THE EFFECTIVENESS OF CRAZY PROFESSOR READING GAME IN TEACHING READING AT THE TENTH GRADE STUDENTS OF MAN 1 PONOROGO IN THE ACADEMIC YEAR 2017/2018

THESIS

By

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ABSTRACT

Rejeki, Wahyu Sri. *2018. The Effectiveness of Crazy Professor Reading Game in Teaching Reading at the Tenth Grade of MAN 1 Ponorogo in the Academic Year 2017/2018.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor: Dr. Ahmadi, M.Ag.

Key Words: Crazy Professor Reading Game, Teaching Reading.

Teaching reading is the process of transferring the information or new knowledge to the learners through some literature. The teachers should apply the appropriate strategy in a learning process. One of those strategies is Crazy Professor Reading Game. This strategy possible for the students to express some word in different gesture.

The problem statement on this research as follows: Is there any significant different score in reading for students who are taught by using CPR Game and who are not taught by using CPR game at the tenth-grade students of MAN 1 Ponorogo in the academic year 2017/2018?. The purpose of this research is to find out the significant difference score before and after being taught using CPR Game at the tenth-grade students of MAN 1 Ponorogo.

This research applied quantitative approach and used the quasi-experimental design. In this research, the researcher using two classes and two different strategies. The experimental class was taught by CPR game and control class was taught by direct instructional method. The population was the tenth-grade students of MAN 1 Ponorogo which consisted of 190 students. The sample is 46 students (24 for experimental classes, 22 for control classes). Researcher used simple random sampling to choosed a sample. This research was conducted by following procedure: giving pre-test, applying the treatment and giving the post-test. To analyze the data, this research employed statistic data calculation of T-test formula by using SPSS 16.

The result of the research showed that the experimental class got a higher mean score in the post-test than control class. the mean score of post-test in experimental class was 76,83, while mean score of post-test in control class was 66,5. The result of computation using t-test was 2,976 while the value of t_{table} was 2,015. Based on the result of t-test was higher than t-table at 5%, it can be concluded that Ha is accepted and Ho was rejected.

Based on the explanation above, the researcher concluded that there is a significant difference score between students reading taught by CPR Game. It implies that the CPR game is effective in teaching reading to the tenth grade of MAN 1 Ponorogo in The Academic Year 2017/2018.

APPROVAL SHEET

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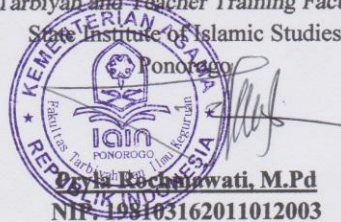
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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of an important component of learning English. This skill is a part of receptive skills. It is one of the basic skills which must be mastered. It can't be separated with other skills in learning English such as listening, writing, and speaking because one and another is closely linked. It becomes an important thing in learning English because it has some benefits for readers. It is an activity to get the information. By it, students can improve their knowledge, creativities and get a lot of information from many sources. Students can find information in a written language such as textbooks, magazines, newspapers, book story, website etc. This activity is not simply activity, it is a complex process which involves skills, strategies, and experiences.

Reading is one of the majors in Indonesian school program. As a foreign language, reading some English text make many students feel difficulties to comprehend the text especially to comprehend the large text in English. Reading is language process that requires students to understand the written language in order to get information from the text. The reading process also requires students to interact with the text.

According to David Nunan, reading is the fluent process of learners combining information from a text and their own background knowledge to build meaning.[1] The learners can combine their background knowledge and the information from what they read. Reading acquisition depends on the ability to get the fluently in decode words. Sometimes students feel difficult to understand the word. This makes students difficult to comprehend what their read is.

In Indonesia, the student is usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindset says a foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say.[2] Many students have less of enthusiasm for English lesson especially in reading because of many students less interested in the reading process.

As we know that Indonesia has low habits in reading. According to the data from United Nations Educational, Scientific and Cultural Organization (UNESCO) shows the percentage of reading interest of Indonesian children is only 0,01 percent, while the data from world bank and Study International Association for the evaluation of education Achievement (IEA), Indonesia be in the lower position in ASEAN with score about 51,7 while, Philippines with score about 52,6,

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[1]David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 68.
[2] Siti Tarwiyah, *Game Songs, and Practical Ideas to teach Language a Supplementary Book for Language Teachers*, 4.

Thailand 65, 1 score and Singapore with score about 74.[3] Meanwhile, data from the Central Bureau of Statistics in 2006 reported by Sahabat Guru (2012) showed that the Indonesian population who made the book as a source of new information about 23,5%. While watching television 85,9%, listening to the radio 40,3%, and 48,1% of internet users.[4]

From the data above teacher must choose the appropriate strategic reading to make students interested in reading. According to Duffy and Roehler cognitive strategies is plans that readers use flexibely and adaptively depending on the situation. While Weinstein and Mayer state strategy is behaviors could include note taking, constructing a graphic organizer, previewing the text, looking back to check on an answer, writing a summary, retteling a story or reading aloud.[5]

The readers must follow this strategic reading to gain meaning. There are three processes in strategic reading, first is before reading (they are four processes in before reading: determine purpose, preview and predict, activate prior knowledge, and ask a question), second is during reading. (the process of during reading are a self question, infer, develop sensory images include visual and auditory, monitor and adjust comprehension belonging to reread, lookup, look back or forward and change speed, and the last process to gain meaning is after

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[3]   *m.rri.co.id/Madiun/post/berita/388337/daerah/minat_baca_siswa_indonesia_terendah_di_kawasan_asean.html* accessed on 16th February 2018

[4] Gerakan Perpustakan Anak Nusantara, *gpan.or.id/minat-baca-masyarakat-indonesia-masih-tergolong-rendah-bagaimana-solusinya/,* accessed on 16th February 2018

[5] Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools*, (California: Corwin Press, Inc, 2001), 44.

reading). The third is after reading after reading process hopefully readers can paraphrase, retell, summarize and synthesizes, evaluate ideas and generate questions to test memory.[6]

Strategic reading in the learning process is important in teaching reading. Teaching students to interest read some texts is a challenging in the classroom. That is why the teacher has to employ a good method to extend inspiration for the students. The teacher should know the characteristic and behavior of their students because each student is different from the other. The teacher should apply the teaching technique, strategy and method according to the students' capability on English material.

There are many reading strategies that can be used in the learning process. For example, we can use scanning strategy, reading aloud, reciprocal teaching etc. All of the strategies are good, but we must choose strategies which appropriate to our problem in the learning process. Meanwhile, choose strategies which can apply in class also depended on goals in the teaching process.

Based on an interview with an English teacher in MAN 1 Ponorogo, researcher knows that there are some problem in teaching reading. The problem are; students vocabulary are less so make students not interested in reading, students are lazy, feel bored and they finished reading in a long time and difficulty in comprehending the text.[7] These are crucial problems in the learning process

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[6] Ibid,. 45
[7] Interview with Abdullah Fikri, on 15th January 2018 in the teacher office of MAN 1 Ponorogo

because in Senior High School especially in Indonesia based on National Educational Curriculum 2013 (K 13) students can find many kinds of text such as; descriptive, recount, narrative, procedure and report. So, the students must have the ability to comprehend the content of the text.[8] Thus, the teacher must choose appropriate strategies in reading learning process.

Based on reality appropriate strategies are useful in the reading process, the benefits of strategies are students can improve their ability to comprehend the text. So, the strategies must interest students in the teaching-learning process. See the problem in reading class, the researcher is interested to use one strategy which makes students have fun in the learning process but decided to gain the goal of the learning process.

In this research, the researcher will use a new reading system that can make students interest and feel have fun in reading its called crazy professor Reading game (CPR). CPR is an elaborate variation on a reading technique known as buddy reading. In this method students are work in pairs so, they are can share information which their understanding from the text to their friends. It is possible for the students to express some work in different gesture. This method is challenging and gives large occasion for the students to explore their creativity and imagination.[9] CPR game has eight steps there are; dramatic reading, paraphrasing, Q and A, connecting, silent skimming, silent reading, silent sumarizing, and the

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[8] *Silabus Bahasa Inggris kelas X, XI, DAN XII SMAN Kurikulum 2013 Kemendikbud RI*, (Jakarta: Badan Standar Nasional Pendidikan, 2015)

[9] Chris Biffle, *Crazy Professor Reading Game*, (California: Crafton Hills College, 2007) 4.

crazy professor.[10] In this research, the researcher wants to know the effectiveness of crazy professor reading game in teaching reading. Besides that, the researcher wants to know the different score in reading for students who are taught by using CPR game and who are not taught by using CPR game.

From the description above, the researcher is interested to conduct research entitled: The effectiveness of crazy professor reading game in teaching reading at the tenth grade students of MAN 1 Ponorogo in academic year 2017/2018.

B. Limitation of The Study

Based on the background of the study, the problem of this research was limited on the effectiveness of crazy professor reading game. The subject of this research is the tenth grade students class X IPA 1 and X IPA 2 of MAN 1 Ponorogo in academic year 2017/2018, this study compares on students reading skill between the students who are taught by using CPR game and students reading skill without taught by using CPR game.

C. Statement of The Problem

Based on the discussion above, the research problem can be formulated as follows:

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[10] *Ibid,.* 6

Is there any significant difference score in reading for students who are taught by using CPR game and who are not taught by using CPR game at the tenth grade student of MAN 1 Ponorogo in academic year 2017/2018?

D. Objectives of The Study

The objective of the study is to find out the significant difference score before and after being taught using crazy professor reading gameat the tenth grade students of MAN 1 Ponorogo in academic year 2017/2018.

