Steps of Action Research</i>	31
3.2.1.1	Cycle 1	31
3.2.1.2	Cycle 2	31
3.3	Subject of the Study	35
3.4	Method of Collecting Data	35
	<i>3.4.1 Preliminary Observation</i>	35
	<i>3.4.2 Tests</i>	36
3.5	Instruments for Collecting Data	36
3.5.1	<i>Questionnaire</i>	36
3.5.2	<i>Reading Test</i>	37
3.5.3	<i>Field Notes</i>	37

3.5.4	<i>Observation Check List</i>	37
3.6	Method of Analysing Data	38
3.6.1	<i>Classifying the Students' Scores</i>	38
3.6.2	<i>Calculating the Mean of Students' Test Score</i>	39
4.	DATA ANALYSIS AND DISCUSSION	
4.1	Result and Analysis of the Research	40
4.1.1	<i>The Analysis of Field Notes</i>	40
4.1.2	<i>The Analysis of Observation Checklist</i>	55
4.2	Students' Reading Comprehension Achievement	61
4.2.1	<i>The Analysis of Pre-Test</i>	62
4.2.2	<i>The Analysis of Cycle Test 1</i>	62
4.2.3	<i>The Analysis of Cycle Test 2</i>	63
4.2.4	<i>The Analysis of Post-Test</i>	63
4.3	The Students' Score Improvements	64
4.4	The Analysis of Questionnaire	65
4.5	Discussion	67
5.	CONCLUSION AND SUGGESTIONS	
5.1	Conclusion	69
5.2	Suggestions	70
	APPENDICES	72
	BIBLIOGRAPHY	125

LIST OF TABLES, FIGURES, AND DIAGRAMS

TABLE	Page
3.1 The List of Activities of the Action Research.....	30
3.2 Classification of Students' Score	38
4.1 Result of Observation Checklist.....	55
4.2 The Students' Score Improvement.....	64
4.3 The Result of Questionnaire.....	65

FIGURE	Page
2.1 Simple Action Research Model.....	24
2.2 Theoretical Review	27
3.1 Simple Action Research Model.....	28

DIAGRAM	Page
4.1 Students' Score Improvements	64

LIST OF APPENDICES

APPENDIX	Page
1. The code of the students.....	72
2. Recapitulation of students' score	74
3. Lesson plan	76
4. Students' Problem Sheet of Pre-Test and Post-Test	109
5. Students' Problem sheet of Cycle-Test 1	112
6. Students' Problem sheet of Cycle-Test 2	115
7. Field Note.....	117
8. Observation Checklist	118
9. Prelim Questionnaire.....	119
10. Post Questionnaire	120
11. Documentation	121
12. Surat Ijin Penelitian.....	123
13. Surat Bukti Penelitian	124

CHAPTER I

INTRODUCTION

The first chapter of this research presents background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study and the last is outline of the study.

1.1 Background of the Study

Reading is one of the important basic skills in learning English. Heaton (1974:24) stated that four skills in communicating through language are often broadly defined as listening, speaking, reading, and writing. In order to help the students improve their communicative competence in learning English, the teachers need to help the students to improve those four basics skills in communicating.

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting (Weaver, 1994:44).

During reading process students are trying to gain information from the text, when they can not get the information from text it means that they fail comprehending the text. Students' achievement in reading comprehension is

considered being success if the students can answer the questions given relate to the text, which means they can comprehend the text and show the development of their reading comprehension through answering some questions relate to the text correctly.

Furthermore, for beginning learners, reading English text is not an easy task. They need some extra efforts to be success in comprehending English texts. Comprehending English text also becomes a problem for Junior High School students, the writer found this case when she observed the teaching learning process at SMP Negeri 1 Tonjong. During the reading class, the students were unable to answer the questions given by the teacher after they read a Narrative text. In addition, the writer also saw that most of the students of eight grades in SMP Negeri 1 Tonjong were not enthusiastic during the learning activity. This happened due to lack of the learning activity variation during the learning process.

Moreover, in reading text, there are many kinds of genre texts which have to be learned by the students. Those texts are Descriptive, Narrative, Procedure, Explanation, Report, Recount, etc. in this research the writer wants to choose narrative text as the object research. All of those texts are given for Junior High School students; it is also included in the National Examination. Therefore, we as an English teacher should give optimal effort to help our students in learning those texts, so they can pass the National examination with great score.

Students of Junior High School feel so hard to learn all the components of each text if the teacher can not provide appropriate medium and teaching strategy. As what the writer has discussed above, it was stated that each text has its

characteristics, so the teacher should be creative in providing teaching strategy and medium in teaching those texts to the students. Game and group discussion can be an easy medium for our students to learn actively in the learning process.

Therefore, the subject teachers need to prepare more alternative strategies to help the students improving their enthusiasm during the reading class. Wallace (1992: 57) states that a reading strategy is a unitary process which cannot be subdivided into part skills. This means as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation. Those ways will meet the core goal in reading which is usually called comprehension.

Students of Junior High School begin their teenage phase. It is started with fast physically progress as the progress of sexual function of their body. They also start to critically use their mind both in formal and informal field. They response their environment law and norm, and able to judge right or wrong and predicts its impact (Depdiknas 2009: 5-8).

Teaching Junior High school students is different when we teach senior high school students, because they are in the transfer phase from children to teenager, most of them still love to play and won't involve in serious atmosphere. The Junior High School students usually love to have game or group discussion in the learning process, in contrast they tend to get bored when the teacher only uses the usual strategy in the classroom. As the effort to avoid those problems, active learning strategies are needed to warming up the class and having the enjoy learning process.

Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.(Chickering and Gamson, 1987, p. 3)

Learning is a long process of understanding something. In the learning process, the teachers need some teaching strategies to arouse students' attention. A good teaching strategy is strategy which is able to involve the students directly in the learning process. Learning strategy determines whether the students enjoy the class or not in during the learning process, it is one of the most crucial factors toward students' achievement in the learning process. Therefore, the teacher needs to prepare many alternative activities as the teaching strategy to be applied in the classroom to improve students' enthusiasm during learning process.

Strategies are “conscious actions that readers take to improve their reading skills” (Anderson, 2003:10). According to Anderson (2003), to make students become active and get involved in reading activities, it is necessary to teach them various reading strategies because reading with various strategies will create students to be critical and creative readers. Using some fun activities usually can aid the students to learn language in more enjoyable way. Teachers usually use game, work discussion, songs, movies etc. For the learning strategy to arouse students' interest and improve their creativity in the learning process and also make them pay attention to the materials. In this research, the writer wants to show the effectiveness of “picture matching game” to improve students' reading comprehension. In this game the writer uses pictures as the media of the game; the

pictures are provided in order to help the students to understand the text, so they can simplify their understanding about the content of the text through the pictures.

Games and puzzles can be designed which require pupils to match cards with words or sentences on them, or cards which link pictures with written label or caption. Pupils will sight problems may need pictures or words enlarged or perhaps, as a teacher in a PH school suggested, on different colored paper (Ann Swabrick: 2002).

Hopefully by using picture matching game, it can help the students to be active and directly involve in the learning activity. So that, they can improve their reading comprehension in enjoy and interesting way through interactive strategy.

1.2 Reason for Choosing the Topic

The writer chooses some reasons in this research as the following;

First, teachers' strategies in language learning are important for students' achievement in the end of the learning process. It means that students' achievement is determined by the teachers' preparation in providing various learning strategies. The interactive strategies hopefully will make students become active and enjoy in the learning process, and it obviously determines students' achievement in their learning process.

Second, reading is one of the most important skills in learning English. Without learning reading skill students cannot success in learning English. Improving students' reading skill means that the teachers also help to improve the other important skills.

Third, in teaching Junior High School students, English teachers need to set a special strategy and media to make them more interest and directly participate in the learning process. In the end of the learning process, what the teacher wants to know is how far their students can comprehend the materials have been given. Teacher strategies and students' achievement is very tightly connected because teacher strategies determine students' achievement.

The last, the result of the study hopefully can support teachers and students in English learning process. This strategy "Picture Matching Game" can be the alternative reference for English teacher in improving students' reading skills.

1.3 Statements of the Problem

As this research is concerned with improving students' reading comprehension mastery of narratives by using picture matching game, the research questions which were addressed in the study were as follow:

1. How does the picture matching game influence in the students' reading comprehension?
2. What are the students' responses toward their teachers' strategies in teaching reading comprehension?

1.4 Objectives of the Study

The objectives of the study were stated as follows:

- (1) To show the students' achievement improvement in mastering reading comprehension after the implementation of picture matching game.

- (2) To identify the students' responses toward the teacher's strategy by using picture matching game at the eighth grade students of SMP N 1 Tonjong to master reading comprehension.

1.5 Significances of the Study

The significances of the study are as follows:

Theoretically, this study is conducted as a reconditioned strategy in teaching reading skill. As a foreign language, nowadays English is learnt by the students all around the world as the communicative language. To help them develop their communicative competence in using English, there is a strategy which can be used to improve students' reading comprehension by using picture matching game. This strategy using pictures in the game, hopefully it can help the students in comprehending English text without worrying about getting bored in the class.

Practically, this game is a fun strategy which is usually used for the classroom activity as a group activity. All of the students will involve in this activity, so that they will take or learn something from this game. They have to analyse the pictures; in this case, they should choose the appropriate paragraph which suits with the picture. This game can be enjoy and interesting alternative strategy for English teachers in improving students' reading comprehension of Narrative text.

Pedagogically, reading is one of the parts of language components which should be thought to the students for acquiring and completing the four of basic skills in the process of learning language.

1.6 Limitation of the Study

This study focused on:

- (1) Using Picture Matching Game to teach students reading comprehension as the topic.
- (2) This research was only conducted to the eighth grade students of SMP Negeri 1 Tonjong in the academic year 2013/2014.
- (3) This research was limited only in six meetings, a meeting for the pre-test, two meetings for the cycle test, another one meeting for the post-test and two meetings for giving the treatment.
- (4) Every meeting was limited to 2 x 45 minutes.

1.8 The Outline of the Report

This report is divided in to five chapters. The followings are the outline of the report.

Chapter I is the introduction which presents the general background of the study, reasons for choosing the topic, statements of the problem, the objectives of the study, significances of the study, limitation of the study and the outline of the report.

