

CHAPTER I

INTRODUCTION

1.1. The Background of The Study

Language is a way to communicate with some people, language is also a tool to express the idea or wishes. English is one of the international languages, it is very important for us although we live in Indonesia. This is meant that English is the linguistic communication used by all humans in the world. It can be seen especially in the context of English language teaching as a foreign language taught in Indonesia, started from elementary school up to university, they study English.

English is one of the subjects which is difficult for students to learn. They must know and understand tenses and genres, have to memorize many vocabularies, and try to speak English. Most of them do not pay attention when their teacher explains about language. It happens because they have implanted in their mindset that English is very difficult. It is the main problem for English teachers. They must have ideas to change the students' mindset. In studying English, there are four skills that have to master. They are speaking, reading, writing, and listening. This research, the writer focuses on reading skills.

Teaching reading is not just about making students have good communication. It is about making students understand what the text tells about. The understanding that results is called reading skill. Reading is not a skill which is every people like. Some people do not like reading. Reading passage seems to be difficult about the condition. The condition here refers to a social function, generic structure, and language features.

Reading is the ability to read the text well and get information. It definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling or their writing. To read the text well, the students have to understand what they read because reading is not only reading but the reader must read by following the rule. It also states that reading is an incredibly active occupation. To do it successfully, the readers have to understand what words mean, see the pictures, words are painting, understand the arguments, and work out if the readers agree with them. This statement shows without understanding the word; students can no know what the meaning of the text based on the explanation above, the writer gives to the students a test to measure the students' ability in reading a text.

The narrative text is a kind of genre that students should be mastered. A kind of the text which tells about activity and event in the past, which has the function to amuse, entertain, and to deal the moral values with actual or vicarious experience in different ways.

Based on the researcher's experience when doing the observation at SMP Swasta HKBP Sidorame Medan, the researcher made tests in the classroom about their ability in reading narrative text. The result of the test showed that all the students got a low score. The students faced many problems dealing with reading.text. Text. Those problems are students showed by their blackness in reading a text. It is usually indicated through the following indicators: 1) the students had low-confidence in English reading and are lazy to read a text; 2) the students did not interest in reading; 3) they got boring; 4) they have little vocabulary so they are not able to read fluently, accurate, well pronunciation and good intonation. The students are less like the material because they are not interested in the material that would be presented. This situation was proven by the student's score of writing. Most of the students got the score below the Minimal

Completeness Criteria (KKM) of SMP Swasta HKBP Sidorame Medan. The KKM of writing applied for seven until nine grades by the school is 70. To support the statement above there is a table of a score of the students as follows. **Table 1.1 The List of Students' Reading Narrative Score at SMP S. HKBP Sidorame**

No	Students' Initial Name	Total Score
1	KF	30
2	RY	20
3	DP	30
4	GCA	32,5
5	BYK	33,75
6	MR	33,75
7	YM	0
8	JNT	35
9	JNT	27,5
10	JC	31,25
11	AD	37,5
12	HK	33,75
13	AJ	31,25
14	GB	33,75
15	DS	30
16	JDN	27,5
17	NCL	27,5
18	DS	30
19	STA	31,25
20	KYA	25
	Total	551,25
	Mean	27,56

$$\text{Mean of } t\text{-Test} = \frac{\text{Sum of Deviation}}{\text{Total number of the students}}$$

$$My = \frac{\sum d}{Ny}$$

$$My = \frac{551,25}{20} = 27,56$$

In English learning especially in SMP Swasta HKBP Sidorame Medan, the students still have problems reading a text. Usually, most of the students still consider that English is a difficult lesson, especially in reading text. Many students do not understand to read a text and to

pronounce a word or sentence in a good way. Although the teacher reads a text clearly, the students still can not read well. Teaching reading in English is very useful for students. Besides developing their reading, the teacher can also make the students be interested in reading. It is depended on the technique which teachers do. Teaching reading does not only make the students have good pronunciation but the most important thing is how the teacher teaches the students to understand the meaning of the text and get the information from what the writer delivered in the text. A professional English teacher must be able to understand the characteristic of the students.

Based on the problem above, the teacher should overcome the technique should they use. In this case, the researcher chooses crazy about the professor's reading game. It is a good technique because it can help students to read the text.

Considering the problem above, it needs to use a teaching technique that helps students to read a reading passage. In this case, the researcher proposes Crazy of Professor Reading Game method in reading a text in the class. the researcher chooses this method because the crazy professor reading game is a good method that can help the students to solve their problems in reading text.

To sum up the writer interest is to know how the Circuit Learning Model can be applied in teaching descriptive text in classroom, and how effective the Circuit Learning Model will improve the students' narrative text. The title of this research is **“The Effect of Crazy Proffesor Reading Game in Teaching Reading Text At The Eighth Grade of SMP Swasta HKBP Sidorame Medan”**.

1.2.The Problem of The Study

Based on the background of the study, the problem of the study is formulated as follows as: “Does Crazy Proffesor Reading Game affect in Teaching Reading Text at the eighth grade of SMP Swasta Sidorame Medan academic year 2020/2021?”.

1.3.The Objectives of The Study

The objective of the study is to know whether using the Crazy Proffesor Reading Game is effective to affect students’ ability to read text in the eighth grade of SMP Swasta HKBP Sidorame Medan.

1.4.The Scope of The Study

There are many genres that students have to be mastered such as descriptive, exposition, procedure, anecdote, discussion, narrative, and others. But the writer just focuses on narrative text. There are some how to identify the reader read a text well, by using the score qualification such as fluency, accuracy, pronunciation, and intonation. And the researcher just focuses on students reading fluency.

1.5.The Signicances of The Study

The findings of the study are expected to be relevant and useful theoretically and practically.

1.5.1 Theoretical Benefit

The result of the research is expected to be able to encourage the next researcher to conduct further research.

1.5.2 Practical Benefit

1. The English Teacher

To provide a recommendation to increase their teaching in students' reading text and teachers can apply the model to improve their professionalism and improve the quality of teaching and learning process in the school.

2. The English Students

To give information to the students to improve their knowledge of the reading text and to increase students understanding in class actively.

3. The Researcher

To use the result of this research as a comparative study.

4. Other Researchers

1.6.Hypothesis of The Study

The hypothesis set in the recent study is a tentative answer to the research problem. It comprises an alternate hypothesis (Ha) and the null hypothesis (Ho). Alternate (Ha) as the hypothesis that states the relationship between experimental treatment that the researcher expects to emerge. In this case, the alternative hypothesis as read follows:

Ha: There is a significant effect of using Crazy Professor Reading Game on students achievement in in Teaching Reading Text.