E. Significance of The Study

Basically, all the study activities should be having clear significance at the end of the study, the writer hopes that this research will give a great benefit as follow:

1. Theoretically

   It is expected that the result of the study can give the contribution to support the theory on teaching English, especially for reading skill. Besides that, the theoretical significance of this research is to explore the definition of CPR game, learning process and the effectiveness of CPR game.

2. Practically

   a. Teacher

      It is expected that CPR game can be one of varieties strategy in teaching reading and give contribution for the teacher, especially to the English teacher, by using CPR game researcher expected can improve

student reading skill. the teacher can apply this strategy to create the reading class has fun, and students easily to comprehend the text.

b. The students

It is expected that the student can find more interesting activity in reading. So, the student will be more enjoyable and have fun to easier comprehend the content of the text.

c. The researcher

It is expected that the result will give some knowledge and experience for the researcher in teaching learning process, especially in teaching reading using CPR game.

d. Other researchers

It is expected that the research of this study can help the other researchers to be references for their research. Especially who conduct the research on the same subject.

F. Organization of Thesis

The researcher writes this thesis in five chapter, these related ones and another. The organization of this thesis are:

Chapter I discusses background study, limitation of the study, statement of a problem, objective of the study, significance of the study, and organization of thesis.

Chapter II consists of research previous findings, theoritical background present are the definition of reading, purposes of reading, types of reading, a genre of reading, definition of teaching reading, strategic reading, component teaching reading, the definition of CPR game, step of CPR game, theoritical framework, and hypothesis.

Chapter III deals with research method, in the research method divide into research design, population, and sample, the instrument of data collection, the technique of data collection and technique of data analysis.

Chapter IV stands on research result. It contains research location and time of the research, data description, data analysis, and discussion.

Chapter V consists of conclusion and recommendation. In this chapter, the researcher tells about the conclusion of the research and recommendations.
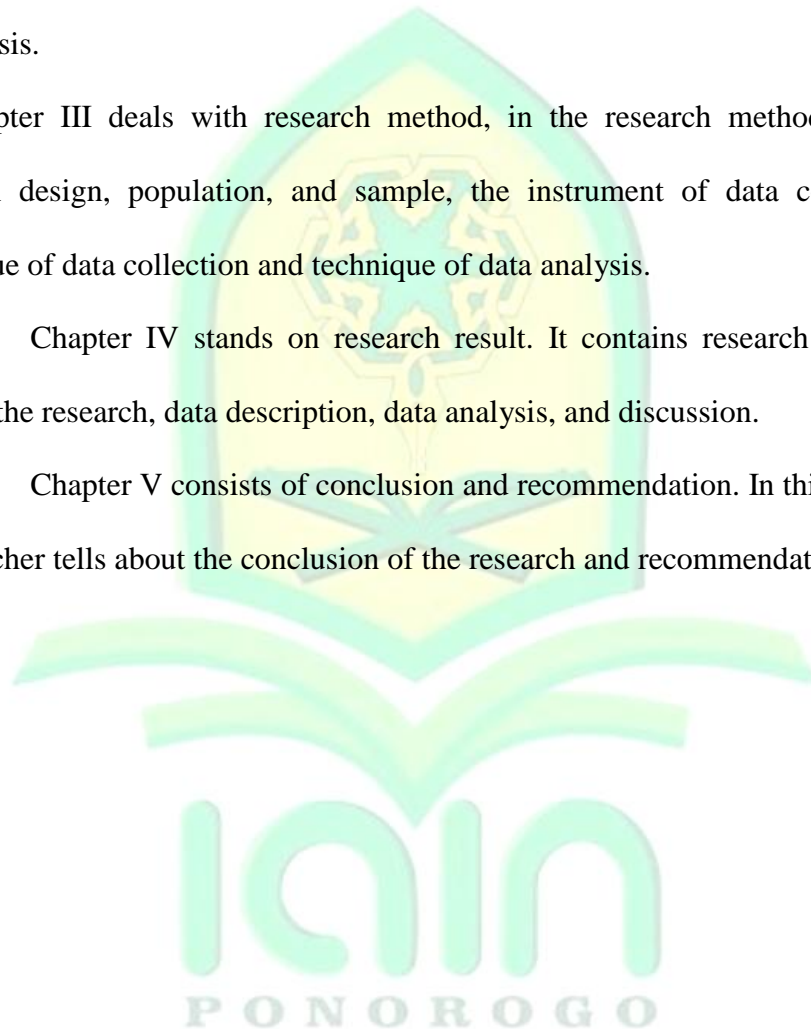
CHAPTER II

PREVIOUS RESEARCH FINDINGS, REVIEW OF RELATED

LITERATURE, THEORETICAL FRAMEWORK AND HYPOTHESIS

A. Previous Research Findings

Many researchers have report to expose the identification of student's achievement in learning English to make the teaching and learning process more effective. In this part, the researcher describes some previous researchers which are relevant to this thesis.

The first research is done by Sulistiyono. He wrote a research entitled The Comparasion of Students Reading Achievement Taught Using Crazy Professor Reading Game and Direct Method. His objective of the research is to find out the difference in reading comprehension between the students who were taught by teacher using Crazy Professor Reading Game and who were taught by teacher using Direct Instruction Method. Sulistiyo using experimental research in his research. The result of his research is that use crazy professor game is better than use direct method.[11]

The similarities of these research are both using CPR game but this research have differences in Sulistiyono's research compare CPR game with

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[11]Sulistiyono, *The Comparasion of Students Reading Achievement Taught Using Crazy Professor Reading Game and Direct MethodThe case at the tenth grade of SMA N 11 Semarang in the 2012/2013 academic year.* Diponegoro University. 2013.

direct method while in these research only focus to know the effect of CPR game.

The Second is done by Lusiana. Her research entitled The Effectiveness of Crazy Professor Reading Game Viewed From Students Locus of Control. She finds out that CPR game more effective than Direct Instructional Method in teaching reading for students having a high locus of control. While Direct Intrusional Method more effective than CPR game in teaching reading for students having low locus of control.[12]

The similarities of these research are both using experimental research and CPR game. The differences of these research is Lusiana conduct in junior high school while this research conduct in senior high school.

The third is done by Machfaud, his research entitled The Use of Crazy Professor Reading Game in Teaching Reading in The Eighth Grade Students of SMP IT Ittihadul Muwahiddin Pati in Academic Year 2012/2013. The design of his research is descriptive qualitative. He finds out that the implementation of crazy professor reading game is good because there are some improvements from the first observation and recording until the last observation and recording. He finds out that first problem faced by students is they don't practice in reading well when the teacher asks them to read the text dramatically with gestures, body

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[12] Lusiana Dewi Kusumayati, *The Effectiveness of Crazy Professor Reading Game Viewed From Students Locus of Control (An Experimental Study at The Seventh Grade of SMP 1 Gemolong in the 2012/2013 Academic Year)*, Surakarta: Sebelas Maret University. 2013.

movement and face expression (60 %) and the second problem is they can't play a role with their friends as a teacher and students in explaining (72%)[13]

The similarities of these research are both using CPR game and the differences of the research is he use descriptive qualitative in his research and this research use experimental research.

B. Theoritical Background

1. Reading

a. Definition of Reading

Reading is one of the four skill in English learning proses. Reding is an activity to get the meaning and understand it from the written language. Reading is seeing and getting the point of what it is written whether reader read it loudly or silently.[14] Reading is about understanding written texts. It is a complex activity that involves both perceptions 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 words, sentences and connected text. Readers typically make use of background

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[13] Machfaud, *The Use of Crazy Professor Reading Game in Teaching Reading in the Eighth Grade Students of SMP IT Ittihadul Muwahiddin Pati in Academic Year 2012/2013,* Kudus: University of Muria Kudus. 2012.

[14] Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia:* Edisi Kedua. (Jakarta: Balai Pustaka)., 62.

knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.[15] According to David Nunan, Reading is fluent process combining information from a text and their own background knowledge to build meaning. Meanwhile, according to Caroline T. Linse, reading is a set of skill involves making sense and deriving meaning from the printed word.[16]

Furthermore, M.F. Patel state that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success.[17]

Reading is not a simple process. Reading successfully involves the use of graphics, phonics,syntactic and semantic case.[18] Its means that reading not only an activity which demands the reader to read word for word but also comprehend the meaning.

Barnets maintains that reading has held an important place in foreign and second language programs. She goes on to list other reasons for including skill development as a vital part of the second language curriculum.

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[15] Elizabeth S. Pang, *Teaching Reading* (Geneva: The International Bureau of Education (IBE)), 6.

[16] Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), 69.

[17] M.F. Patel and Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques) (Jaipur: Sunrise Publishers and Distributors, 2008), 113

[18] Jane Medwell, Primary English Teaching Theory, and Practice (British Library, 2009), 51.

1. Reading is still essential in the teaching of literature, which remains an important goal in many programs.

2. It's a skill that can be maintained after student complete formal language study.

3. It fosters the development and refinement of literacy skills.[19]

b. Purpose of Reading

There are many purposes of reading. The general functions of reading are to get knowledge and experience from others.[20] Different purpose of reading determines different strategies in approaching texts and also different rates of reading.[21] Rivers and Temperly classified the purpose of reading as follow:

1. to get information such travel brochures, train timetable, bus schedules, directories and other information,

2. to respond to curiosity about the topic, as in magazines, newspaper, advertisements, and guidelines,

3. to follow instructions such as maps, route planners, recipes, tutorials, for pleasure and enjoyment such as poems, novel, plays and book review,

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[19] Ommagio Hadley, *Teaching Language in context* (America: Elecrtic composition prepess, 1993), 163-164

[20] Hernowo, *Quantum Reading* (Bandung: MLC, 2003), 5.

