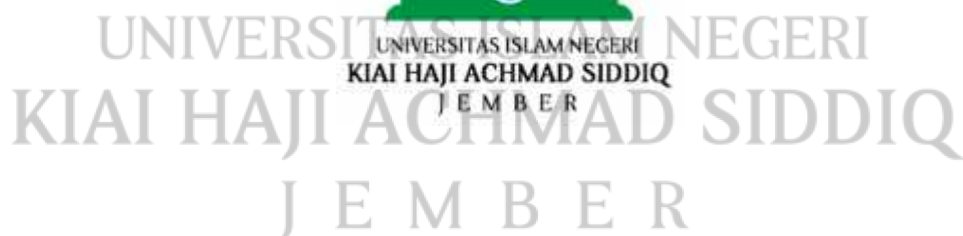


**THE IMPLEMENTATION OF TEACHING READING COMPREHENSION
THROUGH A SHORT ANSWER GAME STRATEGY
AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL AL-AZHAR AJUNG**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of The Requirements
for A Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department



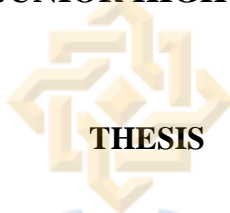
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ACH HANUJI AKBAR
T20196006

**STATE ISLAMIC UNIVERSITY KH ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
NOVEMBER 2023**

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English Language Teacher Training Department



By:

ACH HANUJI AKBAR
NIM: T20196006
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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AS'ARI M.Pd.I
NIP: 197609152005011004

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THESIS

It has been examined and approved
To fulfill the requirements of Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Faculty of Education and Teacher Training

Day : Monday
Date : 20 November 2023

Examiner Team

Chairman



Dr. Indah Wahyuni, M.Pd
NIP. 198003062011012009

Members:

1. H. Moch. Imam Machfudi, Ph.D..

2. As'Ari, M.Pd.I

Secretary



Siti Khodijah, S.S., M.Pd
NIP. 198609192019032016

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Approved by
The Dean Faculty of Education and Teacher Training

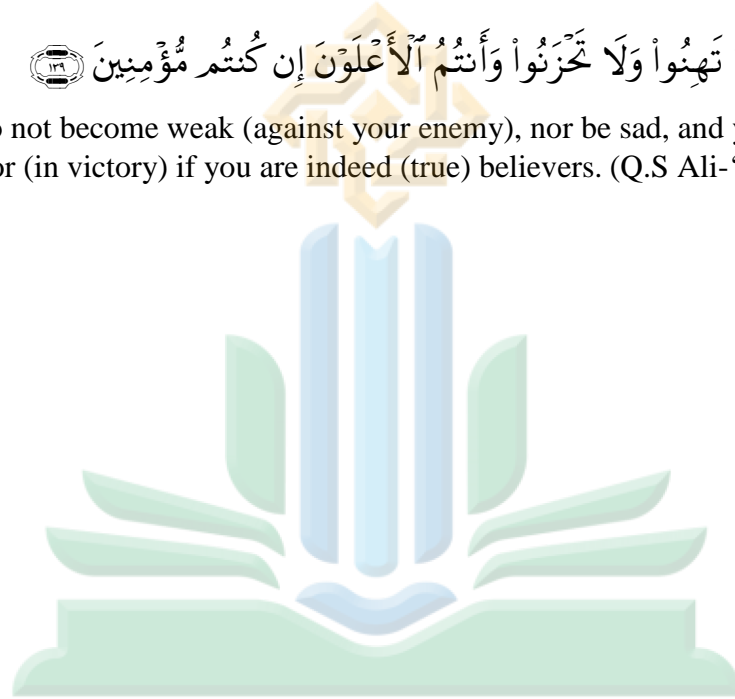


Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

So do not become weak (against your enemy), nor be sad, and you will be superior (in victory) if you are indeed (true) believers. (Q.S Ali-'Imran:139)*



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* Khan Muhsin, Al-Qur'an application, Arabic and English translation, version 2.139.
<https://archive.org/details/TheNobleQuranHilaliMuhsinKhan>.

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my brother and my sister, my father Sahuri, my mother Ratnadiyah, Taufqurrahman as my brother and Putri Aisyatur R as my sister who have given their support during my study and process in writing this research. I am so thankful for their kindness and patience.
2. My grandma and grandpa who became my motivation and inspiration to finish this study as soon as possible.
3. My organization friends PMII, PRAMUKA, JONGMA, and ASSENT ACE who gave several experience about knowledge, organizing, and mental health in social life.
4. Last but not least, for all big family of My Class (Marvelous Class). By all those, I have been built as who I am today. Thanks without any limit for all of them. May Allah give all of you more than what I have got to be.
5. My partner discussion Zakiyah, Ismi, Lutvy, and Emi you have helped me to finish this thesis
6. My support system kak Ira and kak Farid that they always give me support to be hurry finished this thesis

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, in the name of Allah, the most gracious and merciful, all praises and thanks to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, *Sholawat and Salam* are always delivered to our prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era. The researcher realized that this undergraduate thesis would not finish without helping and guidance from other people. Therefore, in this occasion I as researcher would like to express my special gratitude to the following people:

1. Prof. Dr. H. Hepni Zein., S.Ag., M.M., CPEM., as a Rector of State Islamic

University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this University.

2. Dr. H. Abdul Mu'is, S.Ag., M.Si, as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of Kiai Haji Achmad Siddiq Jember who has facilitated me to study in this faculty

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3. Nuruddin, M.Pd.I as the Head of Islamic Studies and Language
4. Dewi Nurul Qomariyah, S.S, M.Pd as the Head of English education program
5. As'ari, M.Pd.I as my thesis advisor, who has given his guidance, suggestions, and patience..
6. My all beloved lecturers who have been patient and generous to teach me

7. The principal of Junior high school Al-Azhar Ajung, Fatimatuz Zahro, S.Pd.I., and the staffs for giving me permission and helping me during my research at Junior high school Al-Azhar Ajung.
8. The English teacher, Isnaya Qurratu Akyuni, S.Pd who gave me support and help me in conducting my research.
9. The students of the first grade of Junior high school Al-Azhar Ajung who gave their time to participate in this research.

I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and other researcher who need it.

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Jember, 13th September 2023

Author

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ABSTRAK

Ach. Hanuji Akbar, 2023: “The Implementation of Teaching Reading Comprehension through A short Answer Game Strategy at the First Grade Of Junior High School Al-Azhar Ajung”

Keyword: Teaching Reading Comprehension, A short Answer Game Strategy.

This research examines the use of a short answer game strategy for teaching reading comprehension. Students were leaking in pronouncing each word when reading English vocabulary, students are also less fluent in reading because they do not know many vocabulary, students also have difficulty understanding what they read. In learning, the teacher used a monotouns strategy so, the students are not happy and enthusiastic in learning, and the teacher aware it. Therefore, English teacher utilize a short answer game strategy to make the students fluent on reading when teaching reading comprehension. So that it can attract researcher to conduct research at Junior high school Al-Azhar Ajung.

The formulation of the research question are: what is the purpose of teaching reading comprehension through a short answer game strategy?, How is the material of teaching reading comprehension through a short answer game strategy?, How are the steps of teaching reading comprehension through a short answer game strategy?, How is the evaluation of teaching reading comprehension through a short answer game strategy?.

This research uses a qualitative research method. It was conducted at Junior high school Al-Azhar Ajung. The selection of research subjects was purposive to choose 4 students out of the students based on the teacher's recommendation. The data were gathered by interview, observation, and document review. The data analysis used in this research were data condensation, data display, and final drawing. While triangulation of sources and techniques were used to validate the data.

The finding of this research are: 1. The purpose of this research: (a) to enable students can read fluently the text that they read, (b) to enable students have the ability to identify and explain grammar well in daily activity text, (c) to enable students interpret the text they read, (d) to enable students read fluently in front of the class. 2. The material of this research: relating to simple present tense and daily activity using the simple present tense including verbal, nominal, possitive, negative and interrogative form. 3. The steps of this research: (a) The teacher forms groups of 4 groups, (b) The teacher gives the daily activity text to each group to read, (c) Students create questions under the daily activity text along with the answers but the answers are written on another piece of paper, (d) The teacher exchanges each text with different groups, (e) Students read the text and answer the questions below the text, (f) Each reads the text and answers in front of the class, (g) The group that asked the question provides comments on the reading and answers from the group that answered the questions. 4. The evaluation of this research is a formative technique, the researcher used written test and oral (the ability to test Reading fluency).

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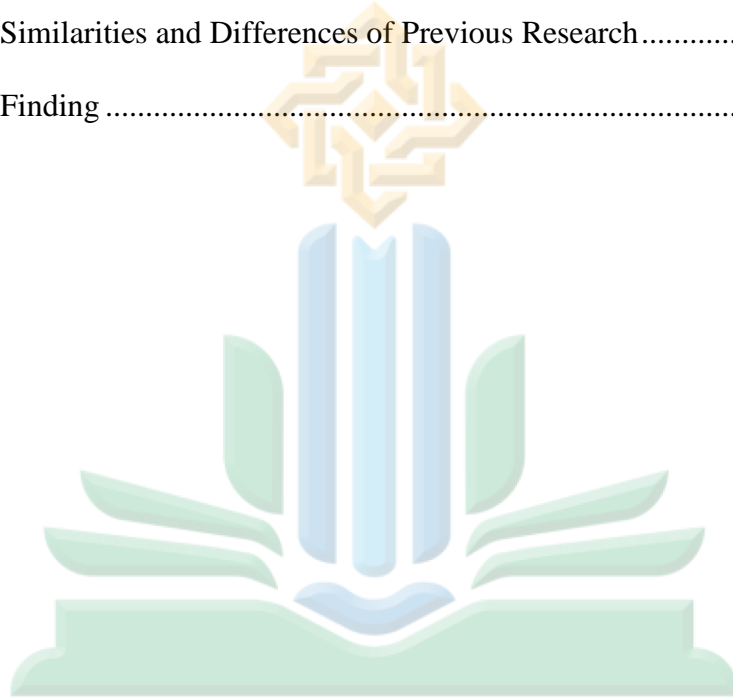
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CHAPTER I

INTRODUCTION

A. Context of Research

Language is an important communication tool, not just a tool for communication, communicate thoughts and ideas but also to build friendships and cultural relationship. According to Wardaugh, language is a system of random interactions. vowel symbols used in human communication¹. Based on understanding From the above language, it can be concluded that language is a tool to help us interact with others.

English is an international language used in many countries around the world and it plays an important role in the advancement of information in many fields, especially education. Realizing the importance of English, The National Agency for Educational Standards (BNSP) has declared English as one of the languages compulsory subjects.² Students gain four language skills in English. They listen, speak, read and write. It can conclude that learning

English is very important for our future education because many countries use English as a means of communication with other people and English learners should learn to listen, speak, read and writing as four English skills.

Research conducted over the last three decades has changed our view of reading as amere process of decoding. As Carrell and Eisterhold state EFL/ESL reading theoryhas been influenced during the past decades by

¹ Ronald Wardaugh, An Introduction to sociolinguistics fifth Edition (Australia: Blackweel Publishing, 2006), 296.

² BNSP, Pemendiknas RI No. 22 Tahun 2006 tentang Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah. Jakarta: Departemen Pendidikan Nasional.

Goodman, who views reading as a “guessing game” in which the “reader reconstructs, as best as he can, a message which has been encoded by a writer.”³ As Grabe describes Goodman’s perception of reading which is seen as an active process of comprehending [where] students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.⁴

Reading is one of four important language skills that students should learn and master. Reading can be a stepping stone to students' academic and life success. The ability to read guides students to acquire new knowledge, enjoy the beauty of literature, and do everyday things such as: Reading newspapers, magazines, novels, maps, guides and books.

Reading provides readers with a lot of useful information, knowledge, experience and culture. Reading is also important in the teaching and learning process, as all classroom activities are always related to reading. The purpose of teaching reading is to help students understand and give meaning to written texts.⁵ According to Grabe and Stoller, reading comprehension is the ability to correctly understand and interpret information in text. Reading comprehension is important to help readers understand what they are reading

³Carrell , Patricia L. & Eisterhold, J.C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 17(4), 553-573.

⁴ Alyousef Hesham Suleiman, Teaching Reading Comprehension to ESL/EFL Learners, *Journal of Language and Learning* Volume 5 Number 1 2006

⁵ Ade mustika, THE IMPLEMENTATION OF TEACHING READING COMPREHENSION THROUGH SMALL GROUP DISCUSSION (SGD) METHOD TO TENTH GRADE STUDENTS AT SMAN 3 BANDA ACEH, 1, 2019

in the text. In other words, your reading is not in vain. Reading, therefore, is not only an activity for the student to read and complete the text, but it also allows the student to comprehend and comprehend the text they are reading about the author's thoughts, utterances, or other information related to the text. You must also be able to.

In addition, reading is the first command that the Prophet Muhammad received from Allah. As a Muslim, the command to read is nothing new to our ears because Allah ordered the Prophet Muhammad SAW in Q.S Al-Alaq (verse 1), namely:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

"Read! In the name of your Lord who created (all that exists)."

Now from the above surah it is clear how important it is to read yourself, because reading is one of Allah SWT's commandments. Through reading we learn all knowledge, especially the knowledge contained in the Qur'an.

Comprehension is central to what it means to actually read.⁶

Comprehension is also the process of understanding the ideas in the text and extracting the message from the text itself. Reading is the process by which the reader affirms, denies, or refines the information presented in the written text as progress.⁷ Reading cannot be done in isolation and cannot be separated

⁶ Jennifer Serravallo, *Teaching Reading in Small Groups*, (United State: Heinemann, 2010), 43.

⁷ Christine E Nuttall J Charles Alderson, *Teaching Reading Skills In A Foreign Language*, (London: Heineman, 2005), 25.

from understanding. Reading comprehension is a basic principle of English learning and important for every lessons.

Reading comprehension is not just the reader's reaction to the text. Reading comprehension is a highly complex process consisting of multiple components, including the reader and what they contribute to the text (prior knowledge, use of strategies), and variables related to the text itself (interest in the text, comprehension of the content). There are many interactions between⁸ In reading comprehension, it is important not only to translate the words and read the text based on the correct pronunciation, but also to understand the text.

The researcher experience during teaching at the first grade of junior high school Al-Azhar Ajung Researchers believe Junior high school Al-Azhar Ajung's the first grade students have some problems. In other words, students are not interested in reading in their subjects, especially English classes, so teachers are always looking for strategies to encourage students' interest in reading subjects. There are also students who are interested in reading but do not understand the contents, and teachers are looking for ways to overcome the problem of students.

Researchers' observation during educational program by observing class found that teachers were using appropriate strategies to teach their students. Teachers used a short answer game strategy in teaching reading. Students are asked to read the text and answer questions based on the text.

⁸ Janette K. Klingner Sharon Vaughn Alison Boardman, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), 8

Teachers' strategy for teaching reading make it easier for students to understand the text and answer questions based on the text. A preliminary study by the researcher found that junior high school students struggled to master aspects of language. Students face many difficulties in reading comprehension because most teachers do not recognize the importance of reading. Teachers simply ask students to read without checking if they understand the text. Therefore, it is difficult for students to easily understand the text and find the main ideas, themes, moral values and other information. Also, they feel bored during the learning process. This means that reading comprehension is still low.

Triggered by students' lack of interest in reading English classes and the difficulty of learning grammar from the English language itself, students find it boring to study complex grammar very seriously. So students are very lazy when reading in English. Students feel useless when reading English, they don't understand the language and they need to learn grammar to understand English. Also, in Al-Azhar Ajung, the first grade Junior high school English teacher has always been in formal education. So most of the students are lazy to learn grammar, so teachers find the strategy they use boring and quickly look for new strategy to stimulate their interest in learning student.

Students rarely pronounce each word when reading English vocabulary, students are also less proficient when reading because they do not know many vocabulary, students also have difficulty understanding what they

read. During the learning process, teachers must make students understand. Happy and enthusiastic in learning, especially reading comprehension. Therefore, English teachers use the short answer game strategy to help students read fluently when teaching reading comprehension. When teaching and learning, especially when teaching reading, teacher must be able to make reading lessons interesting, fun and useful for their students. You can easily understand the text in a proper way. Teacher must therefore be creative to use effective and fun strategy.

The strategy that English teacher employ in teaching reading comprehension with a short answer game is where teachers implement many fun strategy for their students, stimulating their interest in reading in a variety of interesting ways. Look forward to continuing to add fun to every study session. A game when students learn grammar to help students comprehend reading English texts. Researchers are interested in exploring the problems and strategies used by English teachers to stimulate interest and enjoyment in reading to increase Grammar Learning. Therefor The Researcher Interest To Research With The Title: **The Implementation of Teaching Reading Comprehension through A Short Answer Game Strategy at the First Grade of Junior High School Al-Azhar Ajung.**

B. Research Questions

Following the previous statement, this study will examine how story completion techniques are used to teach reading comprehension. To help the study, the research questions are formulated as follows:

1. How is the purpose of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung?
2. How is the material of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung?
3. How are the steps of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung?
4. How is the evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung?

