

# USING JEOPARDY GAME TO IMPROVE STUDENTS' READING COMPREHENSION

by

**Ita Damayanti (132301426)**

English Education Department  
Faculty of Education and Teachers Training  
The State Institute for Islamic Studies of Sultan Maulana Hasanuddin Banten  
([itanyadamaydamay09@gmail.com](mailto:itanyadamaydamay09@gmail.com))

## ABSTRACT

This research investigates the use of Jeopardy game to improve students' reading comprehension especially it is written in the titl of this research paper. This research is aimed to explore how to apply of teaching reading through jeopardy game, and to explore how to improve students' reading comprehension in descriptive text trough jeopardy game on students' reading comprehension at the first grade students' of SMP-IT Al-Hidayah. The method that used for this research is Classroom Actin Research (CAR). The instruments which are used in his research are test sheet and observation sheet. Based on the research results, this result was conducting two cycle. In the first cycle, among 30 students there were only 13 students who got the high score, the mean of cycle 1 is 72,16 (C/fair). In the end of research (cycle 2), the result of the test showed that there were 27 students who get the high score with the mean 82,67 (B/Good) in addition, the students respond was positive. They were active and interesting. Based on the findings, it can be concluded that the application of jeopardy game can improve students' reading comprehension in descriptive text, especially at the first grade student of SMP-It Al-Hidayah in academic year 2016/2017.

**Keywords:** *jeopardy game, Classroom Action Research, Reading comprehension, descriptive text.*

### A. Introduction

English is the important subject because it is an international language. Most of the people in the world use it, not only as the communication but also as transferring knowledge. In learning English, there are four skills that have to be learned by students. They are listening, speaking, reading and writing. Reading is the one of skills which is very essential four each. Reading is likewise a skill that teacher simply expect learners to acquire.<sup>1</sup> By reading, the readers can increase their understanding about the text or what they have read, enrich their vocabularies and knowledge.

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<sup>1</sup> H. Douglas Brown, *Language Assessment, Principle And Classroom Practice*. (San Francisco State university: Pearson Education, 2004) p. 185.

SMP-IT AL-Hidayah is a school that located in Mancak, Serang-Banten. Basically, the writer's research at SMP-IT Al-Hidayah Mancak, it is caused the writer there as the teacher who wants to solve the problem and improve reading comprehension in English. Because, the most of the students get difficulties in comprehending the text or in other words students do not understand the text As a result, students are not able to improve their reading comprehension on descriptive text. So that, to solve the problem, the writer will try to apply jeopardy game in order to make them interest in learning reading and comprehend the descriptive text well.

Based on the description problem above, to solve the problems and improve reading comprehension in SP-IT AL-Hidayah, the writer should consider the most effective teaching strategies and creative enhance students' understanding in reading the text. It was recognized that the right strategy in order to motivate students to read. The writer proposes one technique, the technique is named jeopardy game. Classroom Jeopardy is Based on the American television game show jeopardy. It's a version of jeopardy made especially for classroom. The show has a unique question-and-answer in which contestants are presented with clues in the form of answers, and must phrase their responses in question form.<sup>2</sup> It can be conclude that jeopardy game is a game where the question in form of answer like description and the answer is form of question and it is a quiz where made in to learning activity in the classroom.

When learning reading in the classroom with game they not fell bored because they fell, that they are playing a game. On learning reading using jeopardy game, the teacher will discuss every question clearly. Until the students become motivated to read and understand and also pay attention on teacher explanation to answer the other reading question.

Finally, based on the explanation background above, the writer want to try to solve the problems and also improve learning reading through research by title: **“Using Jeopardy Game to Improve Students’ Reading Comprehension”** (A Classroom action research at second grade of SMP-IT Al-Hidayah Mancak).

## **B. Theoretical Foundation**

### **1. Definition of Reading**

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing. It cannot be denied that reading is one of the most

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<sup>2</sup> Ernest Afari, “Teaching Mathematics In Game Learning Environment” *An Intenational Journal*, Vol. I, No. (March-August, 2012), 34.

important. According to Westwood, “The most definition of reading states that it is a process of getting meaning from print.” Understanding information in the text is, of course, the whole purposes of reading.<sup>3</sup> It can be says, that reading is an activity that purposes to get the information from text. The reader search and making meaning from what they read.