[21]Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford Universsity Press, 2003), 195

4. to keep in touches such as postcards, notes, invitations, letters, and emails, to find out when and whereas in Announcements, information, tour guides, agendas.[22]

According to William Grabe, classified purposes of reading as follow: reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, reading for general comprehension.[23]

c. Types of Reading

According to M.F. Patel there are 4 types of reading as follow:[24]

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. This type of reading the learners reads the text to get knowledge. The goal of this reading is to

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[22] Ibid., 206.

[23] William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading* (USA: Routledge, 2013), 6.

[24] M.F. Patel and Praveen M. Jain, 117-123.

read a shorter text. This reading is done to carry out to get specific information.

2. Extensive Reading

Extensive Reading is the reading for pleasure. Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

3. Reading Aloud

Reading aloud also play important role in teaching of English. The teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4. Silent Reading

Silent reading is a very important skill in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they are able to read without any difficulties.

d. Genres of Reading

There are some types (genres) of reading, such as:

1. Academic reading

    Academic reading is containing with: general interest articles (in magazines, newspapers, etc), technical reports, professional journal articles, reference material (dictionaries), textbooks, theses, essays, papers, test directions, editorials and opinion writing.

2. Job-related reading

    Job-related reading is containing with: message, letters/emails, memos, reports (job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionaries.

3. Personal reading

    Personal reading is containing with: newspapers, magazines, letters, emails, greeting cards, invitations, messages, note, list schedules (train, bus, plane, etc), recipes, menus, maps, calendars, advertisements, novels, short stories, jokes, drama, poetry, financial, documents, forms, questionaries, medical reports, immigration documents, comics strips, cartoon.[25]

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[25] H. Douglas Brown, Language Assessment Principles and Classroom Practice (Longman, Pearson Education, 2001), 186-187

2. **Teaching Reading**

    a. **Definition of Teaching Reading**

    Teaching is defined as the management of learning which is done by teacher in a class and managed of learning organized in general that a number of methodological option exist, but the learners are guided at any particular moment by a compass consisting of asset values, some knowledge and experience, and a commitment to particular learning outcomes.[26] It means that teaching is a process of managing the class to make a class more effective and efficient.

    While, according to Neil J. Anderson, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.[27] It means that students should learn how to transfer skills that they have already learned to the new reading context in a new language.

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[26] Diane Larsen- Freeman, Techniques, and Principles in Language Teaching (New York: Oxford University Press, 2000), 184.

[27] Neil J. Anderson and David Nunan, Practical English Language Teaching (New York: McGraw- Hill, 2003), 4.

b. Strategic Reading

Chamot defines strategies quite broadly as "procedures that facilitate a learning task. . . . Strategies are most often conscious and goal driven." a brief historical note on the study of second language learners' strategies. As our knowledge of second language acquisition increased markedly during the 1970s, teachers and researchers came to realize that no single research finding and no single method of language teaching would usher in an era of universal success in teaching a second language. We saw that certain learners seemed to be successful regardless of methods or techniques of teaching. We began to see the importance of individual variation in language learning. Certain people appeared to be endowed with abilities to succeed; others lacked those abilities.[28]

There is three process in strategic reading which reader must fulfill to gain the meaning:

1. Before reading

Before reading activity (warm-up) is an activity before reading or before students read a text to build a word and

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    [28] H. Douglas Brown, Principle of Language Learning and Teaching, (San Fransisco: Longman, 2007), 123.

background knowledge to improve students abilities and remember material presented in textbooks.[29]

In this process, the reader must determine purpose to what their read is. They must preview and predict the content of the texts. The prediction calls for reading between the lines and making judgments not only based on what is their read in the text but based on personal experiences and background knowledge. After that they must activate prior knowledge, they try to fill in gaps in the text through inferences and experiences. Then, ask a question. When students generate their own questions before reading their comprehension will improve.

2. **During Reading**

During reading is an activity during the reading stage or the actual reading of the text. During this stage, students should be making sense of the text and connection. Students should be also practice comprehension strategies constantly relate to the text.

In this process, the readers must follow this step. There are, develop sensory images (dived into auditory and visual), infer, self-question, monitor and adjust comprehension (in this process

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[29] Bambang Yudi Cahyono, *The Teaching of English Language Skills and English Language Components* (Malang: State University of Malang Press, 2010), 82

dived into 4 steps they are reread, lookup, look back or forward and change speed.

3. After Reading

After reading activities is the last of this stage. When the during the reading stage is completed, the students are expected to have obtained new information from the text.

In this process, after reading some text, readers should do paraphrase, retell, build summarize, build synthesise, build evaluate ideas, and generate questions to test memory. This step actually to check the readers' comprehension.[30]

c. Component Teaching Reading

In the AIM model, curriculum development has several stages, according to Taba, the model has eight steps, as follows; diagnosis of needs, formulating specific objectives, selecting content, organizing content, selecting activities, evaluating, and checking for balance and sequence.[31]

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[30] Elaine K. McEwan, 45
[31] Ahmadi, Manajemen Kurikulum Pendidikan Kecakapan Hidup, (Jogja: Pustaka Ifada, 2013),15

1. Diagnosis of Need in Teaching Reading

Need analysis is an activity that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. It means that need analysis includes all the activities used to collect information about the students learning needs, wants, wishes, desires, etc.[32]

The first step in conducting a needs analysis is, therefore, to decide exactly what its purpose or purposes are. In many cases, learners' language needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes.[33]

In the 2013 curriculum, the students need to achieve 4 competencies, namely; religious, social, knowledge and skill competencies. Those four categories of competencies are written in the core and standard competency. According to Education Act number 64 (Permendikbud nomor 64 Tahun 2013), basic competence in learning reading is student be able to identify social functions, text structures and linguistic elements of text rather

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[32] Pryla Rochmahwati, *English Curriculum and Material Development* (Ponorogo: STAIN Po Press, 2016), 16.

[33] Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 52-53.

lengthy in the lives and activities of students everyday. Interpersonal, transactional, and functional communication about self, family, others, and concrete and imaginative object, closest to life and activities daily students at home, school, and community, as well as related to other subjects.[34]

The principles of developed the 2013 English Curriculum, especially in teaching reading: the 2013 English curriculum is bringing back the true goal of English teaching, that is "meaningfulness and communicative functions", students learn the social function, text structures, and lexicon grammar. Topics are related to the students' life at school, home, and society. Students learn English by observing, questioning, exploring, associating and communicating are expected to promote students to have critical, analytic, investigational, procedural and communicative competence, students use authentic or near authentic text, spoken and written from various sources, including English textbook and textbooks for other subjects, the students learn English by activities, real texts, and using the language.[35]

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[34] Permendikbud nomor 64 tahun 2013, Standar Isi Pendidikan Dasar dan Menengah., 82
[35] Maulida R.N & Ahmad Madkur, "Teachers' Voices On The 2013 Curriculum For English Instructional Activities," *IJEE*, Vol 1, No.2, (2005), 126

2. Formulating Specific Objectives in Teaching Reading

Instructional objectives will be defined here as specific statements that describe the particular knowledge, behaviors, and/or skill that the learner will be expected to know perform at the end of a course or program. Instructional objectives are specific, measurable, short-term, observable student behaviors to ensure your students to reach your goals.[36]

At the other extreme on the continuum are very specific instructional objectives. These are easy to spot because they are specific, and they are specific because they have the three essential characteristics, that is, they include three components:

a. Performance (what the learner will be able to do)

b. Conditions (important conditions under which the performance is expected to occur)

c. Criterion (the quality or level of performance that will be considered acceptable).[37]

Based on the development of the basic competence which to be students achieved in reading learning process the following indicators are; identify the social functions, the structure of the text, and linguistic elements in simple recount text about

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[36] Pryla Rochmahwati, *English Curriculum, and Material Development*, 25.
[37] Ibid., 27.

experience/ events, in accordance with the context of its use, capturing meaning in plain and simple recount texts

3. Selecting Content in Teaching Reading

The question of course content is probably the most basic issue in course design. Given that a course has to be developed to address a specific set of needs and to cover a given set of objectives, what will the content of the course look like? Decisions about course content reflect the planners' assumptions about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning.

The choice of a particular approach to content selection will depend on subject-matter knowledge, the learners' proficiency levels, current views on second language learning and teaching, conventional wisdom, and convenience.[38]

Before actually adopting, adapting, developing material, the language programs overall orientation must be considered in term of approaches and syllabuses, as well as in terms of how that

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[38] Jack C. Richards, *Curriculum Development in Language Teaching*, 147-148.

orientation will influence the choices that must be made in the development and implementation of materials.[39]

In reading learning process, the student should be able to create, evaluate, analyze, apply, understand and remember the material. According to Permendikbud nomor 64 tahun 2013 the scope of content in teaching reading is the text; advertisement, recount, narrative, explanation, report, descriptive proverb, riddle, song, brochure, leaflet, banner, pamphlet, factual report, biography, hortatory exposition, poetry, interpersonal discourse, transactional and functional information literacy.

4. Organizing Content in Teaching Reading

The teaching activities called syllabuses are predominantly concerned with the choices necessary to organize the language content of a course or program. The information gathered in the course of conducting a language need analysis will help determine the direction that a particular syllabus planning project will go since the same units of analysis used in the need analysis will tend to be used in the objectives result.