C. Research Objective

Based on the previous research focus, the objectives of this study as follows:

1. To describe the purpose of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung
2. To describe the material of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

3. To describe the steps of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung
4. To describe the evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

D. Research Significances

The result of this study is expected to be beneficial both theoretically and practically. The significances of the study are explained as follows:

1. Theoritically

The results of this study are expected to support the existing theory that interest in grammar learning is increasing to increase interest in English reading comprehension among junior high school students. In other words, this study aims to increase our knowledge of how to teach and learn English.

2. Practical Benefits

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The result of the research was fully predictable to give some contributions to;

a. Students

The hope of researcher for students is that they can have an interest in continuing to learn English, especially grammar to support their interest in reading English reading and being able to understand it well.

b. English Teacher

We hope that the results of this research will serve English teachers as an alternative method of teaching reading comprehension through a short answer game. Students are expected to practice reading comprehension in English as part of the learning process.

c. Other Researcher

The results of this research are intended to serve as a reference for researchers interested in future research focused on enjoyable grammar for developing student reading comprehension. In addition, the results of this study can be used as a comparison when conducting similar studies.

E. Definition of Key Term

The researcher had two definitions of key term that used to clarify the meaning of the key term. It would be explained as follows:

1. Teaching Reading Comprehension

Most reading research today focuses on effective reading strategy Improve student understanding. Guthrie argues that most researchers study a single cognitive strategy rather than multiple strategies over time. Furthermore, only a few studies have dealt with the topic of 'motivation' and 'commitment'. Guthrie said:

Engaged reading is based on motivational and cognitive characteristics of the reader, who is intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from

text. These engagement processes can be observed student's cognitive effort, perseverance, and self-direction in reading.

2. A short Answer Game

A short answer game is collection of communicative activities and games designed to supplement lesson and "jaz up" ESL/EFL classes that it performed by the students to make several answer to answer the question that the students made before. In addition to text practice and presentation, these games reinforce the grammar students already know by providing a realistic environment to practice their knowledge. A wide variety of activities and games are included to suit all educational styles. Some games are competitive. Some activities such as Problem-solving and information-sharing activities are non-competitive. All activities are interactive and designed to be done in class with other students. Some activities can be designed as homework.

3. Teaching Reading Comprehension through A Short Answer Game

This term refers to the way teachers meet students' need to acquire knowledge about reading comprehension through a short answer strategy. The strategy implemented by teachers in the process of learning English reading comprehension to help students understanding by practicing reading comprehension in daily activity text. Therefore, this strategy influences classroom activities to develop students' reading comprehension ability.

F. Structure of Discussion

The systematic discussion is a description of the progress of the thesis discussion from the opening chapter to the ending chapter. The systematic form of writing is a descriptive narrative, not a table of contents. The systematic discussion in this study is as follows:

Chapter I Presents the introduction of the thesis, such as background of the research, research focus, research objective, research significant, definition of key term, and systematic discussion.

Chapter II Presents a review of related literature that consist of the previous research and the theoretical framework.

Chapter III Presents the research method of this current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV presents the description of the research object, data presentation and discussion.

Chapter V presents the conclusion and suggestion of this research.

CEPHER II

LITERATURE REVIEW

In this chapter, the researcher discuss previous studies that explain the differences between this study and other researchers, and also theoretical framework that explain the theorist related to this research.

A. Previous Research

This researcher found some research that related to this study, some of them are;

1. The first, from Talar Agopian (2006), “Inductive Grammar, Student-Centered Reading, and Interactive Poetry: The Effects of Teaching English with Fun in Schools of Two Villages in Lebanon..” The Inductive Model views the student as an active constructor of knowledge. In this model, instead of explaining the rules and then giving examples to the students, the teacher presents students with examples about the content being taught and then guides them with questioning techniques to help them reach conclusions. Students observe the examples, notice, compare, contrast, find relationships, detect patterns, and draw conclusions about the rules.

For this reason, the Inductive Model is called “guided discovery.” This model gives students an autonomous role in the classroom as they form their own understanding of classroom topics. Furthermore, the Inductive Model increases motivation since it ensures high levels of student

involvement. And when students are involved, it means they are actively participating, which keeps their interest high.⁹

To explore whether the deductive approach or the inductive approach is more effective in foreign language teaching, a study was conducted in teaching grammatical structures in college French classrooms. This study compared the traditional deductive approach, where students are given the grammar rule before the structural forms, to the guided inductive approach, where students practice examples of grammatical structures before inferring the rule. The results showed statistically significant evidence of the superiority of the inductive approach in teaching grammar. Quiz scores of students in the class in which the inductive method was applied were higher than the scores of those in the class in which the deductive method was applied. The results also showed an overall improvement in grammar knowledge of the students who were in the inductive class throughout the whole semester.¹⁰

From the above quotes, researchers understand that grammar can powerfully help students understand English reading comprehension more easily. Lesson.

2. Second, from Vicky G. Spencer (2010), “Use of Kidspiration© Software to Enhance the Reading Comprehension of Story Grammar Components for Elementary-Age Students with Specific Learning Disabilities”, The

⁹ P. D. Eggen and D. P. Kauchak, *Strategies and Models for Teachers: Teaching Content and Thinking Skills*. Boston: Pearson, 2006, pp. 129–156.

¹⁰ C. E. Haight, C. Herron, and S. P. Cole, “The effects of deductive and guided inductive instructional approaches on the learning of grammar in the elementary foreign language college classroom,” *Foreign Language Annals*, vol. 40, no. 2, pp. 288–310, 2007.

aim of this research brief was to explore the efficacy of story mapping, with the integration of Kidspiration© software, to enhance the reading comprehension skills of story grammar components for elementary-age students. Three students served as the participants, two in third grade and one in fourth, with specific learning disabilities (SLD). Using an ABC single-subject design¹¹, we investigated the use of a computer-based story mapping procedure on the acquisition of nine specific story grammar components. Results showed a dramatic increase in the comprehension levels, as all three of the participants improved from the baseline to the intervention phase, with no overlaps in the data. Furthermore, during the final phase, all three of the participants continued to show an increase in their scores from the baseline measures. Finally, limitations of the study and considerations for future research implications to using story maps, with the infusion of technology-based applications, are discussed.¹²

Reading comprehension is a difficult task for many elementary school students. Students with specific learning disabilities (SLDs). Students who often have SLD Has a reading disability, usually one year or more below grade level in reading, mathematics, writing and spelling. Indeed, Gersten et al. Approximately (80%) of students identified with SLD reported having dyslexia and difficulty understanding written textual material. Worse, students with SLD often fail to monitor and assess their

¹¹ Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

¹² Vicky G. Spenser, (2010), Use of Kidspiration© Software to Enhance the Reading Comprehension of Story Grammar Components for Elementary-Age Students with Specific Learning Disabilities, *A Contemporary Journal* 8(2), 31–41

literacy (Roberts, Torgesen, Boardman & Scammacca, 2008), They often lack specific cognitive strategies¹³.

3. The third, Suud Purnomo (2012), “Improving the Students' Reading Comprehension Through Numbered Heads Together Technique..”

Reading is an activity to understand what the text contains. As one of the language skills, reading contributes to the success of language learning together with the other skills. Reading enables students to find out information from an array of texts, ranging from textbooks, newspapers, magazines, advertisements, brochures, and the like. Reading also enables students to know how English is actually used in printed and written forms. According to Harmer¹⁴, reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. He further states that reading provides good models for English writing and offers opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts.¹⁵

4. The fourth, Ariawan Vina Anggita N and Pratiwi Inne Marthyane (2017),

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“Implementing Joyful learning Strategy Using Treasure Clue Game Method in Order to Improve Reading Comprehension Skill”, The purpose of this research is to: (1) Explain the steps to practice fun learning Strategy for improving wheel reading comprehension using lottery game method 4

¹³ Antoniou & Sovignier, 2007; Boone & Spencer, 2010

¹⁴ Harmer, J. (1998). How to Teach English. An Introduction to the Practice of English Language Teaching. Malaysia: Longman

¹⁵ Suud Purnomo, (2012), IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH NUMBERED HEADS TOGETHER TECHNIQUE, Journal on English as a Foreign Language, Volume 2, Number 2

elementary school students. (2) Improve reading comprehension of fourth graders Elementary school students implementing fun learning strategies through a treasure hunt game Method. The survey was a collective behavioral survey (CAR) and was conducted in two parts. Cycle. Each cycle consisted of his two meetings. This survey was conducted at an elementary school. Kuningan. The target is 31 4th grade elementary school students. At the time of collection Researchers used the data to conduct observations, interviews, and data analysis. Analyzed the data It uses thematic analysis and is validated through triangulation, member reviews and retrospectives. Of Research shows that it is possible to develop strategies that are fun to learn using the treasure hunt game method.

Improve student reading comprehension. These results are The student's reading score in each cycle. Student's passing score as a percentage 73.86% for the first cycle and 87.56% for the second cycle. Therefore, student learning The results exceeded the study's performance index of 85.00%. After all, Researchers conclude that treasure hint games implement fun learning strategies The method can improve reading comprehension in 4th grade students.¹⁶

5. The last, from Megawati (2017), "The Improving Students' Reading Comprehension Through Grammar Translation Method", The aim of the study is to improve students' reading comprehension Grammar translation method. The study was conducted at SMK Private Tapos Depok in the

¹⁶ MAriawan Vina Anggita N and Pratiwi Inne Marthyane 2017, Implementing Joyful learning Strategy Using Treasure Clue Game Method in Order to Improve Reading Comprehension Skill 5:2 2017

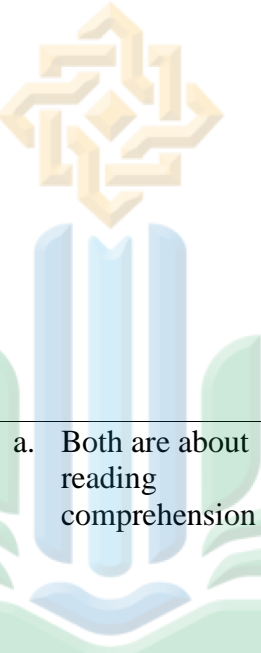
previous term. The research methods used by researchers are Qualitative research, classroom behavioral research. Three cycles were used in this study. Each cycle he consists of four steps. Plan, act, observe, reflection. Target: 33 10th grade students By SMK Private Tapos Depok. Researchers collected data through observations, interviews, tests, and discussions Collect the data you need during your research. Determine the range of Improve students' reading comprehension before and after the following grammar translation method. Analysis of study data showed that there was an increase The average and percentage score of students from Cycle I scores is 6.76 or 60%. Cycle II is 7.35 or 78% and Cycle III is 7.80 or 100%. Can be called grammar The translation method improved the reading comprehension of the students. It can be concluded that the grammar translation method can improve students' learning ability. SMK Private Tapos Depok Academic Grade 10 Reading Skills 2016/2017.¹⁷

Table 2.1

Similarities and Differences of Previous Study and the Researchers Study.

No	Reseach Title	Similarities	Differences
1	2	3	4
1.	Agopian Talar in 2019. Inductive Grammar, Student-Centered Reading, and Interactive Poetry: The Effects of Teaching English with Fun in Schools of Two Villages in Lebanon..	a. Both are about reading comprehension	a. The previous study focus on inductive grammar, reading comprehension, and poetry, while in this study the researcher focus on reading comprehension through a short answer game strategy

¹⁷ Megawati, THE IMPROVING STUDENTS' READING COMPREHENSION THROUGH GRAMMAR TRANSLATION METHOD,2:2, 2017

No	Reseach Title	Similarities	Differences
			<p>b. The method used in previous study was practice-based research, while in this research the researcher used qualitative.</p> <p>c. The previous study used 20 teacher as participant, while in this research used seventh grade students of Junior High School Al-Azhar Ajung.</p>
2.	<p>Erin Wade, Richard T. Boon and Vicky G. Spencer in 2010. Use of Kidspiration© Software to Enhance the Reading Comprehension of Story Grammar Components for Elementary-Age Students with Specific Learning Disabilities.</p>	<p>a. Both are about reading comprehension</p>	<p>b. The Method used in previous study was an ABC single-subject design, while in this research the researcher used qualitative design.</p> <p>c. The Participant in previous study were three students, two in third grade and one in fourth, with specific learning Disabilities (SLD), while the participant in this research were 27 students at seventh grade students of Junior High School Al-Azhar Ajung.</p>
3.	<p>Purnomo Suud in 2012, Improving the Students' Reading Comprehension Through Numbered Heads Together Technique..</p>	<p>a. Both are about reading comprehension</p>	<p>a. The previous study used NHT Technique for reading comprehension while this research used a short answer game strategy for reading comprehension.</p> <p>b. The previous study used classroom action research, while in this research used qualitative.</p>

No	Reseach Title	Similarities	Differences
4.	Ariawan Vina Anggita N and Pratiwi Inne Marthyane 2017, Implementing Joyful learning Strategy Using Treasure Clue Game Method in Order to Improve Reading Comprehension Skill	<ul style="list-style-type: none"> a. Both are about reading comprehension b. Both are about games (fun) c. Bhoth are used qualitative methode 	<ul style="list-style-type: none"> a. The subject were 31 grade 4 students of elementary school. b. The previous study focus on describ steps in implementing the joyful learning strategy using treasure clue game method in order to improve reading comprehension skill for the rade 4 students of elementary school and the strategy used the joyful learning strategy through treasure clue game method
5.	Megawati in 2017, The Improving Students' Reading Comprehension Through Grammar Translation Method	<ul style="list-style-type: none"> a. Both are about reading comprehension 	<ul style="list-style-type: none"> b. The previous study used Grammar Translation Method, while in this research used a short answer game strategy c. The previous study used classroom action research, while in this research used qualitative. d. The subjects of previous study were 33 students at tenth grade students of SMK Private Tapos Depok, while the subjects in this research were 27 students at seventh grade students of Junior High School Al-Azhar Ajung

Based on the above similarities and differences, it can be understood that every researcher has a unique way of exploring a research topic. A similarity between previous studies and the present study is the use of reading comprehension and student satisfaction as the focus of the study. On the other hand, the difference between this study and his five previous studies was that Junior high school Al-Azhar Ajung Jember in the first grade found students' interest in learning grammar and lack of interest in reading and their It was to examine the students' lack of interest in understanding reading.

B. Theoretical Framework

1. Teaching Reading Comprehension

a. Teaching Reading Comprehension

Teaching is an activity in which a teacher teaches students of a school. This activity relates to the activity concept identified in the lesson plan, materials, explanation, and assessment. In other words, teaching is the transmission of knowledge from teacher to student.

Harmer describes teaching as what teachers do.¹⁸ In a short, the teaching process involves sharing new knowledge in all fields and new ideas with students.

Reading is one of the four basic skills in language learning. Reading is a learning process of transferring information from writer to reader by using written form. It is a complex mental process which includes several different components such as seeing, paying

¹⁸ Jeremy Harmer, *The Practice of English Language teaching: Fourth Edition*, Edinburgh(Gate: Pearson Longman ELT,2007), 107.

attention, paying attention, remembering, preserving meaning, synthesizing, analysing and interpreting¹⁹. Furthermore, reading comprehension is very important for students in enhancing their knowledge and information. Many sources of written information need to access through reading.²⁰

In addition, reading helps students refresh their thinking and expand their vocabulary. You will also become familiar with English sentences and structures. Given the country, reading must be mastered by students. In recent years, exam questions for English classes are centered on reading form of understanding. It means to accept students who have passed the final exam. Understand the text

so that you can answer the questions correctly. therefore, Students should be able to understand the text they read and be able to:

Encourages improvement in reading comprehension. this is, Expectations for the 2013 curriculum that should be able to do this comprehend the meaning of the narrative text both orally and in writing.

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The Reading Eggspress Library has over 3000 children's books to choose from. They are all categorized by reading age and

¹⁹ Celik, B. (2019). The Role of Extensive Reading in Fostering the Development of Grammar and Vocabulary Knowledge. *International Journal of Social Sciences & Educational Studies*, 6(1), pp. 215-223. <https://doi.org/10.23918/ijsses.v6i1p215>

²⁰ Cut herawati, sofyana A. Gani dll, (2020), THE IMPLEMENTATION OF SCAFFOLDING READING EXPERIENCE STRATEGY IN INCREASING STUDENTS' COMPREHENSION, volume 1, hal 1

vocabulary level. Sign up now to start reading or sign up for a free trial here.

This list isn't exhaustive, but it's a good starting point. So, without further ado, let's dive into the Big 5 of reading comprehension.

Main Idea & Main Content Activities to support students

1) Ability to identify main ideas and important details

Students should be able to see the whole passage. Target this ability by asking a simple question, "Why did the author write this passage?" Why should you care? Students who have difficulty seeing the big picture may have trouble with this concept.

2) Ability to sequence passages into regular series

Students should be able to identify first, second, last or first, middle, last and place these events in order. As you get older, it's important to start commenting on each sentence or paragraph by providing a 2-3 word summary. This helps identify the main ideas and important details.

3) Ability to answer direct callback questions

Students should be taught how to enter the specific information that needs to be recorded. Consider these important 'w' questions, specifically who, what, when and where. This is

often the most important information that students should be able to answer after reading the passage.

4) Ability to make conclusions and/or predictions

Digital Resources for Reading Comprehension Shown above are interactive online resources for conclusions/predictions. From here, we will delve into more advanced reading strategies. This is where things start to get really interesting because you have to step away from what the passage specifically taught you. We then begin to use background knowledge and life experience to take our understanding to new levels. We need to take what the passage tells us and start thinking seriously about it. This can be difficult for students as many struggle with abstract thinking and their conclusions and predictions are often not concrete.