Chapter II is the review of related literature which discusses some reviews of the related literature in connection with thoughts and behaviours, the general concept of teaching strategy, the general concept of picture matching game, the definition of picture matching game, reading comprehension, the definition of narrative text and the importance of reading.

Chapter III reviews the method of investigation and data collection of the action research. This chapter deals with the subject of study, technique, and the variables.

Chapter IV covers the details of the statistical analysis and discussion of the result, which contains result of the study, analysis of the students' motivation and grade achievement in comprehending English text by using Picture Matching Game as media.

The last chapter is chapter V, which gives the conclusion about the research findings and useful suggestions based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into some subsections. They are: (1) review of the previous study, (2) review of theoretical study, (3) teaching strategies (3) general concept of reading, (4) reading comprehension, (5) picture matching game, and (6) theoretical framework.

2.1 Review of the Previous Study

There have been a number of researchers concerning with the use of certain media, method, and technique in teaching reading comprehension for High School Students.

The first is *Improving Students' Motivation in Reading Comprehension by Using Multiple Intelligences Strategies (A Classroom Action Research at Second Graders of SMP N 1 Alian, Kebumen)* which was done by Nur Hasanah (2013). In her research, she believed that using multiple intelligences strategies could help to improve students' motivation in reading comprehension. These strategies gave roles to the students to have chance in showing their ability based on their intelligence levels. The core of this study is the English teachers need to be able to create an appropriate strategy and be aware of students' learning needs, including their motivation. The students must be involved in the learning process; it can be in form of individual, in pairs, and in group activities. By this way, the students

feel the existence of them during the learning process. Therefore, they will be motivated in learning.

The second research was done by Atika Pratiwi (2013) entitled *The Use of Chunking Technique to Improve The Students' Participation in Reading Comprehension Class (Action Research in An Elementary Private English Course of Plumbungan Kendal)*. In her research, she found that students' participation increased after the treatment given (measured with Maznevski students' participation grading). In the pre-observation, the students only got 13 points out of 60 points (21.7%). It meant that the students demonstrated very infrequent involvement in discussion and less of preparation. In the first cycle observation, the points which students obtained increased from 13 points to 23 points (38.3%). It indicated sporadic involvement of the students in discussion (participated when called on) and good preparation. For the last cycle, the points the students obtained significantly increased. The students got 54 points (90%) which demonstrated students' consistent ongoing involvement in discussion and very good preparation to study. It shows a significant increase of the students' participation in reading comprehension class when chunking technique was applied.

The third research was done by Ahmad Yusuf (2012) entitled *Improving Student's Reading Comprehension Mastery of Narratives by Using Kinetic Novels*. In his research, he used a media which is usually called *Kinetic Novels (a visual audio program designed to present narrative stories in more attractive way)*. He stated that the use of Kinetic Novels in teaching Narrative can improve

students' reading comprehension mastery, because this media can help to stimulate students' curiosity to understand the content of the text, so that they can easily comprehend the text.

The last research is *The Implementation of Make a Match Method to Improve Students Reading Comprehension at the eighth Grade of SMP Negeri 2 Jetis in 2012/2013 Academic Year (Classroom Action Research)* was done by Sri Ratnawati in 2012. Based on the result of the Test in cycle one, the researcher found that the student who got score above 75 were 7 students or 63,42%. But 14 of students got score under KKM. Therefore, after conducting cycle two, all students got score ≥ 75 . The result of questionnaire found that the improving students' reading comprehension in SMP 2 Jetis in the 2012/2013 in the academic year ran effective and successfully from 57,44% to 85,26%.

The four researchers have its strength in the result of their study in improving students' reading comprehension. In this research the writer has another strategy which is named "picture matching game" to improve students' reading comprehension. Hopefully, this strategy can help the students to comprehend the text easily and enjoy fully. Assuming that this strategy will make the students involve directly in the learning process and also will help them to remember all of the materials they have learned.

2.2 Review of Theoretical Study

In this sub chapter, the researcher conveys some theories from the other researchers which are related to the topic.

2.2.1. Teaching Strategy

Strasser (1964) states: teaching strategy is generalized plan for a lesson or lessons which include structure, desire learner behaviour, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. Teachers should prepare good strategies to shape students' behaviour to be active in the learning process. Students' achievement is determined by the teachers' planning strategies and also instructions in giving them explanation.

There are some teaching strategies which use game to improve students' motivation in the learning process, such as; card game, picture guess, and etc. card game is a game that provides pictures to drill students' vocabulary mastery. Card game is usually used in both individual and group task. Picture guess is given to train and improve students' vocabulary mastery, it also can be used to drill students pronunciation. The teacher gives the students pictures to be guessed by the students. Both of the games are usually given for beginning and middle level learner.

2.2.2 General Concept of Games

The game method as a strategy in language education is considered as a free learning activity that gives students opportunity to train and use languages with practical purpose and to use their creative skills in joyful atmosphere (Ilka Lyubenova 2013). Game is a fun activity which most people like; they tend to play a game to feel enjoyment. Usually, people only describe "games" only a fun activity to escape from feeling bored. However, in this globalisation era games become more popular not only for having fun but also for teaching strategy.

Hadfield (1999) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieve the communicative goal.

As with the classification of games as linguistic games or communicative games, some games contain elements of more than one type;

- a. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.
- b. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

- c. Guessing games. These games are the variation games on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.
- d. Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. *Find Someone Who is a well known* example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.
- e. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.
- f. Labeling games. These are a form of matching, in that participants match labels and pictures.
- g. Exchanging games. In these games, students barter cards, other objects, or ideas. The similar games are exchanging and collecting games. Many

card games fall into this category, such as the children's card game Go Fish

- h. Board games. Scrabble is one of the most popular board games that specifically highlight language.
- i. Role play games. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

2.2.3 General Concept of Reading

This topic discusses the definition of reading and the sequences of teaching reading.

2.2.3.1 Definition of Reading

Linse (2006: 69) states that reading is a set of skills that involves making sense and deriving meaning from printed word. In order to read, students must be able to decode the printed word and comprehend what they read. While Grabe and Stoller (2002:9) define reading is the ability to draw meaning from the printed page and interpret this information appropriately.

In a reading process, there will be the writer's intention and the reader's interpretation. The writer puts the meaning of the text through printed or written verbal symbols. Then the reader will interpret what is meant by the writer. Nunan (2003:68) defines reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

2.2.3.2 The Sequences of Teaching Reading

This study focuses on teaching reading comprehension strategies which are divided into three reading stages proposed by some scholars, this includes: pre-reading stage, while reading stage and post reading stage (Hood et al, 2005; Gibbon, 2002; Brown, 2001; Wallace, 1992; and Barnet,1998).

1) Pre-Reading Stage

In this stage, one very popular kind of activities is brainstorming (Wallace, 1992: 91). In line with this, Crawford et al (2002: 29) define brainstorming as a method for creating many ideas about a topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning (Hood et al, 2005: 73 and Wallace, 1992: 91, see also by Barnet: 1988). Generating text type or text structure is also the activities that can be created in this stage (Barnet, 1988; Wallace 1992). Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help

them to work out the main function of the text and the possible content (Hood et al, 2005: 76; Tierney et al, 1991: 255).

The next activity which can be applied is sequencing picture (Hood et al, 2005; Gibbon, 2002; Barnet, 1988; Wallace, 1992). It is an activity to give a picture related to the text and provide relevant background knowledge which set up expectation meaning (Hood et al, 2005: 75; Gibbon, 2002). It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary. It is in line with Wallace's statement (1992: 86): teacher can encouraging students to use dictionary in pre-while stage. Another activity is predicting. This strategy is suggested to use by (Anderson, 1999; Pelinscar and Brown (1984) as cited in Doolittle, 2006).

2) While-Reading Stage

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by Gibbons, (2002); Hancock and Leaver (2006); Nuttal, (1996: 2). There are two kinds of reading aloud; reading aloud for students can be used as an opportunity to bring students into a popular culture and an opportunity to challenging text; and reading aloud by students is individual students to each other can develop class

cohesion and encourage students about the text Hancock and Leaver (2006; 40).

The next activity that teacher can generate in this stage is silent reading. Anderson (2003) in Nunan (2003: 69) said that the majority of reading that we do will be done silently. Anderson explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from print. Then, NCLRC (2007) also propose reread to check comprehension as one of while-activities in reading comprehension.

3) Post-Reading Stage

For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by an online publication; the National Capital Language Resource Center (2007); Gibbons (2002: 91). In this case, teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Wallace, 1992; Barnet; 1988). Furthermore, Tierney et al (1990) also recommend eight practical strategies for improvement of teaching reading comprehension in the classroom for appropriate levels. They are prep technique, GIST, question-answer relationship, direct reading activity, vocabulary self-collection strategy, contextual redefinition, and text structure strategy. Additionally, Brown and Palinscar (1984) in Doolittle (2006), Anderson (1999) and USA National Reading Panel (2000), propose predicting, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the

strategies that can be implemented in classroom activities in teaching reading comprehension (1988).

2.2.4 Reading Comprehension

Reading comprehension is a process that involves meaningful construction of an author's message by the use of prior knowledge, especially the knowledge of language. It means that reading comprehension as a process of negotiating, understanding between the reader and the writer (Anderson 2003). Students comprehend the text through trying guessing words' meaning and then trying to connect with the sentence context, when they can not find the medium to help them guessing the words' meaning it is impossible for them to get information from the text.

Reading is about understanding written texts. It is complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of word, sentences and connected text. Readers typically use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Learning to read is an important educational goal. For children and adults, the ability to read open up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature (Bernhardt, 1991: 6).

Deal with the explanation above, it explains about the importance of reading comprehension in the process of learning. People know that reading is

their beginning way to learn much knowledge, through reading people can open their mind about the world and expand their knowledge. That is how people call that comprehension in reading is very important for them, without reading comprehension skill they cannot understand what they read.

2.2.5 Characteristics of Junior High School Students

According to Amstrong (1983:30), certain psychological and physiological characteristics in the 11 to 14 years old growth requires a set of educational conditions in the school. In addition, Callahan and Clark (1997:7) states that adolescence, is a period of change, of new experiences, 23 of learning new roles, of uncertainty, and instability and doubly one the most trying times in life. Harmer (2001:30) argues that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them.

As the researcher had mentioned above, Junior High School students are in a phase where they love to be involved in an activities which interesting them. In this case the role of the teacher is facilitating and giving them as many as interactive and interesting teaching strategies for them in the learning activity.