The syllabus is a contract between the teacher and the students. The syllabus is the blueprint for the course expectations,

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[39] Pryla Rochmahwati, *English Curriculum, and Material Development*, 47-48.

requirements, ground rules, readings, assignments, exams, and a final project.

4. **Selecting Activities in Teaching Reading**

a. **Techniques**

This set of activities was defined as ways of presenting language points to the students. In this case, the criteria for selecting technique are related to the idea that it is useful to provide opportunities for students to develop their reading skills in contexts. Many techniques which can be applied in teaching reading but teachers must choose the appropriate technique in a learning process.

b. **Exercises**

Materials developers must make early decisions about the principles kinds of exercise that will be most appropriate for the program in question as well as decisions about the criteria that will be used for selecting exercises. The primary questions concern the weight that will be assigned to each activity per lesson or units and the configurations of teacher/ learner/ group/ class that will be used. These issues must be addressed within the program before

deciding on detailed specifications for the exercise that will go on the daily activities.[40]

5. **Evaluation**

Evaluation is a disciplined inquiry to determine the worth of things. 'things' may include programs, procedures or objects. Generally, research and evaluation are different even though similar data collection tools may be used. The three dimensions on which they may differ are, the first, evaluation need not have as its objective the generation of knowledge. Evaluation is applied while research tends to be basic. The next, evaluation presumably, produces information that is used to make decisions or form the basic of policy.[41]

According to *Permendikbud No. 66 tahun 2013* about educational evaluation standard, it is mentioned that the result of student evaluation based on several principals; objective, coherent, economical, transparent, accountable and educative. [42] Based on the implementation guidelines of Curriculum 2013, it is implied that authentic assessment is the most suitable technique to use.

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[40] Ibid., 49-50.
[41] Ibid., 71-72 .
[42] *Permendikbud No. 66 tahun 2013, 3.*

6. Checking for Balance and Sequences

Checking for balance and sequences is one of an important in component teaching. Its usually used to observe the goal of a learning process. The sequence of content may reflect what is necessary at one point as a foundation for the next step in a learning process. For example, a certain set of grammar items may be taught as a prerequisite to paragraph writing. Or, in reading course, word attack skills may be taught early on as a prerequisite to reading unsimplified texts at later stages of the course.[43]

3. Crazy Professor Reading Game

a. Definition of Crazy Professor Reading Game

The crazy professor reading game is a new reading method under whole brain teaching. CPR game is an elaborate variation on a reading technique known as Buddy Reading. Students divide into pairs and take turns reading sentences. Juan reads a sentence; Paula reads the next sentence, and so on. Reading, of all human activities, should be entertaining, confronting and analyzing complex ideas, exploring stories, creatively grappling with written language is one of

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[43] Jack C. Richards, *Curriculum Development in Language Teaching*, 151.

the most exciting of all human enterprises.[44]   This game has eight steps to engage students in reading activity. This game modeled reading with expression and avoided reading a text in monotone during students activities. The student has involved actively in the teaching-learning process. Students need to bring kinesthetic movement through gesture in a process to increase students understanding of their literature that they read.

b. The step of Crazy Professor Reading Game

Biffle gives a table which explains the steps of Crazy Professor Reading Game:[45]

Table 2.1 Crazy Professor Reading Game

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

[44] Chris Biffle, *Crazy Professor Reading Game*, (California: Crafton Hills College, 2007) 3-4.
[45] Ibid., 6

		has been read with a dramatic tone of voice and gestures.	about what has been read with a dramatic tone of voice and gestures
4.	Connecting	Using a dramatic tone of voice and gestures makes connections between reading the material and life experiences (and/ or course material.	Silently mirrors the gestures
5.	Silent skimming	Skim reads one page ahead when finished, skims same page again and again	Skim reads one page ahead when finished, skims same page again and again
6.	Silent reading	Silently reads using gestures to show what is being read	Silently reads using gestures to show what is being read
7.	Silent summarizing	Using gesture, silently summarizes what has been read.	Using gestures, silently summarizes what has been read.
8.	The Crazy	Becomes the high energy	Becomes the high

professor	crazy professor: uses gestures, props, summarizes all that has been read .... during explanation can tell partner " tell me what I said!", "give me a 10 finger woo!", " Ask me a good question!", "are you paying attention?!", etc	energy eager student : praises the professor, mirrors his/her gestures and use of props, asks questions, can say "oh, fantastic!", "you're a genius!", "tell me more! More!, "keep going!" "I get it ... what's your next great point!", etc,

Biffle explains more the steps in conducting Crazy Professor Reading game. The explanation are as follows.

a. Dramatic reading: dramatic reading same with reading aloud. Reading aloud also play important role in the teaching of English. The teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.[46] In this step, the reader reads slowly, so the listener has time to form gestures. The reader gains

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[46] M. F. Patel, *English Language Teaching (Methods, Tools, and Techniques)*, (India: Shri Jitendra Gupta, Sunrise Publishers, and Distributors) 120.

comprehension by emphasizing keywords. The listener adds a kinesthetic dimension to meaning by finding appropriate gesture.

b. Paraphrasing: The reader does most of the work, using a dramatic tone and gestures. The listener silently mirrors the gestures. Paraphrasing is a key intellectual skill. Students need hundreds of hours of practice in putting what they read into their own words. Students must paraphrase what they read in their own words.

c. Q and A: The questioner and the answerer both use gestures and a dramatic tone of voice. Virtually all theories of reading emphasize the importance of asking and answering.

d. Connecting: tell your students that any connection they can make between the reading material and anything else they know, or imagine!. Is a good connection. According to brain science, we only learn when we link new information to old information.

e. Silent skimming: skimming is high-speed reading that can serve you lots of time.[47] Skimming is a type of reading in which the reader processes a text selectively in order to gain the main ideas and located particular information as effectively as possible. Reader skims to gain a general impression of book, story, essay or

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[47] Beatrice S. Mickulecky, More Reading Power, Longman, 132

article and to determine whether or not to read it more carefully.[48] Ask the students to move one finger down the page as they skim ahead for key information. Skimming may be easier for lower grade students if they merely point at and silently read the first sentence of each paragraph.

f. Silent reading: Silent reading is the most important type of reading. Silent reading should be introduced when the students have mastered the basic structured, comprehends the meaning of words and can recognize and pronounce words accurately.[49] A major problem with silent reading as an in-class activity is that students drift off into their own worlds. Using gestures as they read will increase students comprehension. Ask your student to read quietly and ask the students to illustrate what they read with gestures.

g. Silent summarizing: summarizing is the retelling of the important part of a passage in a much shorter form.[50] We occasionally want students to stop, and think back to what they have read. Silent summarizing is a break for intellectual reflection.

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[48] Caroline Woods, *Teaching and Assessing Skill in Foreign Language* (New York: Cambridge University, 2005), 64

[49] M. F. Patel, *English Language Teaching (Methods, Tools, and Techniques)*, (India: Shri Jitendra Gupta, Sunrise Publishers and Distributors), 122

[50] Beatrice S. Mickulecky, *More Reading Power*, Longman, 167

h. Crazy professor: this is a payoff. Let students be as loud and energetic as you, and the teachers in adjacent classrooms can stand. The crazy professor uses wild gestures, a dramatic voice, and especially props to summarize everything that has been read.[51]

In this research, the researcher will simplify the steps into 4 steps only. Researcher focuses on dramatically reading, using gestures, Q and A and crazy professor. A crazy professor must be done in the last step. Using gestures is the characteristic of this game. Students must be expressed word by using the gesture. So, it makes student easy to understand the text.

c. **Advantages and Disadvantages of CPR Game**

Some advantages of CPR Game are :

1. To exercise students to work in pairs

2. To develop students creativity, because students will visualize their understanding of the text using their gesture and every student will be different in gesture.