Ho: There is no a significant effect of using Crazy Professor Reading Game on students achievement in in Teaching Reading Text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.2 Reading

To conduct research, the researcher needs theories to explain concepts or terms applied in the research concerned. In this research, there are some terms that need a theoretical explanation. This framework is needed in order to handle the theoretical elaboration on terms used and to give a clearer understanding of all terms related to the study. Those theoretical elaborations will be presented as follows.

2.2.1 Defenition of reading

Activity is knowing enough science concepts and knowing the language. Reading is more than merely referring to the activity of pronouncing the printed material of following each line of the written page. It involves various and mixed activities. People have their own purposes why the read. It also more than recognizing words within a sentence, includes the whole ability of the thinking process to evaluate the information.

The following are some definitions of reading proposed by some experts. Arikunto, S. (2006) *Prosedur Penelitian Suatu Pendekatan Praktik*. As mentioned earlier, it constantly involves guessing, predicting, checking, and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, or instance, to develop

the students' powers of inference through systematic practice, or introduce questions that encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs. Similarly, one should introduce exercises in which there is no single straightforward answer. This type of exercise has too often required students to

exercise only their powers of judgment and appreciation, but extending the range of these exercises to cover other reading skills will lead to greater kbj.

W.Y.L, W. (2004) *Learning About Learning Disabilities*. of readers combining information from a text and their background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Teaching reading usually has at least two aspects. First, it can refer to teaching learning.

MVM funders who are learning to read for the very first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

Best, J. W. (2002). *Research in Education (7th Ed)* describes that “reading is one of the major vehicles for acquiring in social studies, science, health, language, art and other areas in which book or other material are used.

Many students do not understand the definition of reading. They only know that reading is the act when they are saying the words or the sentence orally or silently. They do not know that the purpose of reading is to exchange the ideas or maybe the information between the writer and the readers.

From all the statements above, it can be concluded that Reading is an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. In other words, reading is closely related to the thought, comprehension, and ability in using a language. In this case, a comprehension language is completely needed.

2.2.2. The Purpose of Reading

This complexity and can use a range of teaching approaches that produce confident and independent readers. Recent work completed by the C identified several components that need to be considered in the teaching of reading towards recognizing this complexity.

Among these are; (1) The establishment of varied and rich vocabulary. It means the students must have a lot of vocabulary it has a function to increase the students' ability to comprehend the text. In other words, the students must have an establishment to understand what the author said. (2) The development of phonological processes, it means the phonological order needs in teaching the reading process. Because the students need to know how to pronounce words well. (3) The provision of a framework for teaching comprehension strategies. Every teacher needs technique, model, media, and also strategies to make an enjoyable situation.

Usually, the strategies are the most important ones in the classroom because it can be a point to manage the class. (4) A need to ensure that motivation and enjoyment of reading are key aspects of the reading process. Everybody will need the motivation to make them enjoy the class, and everyone also needs an enjoyment to make them always stay in the class. (5) A renewed focus on reading fluency, this is the last of all identification that the teacher use in the class. Renewed focus on reading fluency means the teacher must make the students fluent in reading, because fluency affect to students' comprehension during reading a text.

2.2.3 Components of Reading

Motivation refers to a child's eagerness and willingness to read. The National Literacy and Numeracy Strategy, *Literacy, and Numeracy for Learning and Life* Block, P. &. (2002). *A Focus On Reading Comprehension Strategy Instruction*, states that positive attitude and motivation are vital for progression in literacy and numeracy. It also states that "all learners

should benefit from the opportunity to experience the joy and excitement of getting ‘lost’ in a book (in both paper-based and digital formats)”. Teachers can promote excitement and motivation to read by providing students with interesting and rich texts, Text choice is used when you ask a multiple choice question and present the possible answers to your respondent.

Here’s an example of a simple text choice question. You can make your question into a quiz question, multiple-choice, or market is mandatory. Choice of text, choice of text meant for the teacher. A good teacher able to choose a good text that suitable for their students. . Authentic purposes for reading, authentic reading includes reading that is meaningful, relevant, and useful to the reader. Supporting readers with a print-rich environment. Providing choices within a variety of forms and genres. Opportunities to explore, interact, and experiment with text. At the end of class usually, the teacher will make a short discussion class. This chance able to increase the student's ability in reading text.

Motivated readers require a safe, supportive classroom environment, one in which both the physical aspects and the culture encourage opportunities to use and combine printed, spoken, visual and digital texts. Students benefit from such an environment that allows them to feel confident in taking risks, in sharing texts, in responding openly to texts, and in working collaboratively with each other. Levels of motivation and engagement have been found to predict achievement and as such are key factors in determining children’s academic success.

They are critical to ensuring children develop both the skill and the will to engage in literacy activities. Brown, D. (2004). *Language Assessment: Principle and Classroom Practice*, “Social and emotional confidence almost always improves as cognitive competence improves” (2003:260).

2.2.3.1 Reading Fluency

“Fluency is the ability to read aloud with expression to demonstrate an understanding of the author’s message” (Department of Education and Training in Brown, H. D. (2003).*Language Assessment Principles and Classroom Practice* the three key components of reading fluency are

- 1) accurate word recognition
- 2) automaticity
- 3) appropriate rhythm and intonation of speech.

2.2.3.2 Comprehension

The teaching of reading needs to include a range of comprehension strategies. Comprehension strategies can be defined as the ‘mental processes’ that good readers use to understand the text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text. The process of comprehension begins before we start to ‘read’ and continues even after the ‘reading’ is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during ‘reading’ itself.

By dividing instruction into pre-reading, during reading, and post-reading, teachers can design activities for each stage that will improve student’s comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage Burt, M. (2003). *Reading and Adult English Language Learning*. Strategies should be introduced and mastered individually. However, over time the child should develop a repertoire of strategies that they can independently draw on when reading. For this reason, comprehension strategies should be developed from the earliest levels of the primary school across a range of genres and modalities (both print and digital).

Children need opportunities to practice and consolidate these strategies in a cross-curricular manner. A variety of fiction and nonfiction texts including picture books can be used for strategy instruction. Samples of such books are highlighted on the next page.

Vocabulary development is an attachment and extension of pupils' word knowledge and understanding. Vocabulary consists of the words we understand when we hear or read them (*receptive vocabulary*) and words we speak or write (*expressive vocabulary*). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. Mehigan (2009: 183-196) suggests that "learning, as a language-based activity, is fundamentally and profoundly dependent on vocabulary knowledge – knowledge of words and word meanings". He states that four types of vocabulary are often mentioned by researchers:

- 1) *Listening vocabulary* – the words we need to know to understand what we hear
- 2) *Speaking Vocabulary* – the words we use when we speak
- 3) *Reading Vocabulary* – the words we need to understand what we read
- 4) *Writing Vocabulary* – the words we use in writing

He claims that these categories are significant because the source of children's vocabulary knowledge changes as they become more familiar with the written word. There is a strong correlation between vocabulary and reading comprehension. Pupils who come to pre-school/junior infants with a rich and varied vocabulary tend to have a better understanding of the texts they read and, as their reading comprehension increases, their vocabulary knowledge expands accordingly. Conversely, pupils who begin school with limited vocabulary knowledge may struggle with reading comprehension which in turn can limit their vocabulary growth. Even in the very young years of a child's life, vocabulary instruction can influence the child's reading

ability across the various subjects and throughout their school careers Corbetta, P. (2003). *Social Research: Theory, Methods, and Technique*. For effective language instruction, teachers need to provide rich and varied language experiences, foster an awareness and love of language and words, directly teach individual words and teach word learning strategies. Beck et. al, (2002) category se vocabulary into three main layers or tiers.