Students of Junior High school have special characteristic that make them different from younger and older students. It is essential for teachers to understand their students' characteristics, so that they will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 11 to 14 years old. They are in the process of changing from children to adolescent. They

are usually less motivated; and they present outright problems. It is widely accepted that one of the key issues in teenagers in the search for individual identity. It makes them like challenges, peer approval, and being forced among classmate and friends.

As the result, students of Junior High School need to be given special treatment as strategies which make them love what they do, and feeling motivated in reading class. Involving them directly in the learning activities give energy motivation to learn the lesson in the learning process enjoy fully.

2.2.6 Picture Matching Game

Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2005). After all, learning a language involves long-term effort. The use of game in the learning activity can prevent static and bored atmosphere in the classroom, therefore students can accept the materials from the teacher easily without any obstructions cause of students' bored feeling.

In matching picture game the teacher creates a series of clear diagrams or pictures that illustrate the central concepts of the unit of work or the main events in a text. The teacher also writes one sentence that describes each diagram simply, mixes them up and numbers each sentence. Then the teachers provide a copy of the diagrams/pictures to each student. The teacher reads each sentence out aloud twice. On the first reading, the students just listen. On the second reading they listen and write the number of the sentence next to the diagram it describes.

2.2.7 Action Research

While Hamilton (1997: 3) states that action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement. The purpose of action research is to find out the significant improvement of the method, media, technique or strategy using in teaching learning process towards students' achievement.

The Australian National Invitational Conference on Action Research defined educational action research as “a term used to describe a family of activities in curriculum development, professional development, school improvement programs, and systems planning and policy development. These activities have in common the identification of strategies of planned action which are implemented, and then systematically submitted to observation, reflection and change. Participants in the action being considered are involved with all of these activities.”

This process is known as the “action research spiral” and is often depicted in diagrammatic form:

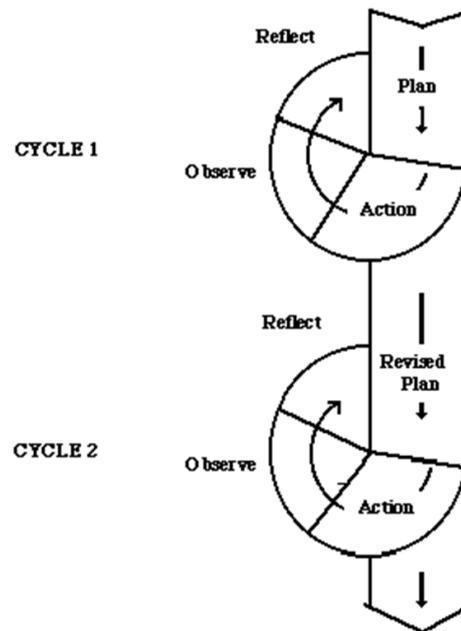


Figure 2.1: Simple Action Research Model (Kemmis, 1990)

There can be two cycles or more in the action research design from Mac Isaac above. Each cycle has four steps: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. These four steps are interrelated to each other and cannot be separated. An action is carried out as the result of reflection of the previous step and this goes on continuously to the next steps and cycles. The further information about action research can be found in chapter three.

However, real life research projects often do not fit neatly into cycle of planning, action, observation, and reflection. It is perfectly legitimate to follow a somewhat disjointed process if circumstances dictate. Action research projects, then, are likely to be more “messy,” in practice, than a straightforward description of the action research spiral would suggest. However, describing each phase

separately makes it easier to understand (Educational Research and Development Council: 1981).

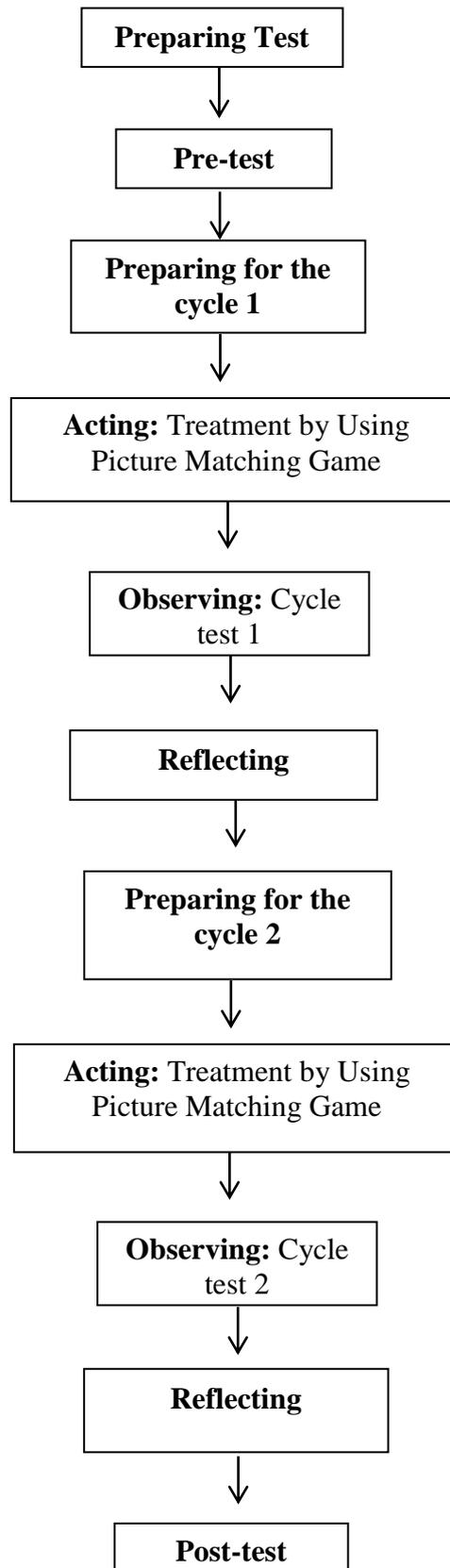
2.3 Theoretical Framework

In conducting the research which is entitled *The Use of Picture Matching Game to Improve Students' Reading Comprehension*, the writer uses Action Research design. The main concern of this study is the students' reading comprehension.

The theoretical framework of this study started from the idea that how the use of Picture Matching Game in improving reading comprehension. Therefore, English teachers need to develop various strategies, techniques, and methods to make the students understand the importance of learning English; and it was expected that they could enjoy the lesson. The core of the learning achievement is when the students achieve the objectives of the lesson through learning activities in which they love to enjoy the process of learning. Teachers had to choose one of strategies was appropriate to teach reading comprehension for junior high school students. There was one of strategies to teach reading comprehension in junior high school, it was Picture Matching Game. Hence, I held a research to find out students' achievement on reading comprehension taught using Picture Matching Game.

When conducting the research, the writer gives the students tests as the instrument to collect the data from the students of the research subject. Before the writer gives a treatment, the pre-test is given to the students to measure students' basic ability on reading comprehension. After the treatment, the teacher gives

post-test to measure the differences of students' reading comprehension before and after the treatment. Instead giving pre-test and post-test, the writer also gives the students cycle test in every cycle. After finding the result, the writer calculates the computation of the students' mean score. The mean score are compared in order to know whether or not there is significant difference between pre-test, cycle test 1, cycle test 2, and post-test. Below is the visualization of the theoretical framework that the writer uses:

Figure 2.2: Theoretical Framework

CHAPTER III

RESEARCH METHODS

In this chapter, I discuss several factors in order to support the explanation of the method of investigation. Those factors are Research Design, Object of the Study, Method of Collecting Data, Instrument for Collecting Data and Method of Analyzing Data.

3.1 Research Design

In this study, the writer used the action research process which had been developed by Stephen Kemmis (1990). It describes the process of action research as a series of cycling activity which consists of planning, acting, observing and reflecting. The researchers could not separate each of them because they are interrelated to each other.

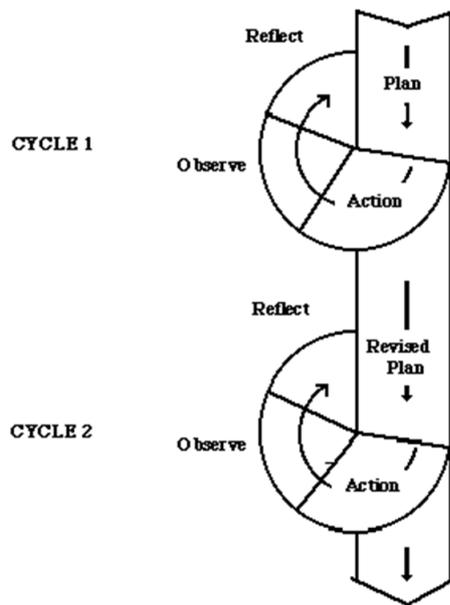


Figure 3.1: Simple Action Research Model (Kemmis, 1990)

The diagram above is the model of action research methodology which is used as the reference for the researcher to conduct research. There are 4 phases in every cycle, they are planning, acting, observing, and the last is reflecting. In the first phase is “plan”, the researcher need to make good preparation for the whole process in the cycle.

The second is acting, this is the process how the researchers manage and treat the students by using their research method/ strategy/ media. The next phase is observing; in this phase, the researcher evaluates the students’ achievement through research instrument; for example using a test. After the researchers get data of students’ achievement, they can draw conclusion from the data, whether their treatment effectively works or not. When the researchers find any weaknesses in this cycle, they have to handle the problems in the next phase; this is the last phase of the cycle.

Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. “Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning” (Rawlinson & Little, 2004). “The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly” (Guskey, 2000).

3.2 Research Procedure

In this research, the writer needs 6 meetings in doing the research. The use of some steps in collecting data were been planned as the research steps, in addition there were two cycles in this action research. In the cycle 1, there were two meetings; I used the first meeting to introduce the Matching Picture Game to the students, and the second meeting was used to apply the Matching Picture Game at the first time. In reflecting step of cycle 1, the writer found that the students' improvement had not reached the KKM yet, so the writer decided to continue giving the students treatment and held the next cycle. In the cycle 2, the writer gave students additional activities to complete the weaknesses of the treatment in the previous meeting, and asked them to play Matching Picture Game at the second time. The researcher also gave the students test cycle in the end of every cycle.