3. To improve students self-confident

4. This game can be used to every level. It can be applied at school or at home.
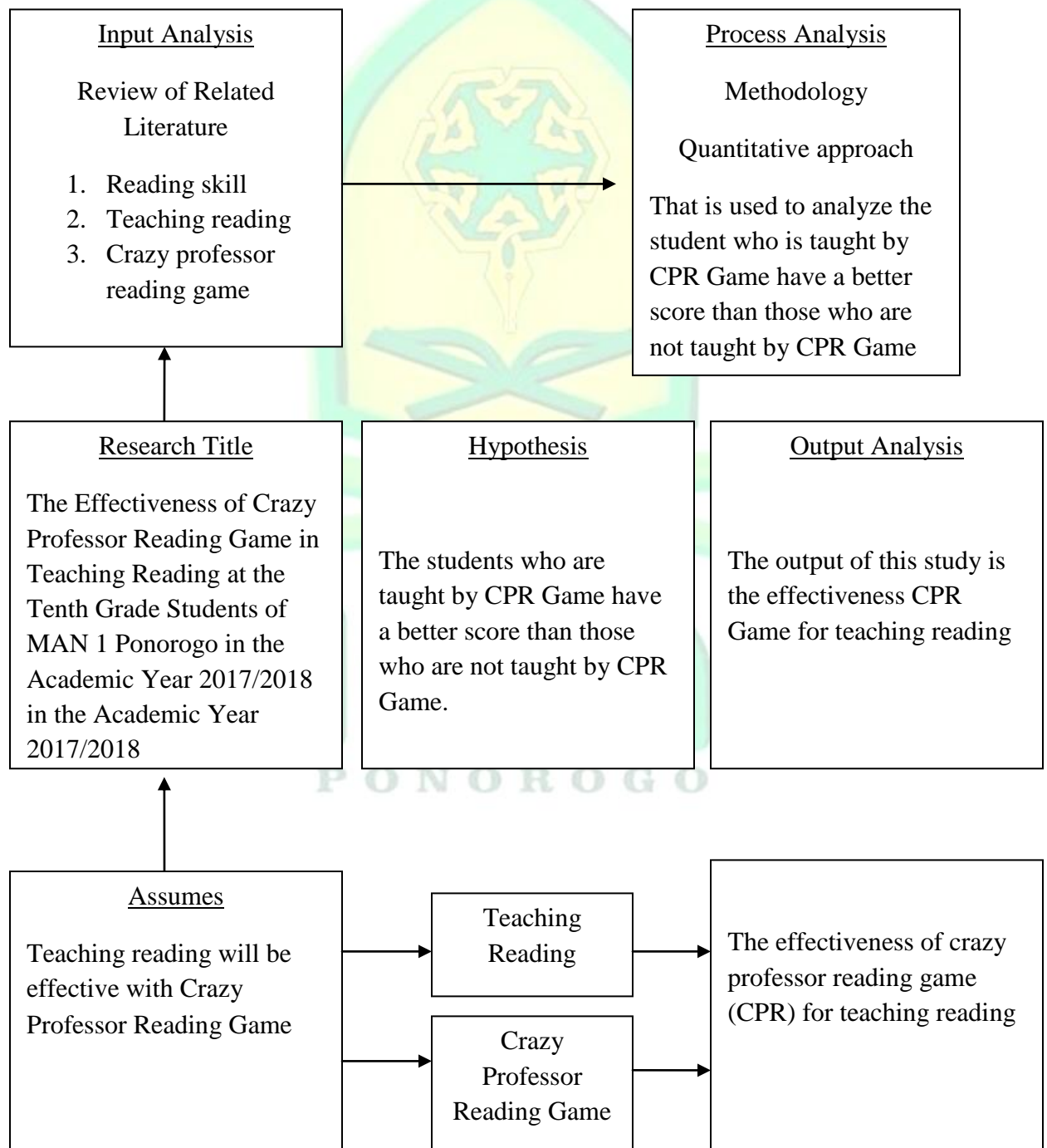
Some disadvantages of CPR Game are:

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[51] Ibid., 9-12

1. This game will be difficult for students who are less confident.

2. Students who have less confident also give less participation during teaching and learning process.

C. Theoretical Framework

Input Analysis	Process Analysis
Review of Related Literature 1. Reading skill 2. Teaching reading 3. Crazy professor reading game	Methodology Quantitative approach That is used to analyze the student who is taught by CPR Game have a better score than those who are not taught by CPR Game

Research Title	Hypothesis	Output Analysis
The Effectiveness of Crazy Professor Reading Game in Teaching Reading at the Tenth Grade Students of MAN 1 Ponorogo in the Academic Year 2017/2018 in the Academic Year 2017/2018	The students who are taught by CPR Game have a better score than those who are not taught by CPR Game.	The output of this study is the effectiveness CPR Game for teaching reading

Assumes	Teaching Reading	The effectiveness of crazy professor reading game (CPR) for teaching reading
Teaching reading will be effective with Crazy Professor Reading Game	Crazy Professor Reading Game	

F. Hypothesis

The hypothesis of the research presented as follows:

There is a significant difference score in reading for students who are taught by using CPR game and who are not taught by using CPR game at the tenth grade students of MAN 1 Ponorogo in the academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher uses Quantitative approach. The quantitative approach provides the result in the form of description which uses statistic number.[52] For the research design, the researcher takes the experimental research.

An experimental method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new[53]. The basic intent of an experimental design is to test the impact of a treatment (or an invention) on an outcome, controlling for all other factors that might influence that outcome.[54]

There is a treatment in experimental research So, experimental research is an experimental method that is used to find the effect of treatment toward something in a controlled condition.

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[52] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007) , 114
[53] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), 134
[54] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE Publications Inc, 2009), 145-146

The research employed a quasi-experimental research with one group as experiment class and one group as control class. The research was designed as follow:

Table 3.1 Design of the study

Sample	Pre-test	Treatment	Post-test
A	O_1	X	O_2
B	O_3		O_4

Note:

A = Experiment sample

B = Controlling sample

O_1 = Pre-test of experiment sample

O_3 = Pre-test of controlling sample

X = Treatment

O_2 = Post-test of experiment sample

O_4 = Post-test of controlling sample

In this research, the researcher applied pre-test and post-test. The pre-test was applied to know measures students reading skill before implementing CPR game and post-test was applied to measures students reading skill after implementing CPR game. The steps in the implementation of CPR game as follow:

1. The teacher divided a class in pairs, the one and two.

2. The teacher explained in recount text

3. The teacher gave the text about recount text (one student has a different text with their partner)

4. The teacher asks students to read text dramatically

5. The teacher asks students to read a text by using gestures

6. The students give a question and answer each other about the content of the text

7. The student practice the last step, crazy professor reading game. One student as a teacher, they must tell a story to their partner uses wild gestures, a dramatic voice and especially props to summarize everything that has been read.

8. The teacher and students conclude the materials

Meanwhile, in control class pre-test and post-test are used to measure the students reading skill which didn't teach by using CPR Game. In this research, control class taught by using direct instructional method. The step as follow:

1. The teacher explains the learning material

2. The teacher gives the text to the students

3. The teacher asks students to read the text and gives the time to do students to ask about the difficult words of the text

4. The students are asked to do the task related to the text

5. The teacher gives confirmation of students answer

6. The teacher asks students difficulties in the teaching and learning process then concludes the material.

B. Population and Sample

1. Population

Population means characteristics of a specific group.[55] Population refers to the entire set of actual or potential observational units.[56] According to John W. Creswell population is a group of individuals who have the same characteristic.[57] From the statement above, the population is all of the subject in the research who have the same characteristic.

The population of this research was the tenth-grade students of MAN 1 Ponorogo in Academic Year 2017/2018. The tenth grade of MAN 1 Ponorogo divide into seven classes: X IPA 1, X IPA 2, X IPA 3, X IPS 1, X IPS 2, X IPS 3, X Agama. From the seven classes, there are less of 27 students in each class. Thus, total of population is about 190 students.

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[55] Prabhat Pandey, *Research Methodology: Tools And Techniques*, (Romania : Bridge Center, 2015), 41

[56] Howard J Seltman, *Experimental Design And Analysis,* (2015), 34.

[57] John W. Creswell, *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*, 142.

2. Sample

Sample is some elements of population that are used as object the research.[58] According to John W. Creswell sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[59] The result of a sample should represent and reflect the characteristics of the population.

In this study, the researcher used randomization as a technique sampling. Randomization is a method of sampling in which each individual of the population has the equal chance or probability of selection of the individuals for constituting a sample.[60] The researcher used simple random sampling because the population was homogenous. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample. The steps of simple random sampling were as follow:

1. Making the list of all classes
2. Writing each class name on small paper
3. Enrolling the paper
4. Putting rolling the rolled paper into a box
5. Shaking the box for several time

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[58] Amos Neolaka, Metode Penelitian dan Statistik, (Bandung: PT Remaja Rosdakarya, 2014), 42.

[59] John W. Creswell, *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*, 142.

[60] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi : New Age International Publishers, 2006), 84

6. Taking two rolled paper

As the sample of the research, the researcher took two classes. Those classes are X IPA 1 and X IPA 2 where each class consists of 22 students. To decide which class would be taught by CPR game (experimental class) and which class would be taught by direct instructional method researcher took procedure name lottery. The steps are; holding the two enrolled paper in hand, shaking the hand, deciding the first paper taken would be experimental class and second paper would be control class.

Based on the step above X IPA 1 will be experimental class which consists of 24 students, while X IPA 2 will be control class which consists of 22 students. So the sample in this research are 46 students.

C. Instrument of Data Collection

Researcher use reading test as an instrument to collect the data. This method used to know students reading achievement in teaching reading in experimental and control class. the form of the test uses multiple choice tests which consist of thirty items. The researcher used two test namely pre-test and post-test. Pre-test will be given both experimental group and control group before getting the treatment. Post-test would be given to know the differences students reading achievement after doing treatment.

The instruments of data collection can show the table below:

Table 3.2

The Indicator Instruments of Data Collection

Title	Variable	Kind of text	Indicator	Number item of Indicators
The Effectiveness CrazyProfessor Reading Game Teaching Reading The Tenth-Grade MAN 1 Ponorogo The Academic Year 2017/2018	Reading Skill	Recount	1.Find the main idea the text	5,8
			2. Determine purposes of the text	9, 22
			3. Finding explicit Information of the text	1,2,3,6,7, 10,11,14 15,17,19,27
			4. Finding implicit Information	4,5,6,16, 18,23,24 26,29
			5. Find the word reference	20
			6. Find the meaning of a certain word	21,25,28,30

In scoring the students' work, the researcher using criteria as follow:

If students answer correctly they got score 1, while if students answer incorrectly

they got score 0.

D. Technique of Data Collection

1. Documentation

Documentation is a way of getting information or data through notes, transcripts, books, newspapers, magazines, agenda, etc.[61]Researcher use documentation to the archival data that helps the researcher to collect the data. The researcher functioned the related document to the object research such as students name list to be used in determine the team for control and experimental students score from a test. The documents also used in this research were taken from students result of the given test, student's progress report.

2. Test

Test is some question that given to some people to measure level and development of people. The fundamental use of testing is an educational program is to provide information for making decision or value judgment.[62] According to Brown, test defined a method of measuring a person ability.[63] It is used to analyze whether any significant differences about learning reading using CPR game.