5) Identify unfamiliar vocabulary

Now, this is short of a cheat when it comes back to any of the other core components of literacy but it's so important that it had to be included as part of the Big 5 of comprehension. Failure to recognize unfamiliar vocabulary can cause passages to lose much of their meaning. Sometimes we don't even realize how much of the overall message we've lost just because we didn't understand a particular word. It is important to allow students to self-monitor their understanding of specific words in a passage.

b. The Component of Teaching

1) The Purpose of Teaching

The purpose to many other services for young students participating in educational services. Therefore, the purpose of teaching is to achieve various benefits for students' activities in the classroom. The purpose of teaching is often called learning objectives. This is one of the important stages of the teaching-learning process. As Malin stated, the purpose of instruction is the primary driver of student engagement in school.²¹

Reading the printed word has another purpose. By reading the information on a need-to-know basis, the reader will know and be satisfied. People have different intentions when they read something. For example, when reading a newspaper. The purpose is to obtain information. When they read comics, the purpose is to get pleasure. Some linguists describe the purpose of reading as Nuttal²² stated that the main purpose of reading is to grasp the meaning of the message from the text. Additionally,

William categorized reading as:

- a) To read general information is to get all general information.
- b) Reading specific information required understanding what information or type of information you were

²¹ Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

²² Nuttal, C. *Teaching reading skill in foreign language*, London: Macmillan, 2005.

looking for, finding it, and carefully reading the relevant part to understand it completely and in detail. Reading specific information may also include reading whether the text has information.

- c) Read for fun or interest. Reading for fun to promote learner engagement and motivation. Reading for fun is primarily reading for fun. It spans a wide range of genres and publications and includes both fiction and non-fiction.

2) The Material of Teaching

Materials are one of the main tools in the teaching and

learning process. In the teaching-learning process, the teacher provides students with materials to increase students' knowledge, train students' communication and guide the learning process. The materials should be fun and exciting so that students do not get bored quickly and enjoy learning.

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Materials are anything that teachers and students use to facilitate language learning, including textbooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions²³. In addition, the study material is all related to the language being studied.

²³Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 384.

The materials used in teaching reading comprehension have a strong influence on the student's reading success and the level of readability on the student's reading comprehension. For example, reading material that often contains words almost throughout the text will cause reading comprehension difficulties.

Therefore, teaching reading requires appropriate reading materials that meet the needs of students. According to Tomlinson, language learning materials can be selected according to students' needs so that they can learn appropriate materials because they have different ways of learning a language.²⁴

In this context, the choice of suitable materials is based the students' language learning, whether they are beginners, intermediate or advanced. For example, elementary or elementary school-age children participate in the Young English Learners Program. They have different learning needs than adult students and these need to be catered for kind material to cover their basic needs.

In addition, Brinton Nunanis suggests that the texts and tasks taught should be authentic.²⁵ On the other hand, Harmer

²⁴ Tomlinson B., *Materials development for language learning and teaching*. (London: Continuum, 2012), 143

²⁵ Nunan, D., *Task-based language teaching*, (Cambridge: Cambridge University Press, 2004), 133

argues that it is too difficult for young students to read authentic material because there are many things they do not understand.²⁶ Students' motivation to read is greatly reduced. Therefore the teacher must give them comprehensible material. Furthermore, Harmer states that the primary aspect leading to success in teaching reading as a receptive skill is the choice of the comprehension task.

Based on the above definition, it can be concluded that teaching materials are one of the most important tools in the teaching and learning of teachers for students to increase students' knowledge, train students' communication and also guide the learning process. . The materials used can be course books, videos, graded readers, flash cards, games, websites and mobile communication, then the materials used are also changed according to the level of language learning, whether beginner, intermediate or advanced.

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3) The Steps of Teaching

In the education system, the structured arrangement of each subject to be taught is generally known as a lesson plan. A lesson plan is known as a coherent sequence of activities that

²⁶ Harmer, *The Practice of English Language Teaching*, 135

covers a classroom period between 40 and 90 minutes. The unit can then take the steps corresponding to the curriculum before and after to evaluate and prepare for the next lesson.²⁷ Thus, the structure of the lesson plan has the basic elements that it should contain. Brown presented the elements of the lesson plan as follows²⁸:

a) Goals

Goals are generalized but deal with unifying themes that identify the lesson topic. For example, the lesson plan understanding narrative text means it identified with the lesson topic is about a narrative text.

b) Objectives

In creating the learning objective, the teacher must be concerned with the explicit statement to gain from the lesson. The explicit statements ensure the accomplishment that must be achieved, preserve the unity of the lesson, predetermine the accomplishment, and evaluate the students' success at the end of or after. The learning objective is familiar with the term of state what the students will do. In stating the objective, teachers must know that terminal lessons and enabling differ. The terminal lesson objective is

²⁷ H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149.

²⁸ H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151..

the final result that needs to measure; meanwhile, the enabling objective is interned steps that create each other and lead to terminal objectives.

c) Materials and Equipment

As a teacher, it was just knowing what materials and equipment you needed to take and bring. Perhaps the materials for teaching reading comprehension that teachers bring, commonly the coursebook for teachers as references, meanwhile the equipment that may teacher need in teaching reading comprehension such as LCD led, pen, board marker, videos or audios, media for learning involved in a paper, board.

d) Procedure s

The general set guidelines of procedure in the lesson plan are divided into three agendas; first is opening, namely set induction which acts as a warm-up such as salam, praying together, checking the attendance list, and others. The second is core, a set of activities with each proportion included in whole class work, group or pair work, teacher talk, and student talk. The third is a closure in which the activities are the closing of the activities in class, including evaluation, feedback, or perhaps the homework, and then closing the class by praying together.

e) Evaluation

Evaluation can only sometimes be the element of a lesson plan. However, evaluation can be used when the lesson has conducted one meeting or two to know whether the learning objective has been accomplished. The evaluation is also an assessment that the teacher makes, and then the teacher can give the students a chance to learn in order to assess the success of students and make an adjustment.

f) Extra Class Work

Extra class work is commonly known as homework;

eventually, this must be corrected. The function of extra class work is to make students stay focused beyond the learning of the class hour. It can get from the extensions or applications that are related to it.

4) The Evaluation of Teaching

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Evaluation is the final part of teaching reading comprehension. Educational evaluation means post-teaching evaluation, during which it is known how far the objectives have been achieved. To achieve this, evaluation of students after teaching-learning is often used. It consists of feedback,

suggestions and comments.²⁹ In addition, as part of the lesson plan used to assess students, two types of assessments can be assessed as follows:³⁰

1) Summative assessment

Summative assessment is concerned with measuring the product of a student's learning. In other words, summative assessment is to know whether the teaching-learning has achieved its goals.

2) Formative assessment

Formative assessment concerns measuring the students' abilities as part of a process. In other words, the formative assessment focuses on helping the students' progress to the next level. It aims to provide feedback to support and increase the teaching and learning process. This technique using two ways to evaluate the students these used written test that teacher and oral when the students prictice to read the text.

c. Strategies in Teaching Reading Comprehension

²⁹ Jaap Scheerens, Cees Glas, and Sally M. Thomas, *Education Evaluation, Assessment, and Monitoring: Contexts of Learning*, (Netherlands: Taylor and Francis e-Library, Master e-Book ISBN: ISBN 0-203-97105-1), 2005, 2.

³⁰ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408

1) Question-answer relationship (QAR) strategy.

The QAR strategy is a kind of reading strategy developed by Raphael³¹, the QAR is a reading comprehension strategy designed to clarify how students approach the task of reading a text and answering questions. This strategy is effective in improving students' reading comprehension as it helps them think about the text they are reading and beyond.

2) Listening, Reading And Discussing Strategies

The Listen-Read-Discuss strategy is a reading comprehension strategy introduced by Manzo and Casale³² to build students' prior knowledge before reading a text. This is an effective strategy for engaging readers who are not comfortable with classroom discussions. Because the content was initially dealt with orally, students could hardly read and understand the text in its entirety. Students who lack background knowledge

can acquire background knowledge during the listening stage,

giving students another chance to easily understand the text.

3) Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DRTA) is a reading strategy developed by Stuffer in 1969. According to Stuffer, the DRTA strategy focuses on student engagement with the text as

³¹ Raphael, T. Teaching Question-Answer Relationships, Revisited. *Reading Teacher*.1986, 39 (6): 516-522.

³² Manzo, Anthony V., & Casale, Ula P. (1985).Listen-Read-Discuss: A content reading heuristic. *Journal of Reading*, 28, 372-734

they read the text to predict and prove it. Using DRTA strategies, teachers can increase student effort and concentration by engaging intellectuals and encouraging them to formulate questions and hypotheses, process information, and evaluate temporary solutions. can. This strategy can be done individually, in small groups, or as a whole class.³³

d. Definition of Reading

Nunan considers reading to be a set of skills necessary to understand and interpret printed words. 's activities reading is also related to the ability to decode printed words inside the read key. Decoding activities impact readers give meaning. Reading also requires understanding its meaning, that is Anderson also said. He also added that reading is not only pronounce words correctly but also understand their meaning average.³⁴

According to Harmer, reading is a complex process that includes interaction between the reader, the language, and the ideas of the text.³⁵ Reading includes all knowledge of social functioning, features of language, and the general structure of the text. They are not required understand each part of a sentence or paragraph, but they must understand the message that the writer wants to convey to students understand what to do, how and why their readings are do.

³³ Ade mustika, THE IMPLEMENTATION OF TEACHING READING COMPREHENSION THROUGH SMALL GROUP DISCUSSION (SGD) METHOD TO TENTH GRADE STUDENTS AT SMAN 3 BANDA ACEH, 12-14, 2019

³⁴ David Nunan, Discourse Analysis (London: Penguin English, 1993), 249

³⁵ Jeremy Harmer, How To Teach English (Cambridge: Longman Pearson, 2007), 99.

Grayce considers reading to be like a conversation between writers and readers. Like someone was talking. Writers try send messages to others. But the message won't is communicated unless certain prerequisites are met. Conversation Must have general experience. They also need to talk or the sound of written or printed speech is understood by both parties when standing for words that in turn represent experience. Then ask them The exchange must be formed according to linguistic patterns that both familiar.³⁶

From the above explanation it can be concluded that reading can be a process of decoding words in a text by interacting with context and by engaging the reader's background knowledge to understand them. Reading is not just reading words and sentences understand the meaning of words and phrases. Afterward they read a text, they must actively connect their previous knowledge about contexts.

e. Reading Comprehension

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Reading is an active and interactive activity of reproducing words mentally and verbally as well as trying to understand the text read. It is important to remember that reading is not an immutable skill, there are many different types of reading skills, corresponding to the many different purposes we have when reading.

Reading comprehension is a term used to indentify those

³⁶ Grayce A Ransom, *Preparing to Teaching Reading* (Boston: Little Brown and Company Limited, 2002), 14-15.

skills needed to understand and apply information contained in a written material and also from the other opinion define reading as an active cognitive process of increasing with print and monitor comprehension to establish. Reading can be defined as the ability of an individual to recognize a visual form: associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning.³⁷

There is no doubt that reading has many purposes, not the least of which is to graduate from school and provide students with the knowledge they need to continue learning no matter what their goals are. To achieve this goal, reading comprehension is necessary.

The writer orders to comprehend reading selection thoroughly a person must be able to use the information to make inferences and read critically to understand the figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations.

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f. The Component of Reading Comprehension

Before we know the component of reading comprehension, we should to know about the component of reading, here are:

1) Phonetic

Phonetics is the process of mapping the sounds of words to letters. This is one of the earliest reading comprehension skills

³⁷ Fajar thiara nurul, *improving students reading comprehension...*, 2012, 6-7.

that children should develop as it introduces them to the connections between letters and sounds known as the Principles of the Alphabet.

A lack of phonetics education in early childhood can make reading difficult later. It is important for children to understand that the printed text represents the sounds of the spoken word. There are many phonics activities you can do with your child at home to help your child develop phonics skills early, but it is important to remember that these activities should always be supplemented with regular reading. am.

2) Phoneme recognition

All words in English are made up of combinations of individual sound units called phonemes. For example, the word "crab" is made up of four distinct sound units. crab. Phoneme awareness is the ability to hear, identify and manipulate these individual sound units. This is one of the most basic skills children must acquire in order to learn to read. Playing word games, language games, rhyming, and simply listening to a parent read aloud can help your child develop phonemic awareness from an early age. So why not complete her first few Egg Reading lessons with your child to develop important phonemic recognition skills?

3) Vocabulary

An ever-growing vocabulary is a fundamental part of successful learning and reading. The more words you know, the better you will be at reading and understanding texts.

All children approach reading in different capacities. The more vocabulary your child has in speaking and listening, the more words they can add to their reading and writing vocabulary with relative ease. Reading a variety of books is one of the best ways for children to expand their vocabulary. Some of the most basic words children learn when they start reading are the words they see. These include high-frequency sight words such as 'on', 'I', 'the', 'and', 'is', 'an', and 'be'. The first 100 sight words make up

her more than 50% of most beginner texts and are very beneficial for your child to learn early in their reading journey.

4) Fluent

There are several different skills that build reading fluency in young children. These include strong phonetic decoding skills, an increase in quickly recognized high-frequency words, and the amount of time children spend reading books at a reasonable level. deep and can be read quickly and accurately.

5) Reading comprehensiveness

Good readers immerse themselves deeply in the stories they read. They visualize characters, hear dialogue in their minds, and imagine details beyond page boundaries. A good reader ponders what is happening in the story and shares the emotional journey of the characters.

Good non-fiction readers acquire new information, expand their vocabulary, and connect what they read with other sources to deepen their understanding of new concepts and topics. All of this indicates that your child has a complete and complete understanding of the text they are reading. It's a complex skill that takes time and practice to master perfectly, but it inevitably brings great rewards. It is no secret that reading meaning is the ultimate goal of learning to read. Comprehension is a skill that not only influences a child's future reading ability, but also their academic performance in school and beyond. By encouraging your child to talk about what they read, you can monitor how well they understand and improve their comprehension. Learn more about how to improve your child's reading comprehension.

g. The Types of Reading Comprehension

Readers may have different reading styles. Each year perhaps has its own reading. Moreover, there are many Reading types are

suggested by many experts. take and push The summary of reading types are as follows:³⁸

1) Scanning

Digitization is a reading types that helps readers find quick for specific information. Wiryacitra said digitization encourage students to think of clues to help them find out specific information.

2) Skimming

The purpose of skimming is to see what exists in the text by Look at the text to understand its gist. Skimming teaches readers become a selective reader as it helps to choose only what is of value read.

3) Extensive Reading

Deep reading is a mastery activity because it is read longer text and in general the reader has a general understanding of the text translation is not required and it is necessary to understand the entire text. That is Reading the text only understands the main idea, not the whole idea detail.

³⁸ Grabe and Stoller, Teaching and Researching Reading Second Edition (London: Pearson Education Limited, 2011), 13-16.

4) Intensive Reading

This strategy is used to extract specific information. This detailed reading expects the reader to understand each word, numbers or facts.

Based on the above explanation, we can know that a correct reading The techniques will help the reader easily understand the text. While reading This technique will allow the reader to understand the important points and ideas of the text more effective.

h. The Activities of Reading Comprehension

In the activities of reading, there are some factors which influence reading comprehension. Activities below is used to show how these factors influence reading comprehension.³⁹

1) Attention

Attention is an activity whereas the reader tries to pay attention on what the reader is reading.

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2) Background Experience

In the writer opinions, reading is actually the activity of relating something we do not know to something we have already known. Therefore, the previous experience of the reader is very important in anticipating the author's message.

³⁹ Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, 1976: 207

3) Language Abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. When a child learns to read, at the same time, he learns a language. If his knowledge about the language is good, it is assumed that his in reading will be good too. The language abilities of student in using a language are includes the ability to understand the structure underlying the passage and vocabulary of the language he learns.

4) Thinking Abilities

Thinking ability refers to the students' ability to link their new experience with their previous experience. Reader should think in the act of recognizing word. Teachers in class can develop the students' ability in thinking by them appropriate questions to comprehend. The question should be good enough so that the students are not asked to quote parts of the passage only but they must be concerned with the main ideas and understand the purpose of the author.

5) Reading Purpose

Reading comprehension means extracting the required information from a written text as efficiently as possible, rejecting irrelevant information and finding what we are looking for, quickly. She establishes that there are two main reasons for us to read: For pleasure and for information.

i. The Principle of Reading Comprehension

According to Harmer, there are several principles behind teaching reading comprehension.

- 1) Reading is not a passive skill. Reading is an incredibly active profession. To do this well, students need to understand the meaning of words.
- 2) Students should work on what they read. As with any lesson, students who are not enthusiastic about reading the text and who are not actively interested in what they are doing are less likely to benefit.
- 3) Students should be encouraged to respond to the content of the reading text, not just the language details. It is important to study the spoken text for language usage, number of paragraphs involved, and relative clause usage.
- 4) Prediction is an important part of reading. When students read texts in their native language, they often have a good understanding of the content before actually reading it.
- 5) Assign tasks to topics/material is an essential in the teaching and learning process. During the teaching and learning process, teachers provide materials to students to consolidate knowledge, train students' communication skills, and control the learning process. Content must be fun and engaging so that students are excited and interested in learning. Materials can be educational by

providing information to learners about the language, experiential by exposing them to the language in use, and stimulating by stimulating language use. This can be exploratory as it can facilitate exploration of language use⁴⁰. In addition, the teaching materials include everything related to the language to be learned.