Table 3.1 List of Activities of the Action Research

No.	Activities	Material	Meeting						
			1	2	3	4	5	6	
1.	Pre-test	Test instrument (short answer questions, cloze test and True False form)	√						
2.	Cycle I	Reading Narrative text by using Picture Matching Game		√	√				
3.	Cycle test 1	Test instrument (short answer question form)			√				
4.	Cycle II	Reading Narrative text by using Picture Matching Game				√			
5.	Cycle test II	Test instrument (short answer				√			

		questions, cloze test and True False form)						
6.	Post-test	Test instrument (cloze and True False form)						√
7.	Questionnaire	Questionnaire						√

3.2.1 The Steps of Action Research

In this study, the researcher applied two cycles. It has been stated above that each cycle consists of four stages as follows.

3.2.1.1 Cycle 1

Cycle 1 was to introduce the Picture Matching Game to the students. It consists of four phases which are planning, acting, observing and reflecting.

Planning

- (1) Firstly, the researcher looked for some materials about Narrative text and its' content such as; the definition, general purpose, generic structure, and language features of Narrative text.
- (2) The researcher also prepared Narrative text passage which is appropriate for Junior High School students. The text would be used in teaching reading comprehension through Picture Matching Game as the teaching strategy. The texts were obtained from internet and e-books.
- (3) The researcher made lesson plan to be her guidance in conducting research in the classroom.

Acting

- (1) The writer explained Narrative text and its component to the students. The purpose of this activity was for giving the students about basic knowledge of Narrative text, so it would help them to activate their background knowledge in the process of reading comprehension.
- (2) The writer explained the use of Picture Matching Game to the students. In this phase the students were given some explanation and direction from the writer how the games would be played. The regulations of the game were explained in this phase by the writer.
- (3) The writer gave the students a model of narrative text. In the cycle 1 the writer gave the students Narrative text entitled “*Snow White*” as the first sample in applying Picture Matching Game.
- (4) The writer made the students practice comprehending narrative texts by using Picture Matching Game. The students will work in group which consists of 4 people.

Observing

To observe students’ reading comprehension improvement, the writer conducted an assessment to find out the students’ achievement in reading comprehension mastery and also their motivation toward the lesson.

Reflecting

- (1) The writer analyzed the result of assessment and observation check list of cycle 1. The assessment was taken from the result of the group discussion and also individual task. There was a cycle test 1, it consisted of 10 questions in the form short answer questions which need be answered individually. The data of observation check list are taken during the process of learning activity to see whether the teaching strategy well work or not.
- (2) After the assessment had been taken, the writer determined and classified the weaknesses in cycle 1 and then decided what the writer would do in the next cycle and how to cover the weaknesses and improve the processes in cycle 2.

3.2.1.2 Cycle 2

Cycle 2 also consists of four phases which are planning, acting, observing and reflecting. In this cycle, the activities are basically similar to those in cycle 1, but there are some added activities in order to facilitate the students in improving their motivation and reading comprehension mastery. Here were the phases:

Planning

- (1) The writer designed the second lesson plan of narrative text that would be used in the action research classroom. This lesson plan helped the writer to

handle the classroom activity. Hence, the writer had good performance in the acting phase.

- (2) The writer prepared Picture Matching Game as teaching strategy. The students were given another Narrative text entitled “*The Story of Timun Mas*”.
- (3) The writer prepared the test to measure the students’ reading comprehension mastery. This test was considered as the test cycle to see the students’ improvement in reading comprehension and the test was in the form of individual test.

Acting

- (1) The writer provided the Picture Matching Game and some additional activities to help the students understand the text easier.
- (2) The writer gave a model of vocabulary items which occur in the story to avoid confusion in reading the text.
- (3) The writer gave another example of narrative text through Picture Matching Game. The Narrative text was used in this phase is “*The Story of Timun Mas*”.
- (4) The writer assigned the students to do the second test cycle in reading comprehension test.

Observing

I gave the students cycle test 2 for assessing students’ improvement in reading comprehension mastery. This is the last test cycle which given to the students.

Reflecting

I compared the result of the observation check list and assessment in cycle 1 and cycle 2 to find out the significance improvement of students' motivation and achievement in narrative reading comprehension.

3.3 Subject of the Study

The research was held in SMP Negeri 1 Tonjong, Brebes. The 38 eighth grade students of SMP Negeri 1 Tonjong were the subject of this research. The writer chose one class from the whole classes as the subject of this study. After the preliminary observation, the writer chose the class which had got the lowest mean score in reading class. Finally, from the English teacher's recommendation, the writer selected 38 students of VIII C which consists of 13 male students and 23 female students.

3.4 Method of Collecting Data

In this research, the researcher used tests, observation, field – notes, and questionnaires as the methods of collecting data from the field.

3.4.1 Preliminary Observation

The preliminary observation was given to the students to get the data before doing the research. In this stage, the writer learned the rule of the class, situation and the students' condition during the teaching and learning process. The questionnaire was given in this stage to know the students' problem in mastering narrative reading comprehension.

3.4.2 Tests

Tests were given to measure the students' reading comprehension achievement, and administered three times; namely, the pre test, cycle test 1, cycle test 2, and post test. Here, the pre test was given to see the student's reading comprehension skill before the treatment, while the cycle test was given to measure the students' improvement in every cycle after the treatment in the first and second cycle, the last was post test which was given to see the students' reading comprehension mastery after the treatment in the first and second cycle.

The writer also did some observations when teaching using picture matching game to find out the students' motivation improvement in reading comprehension.

3.5 Instruments for Collecting Data

In this study, I used field notes, reading test, questionnaire, observation check list and documentation as instrument.

3.5.1 Questionnaire

There were two kinds of questionnaire used in this study. They were the problem questionnaire and motivation questionnaire. The problem questionnaire was used in the pre-observation to find out the problems faced by the students in mastering narrative reading comprehension. It consisted of 10 question items. The motivation questionnaire was used at the end of the research. The questionnaire consisted of 10 questions, which represented the knowledge, opinions, ideas and

the condition of students. The result of the questionnaire was given to the students to measure their improvement in reading comprehension.

3.5.2 Reading Test

Tests were given to the students to measure the improvement of their reading skill. The test was conducted before the treatment, to determine the problems arose, and at the end of all treatments. The test was in the form of reading comprehension test, consisting of 20 questions, which consist of 3 form questions they were 5 numbers of short answer questions, 10 numbers of cloze test form, and 5 numbers of True False test form. The test which was done before the treatment was called the pre-test, which showed the initial condition of the students. The test which was done after all treatments was called the final test, which showed the improvement of the students.

3.5.3 Field Notes

The writer used field notes to find out the activities during the teaching learning process, such as how the teacher carried out the material and the students' response. In using field notes, the writer kept notes of the classroom situation right after the class was dismissed.

3.5.4 Observation Check List

The observation check list was consisted of ten statements to measure the students' good and bad behavior during the teaching and learning process. The result of the observation check list was used to measure the students' motivation in learning narrative reading comprehension.

3.6 Method of Analysing Data

In collecting data, the researcher used tests, observation, field – notes, and questionnaires. Based on those techniques of collecting data, the researcher also used descriptive analysis. It described the students’ activities and progress during the teaching and learning process.

This section discusses about the method of analyzing the data that was obtained from this action research. There were some steps to analyze the data for measuring the students’ achievement in reading comprehension. They were described as follows:

3.6.1 *Classifying the Students’ Scores*

After processing the scores to the scale of 0 to 100, the students’ scores were classified. The purpose of classifying the scores was to know the position of the students’ scores easily.

The classification of the students’ achievement as stated by Harris (1969: 134) is interpreted in the following table:

Table 3.2 The Classification of Students’ Scores

Test Score	Level of Achievement
80 – 100	Good to excellent
60 – 79	Average to good
50-59	Poor to average
0-49	Poor

3.6.2 *Calculating the Mean of the Students' Tests Scores*

The data used in this research were both quantitative and qualitative. A content analysis was delivered to analyze the qualitative data, which were collected through the observation check list, field notes and questionnaire. In addition, the quantitative data was analyzed using a statistical computation, such as mean.

According to Thomson (1956: 103) the mean is calculated by adding together all of the scores (observation) and dividing by the number of scores. Below was the formula which was used to calculate the mean of the students' scores:

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

Where, \bar{x} = mean or the average of the students' scores

$\sum x$ = the sum of the students' scores

n = the number of the students.

I used the formula to analyse all the data from the test. The mean of students mark showed the students achievement in reading comprehension test.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

Chapter V presents the conclusions of the research and suggestions based on the result of research finding.

5.1 Conclusions

The result of the study showed that after treatment the use of *Picture Matching Game* is effective to improve students' reading comprehension. The students' progress during the teaching and learning activities especially in reading comprehension using *Picture Matching Game* is good and their reading comprehension was improved.

The improvement of students' comprehension could be seen by looking at the improvement of the students' score obtained in pre test, cycle test 1, cycle test 2, and post test. There is an improvement graphic in the students' test score from the very beginning test until the last test; pre test was 71,05 ; cycle test 1 was 79,76; cycle test 2 85,13; post test was 91,05.

From the first cycle until the last cycle, students showed a good response toward the strategy which had been implemented in reading class. They were looked much more motivated in reading class during the lesson, this enjoy feeling in joining the lesson made them easy to achieve the goal of the learning process in reading class. The use of *Picture Matching Game* is very helpful to improve students' reading comprehension of VII D students of SMP N 1 Tonjong.

5.2 Suggestions

After further discussion and the result of the study, I would like to offer some suggestions that can be some consideration to the readers.

In order to improve students' reading comprehension, the Picture Matching Game strategy can be used to help students comprehend every English text. Instead, the students also need to have more exercises to read many texts at home to improve their comprehension in reading class. Students also need some additional books for their references to gain more information about the learning material especially for English lesson.

The role of teachers' strategy is very important in giving students guidance to achieve the goal of the learning process. It would be better if English teacher has an alternative strategy in order to avoid the boredom during learning process. In addition, they can search some games or other fun activities to support the successful of learning process. Hence, Picture Matching Game is one of the games which can be used as teaching strategy in reading class as an alternative strategy to change the static learning activity to active learning activity. This strategy can avoid the students from getting bored in the classroom.

Hopefully, for the next researchers can do research in the same field in which can complete this research to be a better study. They also can use this study as the reference to conduct another research in the same field. Moreover, this study is only one of the cooperative learning strategies which can be applied in English learning activities; therefore the next researcher can find the other

cooperative learning strategies in order to improve students' ability for all the four language skills especially in English.