In this research, the researcher used a test to collect the data. Researchers gave 30 items of multiple choices and recount text as a

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[61]Anas Sudjiono, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, 2005), 314-316.

[62] Lyle F. Bachman, *Fundamental Consideration in Language Testing*, (New York: Oxford University Press, 1990), 54.

[63] H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* Longman, 3.

material in this research. The test was applied twice. Those are pre-test and post-test.

A good instrument must fulfill two important requirements, they have been validity and reliability.

a. **Validity**

Validity is measurement that indicates degree of validity instrument.[64] Validity is very important to measure what they want to measure it using an instrument. An instrument is called valid if has high validity while an instrument called invalid if has low validity. To calculate it, the researcher used SPSS 16. The analyzed is used to find out the r_{xy}, then, consulted with r_{table} with 5% significance level for r product moment with df or db is n-r. The r index is 0,396. If the value of r_{xy} is higher than the value of r_{table} it mean that the item is valid. If the value of r_{xy} is lower that the value of r_{table} it mean that the item is invalid.

To measure the validity of instruments test, the researcher used SPSS 16 for windows program and put twenty five respondents in class X IPA 3. The result of the test validity as follow:

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[64] Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta), 211.

Table 3.3

The Result Of Validity Calculation

Item	"r" calculated	"r" index	Notes
1	0,551	0,396	valid
2	0,06	0,396	**invalid**
3	0,676	0,396	valid
4	0,533	0,396	valid
5	0,502	0,396	valid
6	0,505	0,396	valid
7	0,68	0,396	valid
8	0,415	0,396	valid
9	0,492	0,396	valid
10	0,551	0,396	valid
11	0,011	0,396	**invalid**
12	0,175	0,396	**invalid**
13	0,412	0,396	valid
14	0,493	0,396	valid
15	-0,008	0,396	**invalid**
16	0,462	0,396	valid
17	0,069	0,396	**invalid**
18	0,324	0,396	**invalid**
19	0,042	0,396	**invalid**
20	0,533	0,396	valid
21	0,183	0,396	**invalid**
22	0,579	0,396	valid
23	0,747	0,396	valid
24	0,492	0,396	valid
25	0,449	0,396	valid
26	0,403	0,396	valid
27	0,484	0,396	valid
28	0,403	0,396	valid
29	0,403	0,396	valid
30	0,614	0,396	valid

b. Reliability

Reliability is one of important thing in test quality. Reliabilty refers to consistent and dependable[65]. To be valid a teat must provide consistenly accurate measurement.[66] Researcher use reliability to measure the instrument good or not. A good test must have high reliability.

In this research, the researcher used SPSS 16 program for windows to calculate it. The reliability of the test is measured by comparing result obtained score with r-score product moment. It mean that obtained score is higher than the table r-score, the test is reliable. The result of reliability test as follows:

Table 3.4 The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.811	30

The calculation of result of reliability was the value of the students' variable reliability instruments is 0,811. Test is reliability if $r_{xy} > r_{table}$. So, the test is reliable because the index of reliability is 0,811, its higher than r index that showed 0,396. PONOROGO

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[65] H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* Longman, 21
[66] Arthur Hughes, *Testing for Language teacher*, (New york : Cambridge University Press, 2003), 50.

E. Technique of Data Analysis

After all of the data is collected, the next step is how to data analyze. The result of the test will be analyzed by Assumption test. They are two step in assumption test. Those are: normality test and homogenity test. The formula of normality and homogenity test as follows:

1. Assumption Test

a. Normality Test

Normality test is was to determine whether the data from population normally or not.[67] This test was a purpose to analyze whether both groups have normal distribution or not.

In this research, researcher use SPPS program to find out the normality of the data by following these step:

a. Open SPSS Program

b. Input the data to the data view by first fill the variable view with a write-down X as a score of pre-test or post-test score and Y as the kind of class

c. Click analyze >> non parametric test >> sample K-S.

d. Drag the X the data

e. Click Plot OK

The criteria for determining the normality of the data was:

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[67] Budi Susetyo, *Statistika Untuk Analisis Data Penelitian*, (Bandung: Aditama, 2010), 137.

a. If t_{value} was greater than 0,05 ($t_{value} > 0,05$), it mean that H_0 was accepted and H_1 was rejected

b. If t_{value} smaller than 0,05 ($t_{value} < 0,05$), it mean that H_0 was rejected and H_1 was accepted.

H_0 : data is normally distributed

H_a : data is not normally distributed

b. Homogeneity Test

Homogeneity test is used to know before we compare of groups. It is used to test homogeneity of variance in compared two or more group.[68] Homogeneity test was to measure the data of population homogeny or not. To calculate the data, the researcher uses SPSS program by following these step:

a. open SPSS program

b. Input the data to the data view by first fill the variable view with a write-down X as a score of pre-test or post-test score and Y as the kind of class

c. Click analyze >> compare means >> one-way ANOVA

d. Drag the X the dependent list and Y to the factor list

e. Click option >> checklist homogeneity of variance test>> ok

The criteria for determining the homogeneous of the data were:

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[68] Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2014), 212

a. If t_{value} was smaller than t_{table} ($t_{value} < t_{table}$), it mean that H_0 was accepted and H_1 was rejected

b. If t_{value} greater than t_{table} ($t_{value} > t_{table}$), it mean that H_0 was rejected and H_1 was accepted.

H_0 : data is homogeneous

H_1 : data is not homogeneous

2. Hypothesis Test

The data collected (data result) was processed by comparing with the first data to see the weather there will be a significant difference score between the teaching reading using CPR game and teaching reading without using CPR game.

To know the significant different score in reading for students who are taught by using CPR game and who are not taught by using CPR game. The researcher will use t-test. It checks utilize SPSS 16 program for windows to calculate it.

The steps of calculation as follows:

a. Open SPSS

b. Input the data to the data view, by first change the value in the variable view by changing the name, decimals, value, and measure.

c. Click analyze >> compare means >> independent >.> sample t-test

d. In the dialog box of an independent> sample t-test, input the variable X in *test variables* and Y in *grouping variable*.

e. Click define groups write down 1 in the *group 1* and 2 in the *group 2*, then click continue>>OK

To get the answer to that hypothesis, the writer proposed Alternative Hypothesis (Ha) and the Null Hypothesis (H0) which is described to the following statistical hypothesis as follow:

1. H0 = if $t_{test} < t_{table}$ in significant degree of 0,05

2. Ha = if $t_{test} > t_{table}$ in significant degree 0,05.

Meanwhile, the degree of freedom (df) = (N1+N2)-2. It must be consulted with t-table of df.
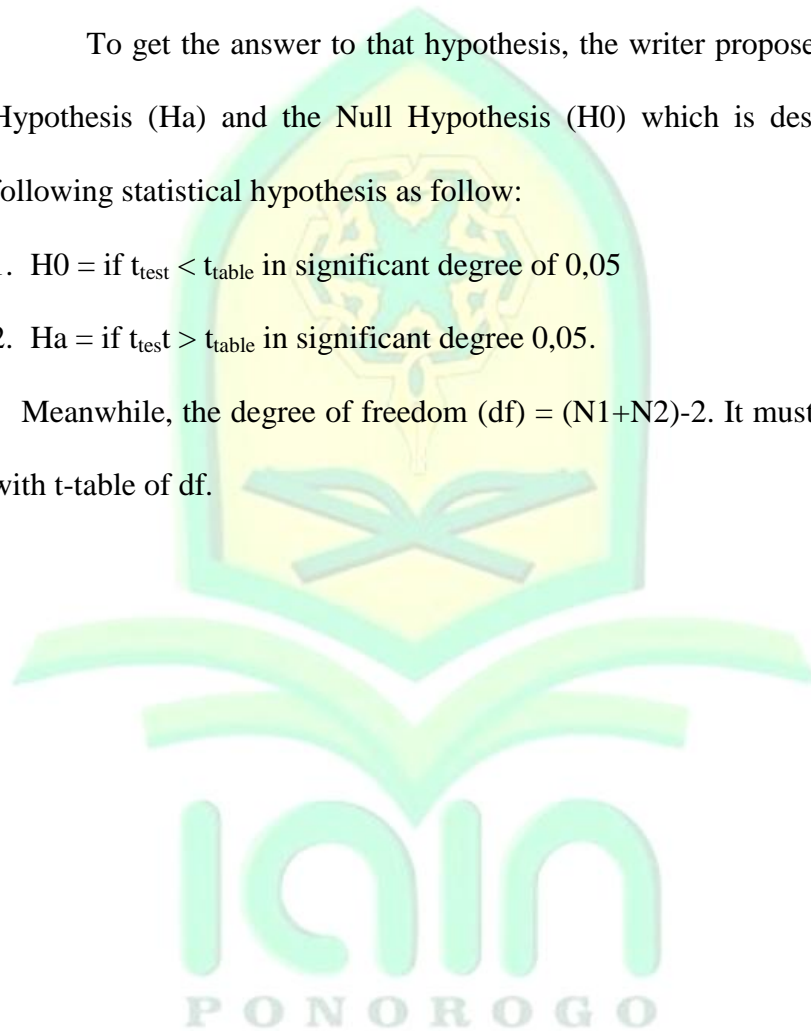
CHAPTER IV

FINDINGS AND DISCUSSION

A. The Overview of Research Location

1. The History of MAN 1 Ponorogo

Madrasah Aliyah Negeri 1 Ponorogo established in 1982 which is relocation from MAN Ngawi. This School located at Jln. Arief Rahman Hakim No. 02 Ponorogo. The statistical number is 311350217031.