Collins, describes eye contact is essential to all communication that goes on in the learning environment, as well as elsewhere. Establishing eye contact is an attending behavior. It gets the people's attention. It is not staring. Wide-opened eyes not only focus the learner's attention but they also convey meaning, attitudes and feeling tones. According to Sanders, eyes need to light up frequently. Sometimes open eyes wide with eyebrow raised. Eye contact is a key when delivering instruction since it help you make a connection with other⁴¹

2. Fun With Grammar (A short Answer Game)

a. Definition of Fun With Grammar (A short Answer Game)

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Game theory, a player's strategy is one of the options he chooses in a context where the optimal outcome depends not only on his own actions but also on the actions of others. Discipline mainly involves the actions of players in a game that affect the behavior or actions of other players. The one of game that the researcher used that

⁴⁰ Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.

⁴¹ Kames, M. & Collins, D. Using Cooperative Learning Strategies to Improve Literacy Skills in Social Studies. *Reading & Writing Quarterly*; Jan-Mar1997, Vol. 13 Issue 1, p. 37.

(A short Answer Game). A short answer game is brief but complete they can answer "yes or no" questions or more complicated queries. Conventionally, the verb in a a short answer is in the same tense as the verb in the question asked. Also, the verb in the a short answer should agree in person and number with its subject and as you know if the question that students answer that are made by the students classmate. The player's strategy will determine the actions the player takes at any stage of the game. When studying game theory, economists take a more rational view in analyzing decisions. rather than a psychological or sociological perspective is applied when analyzing the relationship between the decisions of two or more parties in different disciplines⁴².

Then usually game become a strategy of learning english skill, as like speaking, readig and writiing, but regarding this research is reading comprehension content so this game strategy is used for teaching reading comprehesion. Then, reading usally study about grammar for supporting the material in orther the student understand well.

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Then motivation also support the a short answer game strategy order to the teaching reading comprehension can be recived by the students. Well motivation it self can be defined as the extent to which you make choices regarding your goal pursuit and the effort you will devote to that pursuit. According to the traditional view, motivation is the quantity of human behavior through a behavioral pattern that

⁴² Strategy (game theory), [https://en.wikipedia.org/wiki/Special: WhatLinks Here/Strategy_\(game_theory\)](https://en.wikipedia.org/wiki/Special:WhatLinksHere/Strategy_(game_theory))

emphasizes the importance of rewards and reinforcement.⁴³ Motivation is highest when a person can make their own choices or when we define ourselves by our own decision making, whether in a short in a long-term or long-term context.⁴⁴

Grammar, central to language teaching and learning, is also the language's system or rules, used to find ways to structure words in sentences. You don't need to learn grammar to learn and teach English because many people don't learn English and speak it as their mother tongue. However, to fully understand a foreign second language, it is essential to learn the grammar "rules of word formation and sentence formation"⁴⁵.

This is also one of the difficult aspects of teaching a language successfully. When most people, including language teachers, hear the word "grammar," they think of certain forms and usages. They associate "good" grammar with prestige forms such as the language used in writing and formal oral presentations, and "bad" or "no" grammar in everyday speech or non-prestigious forms of speech. associated with the language used by the person.

A language education program that makes it easier for young learners to learn a foreign language. With the advent of communicative language teaching, teaching and learning English has become much

⁴³ H. Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*, (Pearson ESL, 2000), 72-73.

⁴⁴ H. Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*, (Pearson ESL, 2000), 75.

⁴⁵ Laila Kadariyah Nur, *A short answer game Teaching*, 1-12, 2018

more difficult for teachers and learners, just as other innovations challenge users.

Games have become very important for English learners and teachers as they not only provide fun and relaxation but also encourage students to use the language in a creative and communicative way. It is suggested that the game can be used not only by young learners, but also by middle school, high school, and college students.

Through games, students can relax, have fun, and focus on the game's objectives, reducing their anxiety, increasing their confidence in using the language, and increasing their motivation. Games also allow learning to happen on the fly, without you even realizing that your peers are working together to solve problems and build meaning.

The goal of language learning is communication. In order to achieve their goals, teachers should select and choose games that allow students to actively interact, communicate, play games, and solve the challenges that accompany them.

Through the game, students must communicate with each other to reach their goals. Lessons become more serious. Games can be used to create disagreements and move closer to a better language exchange

1. The Reasons A short Answer Game Strategy

Learning grammar is not as easy as we think it is, so researchers explore teachers and students engaging in a short

answer game strategies used by Junior high school Al-Azhar Ajung, especially Class VII English teachers. enthusiastic about Why use grammar in fun away (A short Answer Game).

a. Arif Sarikovan and Esen Metin, authors of Songs, Verse and Games for Teaching Grammar, explain how and why games that teach grammar work in the ESL classroom. They said, "Games and problem-solving activities that are task-based and have a purpose beyond the production of correct language are the most preferred examples of communicative activities." Apply and use what you learn without.

b. Games also have the advantage of allowing students to "practice and master a wide range of vocabulary, grammar and structures." This is possible because students are often more motivated to play games than desk work. Also, during the game, you will focus on the activity, and at the end, you will unconsciously absorb the words. We can also add that fun educational games usually involve repetition, so the language sticks.

c. Games motivate students, but perhaps the biggest reason for using them is that "the use of such activities increases both collaboration and competition in the classroom," Saricovan and Metin said. am. Games can be used to create excitement

through competition, or they can be used to build bonds between students and teachers.

- d. Aydan Ersoz, author of *Six Games for the ESL/EFL Classroom*, explains other reasons why games can help with grammar lessons. Learning a language requires constant effort and can be exhausting. According to Ersoz, games can counteract this. Here's why. Fun and challenging games are very motivating. Games allow meaningful use of language in context.

2. The Steps A Short Answer Game Strategy

There are several steps to teaching grammar through fun away .

Before choosing a fun away to use, we recommend taking a few steps.⁴⁶

- a. Divide the class into pairs or groups of three or four, there should be an even number of groups if possible
- b. Each group read text on the paper and make several question with the answer but the answer write on the other paper
- c. Exchanges the papers with another group to read the text and answer the questions that there are on the paper
- d. Put the two groups together and have them return the questions papers, the groups who wrote the questions checks that the answers are appropriate.

⁴⁶ W. wood ward suzanne, a short answer game communicative activites for the azar grammar series, vii, 1997

3. The Advantages A short Answer Game Strategy

Games as a language learning activity are not only challenging but also fun and engaging. Games play an important role in students' language development in relation to both first and second languages⁴⁷. Using games in grammar lessons has several advantages.⁴⁸

a. Games motivate students, according to Sarikovan and Metin, but perhaps the number one reason for using games is that "the use of such activities increases both collaboration and competition in the classroom." to do. Games can be used to create excitement through competition, or they can be used to build bonds between students and teachers.

b. His Aydan Ersoz, author of "His 6 Games for the ESL/EFL Classroom," also explains other reasons why games are useful for grammar lessons. Learning a language requires constant effort and can be exhausting. According to Ersoz, games can counteract this. Here's why.

Gaming as the price of engaging learning is strongly linked to motivation and interest. Motivation is related to the desire to engage in a task and is driven by curiosity and interest. When students are interested in something and are interested in it, they respond quickly with continued engagement, focused attention, and

⁴⁷ Pelligrini & Grada, 2000; Wright, Betteridge & Buckby, 2006

⁴⁸ Xiao Lan Curdt-Christiansen, Language Games: Innovative English Teaching Activities 2009;134

increased recall of knowledge. Games offer a playful way to learn and provide a satisfying environment for language learners to express their creativity and imagination.

a. Play as a tool for cognitive development

Playing the game requires cognitive skills that facilitate the acquisition of literacy in a second language. If the game involves reasoning, problem-solving, and negotiating rules, language,

Learners must strive to understand others and understand themselves in authentic situations. Games improve students' cognitive skills and encourage correct language use.

b. Gaming as social interaction.

Games as learning tools also provide opportunities for social interaction. When playing, all members of the group exchange ideas and collaborate. Problem-solving, reflection, and analysis are also encouraged interactively. Games give students the opportunity to articulate themselves using language and also emphasize the form of speech. Playing games creates opportunities to use language in authentic and meaningful ways.

CHAPTER III

RESEARCH METHODS

This chapter examines the current research method that consists of approach and design of research, research location, research subject, data collection technique, data triangulation, data analysis technique, validity of data, and research procedure.

A. Approach and Type of Research

This research used qualitative research. Qualitative research is research that includes data that is analyzed using non-statistical methods and data collection techniques to generate non-numerical data. According to Moleong.⁴⁹ This approach is also holistic in that it seeks to determine the meaning of specific behaviors and practices in a given context, and qualitative research methods are generally open and in-depth, naturalistic when trying to study things, people, or events naturally (non-experimental) setting.⁵⁰ The results of this study were presented in the form of verbal descriptions.

Descriptive research aims to provide systematic and accurate symptoms, events, or occurrences related to the characteristics of a specific population or area.⁵¹ The goal of descriptive research is to provide a systematic, factual, and accurate description of facts and characteristics of a population.⁵²

⁴⁹ Moleong, L. J., 2007. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya

⁵⁰ Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Methodology: A Training Manual* (UK:Department for International Environment(DFID), 2012), 7-9.

⁵¹ Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), 23

⁵² Sumandi Suryabrata, *Metodologi Penelitian*, (Jakarta:Raja Grafindo Persada), 2008.

In this research, the researcher chose descriptive qualitative research because this design is suitable for the current research in that it describes phenomena occurring in society that are deeply related to emotions, expressions, and motivations. , ambitious in the field of research on Junior high school Al-Azhar Ajung. This means that the results of this research have been described from a number of activities that took place at the beginning of this research, such as preliminary research, then when the strategy was implemented and applied, the instrument used and until the end of this research in data analysis.

B. Research Location

The location used for this research was Junior high school Al-Azhar Ajung because they were interested in the strategy used by English teachers, and this the researchers found when carrying out campus activities, namely PLP. This school is located in the hamlet of Gumuk Kerang, Ajung Village, Ajung District, Jember Regency.

The uniqueness of the research site as an location of this study is all students at this school consider English as a obligatory subject and this also relate to their activities in Islamic boarding schools. So, use this students of the strategy easily accept it as an effective alternative in the classroom teaching and learning process and helps students with reading comprehension.

C. Research Subject

In qualitative research, individuals suitable as research subjects were identified and recruited using purposive sampling. Purposive sampling is

appropriate for the current study because it is relating to places and people helps to understand the central phenomenon in practice. Next, the type of purposive sampling used in this study is homogeneous sampling appropriate to the phenomenon.

According to the information above, the subjects of this research were: 4 students from 27 students of the first grade and the English teacher, namely Mrs. Isyana Qurratu Akyuni S.Pd. then she recommended 4 students for interview researchers who are: the first is Juli because he is a class leader who allows him to know the progress of his classmates, the second, Faiqoh because she is a student who always listens to what the teacher explains and rarely does he not focus on studying , the third, Rara because she is a brave student, she is always willing when she is asked to come to the front of the class, and the fourth, Mardiana because she is one of the students who likes reading.

Hence, from the description above the researcher assumed that the teacher and those students were able to give information related to the teaching reading comprehension through a short answer game strategy.

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D. The Technique of Data Collection

Data collection techniques are the most important step in research, as the purpose of research is to obtain data. Without knowledge of data collection techniques, researchers cannot obtain data that meet established standards.⁵³

⁵³ Sugiono, *Quantitative, Qualitative and R&D Methodologies*, Bandung: Alfabeta, 2008, p. 224

Data collection can come from different settings, sources and in different ways. Here are some of the methods researchers use when collecting data to support this study:

1. Observation

In this study, the researcher's participation and role were at a moderate level participation, in which the researcher observes the person/subject research as long as the researcher is engaged in an ongoing activity was observed.⁵⁴

In the observer role, there are two types of roles, namely participating observer and non-participating observer. As participant observers, the observer role is therefore adopted by researchers when participating in activities in the context they are observing. At the same time as researchers participate in activities, they also record information. A non-participant observer is an observer who visits the site and takes notes without participating in the participants' activities.

The researcher used a non-participant on this research to get the answer that the researcher wanted to observe at the first grade of junior high school Al-Azhar Ajung about the purposes, materials, steps and the evaluation of teaching reading comprehension through a short answer game strategy. In observation activities, the researcher observed since the teacher entered the class and started it with salam, greeting, praying,

⁵⁴ Risky Kawasati, Teknik Pengumpulan Data Metode Kualitatif, (Sekolah Tinggi Agama Islam Negeri Sorong), 1

checking students condition and attendance list and the teacher gave the material that are about daily activity and simple present tense.

This observation was relevant to the implementation of reading instruction with a short answer game as a learning tool, student reaction or interaction in reading learning, student-teacher interaction in schools and institutions, and the infrastructure used in Junior high school Al-Azhar Ajung.

2. Interview

A qualitative interview takes place when the researcher asks one or more participants general open-ended questions and records their questions. The interviewing techniques can be conducted systematically or not. Systematic means that the interviews are first conducted by compiling an interview based on the instrument. Meanwhile, unsystematic interviews are conducted without preparing interview tools.

a. One-on-one interviews

One-on-one interviews is a data collection process in which the researcher asks questions to and records answer from one participant in the study at a time. This type of interviews is ideally for interviewing the participant who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

b. Focus group interviews

Focus group interviews is a process of collecting data through interviews with a group of people, typically four to six. The researcher asks a small number of general questions and elicits responses.

In this research, the interview that the author used was a semi-structured interview. Semi-structured interviews where the interview flows naturally to consider students' questions without disturbing their convenience while the interview session is taking place. In a short, the researcher distributed the questions in the interview naturally so that students felt comfortable being asked certain questions.

The researcher also used one-on-one, As explained above, these interviews were consistent with the phenomenon of the current study. In addition, all research subjects involved in the interview enjoyed the interview very much. In this research, one-on-one interviews were conducted with English teachers of Junior high school Al-Azhar Ajung while group interviews were conducted with four first grade students of Junior high school Al-Azhar Ajung.

Additionally, the researcher conducted a one-on-one interview with the English teacher and four students; First, the researcher invites the subject to chat freely by giving a friendly smile, salam, a greeting, and asking for conditions. Second, the researcher asks the question clearly; Third, the subject satisfactorily answers the questions. Fourth, the researcher takes notes. Then, all of the above steps were performed

sequentially until the researcher concluded the interview by greeting, thanking, and shaking hands.

The data obtained from interview included the purpose, the material, the steps and the evaluation of teaching reading comprehension through a short answer game strategy.

3. Document Review

Document review includes public and private records obtained through qualitative research about a research site or participant, and they may include diaries, meeting minutes, personal diaries personal and correspondence. These sources provide valuable information to help researchers understand the central phenomena of qualitative research.

When conducting qualitative research documents, there are some helpful guidelines: identify the types of documents that can provide useful information to answer your qualitative questions, then consider public and private documents as sources of information for your research, once the

documents are located, obtain permission to use them from the appropriate people responsible for the documents, then, if you require Engage in journaling, then provide specific instructions on how to proceed. Once you have permission to use the documents, review them for accuracy, completeness, and usefulness in meeting goals research of the thesis, recording the latest information from the documents. The data that the researcher obtained with document review were:

- a. Profile of Junior high school Al-Azhar Ajung
- b. Vision and mision of Junior high school Al-Azhar Ajung
- c. LKS
- d. Syllabus
- e. Lesson plan

E. Data Analysis

Data analysis is the process of collecting data and organizing it into patterns, types, or basic units of measurement so that the data obtained can be easily inferred.⁵⁵ Data analysis is the process of retrieving and systematically collecting data derived from the results of interviews, observations and documentation.⁵⁶ Then organize them into types, describe them, and arrange them into patterns. Choose the important things to learn so that you can easily close and understand them.

The analytical technique used in this study is a descriptive data analysis technique that collects and describes the data obtained. The data collected are based on the overall results of interviews, observations and documentation. In this study, researchers used descriptive data analysis techniques proposed by Miles, Huberman & Saldana: data reduction, data presentation, and inference.⁵⁷

⁵⁵ Moleong, L. J., 2007. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya

⁵⁶ Sugiono, *Quantitative, Qualitative and R&D Methodologies*, Bandung: Alfabeta, 2008, p. 200

⁵⁷ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014.

The following data analysis techniques in this study are :

1. Data Condensation

The activity of data condensation is when the researcher begins to select, concentrate, simplify, summarize and/or transform the data of the object desired to be studied, such as field notes, tables interview scores, documents and other empirical materials through the process of data condensation. can make the data more certain. In this study, the author has summarized what was obtained from collecting data on the purpose, materials, stages and evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung.

2. Data Display

Data display identifies information organized by compression that allows conclusions to be drawn and actions taken.⁵⁸ Displays data in forms such as charts, tables, graphs, and networks. Additionally, the presentation of data may be in the form of a brief description. Data display activity, the researcher tries to design displays in which he decides on the rows and columns of the matrix for qualitative data and decides which data, in what form, will be entered cells so that they can be called analytical operations.