Reading is important activity in all language. It is important to be learned by every individual. As Muslim, we cannot underestimate the importance of reading. the main reason why we should read is because this is the God commands. Allah said in Al-Qur’an in surah al-‘Alaq (1-5).

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

1. Read in the name of your Lord who created.
2. He created man from clot
3. Read and your Lord is most honorable
4. Who taught (to write) with the pen.
5. Taught man what he knew not.

From surah al-‘Alaq it can be says that Allah God commands us to read. Because by reading we can know what we do not know before. And reading can add science.

According to Grabe, reading is the process of receiving and interpreting information encoded in language form via the medium of print.<sup>4</sup> It means that, reading as a way in obtain the information of the text. not only it, by reading we can interpret the words meaning and interpret the significance of contained in a text.

It can be concluded that, reading is a process that the reader does and used to get information, which the writer wants to tell through the words or written language. Reading is very useful skill for the students in order to get information for their educations.

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<sup>3</sup> Peter Westwood, *Reading and Learning Difficulties, Approaches Teaching and Assessment*. (Camber well: Acer Press, 2001), 10.

<sup>4</sup> William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, ( New York: Cambridge University Press, 2009), 14

## 2. Reading Comprehension

According to Richard contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions.<sup>5</sup> In my opinion, comprehension is a process where in which the reader may construct the meaning by interacting with the text. Reading with comprehension means, understand what they have read. The understanding of written text means extracting the information from it as efficient as possible. Reading is also defined as the process of understanding meaning from a piece of text.

According to Westwood Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>6</sup> Its means that, when the reader reads the text, they should understand what they have read.

From the definition above, It can be concluded that, reading comprehension is an active process where the reader try to gain the information given by author and understand what actually the purpose of the author, and reading comprehension is important because if the readers do not understand what they read, they cannot catch the idea of written through reading. Furthermore, it is making meaning from the text by their own language. Reading comprehension is the ability to understanding and mastery what they read.

## 3. Kind of Reading

Reading has many various that should we know, according to Praveen there are four kind of reading<sup>7</sup>, as follow :

### a. Intensive Reading

According to Brown, Intensive reading is usually a classroom - oriented activity in which students focus on the linguistics or semantics details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.<sup>8</sup>

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<sup>5</sup> Jack J Richard, Richard Schmidt, *Longman Dictionary of Language teaching and Applied Linguistics (Fourth Edition)*, (Britain: Pearson Education Limited, 2010),108.

<sup>6</sup> Peter Westwood, *Reading Comprehension: assisting children with learning difficulties*. (New York Taylor & Francis, 2012), 59-61.

<sup>7</sup>M.F. Patel, M. Jean Praveen, *English Language Teaching Method, Tool, Techniques*, (Jaipur: Sunrise Publisher, 2008), 117

<sup>8</sup> H. Douglas Brown, *Teaching By Principles on Interactive Approach to Language Pedagogy* (San Fransisco State University: Longman, 2010), 312

In my opinion, intensive reading is the activity that occurs in the classroom. Then the intensive reading should get guidance from the teacher for help the students where they have the problem. In intensive reading is used on shorter text in order to extract specific information. Intensive reading can increase the students' knowledge and also it can improve their comprehension skill.

b. Extensive Reading

Extensive reading, is used to obtain a general understanding of a subject and includes reading longer text for pleasure, as well as business books.<sup>9</sup> It means that the extensive reading is the activity of reading text that not only occur in the classroom but may occur in the outside of classroom. In extensive reading, the reader may read the others source, not only academic book but other book like never, long article, newspaper, magazine et.

c. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation.<sup>10</sup> It means that reading aloud can help the teacher to restore the students' concentration who easily broke out when the atmosphere of the class.

d. Silent Reading

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficult.<sup>11</sup> The reading activities should be used to increase the students' ability in reading information. The teachers have to make the students read silently so that the students can read without obstacles. In silent reading the students need good concentration to understand what they read.

Finally, reading comprehension of descriptive text should use intensive reading because there are related with the learning in the classroom. In the classroom teacher used a shorter text in order to extract specific information. Intensive reading can increase the students' knowledge and also it can improve their comprehension skill.

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<sup>9</sup> Naf'an Tarihoran and Miftahul Rahmat, *Reading III : Intermediate Reading Skill*, (Serang: Loquen Press, 2010), 1-3.

<sup>10</sup> M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 120

<sup>11</sup> M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 123

#### 4. Assessing Reading

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. Assessing in reading is a process to observe and measuring the extent ability of the students to comprehend text. In assessing reading comprehension, there are some types of reading question, such as: main idea, supporting idea, vocabulary question, inference question, and references.