2.2.3.3 Phonological Awareness/Phonics

Phonological awareness can be defined as “an ability to recognize, combine and manipulate the different sound units of spoken words” (Department of Education and Training in Western Australia, 2004, p. 73). It is an aural and an oral skill that is unrelated to intelligence (as measured in I.Q. tests), meaning that ‘Phonological awareness’ is very different from ‘Phonics’. The starting point is the sounds we hear in words as opposed to letters on a page. Phonological awareness is a central part of learning to read Davies, P. &. (2009). *Success in English Teaching-Learning Process: Reading Skills*; National Institute of Child Health and Human Development (NICHD), 2000). Although different from phonics, it is an important precursor to learning phonics effectively (Savage, 2008).

2.3 Assessment in Reading

Schools measure the effectiveness of reading initiatives in many different ways. To do this, we must gather and analyze information before we begin an initiative, so that on conclusion we can repeat a similar assessment to measure the success of the initiative. In this section, we outline some of the many sources of evidence that we can use to monitor pupil’s reading development and the impact of our reading initiatives.

“Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems, which relies upon a

several instruments, one of which may be a test. An educational assessment provides information about progress in learning”.

Table 2.1 Reading Assessment Continuum

Reading Assessment Continuum	
Self- Assessment	<ol style="list-style-type: none"> 1. Questionnaire 2. Reading Logs 3. Tools to allow pupils to reflect on positive aspects of their work and to focus on an area for improvement e.g. 4. Rule of Thumb – when at the library the children choose books independently. If on the first page the children come to a word they cannot read they raise their little finger. They continue this with each difficult word they meet and if they get to their thumb on the first page then the text is too difficult for them.
Conferencing	<ol style="list-style-type: none"> 1. Guided reading 2. Independent reading 3. Conferencing record sheet teacher/parent
Portfolio Assessment	<ol style="list-style-type: none"> 1. Running Records 2. Taped Reading
Concept Mapping	Graphic Organizers
Teacher Observation	<ol style="list-style-type: none"> 1. Checklist 2. Running Records 3. Drum condra English Profiles
Teacher-Designed Tasks and Tests	<ol style="list-style-type: none"> 1. Oral assignments 2. Individual tasks 3. Group tasks 4. Cloze tests

2.4 Teaching Reading Poces

The first point to be noted when practicing reading in the classroom is that it is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. The students themselves should not read aloud. It is an extremely difficult exercise, highly specialized (very few people need to read aloud in their profession) and it would tend to give the impression that all texts are to be read at the same speed. Besides, when we read, our eyes do not follow each word of the text one after the other – at least in the case of efficient readers.

On the contrary, many words or expressions are simply skipped; we go back to check something or forward to confirm some of our hypotheses. Such tactics become impossible when reading aloud, and this reading activity, therefore, tends to prevent the students from developing efficient reading strategies. It is useful to give the class some help on how to approach a new text. The following procedure, for instance, is very helpful with most texts.

Consider the text as a whole, its title, accompanying picture(s) or diagram(s), the paragraphs, the typeface used, and make guesses about what the text is about, who wrote it, who it is for, where it appeared, etc. Skim through the text the first time to see if your hypotheses were right. Reading and reading comprehension Then ask yourself a number of questions about the contents of the text. Read the text again, more slowly and carefully this time, trying to understand as much as you can and trying to answer the questions you asked yourself.

Another classroom procedure can consist of helping the student to time himself and increase his reading speed little by little. It is necessary to reach a certain reading speed in order to read efficiently. This can be done by showing the students how: or record their reading speed systematically on a chart and to try to improve it each time they read a new text. To say that reading is a silent and personal activity does not imply that it only lends itself to individual work. On the contrary, it is particularly interesting to encourage comparisons between several interpretations of a text which will lead to discussion and probably a need to refer back to the text to check. Here are the possible steps:

- 1) Silent reading is followed by an activity which that each student does on his own.
- 2) The students now work in pairs, each one trying to justify his answer. The groups' should try to agree on one answer or interpretation.
- 3) The groups exchange partners and students compare their results.

A general discussion involving the whole class may follow. When to use individualize students' work at home. Instead of choosing one activity for the whole class, two or three sets of exercises of varying difficulty can be prepared based on the same text so that each student can work at home at his level. If the text is then to be discussed in the class, each group of students who have worked on the same exercises will be able to talk about what they have done. This will certainly be stimulating for the weaker students, while the better ones will not feel held back. If there is little teacher-control of the reading activity, then self-correcting exercises are extremely useful. The students can evaluate their work and can try little by little to improve their reading ability. They feel reassured and guided and using this type of material is one of the best ways of building up the students' confidence. (Sec Donoghue. (2008). *Reading As a Language Art* and Multi read A(S.R.A. London, 1977).) 11 text; more detailed comprehension is necessary. It is therefore essential.

The spring 2012 grade 3 English language arts reading comprehension test was based on learning standards in the two content strands of the Massachusetts English language arts curriculum Kozen, A. M. (2006). *Increasing Students Chance to Achieve Using and Adapting Anticipation Reaction Guides With Middle School Learners* listed below. Specific learning standards for grade 3 are found in the supplement to the Massachusetts English language arts curriculum framework (2004). Page number for the learning standards in parentheses.

The grade 3 reading comprehension test included two separate test sessions. Each session included reading passages, followed by multiple-choice, short-response, and/or open-response questions, selected common reading passages and approximately half of the common test items are shown on the following pages as they appeared in the grade 3 test and answer booklets.

2.5. Reading Comprehension

It is important to teach: (1) comprehension monitoring, and (2) hypothesis formation and evaluation. The notion of comprehension monitoring comes out of the recent research on metacognition (e.g., Brown, 1978; Flavell, 1978; Markman,1979). Comprehension monitoring concerns the student's ability both to evaluate his or her ongoing comprehension processes while reading through a text, and to take some sort of remedial action when these processes bog down. There are several actions readers can take if they fail to understand a word or passage. We have listed possible remedies below roughly in the order of increasing disruptiveness to the flow of reading. There is a cost to any but the first option: the more drastic the action taken, the more you lose the thread of what you are reading. Therefore, There are two aspects of comprehension processes that we think, more disruptive actions require more justification in terms of potential benefit. This is captured by the triggering conditions for an action, some of which are indicated in the description of each action. The triggering conditions are partially determined by the type of failure and partially by the costs and benefits of taking any action.