In this study, the organization of data collected was descriptive.

The data in this step is organized through the collection of data that has

⁵⁸ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014.

been collected. Next, the researcher describes the results of the data content by drawing testable conclusions.

3. Withdrawal of conclusions/verification

The activities of drawing and verifying conclusions begin with data collection. Next, the qualitative analyst explains the meaning of things by recording patterns, explanations, lines of cause and effect, and propositions.

The competent researcher takes these conclusions with a grain of salt, remaining open and skeptical, but if the conclusion is always there, at first vague, then increasingly clear and well-founded. “Final” conclusions may not emerge until data collection is complete, depending on the size of the field note set; the encryption, storage and retrieval methods used; the sophistication of the researcher; and all necessary deadlines must be respected.

The conclusion is drawn after presenting the collected data and understanding the data thoroughly, then the researcher verifies the data by checking the correlation of the data with the data that has been presented along with New data is used to inform the purpose, materials, stages, and evaluation of reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung.

F. Validity Of Data

Validity is an important factor to consider in developing and evaluating measurement tools. Validity is the degree to which an instrument measures

what it claims to measure.⁵⁹ In terms of qualitative validity, triangulation of the data was used. In this study, the validity of data triangulation is divided into two ways: data source triangulation and technical triangulation.⁶⁰ By comparing the data that had been collected from various sources exist:

1. Source Triangulation

Triangulation of data sources is evaluated based on the reliability of the data obtained by verifying the data obtained from multiple sources regarding people, places, times, etc. While the triangulation technique is evaluated based on the reliability of the data by verifying the same data using various methods. . May participate in interviews, observations, and document reviews. As like Mrs Naya said: *“I got my materials about simple present tense with the example is text of daily activity....”* and Rara her student support and she said: *“as I learned the material were about simple present tense and we read a text that daily activity text...”*

In brief, from source triangulation, the researcher determined valid data by cross-checking the same information from different sources and comparing both sources to find whether or not the data obtained produced the same conclusion.

⁵⁹Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225. 55 .

⁶⁰Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225. 55 Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, Qualitative Data Analysis: a methods sourcebook; third edition (London: Sage Publications), 2014, 266.

2. Triangulation technique

The triangulation technique refers to determining the authenticity of data by comparing the same data using various techniques, such as data from interviews, observations, and document reviews which were merged by the researcher. The interview example has explained by the researcher on first point, and supported by the document review, and then after data was collected from non-participant observation, one-on-one interviews, and document review, the researcher was asked to compare all instruments. Then, in this study for example, the interview data yielded a positive perception regarding the a short answer game strategy because it was supported by the observational results.

In essence, after the researcher compared and or cross-checked the source triangulation then the next step was the researcher utilize the triangulation technique to verify valid data by cross-checking the same information from different techniques and comparing those results to discover if the data provided the same conclusion.

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G. Research Step

This section describes the research implementation plan that the researcher will carry out, starting with preliminary research, design development, fieldwork, and report writing.⁶¹

The stages in the research are as follows:

⁶¹ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020)

1. Pre-field stage

The pre-field stage is the stage that is carried out before conducting the research. The activities in the pre-field stage are:

a. Develop research design

In developing this plan, the researcher establishes the following: the study, reason for the study, purpose of the study, purpose of the study, benefits of the study, purpose of the study and strategies used.

b. Choosing research field

Before conducting research, the researcher must first choose the research field. The chosen research field is Junior high school Al-Azhar Ajung.

c. Permit processing

Before conducting research, the researcher needed permission in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember as a research permit application submitted to Junior high school Al-Azhar Ajung.

d. Assess of the stste of the field

After receiving permission, the researcher begins to explore and evaluate the terrain to better understand the context of the research object and all the circumstances that need to be researched, with the aim of helping the researcher easily find data.

e. Prepare research instrument

Having completed this, the researcher will prepare the necessary materials for the research before embarking on the field, in particular by preparing a list of questions for the interviews, by creating Observation sheets, notebooks, papers, etc.

2. Stage of fieldwork

After all, preparations are considered mature, and the next step is to carry out research. Activities that will be carried out in this Stage include:

a. Data collection

The researcher collects the data with a predetermined schedule using observation, interview, and document review.

b. Data processing

Processing data from the result of data collection is intended to facilitate data analysis.

c. Data analysis

After all the data has been collected, analyze the entire data set using qualitative analysis techniques by presenting an overview of the data obtained during the data collection process, the results of the analysis described in the data presentation and study results section.

3. Reporting stage

After data were conducted and collected from observation, interview, and document review, the data were analyzed using the Huberman and Saldana model. It is then described in the report form and

CHAPTER IV

FINDING AND DISCUSSION

A. Description of the research object

1. A brief story of Junior high school Al-Azhar Ajung

The story of the establishment of Junior High School Al Azhar begins with the importance of KH. Muhtadi on the plight of children in the village who cannot read and write. On 20 Shawwal 1998, a very simple Quran reading and writing session was held for the neighborhood children at his residence and at Madrasah Diniyah in the afternoon. Under the supervision of her daughter, Nur Hafila and her late husband K. Azhar. Then came the appearance of some parents with their children reading the Koran.⁶²

Look at the progress being made. Formal educational institutions should be established in fixed locations to fulfill their duties and responsibilities by enhancing existing activities according to the capacity level of the local community (students) and the opportunities available to them.

With the strong encouragement of the people of Gumuk Kerang and the surrounding area, on December 15, 1999, they established a legal basis and appointed K. Ali Hisyam as Organization Supervisor & Nyai Hj. Nurul Hafila as Foundation President.

⁶² The profile of junior high school Al-Azhar Ajung

On April 20, 2000, Junior high school Islamic Primary School was officially opened by KH. Muhtadi under the supervision of K. Ali Hisyam (as Junior High School Director Al Azhar) with a total of 41 students is the first student of madrasa.

To maintain the name of the founder, namely K. Azhar (deceased), his grandson, K. Ali Hisyam, who is now the head of the madrassah and guardian of the organization, encouraged naming the founder's name as the name of the Ibtidaiyah organization that later became the name of the organization Ibtidaiyah. became madrasah Ibtidaiyah Al-Azhar . This proposal was approved by the father-in-law, KH. Muhtadi and all the admins and community leaders of Gumuk Kerang.

2. Profile

a. In 2022, Madrasah will develop the curriculum and learning design for grades 1-6. Currently, there is no curriculum or learning design that incorporates PBKB, so the challenge is to create 100% of the curriculum and learning design that integrates PBKB for levels 1. to 3.

b. By 2022, Madrasah will have a standard learning process applying the PAKEM methodology. Currently, the implementation of the PAKEM method is not perfect. The challenge is to do the learning using the PAKEM method.

c. In 2022, schools will have competency-based assessment standards for all subjects from grade 1 to grade 6. Currently, schools do not

have competency assessment standards so the real challenge is PBK from grade 1 to grade 3.

- d. In 2022, schools will have high academic Junior high school results to graduate. Now it has reached 5.50, so the real challenge is $7.00 - 5.50 = 1.40$
- e. In 2022, Madrasah will have non-academic Junior high school in sports and the arts. Currently, we have won at the sub-district level so the real challenge is to win at the sub-district and district level.
- f. By 2022, Madrasah will have 100% of students praying and reading the Quran well and correctly, currently 60% of students have prayed and read the Quran well and correctly. The real challenge is 40% to complete it.

3. Vision and mision

a. Vision

"Making Islajunior high school Generation Madrasah, Discipline And Achievement"

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b. Mision

- 1) Developing a religious environment and behavior by practicing and living the values of Islamic teachings in a real way
- 2) Developing commendable behavior and becoming a role model for friends and society
- 3) Increasing cooperative relations between madrasah residents and the community through various positive activities.

- 4) Improve discipline for all madrasah residents;
- 5) Implement the rules and regulations that apply to all madrasah residents
- 6) Guiding and developing students' interests and talents through extracurricular activities effectively;
- 7) Increase the effectiveness of learning and guidance optimally;
- 8) Increase the professionalism and competence of teaching and education staff;
- 9) Improve optimal service for all school residents, both educational facilities and infrastructure;
- 10) Motivate and produce outstanding students;
- 11) Developing a spirit of excellence among madrasah residents in their work and dedication

4. Madrasah objective

The objectives of Junior High School Al-Azhar, Ajung District,

Jember Regency are as follows:

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- a. The aim of basic education is to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and attend further education.
- b. The educational objectives of Junior High School Al-Azhar which are the elaboration of the vision and mission of the madrasa so that it is communicative and measurable are as follows:

- c. Implementation of increased development of moral values and akhlakul karimah in daily life;
- d. Improve discipline for all components of the madrasa community in accordance with applicable standards and regulations;
- e. Implementation of compliance with the rules and regulations that apply to all madrasah residents;
- f. The creation of a harmonious partnership between fellow madrasa residents, parents of students, the community, and all other madrasah stakeholders;
- g. Implementation of the main tasks and functions (TUPOKSI) of each madrasah component;
- h. Implementation of curriculum development in stages, through the development of the Education Unit Curriculum;
- i. Achievement of optimization of teaching and learning process (KBM) activities oriented towards the application of CTL and scientific approaches;
- j. Achievement of student academic scores increasing from year to year;
- k. Implementation of coaching and development activities for students' interests and talents;
- l. Increasing the professionalism of teaching and education staff with various positive activities in accordance with their duties.
- m. Achievement of achievements in various activities, both academic and non-academic

B. Finding

Researcher collected data using observation techniques, interviews, and document review. Based on the results of observations, interviews, and document reviews, researchers found data on students' reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung.

1. The purpose of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

The purpose is to bring many other benefits to young students including academic benefits. In the process of teaching, the goal is The term “learning objective” of the lesson plan is often pre-written. In This semester, data collection aimed at teaching reading comprehension through a a short answer game strategy was used in two ways: observation and interview.

From the interview with the 7th grade English teacher, Mrs. Isnaya Qurratu Akyuni, S.Pd said that⁶³:

“The purpose of this school is focus on one skill, that is reading, it means the purpose of learning in this school, especially in 7th grade MTs, is to work on a variety of skills. But our first priority is the ability to read fluently, student can explain about grammar that used in the text well, student can identify about the verbal and nominal on simple present tense of the text that they have read, student can tell the text that they have read in front of class. That's why we employ a short answer game learning strategy orther to the student can enjoy on the lesson in the classroom.”

⁶³ Isnaya qurratu aqyuni S.Pd interviwed by hanuji akbar, junior high school Al-Azhar Ajung, 27th of may 2023

(originally in Indonesian language, translated by the researcher)

From the interview above the researcher with the English teacher (Mrs Naya) it can be concluded that there are four purposes of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung are: student have ability to read fluently, student can explain about grammar that used in the text well, student can identify about the verbal and nominal on simple present tense of the text that they have read, student can tell the text that they have read in front of class.

Furthermore, it has also supported by document review that is The lesson plan that Mrs Naya as an English teacher. she said the purpose of teaching reading comprehension through a short answer game strategy that are: a) Students can explain the correct use of grammar regarding the simple present tense in daily activity, b) Students can identify grammar correctly regarding verbal and nominal forms in the simple present tense in daily activity, c) Students can compose and read daily activity texts fluently which contain elements of simple present tense, d) Students can retell the daily activity text that they have read in front of the class.⁶⁴

Based on the results of interview and document review of the purpose of teaching reading comprehension through a short answer game strategy in the first grade students at Junior high school Al-Azhar Ajung are: (1) to enable students read fluently the text that they read, (2) to

⁶⁴ Document review of lesson plan, the first grade of junior high school Al-Azhar Ajung 24th May 2023.

enable students have the ability to identify and explain grammar well in daily activity text, (3) to enable students interpret the text they read, (4) to enable students read fluently in front of the class.

2. The material of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

The teaching material provided by teachers to students can be improved students' knowledge and train students in reading and understand grammar to Control the learning process.

Regarding to interview english teacher Mrs Naya said that⁶⁵:

“I got my materials about simple present tense with the example is text of daily activity. The simple present material were including verbal, nominal, possitive, negative, and introgative form, and I used daily activity text as example to makesure the students could applay the simple present material on their activites everyday.”

(originally in indonesian language, translated by the reseacher)

From the interview of the researcher conducted with English teacher (Mrs Naya), it can be concluded that of teaching reading

comprehension through a short answer game strategy at the first grade

students of Junior high school Al-Azhar Ajung is daily activity text material and simple present tense, The simple present material were including verbal, nominal, possitive, negative, and introgative form.

Students also think about that so, as stated by Rara⁶⁶

⁶⁵ Isnaya qurratu aqyuni S.Pd interviwed by hanuji akbar, junior high school Al-Azhar Ajung, 27th of may 2023

⁶⁶ Rara, interview toward student of the first grade, junior high school Al-Azhar Ajung, 30th may 2023

“as I learned the material were about simple present tense and we read a text that daily activity text, and I studied the simple present material were about verbal, nominal, possitive, negative, and introgative form.”

(originally in indonesian language, translated by the reseacher)

From the interview, the researcher with the first grade student (Rara), it can be concluded that the material being taught today is a daily activity text and simple present tense including verbal, nominal, possitive, negative, and introgative form.

From the interview above the researcher with the english teacher (Mrs Naya) and the student namely (Rara) it can be concluded that there is material of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung are: materials about simple present tense with the example is text daily activity. The simple present material were including verbal, nominal, possitive, negative, and introgative form.

Regarding the observation of 30 of May 2023 in teaching Reading

Comprehension through a short answer game strategy at the first grade students, the researcher found that the material refers to simple present tense with the example daily activity.⁶⁷ This material contains language characteristics in positive form, negative and questions about daily activities. the researchers observed that teachers used the main book (LKS) as a reference teaching and he takes references from books like "A short answer game", PPT material, or shows related videos related documents

⁶⁷ Observation, the first grade of junior high school Al-Azhar Ajung, 30th of may 2023.

according to the basic skills. That thing The researcher observed that teachers made them in the form of simple notes on whiteboard and clear explanations.

This supported by the lesson plan with daily activity text that the teacher used in the classroom and about learning material that used for teaching reading comprehension through a short answer game strategy, namely: daily activity with the simple present tense that include the possitive, negative, introgative, verbal and nominal form of simple present.⁶⁸

Data were collected from observation, interview and document review The results of the material of teaching reading comprehension skills through a short answer game strategy for Junior high school Al-Azhar Ajung the first grade students is: relating to daily activity using the simple present tense including, there are verbal, nominal, positive, negative, introgative form.

3. The steps of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

The steps of teaching reading comprehension through a short answer game strategy regarding to the one-on-one interview at the first grade, The steps of teaching reading comprehension through a short answer game strategy, Mrs Naya said that⁶⁹:

⁶⁸ Document review of lesson plan, the first grade of junior high school Al-Azhar Ajung 24th may 2023.