#### 5. Descriptive Text

Descriptive text is a text used to describe shape, feature or characteristic of thing, animal person, etc. descriptive text is a piece of text which aims to describe prominent figure, thing, or particular place. We use descriptive text to describing something, someone or a place.<sup>12</sup> It means that when we read a descriptive text there is describe many kinds contain place, animal, person characteristic, etc and give information to readers. There are two parts in descriptive text:

- Identification : this part identifies a particular thing to be described.
- Description : this part described the parts and characteristics.<sup>13</sup>

From explanation above, that here are two parts in descriptive text. The first part is identification is a topic or “what” will be describe. And the second part is about description, where in description consists describing about the topic or what is in identification about physic, quality, behavior, or the characteristic.

#### 6. Game

A game is an activity with rules, a goal and an element of fun. There are two kind of games: competitive game, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards common goal.<sup>14</sup> In addition, game is one of media that can be applied in language teaching and learning.

#### 7. Jeopardy Game

Several games taking the form of the popular television game show, Jeopardy, have been developed and used in the classroom to tech different areas, such as business and

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<sup>12</sup> Murkato, et al. *English on Sky 1 for Junior High Student year VII*, ( Jakarta: Erlangga, 2007), 140

<sup>13</sup> Dr. Murkato, et al. *English on Sky1 for Junior High Student year VII*, ( Jakarta: Erlangga, 2007), 140

<sup>14</sup> Jill Hadfield, *Elementary Grammar Games*, (New York, Longman, 2012), 4.

health sciences.<sup>15</sup> Jeopardy game is a television quiz that was show in American television. It's made by Mervyn Edward Griffin Jr. Griffin as a host at his quiz.

Jeopardy game is an American quiz show that features topic such as history, literature, the arts, pop culture, science and sports. The show has a unique question-and-answer format in which contestants are presented with clues in the form of answers, and must phrase their responses in question form.<sup>16</sup>

From the explanation above, the writer can be concluded that jeopardy game is a game that has been adopted from television quiz and has a unique design where the question is in answer form and the answer must be question form.

## 8. Playing the Game

Before the game started, the teacher must be design the game. The teacher have to make some categories and point.

There are the procedure of using jeopardy game :<sup>17</sup>

- Make a class into 5 group
- The questions are displayed for the students to read and discuss among their group, the first group raise their hand gets to attempt the question first. If the first group misses the question, the next hand that was raised goes second and so on.
- One person from each team is designed as the “hand raiser/ buzzer” and “question answerer” the helps to reduce the number of hands the instructor/ volunteer have to determine were raised first, second, etc.
- All answer must be in the form of question.
- Once your group is called upon to answer a question, your group has five seconds to respond.
- Books may / may not be used in the game (instructor’s choice).
  - Points will be deducted for wrong answers.
- After the game finished. The teacher will combine the score of a group.
- The group which gets the high point is the winner and gets the present.
- The last is the students and the teacher discusses the game together.

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<sup>15</sup> Nikall Miller, “Games in the Classroom”, Vol. XXXIII, No. 2 Indian Libraries. 61.

<sup>16</sup> Ernest Afari, “Teaching Mathematics in game learning environment” *International review of contemporary language research*, Res. I, No. 33-45, (March-August, 2012), 34.

<sup>17</sup> Sarah Bee and David C. Hayes, “Using Jeopardy Game to enhance Student Understanding of Accounting Information System (AIS) exam Material”, *The Review of Business Information System*, Vol. IX No. 1,( 2005), 73

The challenge of the game is the student should dare to speculate, if they want to get a high score then they should have the courage to question the high degree of difficulty. But, with the risk that they fail to answer correctly then their value would be reduced by an amount score on that question. It could be the ones who were ahead score, suddenly the score bypassed by other groups because they can not answer the question correctly. After all questions are answered, the teacher and students discuss it together.

## 9. Advantages and Disadvantages of Jeopardy Game

Classroom Jeopardy stimulates friendly competition and motivates students to learn. When they host the game, they will also be judges of whether responses given by their classmates are correct or not.<sup>18</sup> Jeopardy game can build students' motivation, because there is competition where they must be a winner. When they host they will work together with their member.