- 1) Ignore and read on. If the word or passage is not critical to understanding, then the most effective action is to ignore it. For example, failures within descriptions and details usually can safely be ignored. If the reader fails to understand a large proportion of the text, this is evidence that the "ignore and read on" strategy is not working.
- 2) Suspend judgment. This is a wait and sees strategy that should be applied when the rearerhinks the failure will be clarified later. For example, new words or gene principles are often explained in subsequent text. The structure of the text should tell the reader when an idea is likely to be clarified later. If it is not, it may be necessary to go back and reread.

- 3) Form a tentative hypothesis. Here the reader tries to figure out from context what a word, sentence, or passage means. The hypothesis may be a partial hypothesis or a quite specific hypothesis. It acts as a pending question Nunan, D. (2003). *Practical English Language Teaching*. the reader tests as he or she continues reading. This is a particularly useful strategy to apply if a statement is abstract or vague, or if an unknown word is fairly central and there are clues to its meaning.
- 4) Reread the current sentence(s). If the reader can not form a tentative hypothesis, then it often helps to reread the current sentence or sentences, looking for a revised interpretation that would clarify the problem. This is especially useful if the reader perceives some contradiction or several possible interpretations. But it is a fairly disruptive remedy.
- 5) Reread the previous context. Jumping back to the previous context is even more disruptive to the flow of reading. But if there is a contradiction with some earlier pieces of the text or the reader is overloaded with too many pending questions, then jumping back and rereading is the most effective strategy.

Going to an expert source. The most disruptive action the reader can take is to go outside, such as a teacher, parent, dictionary, or another book. But this is sometimes required, for example when a word is repeatedly used and the reader cannot figure out what it means, or when a whole section of text does not make sense.

Several points are worth emphasizing about the strategies I list. First, some of these remedies correspond to strategies that college students report they use when they run into comprehension problems Pang, E. S. (2003). *Teaching Reading* So we have some evidence that our remedies are indeed useful to skilled readers. Second, the order in which the remedies are listed roughly

corresponds to the order in which we think they should be tried. In particular, the latter strategies are quite disruptive (you have to stop reading for at least a few seconds), so they should usually be the last remedies tried. Third, it is important to teach the triggering conditions that can clue the reader when to give up on one remedy and try another. Finally, we should point out that applying the remedies is anything but trivial. Using a sentence context to form a hypothesis about a novel word, for example, maybe an instance of a general ability for extracting meaning from linguistic context, and this could be one of the things that separate good readers from poor ones.

2.6. Text

Cohesive units we call texts. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film, and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. Different types of texts have distinctive characteristics, depending on what they are made to do. A piece of poetry, for instance, is immediately and characteristically different from a scientific description because each is doing a vastly different thing with language. Texts can be classified and organized in a multitude of ways: everyday, formal, entertaining, and informational.

Traditionally, different types of texts have been identified according to established conventions: Shakespeare and Dickens are 'literary', a scientific procedure and a computer manual are 'factual', and *The Simpsons* and the *7.30 Report* are 'media' texts. How, then, do we classify a text such as Sally Morgan's autobiography, *My Place*? In the first instance, it is literary in that it uses language in a way that moves or evokes in readers' reflective and emotional responses. It is also factual: it is a recount of her life and puts forward powerful become widely read and influential through the print media. In the light of these problems and contradictions,

however, teachers require ways of thinking about the characteristics of texts more than before. The following classifications are therefore useful as one way of thinking, and by no means absolute.

2.7 Genre Based Text

In large scale corpus-based study of twenty-three genres and just under one million words, Pardo, L. S. (2004). *What Every Teacher Needs to Know About Comprehension* draws a distinction between genre and text type which has important implications for the language learning classroom. According to Bieber (1998:90), the term genre categorizes text on the basis of external criteria, while text types represent groupings of texts which are similar in linguistic form, irrespective of genre.

According to Swales (1990:58) definition of genre as a class communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community' shows that he, too, views the notion of the genre from a similar perspective to that expressed by Bieber.

Anne Freedman (1994:107) defines genre text into four. First, the genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrast according to a variety of parameters; third, the genre is place occasion, function, behavior, and interactional structures; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with, being able to vary it, knowing how to shift from one to another and how many factors would be involved in such shift.

Based on the experts' explanation above, the researcher concluded that genre is *abstract, socially recognized ways of using language, become a set of communicative purposes which are*

recognized the differences parts of the text and become place occasion, function, behavior, and interactional structures of text.

In English, there are thirteen types or genre of the text. Each text has its own function and generic structure. Here is the table that describes the functions and generic structures of each text (Pardiyono,2007:123).

Table 2.2 Genre Based Learning

No.	Name	Function	Generic Structure
1.	Narrative	Telling stories or past event to amuse or entertain the reader	1. Orientation 2. Complication 3. Resolution
2.	Recount	To inform or retell the events or experiences that happended in the past	1. Orientation 2. Event 3. Reorientation
3.	Descriptive	To give description about an object (human or non-human)	1. Identification 2. Description
4.	Procedure	To tell the steps of doing something	1. Goal 2. Materials 3. Steps
5.	Explanation	Explaining how something works or why some phenomenon happens.	Topic + General Statement Sequence of explanation
6.	Discussion	To present opinion or arguments about an issue or phenomena.	1. General statement 2. Arguments for 3. Arguments against 4. Recommendation
7.	Analytical Exposition	To argue that something is the case to concern	1. Thesis 2. Arguments
8.	Hortatory Exposition	To argue that something should be or ought to be	Thesis 1. Arguments 2. Recommendation
9.	News Item	To inform readers, listeners, or viewers about events of the day that are considered newsworthy or important	1. Headline/Title 2. Summary of events 3. Background Events 4. Source
10.	Report	To give information about natural or non-natural or things in the world	1. Title 2. General statement 3. Description

11.	Anecdote	To share funny stories ridiculous event by retelling them to the readers	1. Title 2. Abstract 3. Orientation 4. Crisis 5. Reaction 6. Coda
12.	Spoof	To retell an event with humorous twist at the end of the story	1. Orientation 2. Events 3. Twist
13.	Review	To critique of evaluate an art work or event for a public audience	1. Title 2. Identification 3. Summary + Evaluation 4. Author and Publisher

Based on the curriculum, the second grade of junior high school students is expected to be able to express the meanings in the written forms of interpersonal, transactional discourses, short functional texts, and long functional texts. The term “long” functional text is rarely used in communication. This chapter uses the term “long” functional text only to make the counterpart of the previous term, i.e. short functional text. In daily speech, there are many types of functional texts, such as prohibition, invitation, greeting cards, short messages, etc., but also in the form of short functional texts or essays. Essay writings are meant to help readers to accomplish an everyday task and form culturally text-types or genres. A text form a piece of language use or a record of a communicative act, or the so-called language which is functional.