⁶⁹ Isnaya qurratu aqyuni S.Pd interviwed by hanuji akbar, junior high school Al-Azhar Ajung, 27th of may 2023

“The steps that I have taken as an English teacher are certainly not outside of the RPP I have taken, and we take several steps to allow my students to better understand what I have taken. explained, the steps are as follows: the first is opening, (read the pre-school prayer, check on students' attendance and ask if they have read their LKS). Second, explanation (I asked the students to read the corresponding LKS, then I explained the LKS material in an interactive way so that the students don't get bored and asleep). Then third, core activities (I make 4 groups to support my strategy, then, I give the daily activity text to each group to they read it, after that Students create questions under the daily activity text along with the answers but the answers are written on another paper, then, exchanges each text with different groups, after that, I asked the students read the text and answer the questions below the text, and the next, each group reads the text and answers in front of the class, and after that, the group that asked the question provides comments on the reading and answers from the group that answered the questions), then the last is closing”
(originally in Indonesian language, translated by the researcher)

Regarding the interview above the researcher with the English teacher (Mrs Naya) it can be concluded that there are several steps of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung are: the first is opening, (read the pre-school prayer, check on students' attendance and ask if they have read their LKS). Second, explanation (the teacher asked the students to read the corresponding LKS, then she explained the LKS material in an interactive way so that the students don't get bored and asleep). Then third, core activities [A) The teacher forms groups of 4 groups, B) The teacher gives the daily activity text to each group to read, C) Students create questions under the daily activity text along with the answers but the answers are written on another piece of paper, D) The teacher exchanges each text with different groups, E) Students read the

text and answer the questions below the text, F) Each group reads the text and answers in front of the class, G) The group that asked the question provides comments on the reading and answers from the group that answered the questions], then the last is closing

Supported by the student namely is Faiqoh, she said⁷⁰:

“Yes sir, when Mrs. Naya entered the class, she started the lesson with greetings, a prayer before class, then Mrs. Naya checked our presence and explained the content she wanted to teach with satisfaction. Her games, perhaps so that we don't get bored.”
(originally in Indonesian language, translated by the researcher)

It is also added by Baijuli, he said⁷¹:

“When Mrs. Naya finished explaining the subject, she asked us to make a group with my classmate until 4 groups, after that, she gave a text daily activity and she asked us to read with our each groups, then we were asked by her to make some questions in the paper of the text, then, we asked to exchange the paper with the other group, and then, each groups answer the questions there with our group, and the next, each group are asked by her to read fluently and read our answers with given comment from the group that made the questions and before going home Mrs. Naya give some evaluations for us”.
(originally in Indonesian language, translated by the researcher)

Those above are reinforced by the statement of Mardiana⁷²:

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“That's right sir. Mrs. Naya provides easy-to-understand grammar material in a fun way so that when we practice reading we understand the meaning more easily and after practicing reading Mrs. Naya always evaluates us on reading, grammar, vocabulary pronunciation and read fluently”

⁷⁰ Faiqoh, interview toward student of the first grade, junior high school Al-Azhar Ajung, 30th may 2023

⁷¹ Baijuli, interview toward student of the first grade, junior high school Al-Azhar Ajung, 30th may 2023

⁷² Mardiana, interview toward student of the first grade, junior high school Al-Azhar Ajung, 30th may 2023

From the interview of the researcher with the first grade students (Faiqoh, Juli and Mardiana), it can be concluded that Mrs Naya Before entering the lesson, she greeted, a prayer before class, then Mrs. Naya checked students presence and explained the content that she wanted to teach with satisfaction Her games and after that she asked us to make a group until 4 groups, after that, she gave a text daily activity and she asked us to read with our each groups, then the students were asked by her to make some questions in the paper of the text, then, we asked to exchange the paper with the other group, and then, each groups unswer the questions there with our group, and the next, each group are asked by her to read fluently and read their answers with given comment from the group that made the questions and the before the last she gave some evaluation for the students performance and the last was closing

Regarding the observation at the first grade students on May 30, 2023, the researcher found that the teachers greeted and recited prayers together before the start of the class. The teacher then checks the student's attendance with the attendance list. Then the teacher explains the lesson and subject purpose, repeats last week's material, integrates the current material, at which point the teacher asks students to do several steps that are: making a groups, read daily activity text, make some quetion, exchange the daily activity's paper, answers the question in the paper, read text and the answers, then studens give comment to the reading and the

answers. And the last, the teacher gave a reading comprehension comment to correct the errors in grammar, pronunciation, and reading fluency.⁷³

This supported by the lesson plan with daily activity text that the teacher used in the classroom and about learning activities that contain steps for teaching reading comprehension through a short answer game strategy, namely: the first The teacher formrs groups consisting of 4 groups, the second is The teacher gives the daily activity text to each group to read, the third is Students create questions under the daily activity text along with the answers but the answers are written on another piece of paper, the fourth is The teacher exchanges each text with different groups, the fifth is Students read the text and answer the questions below the text, the sixth is Each group reads the text and answers in front of the class, the last is The group that asked the question provides comments on the reading and answers from the group that answered⁷⁴

Based on observation, interview, and document review on steps of teaching reading comprehension skills through a short answer game strategy for 7th grade Junior high school Al-Azhar Ajung: (A) The teacher formrs groups of 4 groups, B) The teacher gives the daily activity text to each group to read, C) Students create questions under the daily activity text along with the answers but the answers are written on another piece of paper, D) The teacher exchanges each text with different groups, E) Students read the text and answer the questions below the text, F) Each

⁷³ Observation, the first grade of junior high school Al-Azhar Ajung, 30th of may 2023.

⁷⁴ Document review of lesson plan, the first grade of junior high school Al-Azhar Ajung 24th may 2023.

group reads the text and answers in front of the class, G) The group that asked the question provides comments on the reading and answers from the group that answered the questions.

4. The evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

The evaluation of teaching reading comprehension through a short answer game strategy regarding to the one-on-one interview at VII class.

Mrs Naya said that⁷⁵:

“ What I evaluated from this learning and strategy were that, there were two ways, namely by giving my students a text in which there were words that were left in the blank (written test) and from that there were some students who can already identify grammar (simple present tense). and I also evaluated it using (oral), namely by reading the daily activity text loudly and fluently, but from that oral there were some students who were fluent in reading in terms of pronunciation, vocabulary, phonetics, grammatical and understanding when asked to interpret the text, but there were also those do not very fluent in reading so I ask them to repeat it again.”

(originally in Indonesian language, translated by the researcher)

digilib.uinkhas.ac.id Regarding the interview above the researcher with the English

teacher (Mrs Naya), The researcher found that the English teacher adapted formative evaluation that included two ways to evaluate of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung are: the first is written test, from that there were some students who can already identify grammar

⁷⁵ Isnaya qurratu aqyuni S.Pd interviewed by hanuji akbar, junior high school Al-Azhar Ajung, 27th of may 2023

(simple present tense), linguistic elements/structure, but there are also some who still did not really understand or understand it, so there was a need to strengthen the material by explaining the material again, and the second is oral, reading the daily activity text loudly and fluently, but from that practice there were some students who were fluent in reading in terms of pronunciation, vocabulary, phonetics, grammatical and understanding when asked to interpret the text.

It also supported by Baijuli, he said that⁷⁶:

“Yes, Mrs. Naya often evaluates us about oral on practicing reading and written test that given by each groups.”

(originally in Indonesian language, translated by the researcher)

It is supported by Faiqoh regarding the evaluation of teaching reading comprehension through a short answer game⁷⁷.

“Mrs. Naya often asks us before going home and we answer the questions with understanding. and she is often reminded to always read books or reading materials in English and bring a dictionary when reading so that we can immediately pocket new vocabulary when reading.”

(originally in Indonesian language, translated by the researcher)

digilib.uinkhas.ac.id Regarding the interview above the researcher with the students

(Juli and Faiqoh) it adapted formative evaluation that included two ways to evaluate of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung are: oral and written test that given by each groups then the teacher always

⁷⁶ Baijuli, interview toward student of the first grade, junior high school Al-Azhar Ajung, 30th may 2023

⁷⁷ Faiqoh, interview toward student of the first grade, junior high school Al-Azhar Ajung, 30th may 2023

remember the students to always read book or reading materials and for supporting their students always bring dictionary when English lesson.

Regarding these observations, the researcher found that evaluation of the teaching of reading comprehension through a short answer game strategy in 7th graders uses process evaluation in which teachers give students related to the topic of simple present tense and daily activity. The first written test, students are asked by the teacher to answer the questions that there are under daily activity text which the student made, and from that teacher give score of the final answer on the text. The second is oral, students are asked to read the text and then identify the grammar used, then the students interpret the text they read and the students reread it more fluently and can understand the meaning of the text they read. So, before concluding the lesson, the teacher always advises all students not to overdo it when joking because this interesting learning/fun strategy is not for joking but a strategy for students to enjoy learning English and not get bored while reading certain text.⁷⁸

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Regarding lesson plan, evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung, approved lesson plan, namely answering questions, The students who there are in a group to answer the question (written test) that given by the other groups, and oral, teacher give

⁷⁸ Observation, the first grade of junior high school Al-Azhar Ajung, 30th of May 2023

value of the reading student about the fluently and understanding the meaning of text and stucture of language (grammatical)⁷⁹

From the data collected above through interview, observation, and evaluation of document review teaching reading comprehension skills through a short answer game strategy at the first grade of junior high school Al- Azhar Ajung, we get: using formative evaluation is done through two techniques; The reading comprehension test combined with the grammar test deals with the linguistic meaning of daily life texts in order to evaluete the correctness of the meaning of each sentence (written test), and the ability to test Reading fluency (oral).

Table 4.1 Finding

No.	Focus	Findings
1	The purpose of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung	The purpose of teaching reading comprehension through a short answer game strategy at the first grade students of junior high school Al-Azhar Ajung are: (1) to enable students read fluently the text that they read, (2) to enable students have the ability to identify and explain grammar well in daily activity text, (3) to enable students interpret the text they read, (4) to enable students read fluently in front of the class.
2	The material of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung	The material of teaching reading comprehension skills through a short answer game strategies at the first grade of junior high school is: relating to simple present tense and daily activity using the simple present tense

⁷⁹ Document review of lesson plan, the first grade of junior high school Al-Azhar Ajung 24th may 2023.

No.	Focus	Findings
		including verbal, nominal, possitive, negative and interrogative form.
3	The steps of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung	The steps of teaching reading comprehension skills through a short answer game strategy for the first grade students of junior high school Al-Azhar Ajung, we get: A) The teacher formrs groups of 4 groups, B) The teacher gives the daily activity text to each group to read, C) Students create questions under the daily activity text along with the answers but the answers are written on another piece of paper, D) The teacher exchanges each text with different groups, E) Students read the text and answer the questions below the text, F) Each group reads the text and answers in front of the class, G) The group that asked the question provides comments on the reading and answers from the group that answered the questions
4	The evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school AlAzhar Ajung	The evaluate of teaching reading comprehension skills through a short answer game strategy for the first grade students of junior high school Al-Azhar Ajung, we get: using formative evaluation is done through two techniques; The reading comprehension test combined with the grammar test deals with the linguistic meaning of daily life texts in order to evaluete the correctness of the meaning of each sentence (written test), and the ability to test Reading fluency (oral).

C. Discussion

This stage is the researcher's idea of the relationship between categories and aspects, the position of the current result relative to previous results, and the interpretation and interpretation of the results revealed in the study. scene. In this study, the researchers found four factors mentioned in this topic; purposes, materials, steps and evaluations for teaching reading comprehension skills through a short answer game strategies for the first grade students of Junior high school Al-Azhar Ajung.

1. The purpose of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

Reading the printed word has another purpose. By reading the information on a need-to-know basis, the reader will know and be satisfied. People have different intentions when they read something. For example, when reading a newspaper. The purpose is to obtain information.

When they read comics, the purpose is to get pleasure. Some linguists describe the purpose of reading. The purpose of teaching is often called learning objectives. This is one of the important stages of the teaching-learning process. As Malin stated, the purpose of instruction is the primary driver of student engagement in school.⁸⁰ stated that the main purpose of reading is to grasp the meaning of the message from the text.

⁸⁰ Heather Malin, Teaching for Purpose: Preparing Students for live in meaning, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

So, this purpose is related to many other benefits for young learners participating in learning interests, while the instructional purpose is to achieve many other benefits for student activities in the classroom. Surname. Teaching purpose are an important part of the teaching process, often referred to as learning purpose in the learning plan. When teaching reading skills, teachers all pursue the same purposes, which are: to develop students' reading skills. To support it, the teacher must perform a number of activities. Unconscious spoken language activities encourage teachers to direct their students towards a purpose, because Its purpose is to encourage student participation in the school.

According the finding, The purpose of teaching reading comprehension through a short answer game strategy in first grade students at Junior high school Al-Azhar Ajung are: (1) students are able to read fluently the text that they read, (2) students have the ability to identify and explain grammar well in daily activity text, (3) students are able to interpret the text they read, (4) students can read fluently in front of the class.

Based on the results above, it can be concluded that the aim of training reading skills through the a short answer game strategy for the first grade students at Junior high school Al-Azhar Ajung is to encourage students to be able to read the text fluently and understand what the text means, and explain each word/ The sentences studied are especially simple present sentences. , students must also be able to read fluently and answer

questions either about sentences or about the content of the text with good pronunciation of words and students can understand the text they read in English and understand the meaning of Indonesian.

The conclusion of finding purpose of teaching reading comprehension through a short answer game strategy for the first grade students of Junior high school Al-Azhar Ajung are as follows: student have ability to read fluently and understandly, student can identify and explain about grammar that used in the text well, student can interpret the of the text that they have read, student can tell the text that they have read in front of class. Some of the above purposes are relevant and appropriate to know and improve students' reading comprehension skills, which of course can be achieved if students can continuously practice reading and learn grammar.

2. The material of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

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Teaching aids are one of the important tools in the teaching and learning process. In the teaching process, teachers provide materials for students to improve students' knowledge, train students to communicate and control the learning process. The materials must be fun, interesting so that students are not easily bored and interested in study process. Materials can be educational in the way they provide information for language learners, it can be experiential in the way they give it exposure to

the language used, which can be suggestive in the way they stimulate the use of language and this can be exploratory when they can facilitate exploration of language use.⁸¹ In addition, instructional materials any form of language must be learned.

Materials are one of the main tools in the teaching and learning process. In the teaching-learning process, the teacher provides students with materials to increase students' knowledge, train students' communication and guide the learning process. The materials should be fun and exciting so that students do not get bored quickly and enjoy learning. Materials are anything that teachers and students use to facilitate language learning, including textbooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions⁸²

The results of teaching reading comprehension material through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung about daily activities using present simple, including the verbal, nominal, positive, negative and interrogative form.

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When teacher comes to teach reading, the material needs to take on a variety of forms and purposes as it engages students at different levels in the teaching and learning process. Therefore, teachers must be creative and selective and be careful in determining what materials are appropriate for the student. In addition, teachers must be able to put their students in

⁸¹ Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.

⁸² Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 384.

an atmosphere where they can easily understand the material presented and give students an interest to keep practicing reading until they understand text content.

In addition, the documentation matches and improves the language and learning skills are supported by media such as videos, laptops, LCD monitors, whiteboards and markers used by teachers. A short answer game strategy It also helps develop students' interest in the material they study. Facilities are provided to manage, regulate, and monitor children's thinking and reading in order to understand the reading text. The teacher explains that the material is adapted from the Internet and LKS, the Internet and the book is “a short answer game” with clear explanations and simple notes. Supporting materials are also taken from dictionary to help students easily absorb vocabulary when they forget the words.

3. The steps of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

Each teacher must ensure the teaching situation life ability as well as the process of reading activities went well. Beside must be organized in a structured manner. In the educational system, the system is structured The arrangement of each element for teaching is often called a lesson plan (RPP). The familiar lesson plan with a unified set of activities includes study time from forty to ninety minutes. Then the device can follow the

steps of the program before and after for evaluation and preparation for the next course⁸³.

Regarding the finding, the researcher conclude the several steps of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung are: the first is opening, (read the pre-school prayer, check on students' attendance and ask if they have read their LKS). Second, explanation (the teacher asked the students to read the corresponding LKS, then she explained the LKS material in an interactive way so that the students don't get bored and asleep). Then third, core activites [A) The teacher formrs groups of 4 groups, B) The teacher gives the daily activity text to each group to read, C) Students create questions under the daily activity text along with the answers but the answers are written on another piece of paper, D) The teacher exchanges each text with different groups, E) Students read the text and answer the questions below the text, F) Each group reads the text and answers in front of the class, G) The group that asked the question provides comments on the reading and answers from the group that answered the questions], then the last is closing

Furthermore, based on Brown that there are some elements in formatting the lesson plan generally as follows⁸⁴:

⁸³ H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149.

⁸⁴ H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151.

a. Goals

Goals are generalized but deal with unifying themes that identify the lesson topic. For example, the lesson plan understanding daily activity text means it identified with the lesson topic is about a daily activity text.

b. Objective

When setting up teaching goals, teachers need to pay attention with clear statements to draw lessons. The unequivocally clear statements about doing so must be achieve, keep the consistency of the lesson, determine in advance achievement, which measures student achievement during or after completion. Learning objectives are familiar with the student's terminology it will be fine. When setting goals, teachers should know that the final lesson and empowerment is different. The goal of the last lesson is the end result measured in wait time, the allowable goal is internal steps create each other and lead to the ultimate goal.

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c. Material and aquipment

As teachers, they only know what materials and equipment you need to pack and bring. Perhaps the speaking materials that teachers carry with them are often textbooks for teachers to refer to, while the devices that teachers may need to teach speaking skills, such as LED LCD screens, pens, etc, whiteboard, video or audio, and learning materials, all involve paper, advice.

d. Step

The general principle of the lesson planning steps is divided into three programs: First is the introduction, i.e. the introduction is determined, which activity starts like Salam, pray together, check the reference list attendance and other activities. The second is the core which set of activities in each rate including whole class work, group or pair work, discussion with teacher, discussion with students. The third is concluding: the activity is the end of class activities, including assessment, feedback, or possibly homework, and then concluding class by praying together.

e. Evaluation

Evaluation cannot always be separated from the items in the lesson plan, but assessment can be used once a lesson has been completed for a session or two to find out if the learning objectives have been achieved. or not. Evaluation is also an assessment in which the teacher conducts and then gives students the opportunity to learn to measure their success and make adjustments.

In addition, there are steps to teach reading skills through a short answer game. The above strategy is consistent with Brown's theory of lesson planning where the key elements to be included in the objective correspond to the results of the preamble established on the statement of "learning goals". Materials and equipment are consistent with the results of the introductory section identified in the sentence

“interpreting documents,” where materials and equipment are tools for interpreting the material. These stages correspond to the results of the section on the thinking stages for linguistic interpretation of the text, the intensive stages. in the text so that you can read it fluently and step-by-step understand the meaning indicated in the text. From these steps, teachers can evaluate what students have done and students can better understand what they have learned and read.

Then, the conclusion is that learning reading comprehension through a short answer game strategy, from every step teachers take, teachers not only want their students to enjoy learning to read English, but also she wants students can identify the grammatical arrangement and meaning of those words seach word or phrase in the text.

4. The evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar

Ajung

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Instructional evaluation is the final component of reading instruction. Pedagogical evaluation is the evaluation process after pedagogical learning to know to what extent the goal has been achieved. When evaluate students after teaching, evaluation is often used to achieve this⁸⁵. Here are suggestions, feedback, and comments. Additionally, evaluation are part of the lesson plan used for evaluation Students can take

⁸⁵ Jaap Scheerens, Cees Glas, and Sally M. Thomas, Education Evaluation, Assessment, and Monitoring: Contexts of Learning, (Netherlands: Taylor and Francis e-Library, Master e-Book ISBN: ISBN 0-203-97105-1), 2005, 2.

two types of evaluation as follows⁸⁶: but the researcher just use one of two types that, here is formative evaluation

Formative evaluation involves measures student competencies within the framework of one approach. In other words form evaluation is intended to help students progress to the next level. it is aimrs to provide feedback to support and enhance the process teaching and learning.