APPENDICES

APPENDIX 1

Students' Code

CODE	STUDENTS
S-01	ACHLOSUL AMAL
S-02	ANITA WIDIAWATI
S-04	AYU MULYANINGSIH
S-04	AZMI RAHMAN IRFANTO
S-05	BAGUS RISQI ADI DERMAWAN
S-06	DIAN FEN NERIAJI
S-07	DINA MARLINA
S-08	EVA PUTRIYANA
S-09	HAWIN BEY LA GIRALDA
S-10	IDA RAHMAWATI
S-11	KHARISMA INDAH LESTARI
S-12	M. ALAN VIGI YANTO
S-13	M. HELMI ADI YANI
S-14	M. MILTON PRATAMA
S-15	MILENIA SUCIA RAMADHANI
S-16	MUHAMMAD FIRNAZ ARDANA
S-17	MUHAMMAD IKHSANUDIN JAKA P.
S-18	MUHAMMAD JUNDI
S-19	MUHAMMAD RIZAL AFREDI

S-20	MUHAMMAD YAHDI SEPTIAN
S-21	NANDA TRI PANGESTU
S-22	NENI INDAH WIDIASTUTI
S-23	NOVA FIRDA MELIANI
S-24	NUR SHIDIQ
S-25	NURUL HANA
S-26	PIRMAN ARDIYANTO
S-27	RIZQI IBNU ABDILLAH
S-28	RIZQIA NIKMA MAULA
S-29	SABAHA
S-30	SELI LONITA
S-31	SILVIA MARSELINA
S-32	SRI SUCI LIANI
S-33	TRI SUCI DESIANA
S-34	ULI AJNI KHATI
S-35	VICKY MUNA AULIYA
S-36	XANTIA REVINDSIA ATTAR
S-37	ZACKY MUHAMMAD AL-FIRDAUSI
S-38	ZAHRA MURFADIA

APPENDIX 2

Students' Pre-Test, Cycle Test 1, Cycle Test 2, and Post-Test Score

CODE	PRE-TEST	CYCLE TEST 1	CYCLE TEST 2	POST-TEST
S-01	60	70	75	88
S-02	68	78	80	88
S-04	76	80	85	100
S-04	56	70	80	92
S-05	76	80	90	96
S-06	56	66	75	82
S-07	84	84	90	96
S-08	68	70	75	88
S-09	76	82	85	88
S-10	72	78	85	100
S-11	80	84	100	100
S-12	64	70	75	80
S-13	64	66	70	72
S-14	64	84	85	88
S-15	72	76	85	90
S-16	84	85	90	100
S-17	80	92	100	100
S-18	70	76	85	96
S-19	64	70	75	80

S-20	64	72	75	84
S-21	72	84	85	92
S-22	72	76	80	92
S-23	56	72	75	80
S-24	64	76	80	82
S-25	96	100	100	100
S-26	60	72	75	80
S-27	60	82	85	96
S-28	56	84	85	84
S-29	68	82	85	92
S-30	56	88	90	92
S-31	72	72	80	86
S-32	68	70	75	80
S-33	88	92	95	100
S-34	88	90	100	100
S-35	90	100	100	100
S-36	76	82	100	100
S-37	72	84	85	96
S-38	88	92	100	100
Jumlah	2700	3031	3235	3460
Rata-rata	71.05	79.76	85.13	91.05

APPENDIX 3

LESSON PLAN

CYCLE 1

School	: SMP NEGERI 1 TONJONG
Subject	: English
Grade for/Semester	: VIII/ 2
Cycle	: Reading Cycle 1
Topics	: Narrative Text
Meeting	: 2 meeting
Time Allotment	: 4 x 40 menit
Teacher Trainee	: Novita Arum Sari

Standard of Competence :

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence :

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

I. Objectives of the study:

Content Objective:

In the end of the lesson, 80% of all students are able to:

- ✓ Read the text with the correct pronunciation, intonation, and stress.
- ✓ Identify and the generic structure of narrative text.
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.
- ✓ Analyze the example of narrative text by using Picture Matching Game
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

Language Objective:

- ✓ Cover the skill or language components such as grammar, pronunciation and intonation.

Character Objective:

Apply the good characters of trustworthiness, respect, discipline, diligence, creative, curiosity, achievement appreciation, responsible, and cooperative in their daily life

II. Indicators :

In the end of study, students are able to:

- 1) Read the text with the correct pronunciation, intonation, and stress.
- 2) Identify the generic structure of narrative text.
- 3) Analyze the example of narrative text by using Picture Matching Game strategy Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

III. Learning Material

A. Vocabulary Pronunciation

No	Words	Pronunciation	Meaning
1	Narrative	/'nær.ə.tɪv/	Narrative
2	Purpose	/'pɜ:.pəs/	Tujuan
3	Orientation	/'ɔ:.ri.en'teɪ.ʃən/	Pengenalan
4	Complication	/'kɒm.plɪ'keɪ.ʃən/	Masalah
5	Resolution	/'rez.ə'lju:ʃən/	Penyelesaian
6	Lived	/'lɪvd/	Tinggal
7	Ran	/ræn/	Berlari
8	Castle	/'kɑ:.sl/	Istana
9	Aunt	/ɑ:nt/	Bibi
10	Uncle	/'ʌŋ.kl/	Paman
11	Wanted	'wɒn.tɪd/	Menginginkan
12	Enough	/'ɪ.nʌf/	Cukup
13	Breakfast	/'brek.fəst/	Makan pagi

14	Decided	/di'saɪ.dɪd/	Memutuskan
15	Wood	/wʊd/	Hutan
16	Saw	/sɔː/	Melihat
17	Cottage	/'kɒt.ɪdʒ/	Gubug
18	Dwarfs	/dwɔːf/	Kurcaci
19	Inside	/ɪn'saɪd/	Didalam
20	Whole	/hoʊl/	Seluruh

B. Narrative text

What is Narrative Text?

- **Purpose:** the basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions.
- **Types of narrative:**
This literature-related list is incomplete; you can help by expanding it.
 - Fable – a story that teaches a lesson, often using animal characters that behave like people
 - Folk tale – an old story that reveals the customs of a culture
 - Legend – a story that is based on fact but often includes exaggerations about the hero

- Myth – an ancient story often meant to explain the mysteries of life or nature
- Short story – a brief story that usually focuses on one character and one event
- Biography - a detailed description or account of someone's life
- Autobiography - a detailed description or account of the storyteller's own life.

- **Structure**

There are 4 basic of generic structure of Narrative text:

- **Orientation**

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

For example; once upon a time in a beautiful wood there lived a beautiful lady whose name lady Anne.

- **Complication or problem**

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- **Resolution**

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

- **Re-orientation/ coda**

This is a closing remark to the story and it is optional. It consists of moral lessons, advice or teaching from the writer.

- **Language Features**

- a. Action verbs
- b. Written in the first person (I, we) or the third person (he, she, they).
- c. Usually past tenses.
- d. Connectives, linking words to do with time.
- e. Specific nouns

- f. Active nouns: Make nouns actually do something, eg. *It was raining* could become *Rain splashed down* or *There was a large cabinet in the lounge* could become *A large cabinet seemed to fill the lounge*.
- g. Careful use of adjectives and adverbs
Taken from www.englishindo.com

a. Example of Narrative Text

Read the story bellow carefully!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc, one of 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 and finally Snow White and the 7 dwarfs lived happily ever after.

Picture Matching Game

In matching picture game the teacher creates a series of clear diagrams or pictures that illustrate the central concepts of the unit of work or the main events in a text. The teacher also writes one sentence that describes each diagram simply, mixes them up and numbers each sentence. Provide a copy of the diagrams/pictures to each student. The teacher reads each sentence out aloud twice. On the first reading the students just listen. On the second reading they listen and write the number of the sentence next to the diagram it describes.

IV. Teaching Method:

Methods

1. Lecturing
2. Discussion
3. Game (fun activity)

V. Langkah-langkah Pembelajaran

Meeting 1

A. Opening

Learning Activities	Time (minute)
1. Students respond the teacher's greeting and checking attendance	10 minutes
2. The teacher mentions the objectives of the study	
3. Students respond the question and explanation given by teacher related to the material that will be given.	

B. Main Activities

Teacher's Activities	Students' Activities	Time (Minute)
1. Teacher asks the students to listen and repeat the word pronunciation.	1. Students listen and repeat the words pronunciation.	10 minutes
2. Teacher gives explanation about Narrative text (purpose, generic structure, and language features)	2. Students listen to the teacher's explanation	20 minutes
3. Teacher gives the students chance to ask questions relate to the materials.	3. Students ask some questions to the teacher	10 minutes
4. The teacher gives introduction about Picture Matching Game	4. Students listen to the teacher's explanation	10 minutes
5. Teacher divides the class into some groups to apply the use of PMG in the next meeting.	5. Students gather in their group	10 minutes

C. Closing

Activities	Time (Minute)
1. Students are asked if they have some problems and difficulties in the lesson.	10 minutes
2. Students are evaluated generally to know the students' competence or the students' ability of the material.	
3. Students tell what they have learned and conclusion of the material	
4. Students are given assignment related to the material.	
5. Students are given some positive reinforcements based on today's work.	
6. Students answer teacher's greeting.	

Meeting 2

▪ Opening

Learning Activities	Time (minute)
• Students respond the teacher's greeting and checking attendance	5 minutes
• The teacher mentions the objectives of the study	
• Students respond the question and explanation given by teacher related to the material that will be given.	

- Main Activities

Teacher's Activities	Students' Activities	Time (Minute)
1. Teacher gives the students the example of Narrative text entitled <i>Snow White</i> . Teacher gives the students chance to practice PMG in the classroom with their group.	Students practice PMG in the classroom and analyse the text by using PMG.	20 minutes
2. The teacher discuss students' finding	Students listen to the teacher's explanation	10 minutes
3. Teacher gives some questions relate to the text	Students answer the questions individually.	10 minutes
4. Teacher gives the students Cycle Test 1.		30 minutes

- Closing

Activities	Time (Minute)
1) Students are asked if they have some problems and difficulties in the lesson.	5 minutes
2) Students are evaluated generally to know the students' competence or the students' ability of the material.	
3) Students tell what they have learned and conclusion of the material	
4) Students are given assignment related to the material.	
5) Students are given some positive reinforcements based on today's work.	
6) Students answer teacher's greeting.	