In general, the text which has the same sorts of meaning and/or the same structural elements are said to be the same text type. The text that is including too long functional text are Narrative, Recount, Descriptive, Procedure, Report, Anecdote, Hortatory, Spoof, Explanation, Discussion, News Item text, Review and Analytical Exposition text. In this study the researcher will focus on students’ achievement in writing narrative text.

2.7.1 The Genre of Narrative

The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’. Story-

writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language. The first point we would want to make, therefore, is that this genre, while being universally popular, is far from natural; nor is it easy to simply ‘pick up’ for a significant number of students. Why is it that some students are ‘natural’ story-writers while others never seem to ‘pick it up’? The narrative does not have, for example, a singular generic purpose as do some of the other genres. We cannot say that narrative is simply about entertaining a reading audience, although it generally always does so.

The narrative also has a powerful social role beyond that of being a medium for entertainment. The narrative is also powerful. The way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. The narrative is also a ‘big’ or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. Countless books have been written about narrative and it is outside of the scope of this chapter to deal with anything more than the types of narrative that primary school-age students are expected to write. Our aim, therefore, is to provide a sound basis for teaching the basic techniques of narrative writing so that students may proceed beyond primary education to develop, and even break out of, some of the generic boundaries established here.

2.7.2 Generic Structure of Narrative Text

Generic structure is the general structure which contains in the narrative text. There are four generic structures of narrative text, those are:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: describing the rising crises which the participants have to with
3. Resolution: Showing the way of the participant to solve the crises, better or worse.

Example of Narrative Text

Mantu's Little Elephants

little mantu live in a village deep in the jungle where elephants helped the mean with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks high in their.

Orientation

Now, mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began laugh and made rude noises with their trunks. "we're so big and tall but you 're so small. You're nothing at all," said one the big elephants.

Complicatio

COMPLICAT

Mantu loked up at the huge elephant with a mischievous glint in his eye. You're so tall and can see far away. We can se what is happening down here in the jungle. fact, we would be the first to see any slithering snakes that may be a danger. After hearing the word snakes, the elephants screeched and off they gwent's thundering.

'dad I say there were snakes?' giggled mantu. No, I don't think so,' smiled opie. Mantu then climbed upon this little friend's back and went home to village to tell everyone about elephants.

Resolution

2.7.2.1 Orientation

Orientation is about the opening of the paragraph where the characters of the story are introduced. Orientation also introduces the characters and tells the reader something about them: tells the reader when, where, who, what, why; gives a hint about the problem which the

characters will encounter. Based on the text above we can see the orientation in the first paragraph. “A couple of mouse deer were deeply in love. One day they went out to a green-grass field, where they grazed the young grass.”

2.7.2.2 Complication

The complication is where the problems in the story developed and where the reader discovers the problem and something happens that the characters do not expect. Here the complication based on the text. Unexpectedly, a hunter had spied the hiding behind a big tree, watching the deer that were enjoying the atmosphere. All of sudden, the hunter fired two shots and hit the she-deer. She collapsed and died.

2.7.2.3 Resolution

Resolution is where the problem in the story is solved. The he-deer ran into the dense jungle. As he was so sad he lost his way. “Finally, he fell into a deep hole in a valley and died”.

2.8 Teaching Strategies

Our ultimate goals are to have students be vigilant for the various comprehension failures they might encounter during silent reading and to know how to remedy them, to actively hypothesize about what will happen next, and to recognize cues in the text that signal main points, themes, and narrative devices. It seems best, though, to approach these goals in stages. Accordingly, the first stage will consist of the teacher modeling comprehension, commenting on his or her monitoring, and hypotheses while reading aloud to a student. The next stage will consist of encouraging students to practice these techniques themselves while reading aloud. The third and final stage will be to have students use these skills while reading silently.

1. The Modelling Stage

1. The basic idea in the modeling stage is that the teacher reads a story or other text aloud, making comments while reading. In this stage, it is easiest if the teacher uses a longer text that is unfamiliar. As the text is being read, the teacher interrupts maybe once or twice a paragraph to make comments about all the different aspects of the comprehension processes discussed above.
2. Generating hypotheses about the text. The teacher should generate any hypothesis that comes to mind. The more wrong hypotheses (up to some point)the better, because the students must learn about hypothesis revision and that initial hypotheses are not always correct. It is also important for students to realize that it is okay to verbalize the wrong hypotheses.
3. Evidence supporting hypotheses. When a prediction is made, the teacher should mention the reasons for the prediction. It is particularly important to point out any evidence occurring later in the text that supports the hypothesis.
4. Evidence against any hypothesis.
5. When something happens in the text that disconfirms any hypothesis, the teacher should point this out. If it causes the teacher to revise the hypothesis, any revisions should be explained.
6. Confusion or doubts on the part of the teacher.

If the teacher does not understand a word, or how two events are related, etc., he or she should point out the confusion and explain the source of it. If it is a word or concept, then he or she might suggest any of the remedies we described earlier. If the teacher thinks the author is deliberately trying to mislead the reader (a narrative device used in

numerous stories), this too should be pointed out. If the teacher thinks the confusion will be clarified later, he or she should point that out as well.

7. Critical comments on the text. If the teacher has any insights as to what the author is trying to do and how effectively he is doing it, he or she should point that out. Both favorable and unfavorable comments should be made.

2. The Student Participation Stage

1. This stage can start with questions suggesting hypotheses, "Do you think X is a bad guy?" or "Do you think X will do Y?" and move to more open ended questions, "What do you think will happen to X?" or "How do you think the story will end?" It is particularly important to reward students for generating their hypotheses. One way to do this is to cite the evidence supporting their hypotheses. When evidence comes in that bears on any of the students hypotheses, the teacher should always point that out.
2. Concerning comprehension monitoring, the teacher should gradually shift the major responsibility for spotting failures and generating remedies to the students. Initially, the teacher asks the students about things they may find confusing. Later, the teacher should serve mainly a corrective function, pointing out problems the student may have missed, suggesting possible remedies when none are forthcoming from the students, etc.
3. If the teacher encourages the students enough, they should be offering their predictions as freely as the teacher after a little while. It is important to get the dynamic going so that everyone has different ideas as to what may happen. Then reading becomes a game for the students, where they get to see who guessed right. Everybody in the group should make their guesses. Then they have a stake in how the story turns out. This method

effectively enhances the motivation in reading, as well as stresses the hypothesis formation and revision process.

