



Penerapan Permainan Membaca “Profesor Gila” Untuk Meningkatkan Pemahaman Membaca Siswa di Pesantren

The Implementation of the “Crazy Professor” Reading Game to Improve Students’ Reading Comprehension in Islamic Boarding Schools

Nur Aisyah Karim*, Amirullah, Ahmad Talib,

Jurusan Pendidikan Bahasa Inggris, Universitas Negeri Makassar, Makassar, Indonesia

*Penulis Koresponden: nuraisyahkarim17@gmail.com

ABSTRAK

Penelitian ini membahas tentang penggunaan permainan membaca professor gila dalam aktivitas membaca. Dalam proses belajar mengajar, guru mempunyai peran penting dalam membimbing siswa agar membuat mereka tertarik pada pelajaran. Terutama pada membaca, guru bias menggunakan sebuah permainan agar membuat siswa tertarik untuk mengikuti pelajaran and mengubah pemikiran mereka bahwa membaca adalah kegembiraan dan tidak sesulit seperti yang mereka pikir. Penelitian ini memeriksa pengetahuan siswa setelah menggunakan permainan membaca profesor gila dipemahaman membaca siswa. Penelitian ini dilakukan menggunakan metode kuantitatif. Data yang dikumpulkan menggunakan tes awal dan pasca tes. Populasi dalam penelitian ini adalah siswa kelas XI Pesantren Modern Tarbiyah Takalar tahun pelajaran 2020/2021. Sampel penelitian ini adalah siswa kelas XIB yang dipilih dengan menggunakan teknik pengambilan sampel dengan sengaja. Hasil penelitian ini menunjukkan bahwa nilai rata-rata siswa pada post-test lebih tinggi dari pada nilai rata-rata siswa pada pre-test. Nilai rata-rata post-test siswa adalah 71,78, sedangkan nilai rata-rata pre-test adalah 26,78. Nilai dari hipotesis H0 ditolak dan H1 diterima. Berdasarkan dari hasil analisis, dapat disimpulkan bahwa penerapan permainan membaca professor gila pada siswa kelas sebelas diPesantren Modern Tarbiyah Takalar secara signifikan meningkatkan pemahaman membaca siswa.

Kata Kunci: Permainan membaca professor gila , Pemahaman Membaca, Pemahaman Literal, Teks Deskriptif.

ABSTRACT

This research discussed about the use of Crazy Professor Reading game in reading activity. In learning process, teacher has a very important role in guiding the student to make them interest of the lesson. Especially for reading, the teacher can use a game to make students are interest to follow the lesson and change their mind that reading is joy and not as difficult as they think it is. This study examines student knowledge after using CPR game in students’ reading comprehension. This study was conducted using quantitative method. The data was collected by using pre-test and post-test. The population of this research was the eleventh grade of students Pesantren Modern Tarbiyah Takalar in academic year 2020/2021. The sample of this research was class XIB that consist of fourteen students which was chosen by using purposive sampling technique. The result of the study shows that the students’ mean score of the post-test was higher than the pre-test, in which the mean score of the post-test was (71,7857), while the pre-test was (26.7857). The score from hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Based on the result of analysis, it can be concluded that the implementation of crazy professor reading game to the eleventh grade of students Pesantren Modern Tarbiyah Takalar significantly improve the students’ reading comprehension.

Keywords: Crazy professor reading game, Reading, Teaching reading comprehension.

1. INTRODUCTION

In Indonesia, students can learn English to have good communication and also worldwide knowledge. The government, in this case, the Ministry of Education, has represented that English as a must subject for all students in the school. Through learning English, students can understand several texts from other countries to support their activity in learning. There are writing, speaking, and listening besides reading that students have to know. Those are several skills in learning English that very important to master.