VI. Learning Media and Source:

1. Laptop, LCD
2. Illustration/pictures
3. Power point slides
4. Relevant books

VII. Assessment

Indicators	Technique	Form	Instrument
- Analysing the generic structure of Narrative text	Spoken test	Individual	Analyse each paragraph in the text based on the generic structure!
- Matching Paragraph and pictures	Written test	Group	Match the providing pictures with the appropriate paragraph.
- Answering given questions about text entitle Snow White. (Cycle Test 1)	Written test	Individual	<p>Answer the questions bellow with the appropriate word!</p> <ol style="list-style-type: none"> 1. Snow white _____ with her Aunt and Uncle. 2. The _____ dwarfs were coming home from work. 3. Snow white went inside the dwarfs' home and _____ asleep.

VIII. Instrument**➤ Group assignment**

Analyze the Narrative story below based on their Generic Structure!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc, one of 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

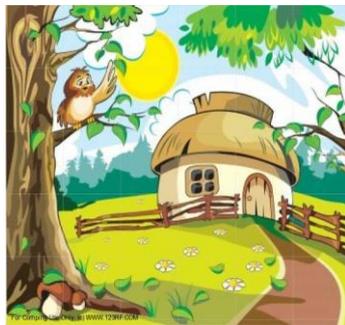
story and finally Snow White and the 7 dwarfs lived happily ever after.

The farmers planted them in the garden. Then the seeds changed into plants. After that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it.

After that, they were very surprise to see beautiful girl inside the cucumber. They named her 'Timun Mas'.

➤ **Group assignment applying Picture Matching Game**

Match the following pictures with the most appropriate paragraph!





➤ Cycle test 1

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc, one of 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 and finally Snow White and the 7 dwarfs lived happily ever after.

- **Answer the questions bellow with the appropriate word!**

1. Snow white _____ with her Aunt and Uncle.
2. The _____ dwarfs were coming home from work.
3. Snow white went inside the dwarfs' home and _____ asleep.
4. The seven dwarfs were coming home _____ work.
5. Snow white _____ the dwarfs the whole story.

- **Answer the questions bellow correctly!**

1. Who was the name of a girl in the story?

Answer: _____

2. With whom did she live?

Answer: _____

3. Where did Snow White's Uncle and Aunt want to go?

Answer: _____

4. When did Snow White run away from Uncle's home?

Answer: _____

5. What did she see in the woods?

Answer: _____

6. What did she do after went inside the cottage?

Answer: _____

7. Who were coming home from work?

Answer: _____

8. How many dwarfs did Snow white see?

Answer: _____

9. Did Snow white tell her story to the dwarfs?

Answer: _____

10. What is the ending of the story? Is it sad or happy ending?

Answer: _____

Rubric of Assessment

PRODUCT

No.	Aspect	Criteria	Score
1.	Analyzing Generic structure	b. All correct	9
		c. 3 correct	8
		d. 2 correct	7
2.	Matching the given pictures and paragraph of narrative text	@ correct 5 paragraph	100
		@correct 4 paragraph	80
		@correct 3 paragraph	60
3.	Answering short answer questions	@item = 5 cloze test @item = 10 short answer questions	100

Evaluation of individual Test

- **Part 1**

Cycle Test (Cloze Test)

Score = 2 points x 5 items
= 10 points

- **Part 2**

**Cycle Test (short answer
questions)**

Score = 5 point x 10 items
= 50 points

Total Score = $\frac{60 \text{ points} \times 5}{3}$
= 100 point

Semarang, May 2013

Signature of the Teacher

Signature of the Teacher Trainee

Umi Khaefiyah

Novita Arum Sari

NIP

NIM 2201410104

LESSON PLAN

CYCLE 2

School	: SMP NEGERI 1 TONJONG
Subject	: English
Grade for/Semester	: VIII/ 2
Cycle	: Reading Cycle 2
Topics	: Narrative Text
Meeting	: 2 meetings
Time Allotment	: 4 x 40 menit
Teacher Trainee	: Novita Arum Sari

Standard of Competence :

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence :

- 11.4 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 11.5 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- 11.6 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

IX. Objectives of the study:

Content Objective:

In the end of the lesson, 80% of all students are able to:

- ✓ Read the text with the correct pronunciation, intonation, and stress.
- ✓ Identify the past tense uses in narrative text.
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.
- ✓ Analyze the generic structures of narrative text by using Picture Matching Game
- ✓ Analyze the use of simple past tense in narrative text
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

Language Objective:

- ✓ Cover the skill or language components such as grammar, pronunciation and intonation.

Character Objective:

Apply the good characters of trustworthiness, respect, discipline, diligence, creative, curiosity, achievement appreciation, responsible, and cooperative in their daily life

X. Indicators :

In the end of study, students are able to:

- 4) Read the text with the correct pronunciation, intonation, and stress.
- 5) Identify the use of simple past tense in the narrative text.
- 6) Analyze the generic structures of narrative text by using Picture Matching Game strategy
- 7) Analyze the use of simple past tense in narrative text

- 8) Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

XI. Learning Material

C. Vocabulary Pronunciation

Ugly /'ʌg.li/

Duckling /'dʌk.lɪŋ/

Egg /eg/

Wished /wɪʃ/

Cracked /krækt/

Cute /kju:t/

Appeared /ə'piəd /

Waddled /'wɒd.l/

Gray /greɪ/

Brought /brɔ:t/

Pond /pɒnd/

Turkey /'tɜ:.ki/

Quite /kwaɪt/

Proudly /'praʊd.li/

Hissed /hɪs/

Splashed /splæʃ/

Paddled /'pæd.l/

Swans /swɒn/

Bent /bent

D. Past Tense

1) The structure for **positive** sentences in the past simple tense is:

subject	+	main verb (Verb2)
		Past

2) The structure for **negative** sentences in the past simple tense is:

subject	+	auxiliary verb	+	not	+	main verb (Verb 1)
I		Did		not		Study

3) The structure for **question** sentences in the past simple tense is:

auxiliary verb	+	subject	+	main verb (Verb 1)?
Did		I		Study?

4) The auxiliary verb **did** is not conjugated. It is the same for all persons (I did, you did, he did etc). And the base form and past form do not change.

Look at these examples with the main verbs **go** and **work**:

	Subject	auxiliary verb		main verb	
+	I			Went	to school.
	You			Worked	very hard.
-	She	Did	Not	Go	with me.
	We	Did	Not	Work	yesterday.
?	Did	You		Go	to London?
	Did	They		Work	at home?

5) **Exception!** The verb **to be** is different. We conjugate the verb to be (I was, you were, he/she/it was, we were, they were); and we do **not** use an auxiliary for negative and question sentences. To make a question, we exchange the subject and verb. Look at these examples:

	Subject	main verb		
+	I, he/she/it	Was		here.
	You, we, they	Were		in London.
-	I, he/she/it	Was	not	there.
	You, we, they	Were	not	happy.
?	Was	I, he/she/it		right?
	Were	you, we, they		late?

Narrative text

Example of Narrative Text

The Story of Timun Mas

Once upon a time, lived husband and a wife. They were a farmers. They were very sad because they had been married for many years and still not have a child. Everyday they always prayed for had a child.

One day the farmers met the giant. "I can give you a child. If the child is a girl, you must give her to me!" said the giant. The farmers were very happy. They didn't think about the risk of losing their child and agree to take the offer. Then the giant gave them a bunch of cucumber seeds.

The farmers planted them in the garden. Then the seeds changed into plants. After that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. After that, they were very surprise to see beautiful girl inside the cucumber. They named her 'Timun Mas'.

A few years later, Timun Mas grew up became a beautiful lady, but that moment the giant came back to collect on the promise to his parents. "Give me your child" said the giant. Timun Mas were very scared. Then his father gave a pouch for Timun Mas. "My daughter take this pouch." said the father. "What do you meant father? I don't understand" said Timun Mas. Then his father told her to run. The giant was angry and chased

Timun Mas. Timun Mas kept running and she opened the pouch and threw a needles. It changed became bamboo forest. The giant's body was scratched and bled. But the giant could be freed from bamboo forest. Then Timun Mas threw a handful of salt and it changed became sea. The giant had to swimming to cross the sea. Then she threw a fish pastee. It changed became mud poon. The giant difficult to pass. Finally the giant sink down in the sea. Timun Mas were very happy and she walk home to met his parents.

XII. Teaching Method: Methods

4. Lecturing
5. Discussion
6. Game (fun activity)

XIII. Langkah-langkah Pembelajaran

Meeting 1

D. Opening

Learning Activities	Time (minute)
4. Students respond the teacher's greeting and checking attendance	10 minutes
5. The teacher mentions the objectives of the study	
6. Students respond the question and explanation given by teacher related to the material that will be given.	

E. Main Activities

Teacher's Activities	Students' Activities	Time (Minute)
6. Teacher gives instruction to the students to pronounce some words.	6. Students listen and repeat the words pronunciation.	5 minutes
7. Teacher gives explanation about simple past tense	7. Students listen to the teacher's explanation	20 minutes
8. Teacher gives the students the example of Narrative text entitled <i>The Story of Timun Mas</i> by using PPT media.	8. Students listen to the teacher explanation	10 minutes
9. Teacher asks the students to play a game <i>Question Posts Game</i> to make sure all students comprehend the text.	9. Students play the <i>Question Posts Game</i>	20 minutes
10. The teacher evaluates and gives feedback students' performance	10. The students listen to the teacher's comments.	10 minutes

F. Closing

Activities	Time (Minute)
7. Students are asked if they have some problems and difficulties in the lesson.	10 minutes
8. Students are evaluated generally to know the students' competence or the students' ability of the material.	
9. Students tell what they have learned and conclusion of the material	

10. Students are given assignment related to the material.	
11. Students are given some positive reinforcements based on today's work.	
12. Students answer teacher's greeting.	