3. The Read-Silently Stage

What we want to do here is to encourage students to monitor comprehension and make predictions while reading silently. But of course, we need some kind of output from students to see how they are doing. One procedure for collecting output is to tell students there is something "wrong" with a piece of text and that they are to read it silently and then tell the tutor what the problem is. Though this procedure seems adequate for assessing students* ability to detect problems, it does not assess their use of remedies. To get at the latter, one can give students comprehension questions on texts (read silently) that are constructed to be difficult in various ways, where correct answers are likely only if the right remedies have been applied to problems in the text.

2.9 Definition of Games

The object of study in game theory is the *game*, which is a formal model of an interactive situation. It typically involves several *players*; a game with only one player is usually called a *decision problem*. The formal definition lays out the players, their preferences, their information, the strategic actions available to them, and how these influence the outcome. Games can be described formally at various levels of detail. A *coalitional* (or *cooperative*) game is a high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members. What is not made explicit is the process by which the coalition forms. As an example, the players may be several parties in parliament. Each party has a

different strength, based upon the number of seats occupied by party members. The game describes which coalitions of parties can form a majority, but does not delineate, for example, the negotiation process through which an agreement to vote en bloc is achieved.

Cooperative game theory investigates such coalitional games concerning the relative amounts of power held by various players, or how a successful coalition should divide its proceeds. This is most naturally applied to situations arising in political science or international relations, where concepts like power are most important. For example, Nash proposed a solution for the division of gains from the agreement in a bargaining problem which depends solely on the relative strengths of the two parties' bargaining position.

The amount of power a side has is determined by the usually inefficient outcome that results when negotiations break down. Nash's model fits within the cooperative framework in that it does not delineate a specific timeline of offers and counteroffers, but rather focus solely on the outcome of the bargaining process.

In contrast, *noncooperative game theory* is concerned with the analysis of strategic choices. The paradigm of noncooperative game theory is that the details of the ordering and timing of players' choices are crucial to determining the outcome of a game. In contrast to Nash's cooperative model, a noncooperative model of bargaining would posit a specific process in which it is pre-specified who gets to make an offer at a given time. The term "noncooperative" means this branch of game theory explicitly models the process of players making choices out of their interest. Cooperation can, and often does, arise in noncooperative models of games, when players find it in their own best interests.

2.10.Crazy Professor Reading Game

2.10.1 Description of Crazy Professor Reading Game

The Crazy Professor Reading Game is a new reading system that addresses one of the most perplexing and important questions in education, “How can we, at home and every grade level, progressively, and systematically increase students’ reading comprehension?” If poor reading skills are an illness, then we are suffering, kindergarten to college, from an illiteracy plague. As an instructor of advanced philosophy courses at Crafton Hills College in Yucaipa, California I teach some of the best students in San Bernardino County; I am shocked at the problems they have in understanding what they read. Students (and teachers) work hardest when they are happiest. Reading, of all human activities, should be entertaining.

Confronting and analyzing complex ideas, exploring stories, creatively grappling with written language is one of the most exciting of all human enterprises. Therefore, we have built plenty of fun into the Crazy Professor game.

The following is a step-by-step guide that will increase students' reading comprehension at school or at home.while they, their teachers and parents have lots of laughs. The Crazy Professor is an elaborate variation on a reading technique known as Buddy Reading. In Buddy Reading, students divide into pairs and take turns reading sentences. Juan reads a sentence; Paula reads the next sentence, and so on. As you’ll see, the Crazy Professor takes this useful pattern much further, building deeper and deeper levels of comprehension.

According Pardyiono. (2007). *Genre Based Reading*) game is a formal description of a strategic situation. Concepts apply whenever the actions of several agents are interdependent. These agents may be individuals, groups, firms, or any combination of these. The concepts of

game theory provide a language to formulate, structure, analyze, and understand strategic scenarios.

2.11 Steps on Conducting Crazy Professor Reading Games Steps

Biffle (2007:6) Gives table which explain the steps of Crazy Professor reading game .

Table 2.3

The Table of Crazy Professor Reading Game Steps

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	Silently mirrors the gestures.
3. Q and A	been read with a dramatic tone of voice and gestures.	Answers questions 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 material and life experiences (and/	Silently mirrors the gestures.
5. Silent Skimming	Skim reads one page ahead ... when finished, skims same page again and again.	Skim reads one page ahead ... when finished, skims same page again and again.
6. Silent Reading	Silently reads using gestures to show what is being read.	Silently reads using gestures to show what is being read.
7. Silent Summarizing	Using gestures, silently summarizes what has been read.	Using gestures, silently summarizes what has been read.
8. The Crazy Professor	comes the high energy 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 wool!", "Ask me	Becomes the high 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

	a good question!”, “Are you paying attention?!”, etc.	me more! more!”, “Keep going!” “I get it ... what’s your next great point!”, etc.
--	---	--

Biffle (2007:9-11) explain more the steps in conducting crazy professor Reading Game.

The Explanations are as follows.

- 1) **Dramatic reading:** the reader reads slowly, so the listener has time to form gestures. The reader gains comprehension by emphasizing keywords. The listener adds a kinesthetic dimension to meaning by finding appropriate gestures. (Reading aloud: The teacher reads dramatically and students make gestures dramatizing the text).
- 2) **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. (Reading aloud: the Ones use gestures and explain what the story was about to the Twos. The Twos mirror the gestures. Demonstrate what you want with one of your brightest students).
- 3) **3.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. questions about reading material. (Reading aloud: The Ones ask questions with gestures and the Twos give answers with gestures. Demonstrate what you want with one of your brightest).
- 4) **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. Tell students to vigorous clap their hands together, one hand “connecting” to the other, each

time they make a connection. When students get the habit of making connections, you can, where appropriate, ask them to focus on making connections to other course material this is more difficult. (Reading aloud: During a group discussion. ask your students questions like, “What does this remind you of?” “Has anyone seen anything like this?”, “Have we studied anything like this?” and so forth ... have all students say “connection” and clap their hands together whenever anyone makes a connection. Strongly praise any student who can link the reading to class material).

- 5) **Silent Skimming:** Ask students to move one finger down the page as they skim ahead for key information. Once they have skimmed one page, they start over until you change the task (see below). Skimming may be easier for lower grade students, if they merely point at and silently read the first sentence in each paragraph. (Reading aloud: skip this step).
- 6) **Silent Reading:** A major problem with silent reading as an in-class activity is that students drift off into their own worlds. If you’ve instructed your students to quietly illustrate what they read with gestures, you can easily tell who is on, or off, task. In addition, using gestures as they read will increase students’ comprehension. Instead of glossing over phrases, they must find a physical equivalent of the meaning of what they’re reading. (Reading aloud: skip this step).
- 7) **Silent Summarizing:** We occasionally want students to stop, and think back about what they have read. Silent summarizing is a break for intellectual reflection. (Reading aloud: ask students to quietly tell the story to themselves and make gestures).
- 8) **Crazy Professor:** This is the payoff. Let students be as loud, and energetic as you, and 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. A prop

m could be a pen, a book, a water bottle, and could stand for a character, a problem, a location, anything. Students pove using props. The Eager Student is, essentially, the hyper audience for the Professor. The two form the perfect learning team. The Crazy Professor really wants to teach; the Eager Student really wants to learn. (Reading aloud: encourage the ones to retell the story to the Twos using gestures and props. The Twos should applaud and encourage the Ones. Demonstrate.