Reading is a feasible practice that human beings can do. Through reading, we can get a new idea, a new concept, and also expand our awareness (Brown, 2007). In turn, they can enhance their thinking process. The reading practice aims is to obtain information from a book or from a text they have read so that this is an essential activity in the promotion of humanity itself. People can achieve the aim above if they catch the point of the literature or the text they read. When students are learning they should master one of the language skills which is called reading. The reading process requires daily practice. It should be promoted in children at an early age.

When teaching reading comprehension there are many kind of methods that language teaching can be used. On this circumstance, the researcher make suggestion that a game as an alternative. The aim of a game is to preserve a joyful atmosphere and a sustainable activity. Using a game to teach reading is one of the best choices that the teacher can make. Some games are designed to engage students more actively in the learning process, particularly in teaching reading. Teachers should use a game based on the needs of students.

Crazy Professor Reading (CPR) game is a creative method of developing student comprehension and cognitive skills through peer engagement, including listening, paraphrasing, challenging, and connecting students and teachers to work harder while they are happiest. This method is stimulating and gives students a large chance to explore their creativity and imagination. In addition, there are many studies on reading, however not many research using CPR because this method actually is very rarely used by teacher or lecturer especially in Indonesia, so some researcher feel strange and do not interest to find out more about it.

In addition, the researcher wants to know the differences in before and after apply the CPR game for student reading comprehension. It has a variety of variations on the technique of reading. The students are working in pairs. So, students can share with each other on the basis of their understanding. This game encourages students to use their own gestures. It is common for students to have a specific gesture of expressing the same words. This game can be played at any grade level, at school or at home.

Based on method above, the teachers play the important role of developing an effective learning activity so that the students have different reading experiences. The researcher wants students to avoid thinking about problems while reading English texts. They change their mind that reading is fun and not as difficult as they think it is. In the learning process most strategies can be used. The teachers may use more than one method of conveying the material. It should be adapted on the basis of student needs. Teachers must develop the confidence and encouragement of students using the correct method to make it easier to improve their reading skills. Because of that, the researcher wants to conduct an experimental research entitled: *"The Implementation of Crazy Professor Reading Game to Improve Students' Reading Comprehension at Pesantren Modern Tarbiyah Takalar"*.

2. LITERATURE REVIEW

2.1. Definition of Reading

Reading at an English language school or university in most languages is the important part and also an essential skill for studying. (Jeffries & Mikulecky, 2012). There is much activity in reading that allows students to discuss a problem in the text and relate the whole of the theme of the book and to other choices, and think critically about the topics that have. Then, the teacher may give the students a chance to apply the different strategies in the activities such as reading and writing, and also by interaction with their classmates to increase their language skills

2.2. Type of Reading

There is some types of reading that are; extensive and intensive reading. (Harmer, 2007). The term "extensive reading" more refers about what the student often reads (not always) in the classroom. They can read a text from blogs, novels, magazines journals, and bibliography or another reference material. Moreover, extensive reading is more about reading make the

situation more fun. Besides that, intensive reading is referring to the intensive emphasis on the development of reading texts, generally (not always) in the classroom. The teachers can give some instruction to students to search and notice from the examples such as bibliography, magazines, blogs, novels, articles, essays, and also the other text genres. The teacher may choose the genres and topics based on what the specific purpose that students learn that day (such as disasters, politics or science).

2.3. Levels of Comprehension Skills

There are four levels of ability in comprehension, namely : Literal level, inferential level, critical level and creative level. (Heilman, Blair, T.R, & Rupley, W.H, 1981). The literal level is the most basic level of comprehension. In this level, the reader will repeat and reproduce the facts contained in the text. At the level of inferential comprehension, readers can find information that is believed indirectly in the text. In critical level, the reader evaluates the text material. In reading at the creative level, the reader looks at the information presented in the text first, before integrating with his ideas.

2.4. Crazy Professor Reading Game

In education have most important and mystify issues in which CPR game is a new reading method may solve it. (Briffle, 2007). This method is suitable for reading comprehension of students and also can be applied at every grade level. Making a relation; in the process of this activity, the students have an opportunity to useful the relation between their own experience and what they have read or other sources.