Madrasah Aliyah Negeri 1 Ponorogo occupies an area of 13.451 M2 in the urban lowlands thus enabling prospective madrasah development. Currently, MAN 1 Ponorogo has 21 classes of study groups with 591 students from grade X to class XII. The presence of these students is served by 55 teachers (37 civil servants and 18 noncivil servants) and 19 employees.[69]

Since its establishment in 1981 MAN 1 Ponorogo has experienced several leadership changes namely:[70]

1) Drs. Moh. Soehardi 1982 – 1987

2) Drs. Zainun Sofwan 1987 – 1991

3) Drs. H. Mahmuddin Danuri 1991 – 1999

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[69] Documentation, Profil of MAN 1 Ponorogo, 18 April 2018
[70] *Ibid*,.

4) H. Kustho, BA 1999 – 2002

5) H. Chozin, SH, 2002 – 2005

6) H. Fathoni Yusuf, S.Ag 2005 - 2009

7) H. Wahib Tri Samanhudi 2009 – 2009

8) Muhammad Kholid, MA 2009 – 2012

9) Drs. Purwanto 2012 – Now

2. The Profile of MAN 1 Ponorogo

a. The Profile of MAN 1 Ponorogo[71]

Name of Madrasah	:	Madrasah Aliyah Negeri 1 Ponorogo
Madrasah Statistics Number (NSM)	:	31.1.35.02.17.031
Headmaster	:	Drs. Purwanto
Year of Established	:	1981
Graduated Accreditation	:	Terakreditasi A
Madrasah Status	:	Affairs
Number of Students	:	591
Number of Classes	:	21
Number of Teachers	:	53
Number of Education Personnel: 19	:	19
Madrasah Address:	:	

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[71] *Ibid*.,

Street	:	Jl. Arief Rahman Hakim 02
Kelurahan	:	Kertosari
District	:	Babadan
Regency	:	Ponorogo
Province	:	Jawa Timur
Postal Code	:	63491
No. Tel.	:	0352-461984
No. Fax.	:	0352-461984
E-mail	:	*mansatupo@yahoo.com*

b. Vision and Mision of MAN 1 Ponorogo

Vision

"Output and outcome that have good moral, life skill and quality in the field of imtaq, science, technology, and environmental care."

Indicator

1.1. Good Moral

Have a polite behavior and uphold the value of truth, away from bad attitudes and behavior both according to religious norms and social community.

1.2. Life Skill

Appear in the community and have the provision of skills for his life.

1.3. Qualified in Imtaq and Iptek

Having a quality knowledge in the mastery of science and technology and able to perform worship well

1.4. Caring for the environment

Be polite to the environment by implementing the love and care of the environment in everyday life.

Mission

2.1. Learners, Science 'Amaliyah.

2.2. Familiarize the Learners, charity the Ilmiyah.

2.3. Inculcating Faith and Faithfulness to Allah SWT.

2.4. Implement a clean and healthy living culture as a form of preservation of the environment[72]

3. Teachers and Students in MAN 1 Ponorogo

The total of the teachers in MAN 1 Ponorogo is 37. The teacher's qualification of MAN 1 Ponorogo is S1. The total of teacher consists of 22 male and 15 female.

Students are the important component in education. The total of students is about 590 students in academic year 2017/2018. It divides into twenty one class and three grades.

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[72] *Ibid*,.

	Class			TOTAL
	X	XI	XII	
Male	81	60	63	204
Female	109	141	137	387
Total	190	201	200	591

B. Data Description

The population which is used in this research was the tenth-grade students of MAN 1 Ponorogo in academic year 2017/2018. The researcher took 46 students as a sample. From the 46 students as a sample, the researcher dived into two groups. The first group consisted of 24 students as an experimental class. This group was the students who are taught using crazy professor reading game. The second group consisted of 22 students as control class. This group was the students who are taught using direct instructional method.

1. Data of students' reading achievement that are taught by using crazy professor reading game.

The table 4.1 *(on appendix 3)* showed the score of students' reading achievement for the students who are taught by using CPR game (experiment class). In the table, showed pretest and posttest score.

From the table 4.1, it can be seen that the highest score of pre-test is 87 and the lowest score of pre-test is 27 for the experiment class. The mean score of pre-test was 52.25 and mean score of post-test was 70.75. The result

of students' test of an experimental class can be seen clearly in table *4.2 (on appendix 3)*.

From the table *4.2 (on appendix 3)*, it could be seen that score of students' reading skill was various. There were 8.3% students or 2 students got score 27, 4.2% or 1 student got score 30, 4.2% or 1 student got score 33, 4.2% or 1 student got score 40, 8.3% or 2 students got score 43, 12.5% or 3 students got score 47, 20.8% or 5 students got score 50, 4.2% or 1 student got score 53, 4.2% or 1 student got score 60, 4.2% or 1 student got score 63, 4.2% or 1 student got score 67, 12.5% or 3 students got score 70, 4.2% or 1 student got score 80, and 4.2% or 1 student got score 87.

Based on the table above, the histogram can be seen in figure *4.1 (on appendix)*

From the histogram *(on appendix 3)*, it is stated Mean= 52.25 and SD=15.998. To determine the category of the students' reading skill was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (52.25+15.998 = 68.248) is categorized into good

2. Between M – 1.SD to 1.SDx is categorized into a medium

3. Less than M – 1.SD (52.25-15.998= 36.252) is categorized into low

Thus it can be seen that the scores which are more than 68.248 are considered into good, the score between 37-67 is categorized into a medium, while the scores which are less than 36.252 is categorized into low.

From the table 4.3 *(on appendix 3)*, it could be seen that the score of students' reading skill who are taught by using CPR game in pretest showed that 25% in the good category, 58.33% in the medium category, and 16.67% in the low category.

Meanwhile, the result of post-test showed that score of students' reading skill was various (*see the table in appendix*). There were 4.2% or 1 student got score 47, 8.3% or 2 students got score 67, 16.7% or 4 students got score 70, 16.7% or 4 students got score 73, 12.5% or 3 students got score 77, 12.5% or 3 students got score 80, 4.2% or 1 student got score 83, 8.3% or 2 students got score 87, 12.5% or 3 students got score 90 and 4.2% or 1 students got score 93.

From the histogram *(on appendix 3)*, it is stated Mean= 76.83 and SD= 10.183 To determine the category of the students' reading skill was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (76.83 + 10.183= 87.013) is categorized into good

2. Between M − 1.SD to 1.SDx is categorized into a medium

3. Less than M − 1.SD (76.83 −10.183= 66.647) is categorized into low

Thus it can be seen that the scores which are more than 87.013 are considered into good, the score between 67-87 is categorized into a medium, while the scores which are less than 66.647 is categorized into low.

From the table *(on appendix)*, it could be seen that the score of students' reading skill who are taught by using CPR game in post-test showed that 16.67% in the good category, 70.83% in the medium category, and 12.5% in the low category.

2. **Data of students' reading achievement that are not taught by using crazy professor reading game.**

The table below showed the score of students' reading achievement for the students who taught by using Direct instructional method (control class). In this table, showed pretest and posttest score.

From the table 4.6 *(on appendix 4)*, it can be seen that the highest score of pre-test is 63 and the lowest score of pre-test is 17 for the control class. The mean score of pre-test was 43.18 and mean score of post-test was 66.5. The result of students' test of control class can be seen clearly in the following table 4.7*(on appendix)*.

From the table 4.7 *(on appendix 4)*, it could be seen that the score of students' reading skill was various. There were 9.1% or 2 students got score 17, 4.5% or 1 student got score 30, 9.1% or 2 students got score 33, 9.1% or 2 students got score 37, 9.1% or 2 students got score 40, 13.6% or 3 students

got score 43, 9.1% or 2 students got score 47, 18.2 or 4 students got score 50, 4.5% or 1 student got score 57, 4.5% or 1 student got score 60, and 9.1% or 2 student got score 63.

From the histogram *(on appendix)* it is stated Mean= 43.18 and SD= 12.58. To determine the category of the students' reading skill was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (43.18 + 12.58= 55.76) is categorized into good

2. Between M – 1.SD to 1.SDx is categorized into a medium

3. Less than M – 1.SD (43.18 – 12.58= 30.6) is categorized into low

Thus it can be seen that the scores which are more than 55.76 are considered into good, the score between 31- 56 is categorized into a medium, while the scores which are less than 31 is categorized into low.

From the table 4.8 *(on appendix 4)*, it could be seen that the score of students' reading skill who are taught by using direct instructional method in pre-test showed that 18.18% in the good category, 68.18% in the medium category, and 13.64% in the low category.

From the table 4.9 *(on appendix 4)*, it could be seen that the score of students' reading skill was various. There were 13.6% or 3 students got score 43, 4.5% or 1 student got score 50, 4.5% or 1 student got score 53, 4.5% or 1 student got score 57, 4.5% or 1 student got score 60, 4.5% or 1 student got score 63, 13.6% or 3 students got score 67, 4.5% or 1 student got

score 70, 9.1% or 2 students got score 73, 18.2% or 4 students got score 77, 9.1% or 2 students got score 80, and 9.1% or 2 students got score 83.

From the histogram 4.4 *(on appendix)*, it is stated Mean= 66.5 and SD= 13.28. To determine the category of the students' reading skill was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (66.5 + 13.28= 79.78) is categorized into good

2. Between M – 1.SD to 1.SDx is categorized into a medium

3. Less than M – 1.SD (66.5 – 13.28= 53.22) is categorized into low

Thus it can be seen that the scores which are more than 80 are considered into good, the score between 54-79 is categorized into a medium, while the scores which are less than 53.22 is categorized into low.