2.12 Advantages of Crazy Professor Reading Game

1. Students are provided with a system that helps them to improve their reading comprehension, paraphrasing, and summarizing skills.
2. Students learn to visualize their understanding of the reading text by giving gestures during reading.
3. Students are encouraged to ask a question to their partner and they also have to be ready to answer the question.
4. Students become involved in the teaching and learning process because they have the opportunity to express their ideas by telling their friends the content of the text-based on their own words
5. This media is fun and appropriate for elementary through college-age students. It is effective to apply either at school or home.

2.13 Disadvantages Crazy Professor Reading Game

1. Students who less knowledge can give less participation during the teaching and learning and learning process.
2. This media is not suitable for readers who have less knowledge because they cannot decide what to do themselves and need a leader from the teacher to decide what to do.

2.14. The Previous Research

The effect of Crazy professor Reading Game in reading comprehension has been proven by a number of researchers. The finding is summarized as follows: Machfaud (2012) examined The use of crazy professor reading games in teaching Reading in The Eighth Grade Students Of SMP IT Ittihadul Muwahiddin Pati In Academic Year 2012/2013. The result of the study Is the implementation of the Crazy Professor Reading Game in teaching reading comprehension is good because there are some improvements from the first observation and recording until the last observation and recording. And the first problem faced by the students is they don't practice in reading well when the teacher asks them to read the text dramatically with a gesture, body 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%).

Yen Sopfi'i examined the subject of this study is eight grade students of SMP NU AL MA'RUF kudas in the academic year 2011/2012. The study design used was a quasi-experiment with one group prôt-lest post-test. To clarify the results, the data is grouped into two groups based on the average value of the pre-test. Based on data analysis, it is found that reading comprehension of descriptive text before they got the Crazy Professor Reading Game is low. While the ability to read students' understanding of descriptive text after they got the Crazy Professor Reading Game Is classified as good.

2.15 Conceptual Framework

Reading comprehension is the mental process by which readers take the words encoded by a writer and use them to construct n interpretation of what they think the researcher intended to convey. It can helps students easily in getting information from reading comprehension. The researcher order to help the students easy to comprehend the texts or let the students achieve

better understanding in reading in reading a text, it is necessary to find an effective method I teaching comprehension.

There are four levels of reading comprehension. They are literal, interpretative, critical and creative comprehension. Literal comprehension is the ability to understand what the writer states by taking the idea and facts that are directly stated on the printed page. Interpretative comprehension is the ability to understand what the writer states by taking the idea and facts that are not directly stated on the printed page. Critical comprehension is the reader assesses the good sense of what he or she reads. Creative comprehension is the ability of the reader to take information or ideas from what has been read and develop new ideas from them.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

Research design of this study was apply by using experimental quantitative research. This research divided into two different group namely Experimental group and Control group.

This study deals with affect of The Crazy Proffesor Reading Game to improve students' ability in narrative text. Accordingly, the reseracher have conducted an experimental quantitative research. The researcher wasuse experimental research because in this research the researcher going to find out the effect of The Crazy Proffesor Reading Game to improve studets' ability in narrative text. The researcher also used the quantitative because there are two ways of research. First the researcher choose experimental class and control class. The experimental class, the student is given The Crazy Proffesor Reading Game to improve their ability in narrative writing text, meanwhile the control class did not use The Crazy Proffesor Reading Game. The design can see as the following.

Table 3.1 Research Design

Class	Test	Teratment	Test
Experimental (VII-A)	Pre-test	The Crazy Proffesor Reading Game	Post-test
Control (VII-B)	Pre-test	Using conventional treatment	Post-test

3.2 Population and Sample

3.2.1 The Population

Ary (2002:148) states that a population is defined as all members of any well-defined class of people, events, or object. It means that population is any group that a researcher decide to be analyzed. The population in this study was eight grade students of SMP Swasta Sidorame Medan. There are two classes available for eight grade students with 20 students for each class.

3.2.2 The Sample

In research terms a sample is a groupn of people, objects or items that are taken from a larger population for measurement. The sample wasbe representative of the population to ensure that we can generalise the findings from the research sample to the population as a whole. A sample is a part of representative of the population to study (Arikunto, 2009:91). In this research, the sample is randomly selected by using lottery technique. The name for each class wasbe written on a piece of paper and then all papers were put in a box. The glass wasshake and two pieces of paper were taken from the glass. Thus there is a class selected as the sample and experimental. Thus, there are two classes selected as the sample, VII-A become the experimental class and VII-B become the control class.

3.3 The Instrumen of Collecting Data

The instrument of this research is a test of narrative text. The test was multiple choice test that consisted of 20 items. The test wasanswer the question on a form of narrative text after the teacher explains how to read a narrative text by applying the crazy proffessor reading game.

3.4 Scoring Rubric in Assessing Reading

In scoring the written test, the cumulative score is ranging 0-100. To score the students' performance in reading a narrative text, somencriteria waere used.

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

Where: S = Score

R = The correct answer

N = Number of questions

3.5 The Technique of Collecting Data

The procedure is used to solve the problems. The procedure in collecting data in this case in test, kind of test is narrative text. The test is used to compare the students' reading narrative result pre-test and second post-test. The research procedure has aim to get material that is needed in the research. The procedures of the research clarified as follows:

3.5.1 Pre-test

Pre-test is given to know each of the students' ability in the experimental and control class before doing the treatment. The same pre-test is given in experimental and control group. They would given 20 questions and after finishing they would collect it to other.

3.5.2 Trearment

The treatment is the second procedure which is conducted after the pre-test. Treatment was given to both the experimental and control class by using the same materials but different teaching strategy. The treatment is used for control class to support the experimental class. Experimental class wail teach by The Crazy Poroffesor Reading Crazy while control class will be teach by conventional model. There are two meetings in this research. Both groups were given pre-test in the first meeting. After that, the treatment and the post-test of narrative text are given in the second meeting. The teacher teach the experimental group and control group by the following procedures.