CPR has procedure to divide the students in pairs and read sentences from a text in sequence. Reading in a partner is a cooperative learning method in which the text is read and transmitted by two students working together. So that they can achieve collective goals, cooperative learning implicates the student to working together in small groups. Cooperative learning is motivated by the philosophy of learning to process knowledge and cognitive learning.

2.5 Teaching Procedures of CPR Game

The procedures of learning used CPR game followed :

- a. Before start the meeting by using brain storming activities, the teacher explains the general introduction.
- b. The teacher shares the narrative text for students.
- c. The teacher explained the steps of CPR.
- d. The teacher made a pairs for students viewed by the absent and asked the students to determined who acted like the Professor and Listener..
- e. The students read their text and wrote the key concepts or listed the key words that they seemed of the text.
- f. The students read their text and tried to find the literal main ideas, supporting details, reference, and inference of the text.
- g. All of pairs switched their lists with the other pairs and the teacher gave them a few minutes to conceive their list of clues, and then trying to connect it with the story part that they have read.
- h. The teacher asked the students to developed and wrote their own version from the story.
- i. The teacher called some volunteers to read their own versions in front of class.
- j. Then, the teacher asked the students to read the real version of the story and asked them to compare it with their own version of the story.
- k. The teacher concluded with a discussion of the whole story.

3. RESEARCH METODOLOGY

3.1 Research Design

This type of research was quantitative research using the Pre-experimental method and using one group pre-test post-test design. Pre-experimental approach is a type of research that has not been implemented seriously. Then it can be said that there are external variables that influence the formation of the dependent variable. This happens because there are no control variables that can affect the dependent variable, where the dependent variable itself is not necessarily influenced by independent variables. (Sugiono, 2013) Through this design, it can be known the implement CPR game method before and after it is done. Therefore, the researcher gave a pre-test (initial test) and post-test (final test). Pre-test measure for several attributes before certain group being given treatment, whilst post-test measures several attributes on certain group after given treatment.

The purpose of using this design was to measure the increase in reading skills possessed by the students' of

Pesantren Modern Tarbiyah Takalar between before and after implemented the CPR game..

3.2 Research Variables

There were two variables in this research:

a. The independent variable (X)

Independent variable is variable that affect or cause changes of the dependent variable. (Sugiono, 2016). Independent variable in this research was CPR game.

b. The dependent variable (Y)

The dependent variables is a variable that is influenced or becomes a result, because of the independent variable. (Sugiono P. , 2016). The dependent variable in this research was students reading comprehension.

3.3 Population and Sample

3.3.1 Population

The population of this research was the students at eleventh year students of Pesantren Modern Tarbiyah Takalar academic year 2020/2021. The population consists of two classes.

3.3.2 Samples

The researcher used a purposive sampling technique. The researcher was take one class of the population as the sample of the research. The sample of this research consists of 15 students and all of them are female.

3.4 The Instrument of The Research

The main instrument used in this research was tests in the form of multiple choices that consist of 20 questions. There were two kinds of test in this study, pre-test and post-test. Pre-test aimed to know the students' initial ability in reading comprehension before the treatment given, while post-test aimed to see students' reading comprehension after the treatment given. The test covers a literal level of reading comprehension.

3.5 The Procedures of Collecting Data

The procedures that used to get the valid data are :

a. Pre-test

At first, the researcher gave pre-test to students. The pre-test used to see initial ability of the students' reading comprehension in desciptive text. The form of the text was multiple choice.

b. Treatment

The treatment CPR game was administered after students conducted pre-test. It was given in four times. The researcher applied CPR game by giving a task about narrative text. When the students finished doing the treatment, they must determine Literal level in a paragraph of descriptive text (main idea, supporting detail, knowledge of word meaning, knowledge of information presented in the text)

c. Post Test

In post test, students were given questions in form of multiple choice to find out the results after were given treatment

3.6 Technique of Data Analysis

The researcher analyzed the collected data descriptively and inferentially. Descriptive statistical analysis used to know mean, frequency, percentage and standard deviation. While inferential analysis used to test the hypothesis.