Meeting 2

a. Opening

Learning Activities	Time (minute)
1) Students respond the teacher's greeting and checking attendance	5 minutes
2) The teacher mentions the objectives of the study	
3) Students respond the question and explanation given by teacher related to the material that will be given.	

b. Main Activities

Learning Activities	Time (Minute)
1. Teacher gives instruction to the students to pronounce some English words	10 minutes
2. Teacher asks the students to play PMG at the second time in group	20 minutes
3. Teacher evaluates and gives feedback toward students' work	10 minutes
4. Teacher gives the students test cycle 2	30 minutes

c. Closing

Activities	Time (Minute)
1) Students are asked if they have some problems and difficulties in the lesson.	5 minutes
2) Students are evaluated generally to know the students' competence or the students' ability of the material.	
3) Students tell what they have learned and conclusion of the material	
4) Students are given assignment related to the material.	
5) Students are given some positive reinforcements based on today's work.	
6) Students answer teacher's greeting.	

XIV. Learning Media and Sources

5. Laptop, LCD
6. Illustration/pictures
7. Power point slides
8. Relevant books

XV. Assessment

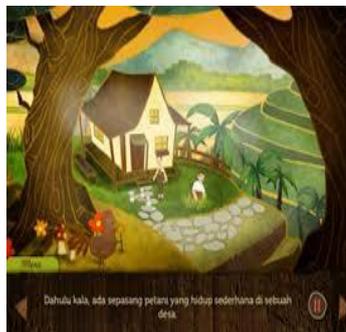
Indicators	Technique	Form	Instrument
- Analysing the use of past tense in the Narrative text	Spoken test	Individual	<ul style="list-style-type: none"> - Analyse the use of Past Tense in the text bellow by giving underline on the past verb, and try to find out the meaning! - Match the providing pictures with the appropriate paragraph.

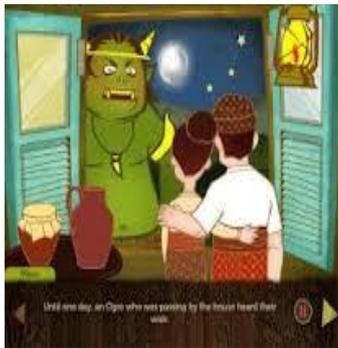
<ul style="list-style-type: none"> - Matching Paragraph and pictures 	Written test	Group	<p>I. Answer the questions bellows correctly!</p> <p>1. What is the title of the story above?</p> <p>Answer: _____</p>
<ul style="list-style-type: none"> - Answering the Cycle test 2 	Written test	Individual	<p>2. What was the job of the husband and his wife?</p> <p>Answer:</p> <p>_____</p> <p>-</p>

XVI. Instruments

➤ Group work

Match the following pictures with the most appropriate paragraph!





The giant was angry and chased Timun Mas. Timun Mas kept running and she opened the pouch and threw a needles. It changed became bamboo forest. The giant's body was scratched and bled. But the giant could be freed from bamboo forest.

Then his father gave a pouch for Timun Mas. "My daughter, take this pouch." said the father. "What do you mean father? I don't understand" said Timun Mas. Then his father told her to run.

One day the farmers met the giant. "I can give you a child. If the child is a girl, you must give her to me!" said the giant. The farmers were very happy. They didn't think about the risk of losing their child and agreed to take the offer. Then the giant gave them a bunch of cucumber seeds.

A few years later, Timun Mas grew up became a beautiful lady, but that moment the giant came back to collect on the promise to his parents. "Give me your child" said the giant. Timun Mas were very scared.

Then Timun Mas threw a handful of salt and it changed became sea. The giant had to swimming to cross the sea.

Then she threw a fish paste. It changed became mud pond. The giant was difficult to pass. Finally the giant sink down in the sea.

Once upon a time, in a village there lived husband and a wife. They were farmers. They were very sad because they had been married for many years and still not have a child. Everyday they always prayed for had a child.

Timun Mas were very happy and she walked home to meet his parents.

➤ **Individual task**

Cycle test 2

Read the story bellow carefully!

The Story of Timun Mas

Once upon a time, lived husband and a wife. They were a farmers. They were very sad because they had been married for many years and still not have a child. Everyday they always prayed for had a child.

One day the farmers met the giant. "I can give you a child. If the child is a girl, you must give her to me!" said the giant. The farmers were very happy. They didn't think about the risk of losing their child and agree to take the offer. Then the giant gave them a bunch of cucumber seeds.

The farmers planted them in the garden. Then the seeds changed into plants. After that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. After that, they were very surprise to see beautiful girl inside the cucumber. They named her 'Timun Mas'.

A few years later, Timun Mas grew up became a beautiful lady, but that moment the giant came back to collect on the promise to his parents. "Give me

your child" said the giant. Timun Mas were very scared. Then his father gave a pouch for Timun Mas. "My daughter take this pouch." said the father. "What do you meant father? I don't understand" said Timun Mas. Then his father told her to run. The giant was angry and chased Timun Mas. Timun Mas kept running and she opened the poch and threw a needles. It changed became bamboo forest. The giant's body was scratched and bled. But the giant could be freed from bamboo forest. Then Timun Mas threw a hanful of salt and it changed became sea. The giant had to swimming to cross the sea. Then she threw a fish pastee. It changed became mud poon. The giant difficult to pass. Finally the giant sink down in the sea. Timun Mas were very happy and she walk home to met his parents.

II. Answer the questions bellows correctly!

3. What is the title of the story above?

Answer: _____

4. What was the job of the husband and his wife?

Answer: _____

5. What is the name of their daughter?

Answer: _____

6. Who gave them a child?

Answer: _____

7. What did the Giant give to the farmers to have a child?

Answer: _____

III. Feel the blank space with the appropriate word!

1) Timun Mas grew up became _____

2) They _____ to see a beautiful girl inside the cucumber.

3) Then his father gave _____ for Timun Mas.

4) The giant was angry and _____ Timun Mas

5) Then, Timun Mas threw _____ and it changed became sea.

IV. Analyze the sentences bellow whether it is TRUE (T) or FALSE (F) based on the text!

1. The couple farmer were very unhappy because they had been married for many years and still not have a child.

2. Then the giant gave the couple farmer a bunch of watermelon seeds.

3. The couple farmer named her child 'Timun Mas'.

4. Timun Mas threw a handful of salt and it changed became lake.

5. The story was ended by happy story.

Rubric of Assessment

 *PRODUCT*

No.	Aspect	Criteria	Score
1)	Group work Question Post Game	10 questions a. All correct b. 9 correct c. 8 correct	a. 100 b. 90 c. 80
2)	Group work (Picture Matching)	a. All correct b. 3 correct c. 2 correct	a. 9 b. 8 c. 7
3)	Individual test (cycle test 2)	15 questions	100

 PERFORMANCE

No.	Aspect	Criteria	Score
1.	Knowledge	* High	5
		* Average	3
		* Low	1
2.	Participation	* Active	5
		* Sometimes active	3
		* Passive	1
3.	Affective	* Good manner	5
		* Sometimes good	3
		* Bad manner	1

Reading test

No.	Aspect	Criteria	Score
1.	Pronunciation	Almost all of the words are pronounced correctly	5
		Some words are pronounced correctly	4
		Few words are pronounced correctly	2
		None of the words are pronounced correctly	1
2.	Intonation	Correct intonation	5
		Mostly correct	4
		Some correct	3
		Few correct	2
		None	1
3.	Stress	Correct stress	5
		Mostly correct	4
		Some correct	3
		Few correct	2
		None	1
4.	Fluency	Good	5
		Rather good	4
		Enough good	3
		25% good	2
		Bad	1

$$\begin{aligned} \text{Total Score} &= \frac{\text{maximum score} \times \text{aspect} \times 20}{3} \\ &= \frac{5 \text{ points} \times 4 \times 20}{4} \\ &= 100 \text{ point} \end{aligned}$$

Evaluation Test (cycle test 2)

1) Part 1

Cycle test (short answer questions)
Score = 1x 5 items = 5 points

2) Part 2

Cycle test (cloze test form)
Score = 1x 5 items = 5 points

3) Part 3

Cycle test (true false test form)
Score = 1x 5 items = 5 points

$$\begin{aligned} \text{Total Score} &= \frac{5 \text{ points} \times 3 \times 20}{3} \\ &= 100 \text{ point} \end{aligned}$$

APPENDIX 4

Students' Problem Sheet of Pre-Test and Post-Test**Read the text bellow carefully!***The Ugly Duckling*

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly.

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.

Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. These beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to

them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

I. Answer the questions bellow correctly!

1) What did the mother duck do to make her eggs cracked?

Answer: _____

2) How long did the mother duck sit on her eggs?

Answer: _____

3) Where did the mother duck bring their children for their first swimming?

Answer: _____

4) Did the ugly duck's sibling threat him kindly?

Answer: _____

5) While he was swimming in the pond, what did the ugly duck see?

Answer: _____

II. Feel the blank space with the appropriate word!

1. A mother duck _____ on her eggs.
2. However the largest _____ had not cracked.
3. The mother duck looked at him in _____.
4. He was so _____ and very _____.
5. He _____ like a turkey.
6. They hissed and made fun _____ him day by day.
7. Even his sisters and brothers _____ very unkind.
8. The sad duckling _____ alone through the cold and snow winter.
9. But the swans _____ attack him
10. From that day on, he _____ and _____ with his new friends and was happier than he had never been.

**III. Analyze the sentences bellow whether it is TRUE (T) or FALSE (F)
based on text!**

- 1) The title of the story is The Ugly Duckling _____
- 2) A father duck sat on her eggs. _____
- 3) His sisters and brothers were very kind. _____
- 4) The sad duckling lived together with his siblings
through the cold and snow winter _____
- 5) While the ugly duck was swimming in the pond,
he saw three large white swans swimming toward him. _____

APPENDIX 5

Students' Problem sheet of Cycle-Test 1**Read the story bellow carefully!****Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc, one of 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 and finally Snow White and the 7 dwarfs lived happily ever after.

I. Answer the questions bellow with the appropriate word!

1. Snow white _____ with her Aunt and Uncle.
2. The _____ dwarfs were coming home from work.
3. Snow white went inside the dwarfs' home and _____ asleep.
4. The seven dwarfs were coming home _____ work.
5. Snow white _____ the dwarfs the whole story.

II. Answer the questions bellow correctly!

11. Who was the name of a girl in the story?

Answer: _____

12. With whom did she live?

Answer: _____

13. Where did Snow White's Uncle and Aunt want to go?

Answer:

14. When did Snow White run away from Uncle's home?

Answer:

15. What did she see in the woods?

Answer:

16. What did she do after went inside the cottage?

Answer:

17. Who were coming home from work?

Answer:

18. How many dwarfs did Snow white see?

Answer:

19. Did Snow white tell her story to the dwarfs?

Answer:

20. What is the ending of the story? Is it sad or happy ending?

Answer:

APPENDIX 6

Students' Problem sheet of Cycle-Test 2

Read the story bellow carefully!