Table 3.2 Teaching Procedure for the Experimental and Control Group

No	Experimental	Control group
1	First meeting Opening phase 1. Teacher greets students to open the class 2. Teacher give students motivation and instruction before pre-test Main activities 3. Teacher gives pre-test to students and ask them to answer the question around 45 minutes 4. Teacher collects students' answer sheet Closing activities 5. Teacher gives conclusion About lason. 6. Teacher closes the class	First meeting Opening phase 1. Teacher greets students to open class 2. Teacher gives students motivation and instruction before pre-test Man activities 3. Teacher gives per-test to students and ask them to answer the question around 45 minutes 4. Teacher collects students' answer sheet. Closing activities 5. Teacher gives conclusion about the lesson 6. Teacher closes the class
2	Second meeting Opening phase 1. Teacher greets students to open the class	Second meeting Opening phase 1. Teacher greets students the class
No.	Experimental	Control group
	2. Check the students' attendance 3. Explaining the learning purpose 4. Brainstorming students' knowledge related to the topic. Main activities 5. Teachers tells students the steps of Crazy Professor reading game 6. Teacher shows the video how to read text using Crazy Reading Game 7. Teacher ask the students to sit in pair and devide each pair onto one's and two's 8. Teacher gives model how to conduct the first step "dramatic voice". 9. Teacher gives ask students to practice the first step one's read the text with dramatically voice and two's should listen what	2. Teacher motivates students Main activities 3. Teacher gives a text to the students. 4. Teacher ask them to read the text. 5. Teacher ask students 6. to read the text aloud in front of the class and choose some students to read aloud text in tern 7. Teacher ask the students to find out the difficult words and look the meaning up in the dictionary as well as asking them to translate the text 8. Teacher asks the

	<p>one's read while using gestures.</p> <p>10. Teacher gives model how to conduct step 'using gestures'.</p> <p>11. Teacher ask students to practice the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take turn when teacher says' switch."</p> <p>12. Teacher gives model how to conduct the third step "teach your neighbor or questions and answer</p> <p>Closing activities</p> <p>13. Teacher reviews the lesson of that day by asking some questions to the students</p> <p>14. Teacher ask students difficultly feeling of today's lesson</p> <p>15. Closing the lesson</p>	<p>students to show their comprehension by answering the question based on the text</p> <p>Closing activities</p> <p>9. Teacher concludes the material</p> <p>10. Teacher closes the class</p>
3	<p>Third meeting</p> <p>Opening phase</p> <p>1. Teacher greets students to open the class</p>	<p>Third meeting</p> <p>Opening phases</p> <p>1. Teacher greets students to open the class</p>
No.	Experimental	Control group
	<p>2. Teacher motivates students</p> <p>3. Teacher ask the lesson before</p> <p>Main activities</p> <p>4. Teacher gives a text and copy print to students which still consist of subheading or main items</p> <p>5. Teacher helps students to write question characteristics based on the item</p> <p>6. Teacher ask students to read the text and answer their question</p> <p>7. After answer the question, teacher ask students to answer question</p> <p>8. Teacher asks students their answer one by one</p> <p>Closing activities</p> <p>9. Teacher concludes about the material</p>	<p>2. Teacher motivates student</p> <p>Main activities</p> <p>3. Teacher gives a to the students</p> <p>4. Teacher ask them to read the text.</p> <p>5. Teacher ask students to read the text aloud in front of the class and choose some students to read aloud the text in turn</p> <p>6. Teacher ask the students to find out difficult words and look the meaning up in the dictionary as well asking then translate the text</p> <p>7. Teacher asks the students to show their</p>

	10. Teacher closes the class	comprehension by answering the question based on the text. Closing activities 8. Teacher concludes about the material 9. Teacher gives students motivation and instruction before pre-test
4	Fourth meeting Opening phase 1. Teachers greets students to open class 2. Teacher gives students motivation and instruction before pre-test Main activities 3. Teacher gives post-test students and ask them to answer the questions around 45 minutes 4. Teacher collects students' answer sheet Cloosing activities 5. Teacher gives conclusion about thes lesson	Fourth meeting Opening phase 1. Teachers greets students to open class 2. Teacher gives students motivation and nstruction before pre-test Main activities 3. Teacher gives post-test students and ask them to answer the questions around 45 minutes 4. Teacher collects students' answer sheet Cloosing activities 5. Teacher gives conclusion
No.	Experimental	Control group
	6. Teacher closes the class	about thes lesson 6. Teacher closes the class

3.5.3 Post-test

Post test is given to the students after giving the treatment by using Crazy Proffesor Reading Game in the esxpermental group and by using conventional way in the control group. The test items in the post test are same as those in the pre-test would find out the mean score of experimental group and control group.

3.6 The Validity and Realibility of The Test

There are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and reliability are qualities that are essential to the effectiveness of any data gathering procedure.

3.6.1 The Validity of The Test

Validity is the qualify of a data-gathering instrument that enables it to measure what is supposed to measure. This research uses content validity that concerns how well the test measures the subject matter and learning outcomes cover during the instructional period.

Table 3.3 Test of Specifications

Content	Test item	Kind of test	Score
Orientation	3	Multiple choice	15
Complication	15	Multiple choice	75
Resolution	2	Multiple choice	10
Total	20		100

3.6.2 The Realibility of The Test

Arikunto (2010;221) states that reliability is the qualify of consistency that an instrument or procedure demonstrates over some time. If the test is administrated to the same candidates on different occasions, then to the exam that it procedures differing results, it is not reliable. The test in this study use reading form.

Reliability is another characteristic of a well-constructed achievement. The reliability of the test is calculated by using Kurder Richardson (KR-21) (Arikunto 2006:187). The formula as follows:

$$KR21 = \left(\frac{k}{K-1}\right) \left(1 - \frac{M(k-M)}{k.SD}\right)$$

Where:

KR21 : Realibility of the test

K : Number of the test

M : Mean of the test

S² : The square of standard deviation of the score

The value of coefficient correlation will be categorized criteria by Arikunto (2010:187)

Where:

0.0-0.20 : the realibility is very low

0.21-0.40 : the realibility is low

0.41-0.60 : the realinility is fair

0.61-0.80 : the realibility is high

0.81-above : the realibility is very high

3.7 Technique of Analyzing the Data

The technique of analyzing the data was be done as the following

1. Calculating the data from scoring the pre-test and post-test of the experimental and control group
2. Tabulating the score of the students in the pre-test and post-test of the experimental and control group.
3. Testing hypthothesis by using the formula of T-test

To know the effect of the result from this research, the test will calculated by using test formula as follows that development Arikunto:

$$t = \frac{M_x - M_y}{\frac{\frac{dx^2}{N_x} + \frac{dy^2}{N_y}}{2} + \frac{1}{N_x} + \frac{1}{N_y}}$$

Where:

- M_x : The mean score of experimental class
- M_y : The mean of control classes
- dx² : The standart deviation of experimental class
- dy² : The standart deviation of control class
- N_x : The total number samples of experimental class
- N_y : The total number samples of control class