4 FINDINGS AND DISCUSSIONS

4.1. Findings

Frequency and Percentage of Students' Pre-test and post-test on literal comprehension

The students' scores of pre-test and post-test were classified into some criteria. It can be shown in the table below:

Table. 1

The classification of the students' scores in Pre-test and Post-test on literal comprehension

| N o. | Classifi cation | Ra ng e | Pre-test | | Post-test | |
|-------|-----------------|---------|------------|-------------|------------|-------------|
| | | | Frequ ency | Perce ntage | Frequ ency | Perce ntage |
| 1. | Very Good | 93-100 | - | - | - | - |
| 2. | Good | 84-92 | - | - | 2 | 14.28 % |
| 3. | Averag e | 75-83 | - | | 5 | 35.71 % |
| 4. | Poor | >75 | 14 | 100% | 7 | 50% |
| Total | | | 14 | 100% | 14 | 100% |

Table 1 showed in pre-test there were students got very good, good, average, and poor scores before giving treatment. While in the Post-test, there were 2 (14,28%) students got "Good" scores, 5 (35,71%) students got

“average” scores, and 7 (50%) students got “Poor” scores.

Comparing the result of the students’ pre-test scores, the rate percentage in the post-test was higher than the rate percentage in the pre-test, which also indicated that the students’ scores was increased.

The Mean Scores and Standard Deviation of the Students in Pre-test and Post-test on literal comprehension

After determining the result of the students’ score, the mean score and standard deviation of students’ pre-test and post-test can be presented in the following table.

Table 2

Mean scores and standard deviation

The table above indicated that the mean score of pre-tests was 26.78 and standard deviation was 11.19. While the mean score of Post-test was 71.78 and standard deviation was 10.11. It can be concluded that the mean score of Post-test was higher than the student’s pre-test.

| Test | Mean Score | Standard Deviation |
|-----------|------------|--------------------|
| Pre-test | 26.78 | 11.19 |
| Post-Test | 71.78 | 10.11 |

Table 3

The result of normality by used Kolmogorov-Smirnov Test and Shapiro-Wilk

| | Kolmogorov-Smirnov | | | Shapiro-Wilk | | |
|-----------|--------------------|----|------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig |
| Pre-test | .173 | 14 | .200 | .946 | 14 | .507 |
| Post-test | .161 | 14 | .200 | .968 | 14 | .855 |

From the table 4.3, it could be seen that the significant value from the Kolmogorov-Smirnov test of the pre-test was 0.2, and the post-test was 0.2, both of them were higher than (a) 0,05. Which meant that the data distribution of pre-test and post-test were normal. And also, on the Shapiro-Wilk test of the pre-test was 0.507, and the post-test was 0.855, both of them were

higher than (a) 0,05. Which meant that the data distribution of pre-test and post-test were normal. The researcher concluded that both of the data were normal distributions.

The researcher used t-test (test of significant) for paired sample test. In order to know whether or not the mean score is significantly different from two variables, independent variable is the CPR game and the dependent variable is students’ reading comprehension. The data showed the use of CPR game can improve reading comprehension of students. The result of t-test calculation can be seen in the followed table below:

Table 4

Test of significant (T-test) of the students’ Pre-test and Post-test

| | Sig(2-tailed) |
|----------------------------|---------------|
| Pair 1 Pretest – Post Test | 0.000 |

In the table above, the p-value was 0.000 which is less than 0.05. Because the p-value less than 0.05, it can be concluded that H_0 rejected or H_1 accepted. In contrary, the use Two Stay Two Stray technique shows a significance difference on students’ reading comprehension before and after treatment.