From the table 4.10 *(on appendix)* it could be seen that the score of students' reading skill who are taught by using CPR game in post-test showed that 18.18% in the good category, 59.09% in the medium category, and 22.73% in the low category.

3. Assumption Test

a. Normality Test

Normality test is used to find out whether the data normally or not. In this research, the researcher used Kolmogorov-Smirnov formula to calculate normality test. The calculation by using SPSS 16 as follow:

1. **Experimental Class Normality Testing**

    Table 4.11 Experimental Class Normality Testing

    One-Sample Kolmogorov-Smirnov Test

		score
N		24
Normal Parameters[a]	Mean	76.83
	Std. Deviation	10.184
Most Extreme Differences	Absolute	.126
	Positive	.105
	Negative	-.126
Kolmogorov-Smirnov Z		.618
Asymp. Sig. (2-tailed)		.840

a. Test distribution is Normal.

The researcher compared of normality with 0.05. From the table 4.11, it could be seen that significant value 0.840 was higher than 0.05. It means that the data of experimental class was normal.

2. **Control Class Normality Testing**

Table 4.12 Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Control class normality test
N		22
Normal Parameters[a]	Mean	66.50
	Std. Deviation	13.280
Most Extreme Differences	Absolute	.151
	Positive	.107
	Negative	-.151
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.694

a. Test distribution is Normal.

The researcher compared of normality with significant 0.05. From the table 4.12, it could be seen that significant value 0.694 was higher than 0.05. It means that the data of experimental class was normal.

b. **Homogeneity Test**

Homogeneity test was used to decide whether a test homogeneous or not. The calculation by using SPSS 16 as follow:

Table 4.13

The Homogeneity of Variances

Test of Homogeneity of Variances

X

Levene Statistic	df1	df2	Sig.
2.562	1	44	.117

From the table above, it could be seen that the degree of significant based on means is 0.117. It was smaller than the F_{table} 2.95 it means that experimental and control class was homogeneous.

4. Testing Hypothesis

The researcher using SPSS 16 program for a window to the calculated t-test. The researcher calculated it to found the significant difference score or not. The result of the calculation as follows:

Table 4.14

Group Statistics

	Y	N	Mean	Std. Deviation	Std. Error Mean
X	EXPERIMENT CLASS	24	76.83	10.184	2.079
	CONTROL CLASS	22	66.50	13.280	2.831

Based on the table above, the result of data analyzes showed that the mean score of students reading achievement who are taught by Crazy Professor Reading game (experimental class) was 76.83. it was higher than

the result of the mean score of students reading achievement who are taught by direct instructional method (control class) was 66.50.

Table 4.15

The Calculation of T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
X	Equal variances assumed	2.562	.117	2.976	44	.005	10.333	3.472	3.336	17.331
	Equal variances not assumed			2.942	39.313	.005	10.333	3.512	3.230	17.436

From the table above, it could be seen that the value of t_{test} is 2.976 and the degree of freedom was 44. The value of significance 5% of t_{table} of db= 44 is 2.015. The formulates the test of hypothesis as follows:

Ha: there was significant different score in reading for students who are taught by using CPR game

Ho: there was no significant different score in reading for students who are taught by using CPR game

The research result shows that the value of $t_{test} = 2.976$ and t_{table} with db= 44 was 2.015. It means that 2.976 > 2.015. So, Ho rejected and Ha accepted. It can be concluded that there was significant different score in reading for students who are taught by using CPR game.

C. Discussion

M.F. Patel state that reading is an active process which consists of recognition and comprehension skill. While Teaching reading is the process of transferring the information or new knowledge to the learners through some literature.
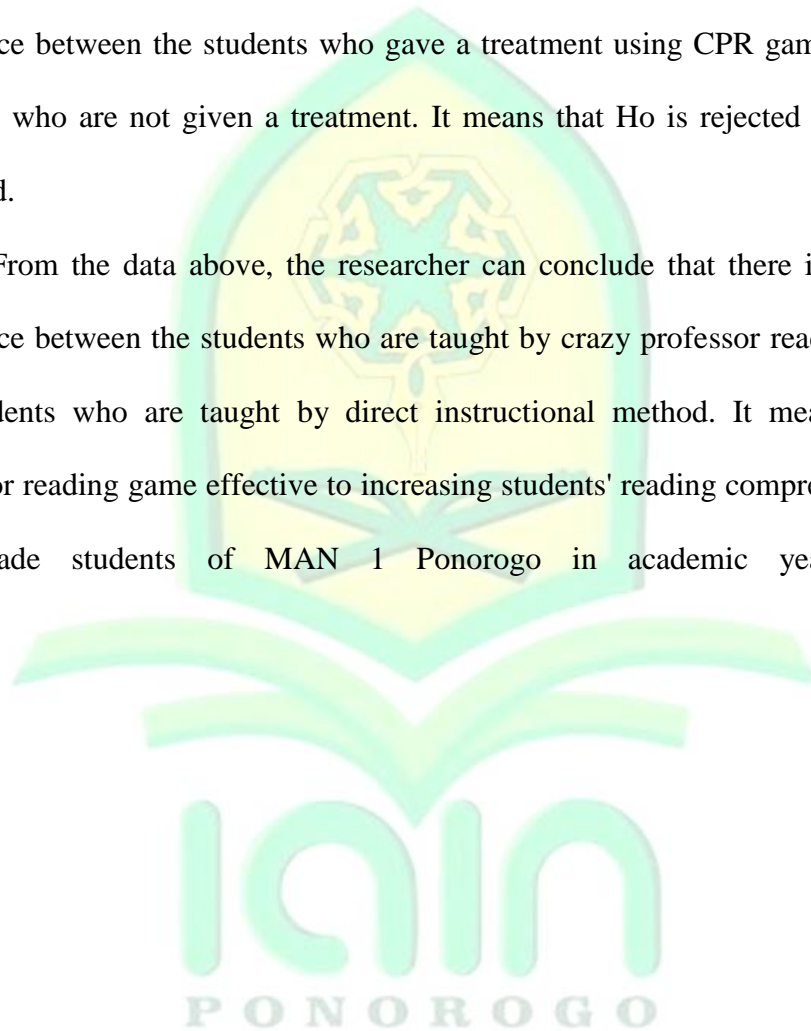
The crazy professor reading game is a new reading method under whole brain teaching. CPR game is an elaborate variation on a reading technique known as Buddy Reading. This game has eight steps to engage students in reading activity. But in this study researcher only used four steps; dramatically reading, using gestures, Q and A and crazy professor.

The researcher conducted this research to know the effectiveness of crazy professor reading game in a learning process. Especially in reading learning process. This research discusses the use of CPR game is effective in students reading comprehension.

From the calculation above, it is shown that the mean score pre-test (experimental class) was 52.25 and in post-test after gave a treatment was 76.83. Meanwhile, the mean score pre-test (control class) was 43.18 and in post-test was

66.5. Both of class from the pre-test and the post-test score got a normality and homogeneity data which the value (p) < significant (α=0.05). The calculated of a hypothesis of a test using t-test with significant 0.05 showed that t_{value} (2.976) > t_{table} (2.015). Based on this result, researcher interprets that there is a significant difference between the students who gave a treatment using CPR game and the students who are not given a treatment. It means that Ho is rejected and Ha is accepted.

From the data above, the researcher can conclude that there is a significant difference between the students who are taught by crazy professor reading game and the students who are taught by direct instructional method. It means that crazy professor reading game effective to increasing students' reading comprehension at the tenth-grade students of MAN 1 Ponorogo in academic year 2017/2018

CHAPTER V

CLOSING

A. Conclusion

Crazy professor reading game is one of a new reading method that the teacher can use in reading learning process. This method can make students enjoy a learning process. CPR game also can improve students creativity and imagination because this method is challenging for students. In this method, students must express some word in different gesture.

Based on the calculation, the researcher finds out that the score post-test of an experimental class was 76.83, while score post-test of control class is 66.5. It indicates that the students who are taught by CPR game got the better score than the students who are not taught by CPR game. Based on calculated t-test shown that value of

$t_{test} > t_{table}$ (2.976 > 2.015). From the result above, it can be concluded that:

Students who are taught by CPR game has a higher score than students who are not taught by CPR Game So, CPR game is more effective to teach reading at the tenth-grade students of MAN 1 Ponorogo in the academic year2017/2018.

B. Recomendation

Based on the result above, the researcher gives a recommendation as follow:

1. For the English Teachers

The teacher must be more creative, attractive and choose the appropriate strategy in a learning process. The teacher also must have preparation before teaching reading comprehension.CPR game can be one of some strategy which can be used in reading learning process. This strategy is effective and creates reading class enjoy, have fun, and make the student more easily to comprehend the text. The teacher can use four steps to conduct CPR game, they are dramatic reading, using gestures, Q and A, and the last is crazy professor reading game.

2. For the Students

The teacher must be more active and confident in a learning process. By using CPR game it is expected that the students find more interesting activity in reading class, improve their creativity and imagination with creating gestures to interpret some word in text so, reading class more enjoyable. Besides, they can easily understand and discuss the text with their partner in the group.

3. For Other Researcher

    For other researchers who are interested in applying CPR game should understand the steps first. CPR game has eight steps so, they must comprehend the steps before practice in the class. This research can be used as a reference for their research and they can develop for the better research.

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