The Story of Timun Mas

Once upon a time, lived husband and a wife. They were a farmers. They were very sad because they had been married for many years and still not have a child. Everyday they always prayed for had a child.

One day the farmers met the giant. "I can give you a child. If the child is a girl, you must give her to me!" said the giant. The farmers were very happy. They didn't think about the risk of losing their child and agree to take the offer. Then the giant gave them a bunch of cucumber seeds.

The farmers planted them in the garden. Then the seeds changed into plants. After that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. After that, they were very surprise to see beautiful girl inside the cucumber. They named her 'Timun Mas'.

A few years later, Timun Mas grew up became a beautiful lady, but that moment the giant came back to collect on the promise to his parents. "Give me your child" said the giant. Timun Mas were very scared. Then his father gave a pouch for Timun Mas. "My daughter take this pouch." said the father. "What do you meant father? I don't understand" said Timun Mas. Then his father told her to run. The giant was angry and chased Timun Mas. Timun Mas kept running and she opened the poch and threw a needles. It changed became bamboo forest. The giant's body was scratched and bled. But the giant could be freed from bamboo forest. Then Timun Mas threw a hanful of salt and it changed became sea. The giant had to swimming to cross the sea. Then she threw a fish pastee. It changed became mud poon. The giant difficult to pass. Finally the giant sink down in the sea. Timun Mas were very happy and she walk home to met his parents.

V. Answer the questions bellows correctly!

8. What is the title of the story above?

Answer: _____

9. What was the job of the husband and his wife?

Answer: _____

10. What is the name of their daughter?

Answer: _____

11. Who gave them a child?

Answer: _____

12. What did the Giant give to the farmers to have a child?

Answer: _____

VI. Feel the blank space with the appropriate word!

6) Timun Mas grew up became _____

7) They _____ to see a beautiful girl inside the cucumber.

8) Then his father gave _____ for Timun Mas.

9) The giant was angry and _____ Timun Mas

10) Then, Timun Mas threw _____ and it changed became sea.

VII. Analyze the sentences bellow whether it is TRUE (T) or FALSE (F) based on the text!

1. The couple farmer were very unhappy because they had been married for many years and still not have a child. _____

2. Then the giant gave the couple farmer a bunch of watermelon seeds. _____

3. The couple farmer named her child 'Timun Mas'. _____

4. Timun Mas threw a handful of salt and it changed became lake. _____

5. The story was ended by happy story. _____

APPENDIX 7

FIELD NOTES

Meeting : 1

Date : May 2014

No.	Questions	Scale			Comment
		Good	Enough	Bad	
1.	How is the students' attention to the lesson?				
2.	How is the implementation of using Picture Matching Game in the teaching and learning process?				
3.	How is the material which teacher explained to the students?				
4.	How is the interaction between the students and teacher?				
5.	How is the students' reading comprehension mastery after the implementation of Picture Matching Game in the teaching and learning process?				

Tonjong, May 2014

Observer

Novita Arum Sari

APPENDIX 8

Observation Checklist

Meeting : 1

Date : May 2014

No.	Indicator	Check Mark	Comments
1	Pay attention to teacher explanation		
2	Respond to the teacher questioning		
3	Ask questions in the classroom		
4	Active and cooperative in group work		
7	Passive in group work		
8	Finish the task in time and completely		
8	Sleeping in the class		
9	Cannot answer the given questions		
10	Summarize the given information		

Observer

Novita Arum Sari

APPENDIX 9

Prelim Questionnaire

Please response the statements below by giving (√) in the columns “Yes” or “No”!

No.	Statements	Answers	
		Yes	No
1.	I like English lesson, especially reading comprehension.		
2.	My teacher used games (teaching strategy) to teach you narrative reading comprehension.		
3.	I feel bored when it comes to reading class.		
4.	I need pictures to visualize the reading passages.		
5.	I understand the content of the text in the story I read.		
6.	I can concentrate when I have to read the long texts in reading comprehension lesson.		
7.	I have less motivation in learning English, especially narrative reading comprehension.		
8.	I need a strategy to motivate myself to be active in reading class.		
9.	It is difficult for me to comprehend Narrative text.		
10.	I need more practice in reading comprehension		

APPENDIX 10

Post Questionnaire

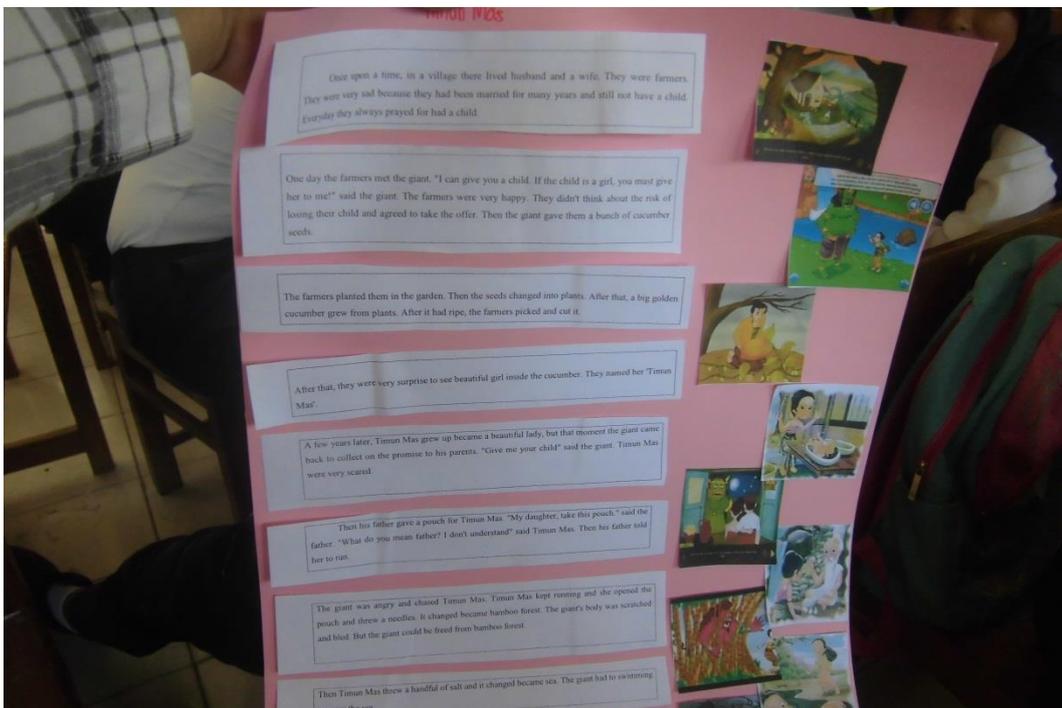
Please answer the questions below by giving (√) in the columns “Yes” or “No”!

No.	Questions	Answers	
		Yes	No
1.	Do you like reading by using Picture Matching Game as teaching strategy?		
2.	Do you comprehend every story that you read after using Picture Matching Game?		
3.	Do you like English lesson, especially reading comprehension after using Picture Matching Game?		
4.	Do you have difficulties when you read an English story by using Picture Matching Game?		
5.	Do you feel easy to understand the text when you read a story by using Picture Matching Game?		
6.	Do you think that having discussion and work in group is interesting?		
7.	Do you feel easy to answer questions after having discussion with your friends?		
8.	Do you think that it is necessary to use Picture Matching Game in teaching learning process?		
9.	Do you think these fun activities help you in comprehending narrative text?		
10.	Do you feel motivated to learn English reading comprehension after the implementation of Picture Matching Game?		

APPENDIX 11

Documentation





APPENDIX 12

Surat ijin penelitian

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
 UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
 Gedung B. Kampus Sekaran, Gunungpati, Semarang 50229
 Telepon/Fax : (024) 8508010, email : fbs@unnes.ac.id
 Laman : http://fbs.unnes.ac.id

Nomor: 1871/UN37.1.2/LT/2014

6 Mei 2014

Lamp. : -

Hal : **Permohonan Izin Penelitian**

Yth. Kepala SMP N 1 Tonjong
 di Kabupaten Brebes

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : Novita Arum Sari
 nim : 2201410104
 jurusan : Bahasa dan Sastra Inggris
 jenjang program : S1
 tahun akademik : 2013-2014
 judul : **USING PICTURE MATCHING GAME TO IMPROVE STUDENTS' READING COMPREHENSION**

akan mengadakan penelitian di: Lembaga / Instansi yang Saudara pimpin.

Waktu pelaksanaan : bulan Mei 2014 s.d selesai.

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Agus Nuryatin, M.Hum.
 060080319890011001

Tembusan Yth.:

1. Ketjur. Bahasa dan Sastra Inggris
2. Ybs.

APPENDIX 13

Surat keterangan bukti penelitian

PEMERINTAH KABUPATEN BREBES
DINAS PENDIDIKAN
SMP NEGERI 1 TONJONG
Sekolah Standar Nasional (SSN)

Alamat : Jl. Purwodadi No.10 Kec. Tonjong Kab. Brebes ☒ 52271 ☎ 0289 – 4311032
Website : smpn1tonjong.sch.id e-mail : smpn2Tonjong@gmail.com

SURAT KETERANGAN

Nomor : 422.5/ 137 /2014

Yang bertanda tangan dibawah ini, kepala SMP Negeri 1 Tonjong Kecamatan Tonjong Kabupaten Brebes, menerangkan bahwa:

Nama : **Novita Arum Sari**
NIM : **2201410104**
Universitas : **UNIVERSITAS NEGERI SEMARANG**
Fakultas : **Fakultas Bahasa dan Seni (FBS)**
Jurusan : **Bahasa Inggris**

Dengan ini menerangkan bahwa yang bersangkutan benar – benar telah melaksanakan penelitian di sekolah kami untuk persyaratan penyusunan skripsi dengan judul *"Using Picture Matching Game to Improve Students Reading Comprehension"* pada tanggal : 3 Februari – 21 Mei 2014.

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Tonjong, 23 Mei 2014

Kepala Sekolah,

Kris Santoro, S.Pd.
NIP. 19590511 198501 1 002

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