4.2. Discussion

The findings show that there was a significant improvement of students’ reading comprehension. The result of this research shows that students’ reading comprehension was getting better when applied CPR game method than without it, because CPR game could be train the students to work cooperate with their partner, and also to increase their creativity to make the students’ can comprehend a text with visualize their understanding on the text with using their own gesture. This also had been prove by the score of the students that in pre-test all of students got poor scores and from the posttest there is 2 students (14,28%) could get good score, 5 students (35,71%) could get average score, and 7 (50%) get poor score. Nevertheless, the score of students’ posttest were higher than the score of students in the pretest. It happens because CPR game method is capable of having an effect to students’ reading comprehension in experimental class.

In many forms of communication (e.g. motivating, criticizing agreeing, explaining), all skills (reading,

writing, listening, and speaking), and also all the stages of the teaching / learning process (presentation, repetition, recombination, and free use of language), a game can be used to provide the instruction. So, they're going to be excited to learn and keep the lesson in their mind. (wright & et.al, 1993). It will make it easy for the teacher to attract her student to learn more about the material.

Briffle (2007) said that in education have most important and mystify issues in which CPR game is a new reading method may solve it. This method is suitable for reading comprehension of students and also can be applied at every grade level. Making a relation; in the process of this activity, the students have an opportunity to useful the relation between their own experience and what they have read or other sources. In addition, CPR game in which pairs competes to become the crazy professor. (Meador, 2012). One of the students reads a paragraph in a text with great dramatic tone, enthusiasm, and immense the gestures to compliment that he or she is read. And then, the partner followed their gestures.

To handle the obstacles, before conducting the game the researcher gave brainstorming the student. The researcher also gave more attention to the students in groups so that they could work together in pairs. According to (Linse, 2006) proved the teacher may use a different method to attract students be interest in other skills, and the teachers may use a game in learning activity, because it will be effective method to teach the students especially for young learners.

At the end, the researcher concluded that, based on the result of data analysis using CPR in teaching learning process especially in improving reading comprehension of students in Pesantren Modern Tarbiyah Takalar especially for the eleventh years students is effective.

The limitations of this research are only to find out the ability of students to know the meaning of the text, how the students interpret the way of story of the text, and also how the students retelling the story of the text before and after using CPR game.

5. CONCLUSSION

Based on the findings and discussion of the research on the previous chapter, the researcher concluded that CPR game method is effective to improve students'

reading comprehension at the eleventh year students of Pesantren Modern Tarbiyah Takalar. It was proved by the result of the data analysis. Therefore, it can be said that the hypothesis that is stated on the previous chapter, students' reading comprehension can be improved by using CPR game is accepted.

The researcher felt that what we can learn from this research are this method helps students to build their creativity and working with partner, motivate them to not embarrassed to show off their own gesture based on the text, and this method also have some obstacles that we have to minimize.

REFERENCES

- Brown, H. Douglas. 2007. *Teaching by Principles*. New Jersey: Prentice Hall.
- Briffle, Chris. 2007. *Crazy Professor Reading Game*. California: Crafton Hills College
- Jeffries, Linda and Mikulecky, Beatrice. S. 2012. *More Reading Power 3*, NY: Pearson Longman, 2012.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Education Limbroited. p. 99-100.
- Heilman, A., Blair, T.R, & Rupley, W.H. (1981). *Principles and Practices of Teaching Reading*. Colombus, Ohio, Caharles: Merril Publishing Company.
- Linse, Caroline.T. 2006. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill
- Meador, Sarah 2012. *6 Ways to the Super Improvers Team*.
<http://wbtfforme.blogspot.co.id/2012/11/super-improvers-team.html>.
- Sugiono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif dan Kualitatif*. Bandung: Alfabeta.
- Sugiono, P. (2016). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta 111.
- Wright, Andrew, et.al. 1993. *Games for Language Learning*. New York: Cambridge University Press