The evaluation of teaching reading comprehension skills through a short answer game strategy for g the first grade students of junior high school Al- Azhar Ajung, we get: using formative evaluation is done through two techniques; The reading comprehension test combined with the grammar test deals with the linguistic meaning of daily life texts in order to evaluete the correctness of the meaning of each sentence (written test), and the ability to test Reading fluency (oral).

The researcher received an explanation of the teacher's evaluation of students, which included several components, namely: grammar, vocabulary, reading fluency, understanding the content of reading text. These components are consistent with the components of the reading comprehension section, namely: Phonetic, Phoneme recognition, Vocabulary, fluent, and Reading comprehension.

⁸⁶ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson , 2015), 408.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter composes about conclusion and suggestion of this research

A. Conclusion

1. The purpose of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung are: (1) to enable students read fluently the text that they read, (2) to enable students have the ability to identify and explain grammar well in daily activity text, (3) to enable students interpret the text they read, (4) to enable students read fluently in front of the class.

2. The material of teaching reading comprehension skills through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung is: relating to daily activities using the simple present tense including (nominal, verbal, positive, negative and interrogative sentences that including on daily activity text).

3. The steps of teaching reading comprehension through a short answer game strategy at the first grade of Junior high school Al-Azhar Ajung students:

the first is opening, (read the pre-school prayer, check on students' attendance and ask if they have read their LKS). Second, explanation (the teacher asked the students to read the corresponding LKS, then she explained the LKS material in an interactive way so that the students don't get bored and asleep). Then third, core activities [A) The teacher forms groups of 4 groups, B) The teacher gives the daily activity text to each group to read, C) Students create questions under the daily activity text

along with the answers but the answers are written on another piece of paper, D) The teacher exchanges each text with different groups, E) Students read the text and answer the questions below the text, F) Each group reads the text and answers in front of the class, G) The group that asked the question provides comments on the reading and answers from the group that answered the questions], then the last is closing.

4. The evaluation of teaching reading comprehension skills through a a short answer game strategy at the first grade of junior high school Al- Azhar Ajung, we get: using formative evaluation is done through two techniques; The reading comprehension test combined with the grammar test deals with the linguistic meaning of daily life texts in order to evaluete the correctness of the meaning of each sentence (writen test), and the ability to test Reading fluency (oral).

B. Suggestion

1. The teacher

By teaching the learning process by implementing this strategy,

teachers can add innovative and creative media and games for students to capture their attention and interest in class. Teachers must know if students have lost control of activities and bring them back in a way that benefits the circumstances of the teaching process.

2. The next researcher

For later researchers, be more critical in deepening the case deeper to get the novelty in the same subject. It does differences between current and previous studies.

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Appendix 1

Matrix of Research

<p>The implementation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung</p>	<ol style="list-style-type: none"> 1. Teaching reading comprehension 2. A Short answer game strategy 	<ol style="list-style-type: none"> 1. Definition of teaching reading comprehension 2. Component of teaching 3. Definition of A short answer game 4. Steps of teaching reading comprehension through a short answer game 5. Evaluation 	<ol style="list-style-type: none"> 1. Primary data <ol style="list-style-type: none"> a. Students in first grade of junior high school Al-Azhar Ajung b. The English teacher of junior high school Al-Azhar Ajung 2. Secondary data <ol style="list-style-type: none"> a. Documentation b. Literature 	<ol style="list-style-type: none"> 1. Reseach approach Qualitative Research 2. Data collections <ol style="list-style-type: none"> a. interview b. Observation c. Document review 3. Data analiysis <ol style="list-style-type: none"> a. Data condensation b. Data display c. Final drawing 4. Validity data <ol style="list-style-type: none"> a. Triangulation source b. Triangulation tehnique 	<ol style="list-style-type: none"> 1. How is the purpose of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung? 2. How is the material of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung? 3. How are steps of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung? 4. How is the evaluation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung?
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Appendix 2

Research Instrument

A. Observation instrument

1. Geographic condition of MTs Al-Azhar Ajung.
2. The Implementation of teaching reading comprehension through a short answer game strategy at the first grade of junior high school Al-Azhar Ajung

B. Interview instrument.

1. With the strategy used, what are the purposes obtained when teaching using the short answer game strategy?
2. Then what material is used when teaching using the short answer game strategy?
3. When using the short answer game strategy in teaching, what are the steps used?
4. The last question, how is the evaluation carried out for teaching using the short answer game strategy?

C. Document Review Instrument

1. Profile of MTs Al-Azhar Ajung
2. Vision and mision of MTs Al-Azhar Ajung
3. LKS
4. Syllabus
5. Lesson plan

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTS Al Azhar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Tahun Pelajaran	: 2022/2023
Materi Ajar	: simple present tense (daily activity)
Strategi	: a short answer strategy
Alokasi Waktu	: 6JP (@60 menit)

A. KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, menrangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun, sesuai dengan konteks penggunaannya. (perhatikan angka kardinal dan ordinal).

4.3 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benardan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Melalui pembelajaran ini, diharapkan siswa dapat:

- a. Peserta didik dapat menjelaskan penggunaan grammar dengan benar tentang simple present tense yang ada dalam daily activity
- b. Peserta didik dapat mengidentifikasi grammar dengan benar tentang bentuk verbal dan nominal dalam simple present tense yang ada dalam daily activity
- c. Peserta didik dapat menyusun dan membaca text daily activity dengan lancar yang didalamnya ada unsur simple present tanse
- d. Peserta didik dapat menceritakan kembali text daily activity yang sudah dibaca didepan kelas

D. MATERI PEMBELAJARAN

Simple present tense (Verbal and nominal, positive, negative and interrogative) using (daily activity)
(Terlampir)

E. MEDIA ALAT DAN SUMBER BELAJAR

Membaca arah jarum jam dan penanggalan untuk memahami tentang simple present tense and daily activity dengan arah yang ditentukan guru.

Unsur kebahasaan :

- a. Kosakata yang terkait dengan materi
- b. Contoh selain yang ada di LKS Bahasa Inggris
- c. Contoh tentang materi simple present and daily activity.

Media ajar

- a. LKS Bahasa Inggris
- b. Contoh yang diberikan guru berupa text daily activity
- c. Contoh membaca dari guru

Sumber belajar

- a. Classroom
- b. Text daily activity

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskran (Classroom)	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa 2. Guru menanyakan kabar dan mengecek kelengkapan siswa. 3. Guru menyampaikan lingkup materi, dan langkah pembelajaran. 4. Guru meminta siswa membuka halaman materi 5. Guru menjelaskan materi yang telah disiapkan 6. Guru memberikan contoh materi yang telah dijelaskan 7. Guru memberikan ice breaking/games 	15 menit

Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru membentuk grup yang terdiri dari 4 grup 2. Guru memberikan teks daily activity kepada masing-masing grup untuk dibaca 3. Siswa membuat pertanyaan dibawah teks daily activity beserta jawabannya namun jawabannya ditulis dikertas lain 4. Guru menukarkan masing-masing teks kepada grup yang berbeda 5. Siswa membaca teks dan menjawab pertanyaan yang ada dibawah teks 6. Masing-masing grup membacakan teks dan jawabannya didepan kelas 7. Grup yang membuat pertanyaan memberikan komentar terhadap bacaan dan jawabannya 	35 menit
Kegiatan penutup	<ol style="list-style-type: none"> 1. Guru memberikan dan menjelaskan tugas siswa untuk simple present and daily activity 2. Guru memberikan sebuah evaluasi dua cara: questions and answers the student made and also practice reading the student 3. Guru memberikan kesimpulan singkat simple present and daily activity 4. Guru menutup pembelajaran dan mengucapkan salam dan doa kafaratul majlis. 	10 menit

G. PENILAIAN

Teknik Penilaian

1. Penilaian Sikap : Kecakapan Santun dan bertanggung jawab
2. Penilaian Pengetahuan : Daftar koreksi uraian dan skor
3. Penilaian Keterampilan : berupa penilaian unjuk kerja dan portofolio.

Bentuk Instrumen Penilaian :

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Jember, 24 Mei 2023

Mengetahui,

Guru Mata Pelajaran,



Isnaya Qurratu Akyuni.S.Pd.

Kepala Sekolah,



Fatimatuz Zahro S.Pd.I

LAMPIRAN MATERI

1. Simple present tense

Verbal

S + V1 (s/es) + O

Nominal

S + Be (am, are, is) + 3C

Etc.

Verbal

(+) I love you

(-) I don't love you

(?) do you love me?

Nominal

She is beautiful

She is not beautiful

Is she beautiful?

2. Daily activity

I always wake up at 5 o'clock in the morning since I set my phone alarm at that hour. Then I exercise for about 30 minutes so that I am always healthy and don't easily get sick. At 5.30, I tidy up my bed then take a bath.

After that, I get ready for school. I usually go out of my room at six fifteen. My mom is at the kitchen to make breakfast and I help her prepare coffee for mom and dad and milk for myself. We usually have breakfast together, but sometimes my dad goes to work earlier so my mom will put the food in the lunch box and my dad will have breakfast at his office.

I go to school at six thirty and study until 1 p.m., so I always have lunch at school's canteen. I usually go to the library afterschool when I have a lot of homework, meanwhile on Tuesday and Thursday, I will go straight home to have private lesson with my English tutor.

In the afternoon, usually at 4 p.m., I go cycling with my friends or just go to my friend's house. Next, I take a bath as soon as I get home then help my mother to make dinner. We usually have dinner at 6.30.

LAMPIRAN PENILAIAN

A. TEKNIK PENILAIAN

1. Penilaian Sikap : Lembar Observasi
2. Penilaian Pengetahuan : Tes Tulis (Q&A sutudents made)/Lisan(practice)
3. Penilaian Ketrampilan : Unjuk Kerja

B. BENTUK PENILAIAN

C. PENILAIAN SIKAP

Sikap yang dilakukan siswa ketika proses pembelajaran

No	Nama	Catatan Perilaku											
		Santun				Peduli				Tanggung jawab			
		K	C	B	SB	K	C	B	SB	K	C	B	SB
		1	2	3	4	1	2	3	4	1	2	3	4
1												
2												
3												
4												
5												
Dst												

D. PENILAIAN PENGETAHUAN

Teknik: Tes

Tulis dan

lisan

Bentuk: Uraian teks

dan praktik

membaca

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PEDOMAN PENSKORAN

Bacalah teks materi yang ada di LKS, lalu membaca teks, membuat pertanyaan dan menjawab pertanyaan sesuai contoh yang diberikan oleh guru, checking understanding, appreciating.

Skor	Dekskripsi
3	Siswa mampu membaca dengan lancar, membuat pertanyaan, menjawab dengan benar, checking understanding, appreciating dengan tepat dan benar.
2	Siswa mampu membaca dengan lancar, membuat pertanyaan, menjawab dengan benar, checking understanding, appreciating kurang tepat.
1	Siswa tidak mampu membaca dengan lancar, membuat pertanyaan, menjawab dengan benar, checking understanding, appreciating.

0	Siswa tidak mencoba berusaha mengerjakan melakuakan yang diarahkan oleh guru.
---	---

Lembar nilai siswa

No	Nama Siswa	Nilai Jawaban soal Ke -		Skor	Nilai Akhir	Ket.
		1	2			

Petunjuk Penskoran

Perhitungan skor akhir menggunakan rumus :

Skor Penilaian : 100 Penilaian : Skor diperoleh X

100 = Skor

AkhirSkor Maksimal

Panduan Kontroversi Nilai :

Konversi Nilai (Skala 0-100)	Predikat	Klasifikasi
93-100	A	Sangat Baik/SB
83-92	B	Baik/B
73-82	C	Cukup/C
0-72	D	Kurang/K

PENILAIAN KETERAMPILAN

- Teknik Penilaian : Non Tes
- Bentuk : Pengamatan
- Instrumen : Lembar Pengamatan

No	Nama Kelompok	Aktivitas dalam Pembelajaran					Skor	Nilai akhir
		Kerja Sama (Tidak Individualisme)	Presn Tasi (Menampilkan/ Menjelaska)	Menangga pi pernyataan (Aktif)	Menghargai Pendapat (Tenggang rasa)	Inisiatif (Kreati)		

PETUNJUK PENSKORAN

Berikan tanda Cheklist (v) pada kolom yang sudah disediakan (skor) sesuai sikapspiritual yang dilakukan oleh siswa, dengan kriteria sebagai berikut :

3 = Selalu melakukan sesuai pernyataan

2 = Kadang – kadang melakukan sesuai pernyataan dan kadang tidak melakukan

1 = Tidak pernah melakukan.

Appendix 4

SILABUS

Satuan Pendidikan : MTs Al-Azhar Ajung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / 1-2 (Ganjil & Genap)
 Alokasi Waktu : 60 JP
 Tahun Pelajaran : 2022/2023

Standar Kompetensi (KI)

- KI-1&KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan	Fungsi Sosial <ul style="list-style-type: none"> Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan 	<ul style="list-style-type: none"> Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris Mengidentifikasi ungkapan yang digunakan untuk berpamitan Mengidentifikasi ungkapan 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong 	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.	18 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	<p>interpersonal dengan guru dan teman.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Ungkapan-ungkapan yang lazim digunakan. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> • Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>yang digunakan untuk melakukan sapaan dalam bahasa Inggris</p> <ul style="list-style-type: none"> • Melakukan tindak tutur berpamitan dalam bahasa Inggris dengan percaya diri • Melakukan tindak tutur ungkapan sapaan dalam bahasa Inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri 	<ul style="list-style-type: none"> • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar. 		<p>When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru 	lino
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective, objective, possessive)}	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Berkenalan, memperkenalkan diri sendiri/orang lain. <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya. Verba: be, have, go, work, live (dalam simple present tense). Subjek pronoun: I, You, We, They, He, She, It. 	<ul style="list-style-type: none"> Menentukan tujuan komunikatif teks memaparkan jati diri Mengidentifikasi struktur teks memaparkan jati diri Mengidentifikasi unsur kebahasaan dalam teks Mengidentifikasi ungkapan memaparkan jati diri orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan 	<ul style="list-style-type: none"> Religi us Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama 	<ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan-ungkapan penting Menanyakan hal-hal yang tidak diketahui atau yang berbeda. Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal Memaparkan jati dirinya yang sebenarnya. Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya 	20 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio
4.2 Menyusun teks interaksi transaksional lisan dan tulis yang pendek dan sederhana yang melibatkan tindakan	<ul style="list-style-type: none"> Kata ganti possessive my, your, his, dan sebagainya. Ucapan, tekanan 	<ul style="list-style-type: none"> Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan jati diri dalam bentuk tulisan 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	kata, intonasi, ejaan, tanda baca, dan tulisan tangan. Topik <ul style="list-style-type: none"> Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> Menggunakan ungkapan memaparkan jati diri orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan. 		<ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya 			
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks	Fungsi Sosial <ul style="list-style-type: none"> Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan. Struktur Teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, 	<ul style="list-style-type: none"> Menyebutkan angka cardinal 1 – 100 Menyebutkan nama waktu dalam hari dengan percaya diri Menyebutkan nama waktu dalam angka dengan percaya diri Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, 	24	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>waktu dalam bentuk angka, tanggal, dan tahun.</p> <ul style="list-style-type: none"> • Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): antara lain. <i>the first, the second, the twenty third, the thirty first of May</i>) • Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (tulis): antara lain. <i>1st, 2nd, 23rd, 31st of May.</i> • Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight.</i> • Waktu (tulis): 01:00; 02:15; 06:50; 08:15. • Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the</i> 	<ul style="list-style-type: none"> • Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri • Peserta didik dapat menyusun agenda harian berdasarkan waktu 		<p>tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</p> <ul style="list-style-type: none"> - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah - Melakukan refleksi tentang proses dan hasil belajarnya 		<p>Tahun 2013</p> <ul style="list-style-type: none"> • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p><i>evening.</i></p> <ul style="list-style-type: none"> Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>). Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. 						
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum 	<ul style="list-style-type: none"> Menyebutkan nama dan jumlah benda Menanyakan dan menyatakan jumlah benda Menyebutkan nama dan 	<ul style="list-style-type: none"> Religius Mandiri Gotong 	- Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk	18 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)	<p>di lingkungan sekitar.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik. Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) Penggunaan kata penunjuk <i>this, that, these, those</i> ... Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Benda, binatang, 	<p>jumlah binatang</p> <ul style="list-style-type: none"> Membedakan jumlah benda jamak dan tunggal Menerapkan penggunaan artikel a/an/the Membedakan countable dan uncountable noun Menerapkan penggunaan preposition Menyebutkan nama nama bangunan public Menyebutkan fungsi bangunan publik. Menjelaskan letak bangunan publik Menerapkan penggunaan introductory this/that/those/these Membedakan pemakaian there is/there are Menyusun teks sederhana dari situasi yang diberikan Menciptakan sebuah teks singkat dengan menggunakan kata penunjuk yang tepat 	<p>royong</p> <ul style="list-style-type: none"> Kejujuran Kerja keras Percaya diri Kerjasama 	<p>kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang Bertanya jawab tentang beberapa bangunan dan benda-benda dan 		<p>Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Buku Bright an English Course for Junior High School Grade VII, Erlangga, 2013 Pengalaman peserta didik dan guru 	<p>erja</p> <ul style="list-style-type: none"> Portofolio
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi							


Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.			binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya			
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be,	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait 	<ul style="list-style-type: none"> Mengidentifikasi sifat seseorang (kind, nice, friendly, etc) Memahami teks deksriptive tentang seorang tokoh idola. Memahami penggunaan simple Tense (verb 1 s/es), Memahami pengunaan to be (is, am, are), dalam menggambarkan seseorang. Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan 	<ul style="list-style-type: none"> Religi us Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama 	<ul style="list-style-type: none"> Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di 	22 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik bud, Revisi Tahun 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

J E M B E R

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
adjective)	sifat orang, benda, binatang.	seseorang		kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar		2013	
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat 	<ul style="list-style-type: none"> Memahami penggunaan ucapan yang benar Memahami perbedaan intonasi yang tepat Membuat kalimat dalam bentuk Present Tense (with/without s/es), kata tanya dan pernyataan negatif, preposisi: in, on, at untuk tempat dan waktu yang tepat sesuai fungsinya. Menyebutkan sifat seseorang (kind, nice, friendly, etc) Memahami teks deksriptive tentang seorang tokoh idola. Menggunakan simple Tense (verb 1 s/es) Menggunakan to be (is, am, are) dalam menggambarkan seorang tokoh idola. Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seorang 		<ul style="list-style-type: none"> Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya Bertanya jawab tentang sifat orang, benda, binatang terkenal Melakukan refleksi tentang proses dan hasil belajarnya 		<ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	menumbuhkan perilaku yang termuat di KI.	tokoh idola <ul style="list-style-type: none"> Menggunakan ucapan yang benar Mengucapkan perbedaan intonasi yang tepat 					
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	Fungsi Sosial <ul style="list-style-type: none"> Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda tingkah laku/tindakan/fungsinya. Struktur Teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda. Kalimat deklaratif (positif dan negatif) dalam simple present 	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait pekerjaan dan tindakan terkait Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait kebiasaan melakukan kegiatan Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait tingkah laku dan kebiasaan binatang Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait fungsi beberapa benda 	<ul style="list-style-type: none"> Religi us Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama 	<ul style="list-style-type: none"> Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar Membuat teks-teks 	24 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio
4.6 Menyusun teks		<ul style="list-style-type: none"> Melakukan percakapan 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tense.</p> <ul style="list-style-type: none"> • Kalimat interrogative: Yes/No question; Why-question. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> • Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>tentang pekerjaan dan tindakan terkait</p> <ul style="list-style-type: none"> • Menyebutkan kembali pertanyaan dan pernyataan para tokoh tentang pekerjaan dan tindakan terkait • Menyebutkan pekerjaan orang tua (bapak dan ibu) 5 orang teman sekelas • Mempresentasikan informasi tentang pekerjaan orang tua (bapak dan ibu) lima orang teman sekelas • Melakukan percakapan tentang kebiasaan melakukan kegiatan • Menyebutkan kembali pernyataan para tokoh tentang kebiasaan melakukan kegiatan • Mempresentasikan kegiatan yang senyatanya menjadi kebiasaan dari lima orang temannya • Melakukan percakapan mengenai tingkah laku dan kebiasaan binatang 		<p>pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</p> <ul style="list-style-type: none"> - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		<ul style="list-style-type: none"> • Menyebutkan kembali pernyataan para tokoh tentang tingkah laku dan kebiasaan binatang • Menyebutkan kebiasaan/tingkah laku binatang peliharaan/yang senyatanya ada di sekitar/yang pernah dilihat • Melakukan percakapan tentang fungsi beberapa benda • Menyebutkan fungsi benda-benda yang senyatanya ada di dalam kelas masing-masing • Menyebutkan fungsi benda-benda yang senyatanya ada di rumah masing-masing • Melakukan percakapan mengenai fungsi benda dan kebiasaan binatang • Menyebutkan kembali pernyataan para tokoh mengenai fungsi benda dan kebiasaan binatang 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik. <p>Struktur Teks</p> <ul style="list-style-type: none"> Identifikasi (nama keseluruhan dan bagian) Sifat yang menjadi pencirinya. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple present tense. Nomina singular 	<ul style="list-style-type: none"> Mengidentifikasifungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks Menyebutkan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks Meresonungkapan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan 	<ul style="list-style-type: none"> Religi us Mandi ri Goton g royon g Kejuju ran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik Bertanya tentang informasi yang terkait di dalam teks tersebut. Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan Mengamati suatu benda/binatang/ora ng yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk 	24 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik bud, Revisi Tahun 2013 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>4.7 Teks deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda,</p>	<p>dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</p> <ul style="list-style-type: none"> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>sederhana, terkait orang, binatang, dan benda</p> <ul style="list-style-type: none"> Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 		<p>mengritik/ menyatakan kekaguman/ mempromosikan</p> <ul style="list-style-type: none"> Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks							
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mengembangkan nilai-nilai kehidupan dan karakter yang positif. <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Kosakata dan tata bahasa dalam lirik lagu 	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama 	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara lisan. Menanyakan hal-hal yang tidak diketahui atau berbeda Menyebutkan pesan yang terkait dengan bagian-bagian tertentu Melakukan refleksi tentang proses dan hasil belajarnya. 	10 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 Kamus Bahasa 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio
4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <ul style="list-style-type: none"> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang 	<ul style="list-style-type: none"> Menyebutkan teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. Menulis makna teks lagu dan Menangkap makna lagu. 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	termuat di KI.					Inggris • Pengalaman peserta didik dan guru	

Mengetahui,
Kepala Sekolah

Fatimatus Zahro, S.Pd.I.
NIP. -

Jember, 22 Januari 2023
Guru Mata Pelajaran

Isnaya Qurratu Akyun, S.Pd.
NIP. -



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 5

INTERVIEW

Interview 1: Mrs. Isnaya Qurratu Akyuni S.Pd. As the English teacher at the first grade of MTs Al-Azhar Ajung

27th May 2023

A : Assalamualaikum wr wb.

B : Waalaikumrsalm wr wb.

A : may you can introduce yourself first Mrs.

B : my name is Isnaya Qurratu Akyuni and now I am teaching at MTs Al-Azhar.

A : then, here I have some questions related to the teaching Reading Comprehension Through Fun Seventh Grade Grammar Strategy in purpose of my thesis needs. So, can I start it?

B : yes. I will answer as I can.

A : my first question is related to the purpose of teaching reading skill on your strategy that you conduct to the classroom. So how is the purpose of teaching reading skill through Short answer game strategy?

B : in fact, The purpose of this school is focus on one skill, that is reading, it means the purpose of learning in this school, especially in 7th grade MTs, is to work on a variety of skills. But our first priority is the ability to read fluently, student can explain about grammar that used in the text well, student can identify about the verbal and nominal on simple present tense of the text that they have read, student can tell the text that they have read in front of class. That's why we employ short answer game learning strategy orther to the student can enjoy on the lesson in the classroom.

A : then, my second questions is how is the materials of teaching reading skill through short answer game strategy?

B : basically, I got my materials about simple present tense with the example is text of daily activity. The simple present material were including verbal, nominal, possitive, negative, and introgative form, and I used daily activity text as example to makesure the students could apply the simple present material on their activites everyday.

A : well, my third questions is how the steps of teaching reading skill through Short answer game strategy?

B : The steps that I have taken as an English teacher are certainly not outside of the RPP I have taken, and we take several steps to allow my students to better understand what I have taken. explained, the steps are as follows: the first is opening, (read the pre-school prayer, check on students' attendance and ask if they have read their LKS). Second, explanation (I asked the students to read the corresponding LKS, then I explained the LKS material in an interactive way so that the students don't get bored and asleep). Then third, core activities (I make 4 groups to support my strategy, then, I give the daily activity text to each group to they read it, after that Students create questions under the daily activity text along with the answers but the answers are written on another paper, then, exchanges each text with different groups, after that, I asked the students read the text and answer the questions below the text, and the next, each group reads the text and answers in front of the class, and after that, the group that asked the question provides comments on the reading and answers from the group that answered the questions), then the last is closing

A : what time for the time allocation in each meeting Mrs?

B : in each meeting, the time allocation was 60 minutes in a day, we have 2 meetings in a week with varies different lesson.

A : alright. How about the evaluation of teaching reading skill through Short answer game strategy?

B : What I evaluated from this learning and strategy were that, there were two ways, namely by giving my students a text in which there were words that were left in the blank (answering question) and from that there were some students who can already identify grammar (simple present tense), linguistic elements/structure, but there are also some who still did not really understand or understand it, so there was a need to strengthen the material by explaining the material again. and I also evaluated it using (practice), namely by reading the daily activity text loudly and fluently, but from that practice there were some students who were fluent in reading in terms of pronunciation, vocabulary,

Interview 2 : One-on-one interview at the first grade students of MTs Al-

Azhar Ajung

30th May 2023

RS 1: Aira Rahma Niati Latifa

RS 2: Mardiana

RS 3: Faiqotus Sa'adah

RS 4: Ahmad Baijuli

A : Assalamu'alaikum wr.wb.

RS : wa'alaikumussalam wr.wb.

A : how are you today?

RS : we're fine and you?

A : I am fine too, thanks. At first, may you can introduce yourself first.

RS 1 : my name is Aira Rahma Niati Latifa, but you can call me Rara.

RS 2 : my name is Mardiana, but you can call me Diana.

RS 3 : my name is Faiqotus sa'adah, but you can call me Faiqo.

RS 4 : my name is Ahmad Baijuli, but you can call me Juli.

A : okay, at first, I want to ask you, in your opinion is the teaching learning for today is fun?

RS : yes, it was Mr.

A : then, did it ever conduct before by Mrs Naya ?

RS : yes, it ever Mr.

A : So here, I am going to asked all of you some questions about the teaching learning that was conducted by Mrs Naya for a few meetings ago.

RS : okay Mr.

A : okey, about the materials. How are the materials in teaching reading skills through Short answer game strategy?

RS 1 : as I learned the material were about simple present tense and we read a text that daily activity text, and I studied the simple present material were about verbal, nominal, possitive, negative, and introgative form.

A : then in your opinion how are the steps of Mrs Naya taught all of you in teaching reading skills with Short answer game strategy in the classroom?

RS 3 : Yes sir, when Mrs. Naya entered the class, she started the lesson with greetings, a prayer before class, then Mrs. Naya checked our presence and explained the content she wanted to teach with satisfaction. Her games, perhaps so that we don't get bored.

RS 4 : When Mrs. Naya finished explaining the subject, she asked us to make a group with my classmate until 4 groups, after that, she gave a text daily activity and she asked us to read with our each groups, then we were asked by her to make some questions in the paper of the text, then, we asked to exchange the paper with the other group, and then, each groups unswer the questions there with our group, and the next, each group are asked by her to read fluently and read our answers with given comment from the group that made the questions and before going home mrs Naya give some evaluations for us.

RS 2 : That`s right sir. Mrs Naya provides easy-to-understand grammar material in a fun way so that when we practice reading we understand the meaning more easily and after practicing reading Mrs. Naya always evaluates us on reading, grammar, vocabulary pronunciation and read fluently.

A : thus, based on you is it easier strategy or not?

RS : it is easy to understand and fun by using this strategy mr.

A : How about the evaluation in teaching Reading skill through Short answer game strategy?

RS 4: Yes, Mrs. Naya often evaluetes us about oral on practicing reading and written test that given by each groups.

RS 3: Mrs. Naya often asks us before going home and we answer the questions with understanding. and she is often reminded to always read books or reading materials in English and bring a dictionary when reading so that we can immediately pocket new vocabulary when reading

A : what are your obstacles in learning reading ?

RS 3 : for me, the way to pronoun the word and I feel confuse of my reading will not be fluently.

RS 2 : I am afraid if my pronunciation is wrong.

RS 4 : I am afraid and not confident to read the text .

Appendix 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3083/In.20/3.a/PP.009/06/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Fatimatus Zahro S.Pd

Jl. Raung Gg Al Azhar Gumuk Kerang Ajung Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196006

Nama : Ach Hanuji Akbar

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Reading Comprehension through Short answer game Strategy at Mts Al Az Azhar Ajung Jember selama 30 hari di lingkungan lembaga wewenang Bapak/Ibu Fatimatus Zahro S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Mei 2023

an. Dekan,

Makl. Dekan Bidang Akademik,



MASHUDI

Appendix 7



مؤسسة الأزهر العالمية الإسلامية
YAYASAN AL-AZHAR AJUNG
MADRASAH TSANAWIYAH AL-AZHAR
 Jl. Raung Gg. Al Azhar Gumuk Kerang Ajung Jember Telepon. 082334137406
 Akte Notaris No.45 BIL.No.AIH-0023051.AH.01.04. Tahun 2015

SURAT KETERANGAN

Nomor : 004/SK/YA.A/MTs.A/01.04/010/XI/2023

Yang bertanda tangan di bawah ini :

N a m a	: Fatimatuz Zahro, S. Pd. I
NIP	: -
Unit Kerja	: MTs Al Azhar
J a b a t a n	: Kepala MTs Al Azhar

Menerangkan bahwa :

Nama	: ACH. HANUJI AKBAR
NIM	: T20196006
Semester	: VIII
Prodi	: Tadris Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

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 Dengan ini menyatakan bahwa Mahasiswa tersebut telah melaksanakan Penelitian di M
 Al Azhar Ajung dengan judul "The implementation of teaching reading comprehension
 through Fun Grammar strategy at VII class of MTs Al-Azhar Ajung".
 Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan digunakan
 sebagaimana mestinya.

Jember, 21 Juni 2023
 Kepala MTs Al Azhar

 Fatimatuz Zahro, S. Pd. I



Appendix 8
Documentations of interview process



Interview with
Isnaya Qurratu Akyuni S.Pd



Interview with
Aira Rahma Niati Latifa



Interview with
Mardiana



Interview with
Faiqotus Sa'adah


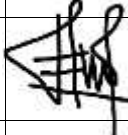








Interview with
Ahmad Baijuli

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Appendix 9

RESEARCH JOURNAL
THE IMPLEMENTATION OF TEACHING READING COMPREHENSION
THROUGH A SHORT ANSWER GAME STRATEGY AT THE FIRST GRADE
OF JUNIOR HIGH SCHOOL AL-AZHAR AJUNG

No	Date/day	Activity	Signature
1.	Friday, 19 th May 2023	The researcher do the preliminary study by conducting the interview with english teacher	
2.	Saturday, 20 th May 2023	The researcher confirm the research permission	
3.	Friday 27 th May 2023	Observe the implementation of teaching reading comprehension through a short answer game strategy at the first grade of MTs Al-Azhar Ajung	
4.	Friday, 27 th May 2023	Interview with the english teacher about strategy that used in teaching reading comprehension	
5.	Tuesday, 30 th May 2023	Observe the implementation of teaching reading comprehension through a short answer game strategy at the first grade of MTs Al-Azhar Ajung	
7.	Tuesday, 30 th May 2023	Interview with the student about the strategy that used in teaching reading comprehension	
8.	Saturday, 10 th June 2023	Complete the research data and document review	
9.	Tuesday, 21 th June 2023	The researcher ask a letter of research finishing.-	

Jember, 21 June 2023

Peneliti



Ach. Hanuji Akbar

Kepala Sekolah,



Fatimatuz Zakro S.Pd.I

Appendix 10

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama : Ach. Hanuji Akbar
 NIM : T20196006
 Semester : IX (Sembilan)
 Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi saya yang berjudul “The Implementation of Teaching Reading Comprehension through Short Answer Game Strategy at the First Grade of Junior High School Al-Azhar Ajung” adalah hasil dari penelitian/karya saya sendiri, kecuali pada bagian-bagian yang di rujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

Jember, 15 Oktober 2023

Saya yang menyatakan

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI A. SAIFUDDIN
 Jember



ACH. HANUJI AKBAR
NIM.T20196006

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CURRICULUM VITAE



Name : ACH. HANUJI AKBAR
 SRN : T20196006
 Gender : Male
 Religion : Islam
 Place, Date of Birth : Sumenep, 17th of April 2000
 Address : Lenteng Barat, Lenteng', Sumenep, Madura, Jawa Timur
 Email : hanujiakbar@gmail.com

Education Background

1. 2007 - 2013 : MI Miftahul Ulum Lenteng Barat
2. 2013 - 2016 : MTs Sumber Payung
3. 2016 - 2019 : MA Sumber Payung
4. 2019 - 2023 : UIN Kiai Haji Achmad Siddiq Jember

Organization Experience

1. Chief of the MTs Sumber Payung OSIS 2014-2015
2. Chief of the MA Sumber Payung OSIS 2017-2018
3. Chief of Sumber Payung scout 2016-2017 and 2017-2018
4. Cadre formation of FTIK PMII UIN KHAS Jember Rayon 2021-2022
5. Cadre formation of HMPS TBI UIN KHAS Jember 2020-2021
6. Chief of ASSENT ACE (KIP-K) UIN KHAS Jember 2022-2023
7. Chief of the 2023 PBAK Committee, UIN KHAS Jember