Making use of games as instructional activity has a number of advantages: Games keep learners interested in repetitious tasks (e.g., memorizing); well-designed games are fun to play and attractive to learners; and game play can provide a relaxed atmosphere for learning.<sup>19</sup> It makes the students fun, engaging and effective activity and they always remembering what they have gotten.

It can be concludes that, this game can make students cooperate with their friend because this game emphasize students group intended to discuss with their friends. The students can build their motivation because this game makes students are competitive with other students to answer the question. On the other hand, the use of Jeopardy games in the teaching of reading students do not get bored with the usual method of teaching reading teacher gave.

However, games can also distract learners from focusing on the content if they are poorly designed or create an atmosphere of intense competition.<sup>20</sup> One possible disadvantage is that some students may not like the loss of privacy that comes with answers and individual scores being revealed and discussed in the open classroom.<sup>21</sup> In this case, the students may be becoming passive.

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<sup>18</sup> Harry Friedman, *Classroom Jeopardy: Teachers' Guide*, (USA: Jeopardy Production, 2011), 31.

<sup>19</sup> Brown, Abbie H., and Timothy D. Green. *The essentials of instructional design: Connecting fundamental principles with process and practice*. Routledge, 2015.p.123

<sup>20</sup> Brown, Abbie H., and Timothy D. Green. *The essentials of instructional design: Connecting fundamental principles with process and practice*. Routledge, 2015.p.123

<sup>21</sup> Gupta-Bhowon, Minu, et al., *Chemistry Education in the ICT Age*. (Springer: Netherlands, 2009), 17.



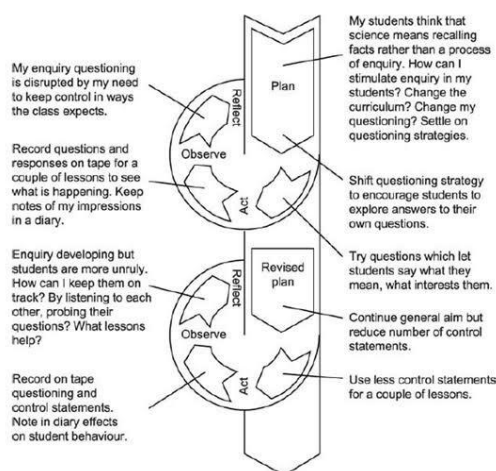
## C. Research Methodology

### 1. The Method of Study

The method used by writer to improve student's behavior in learning teaching process. A classroom action research (CAR) is the method used by the writer in making this paper.

According to Burns, Action research is research carried out in the classroom by teacher of the course, mainly with the purpose of solving problem or improving the teaching/learning process.<sup>22</sup> It means that when the teacher find a problem in the classroom, the teacher must be solve the problem using some method or action and also improve the teaching / learning process.

According to Kemmis and McTaggart (1988), AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.<sup>23</sup> It can be say that if it has not achieved the action is must be continue.



*Figure of cycle of action research*

*(Adopted from Stephen Kemmis and MC Taggart)*

### 2. Place and Time of Study

In this research activity, the writer needed a place as location of research to get the data. The writer takes SMP-IT AL-HIDAYAH, Mancak , the location is Kp.

<sup>22</sup> Anne Burns, *Doing Action Research in English Language Teaching: A guide for Practitioners* (New York: Routledge, 2010), 5.

<sup>23</sup> Anne Burns, *Doing Action Research in English Language Teaching: A guide for Practitioners*, 8.

Cibanteng, Ds. Winong, Kec. Mancak, Kab. Serang – Banten. Kode pos: (42165). The writer choose this school because this school needs to research and suitable.

### 3. Subject of The Research

The subject of this research is the students of the first grade at SMP-IT Al-Hidayah. It is located in Kp. Cibanteng, Kec. Mancak Kab, Serang. It consists 30 students where 20 male students and 10 female students.

### 4. Research Instrument

In this paper the writer uses test question items. This test will design for student pre test and post test. Pre test is used to measuring a person's ability, how far students' understanding before action, while post test is used to measure the students ' understanding after give an action.

### 5. Technic of data collection

Technique for collecting the data is aimed to support the success of this research. It helps the writer to gets the data and the information about the process of improving students' reading comprehension through jeopardy game. Some techniques for collecting the data in this research are used by the writer:

#### a. Test

The test is a set of stimulus given to a person with intent to obtain answers be scoring numbers.<sup>24</sup> Test is a method of measuring a person's ability, knowledge of performance in a given domain. The writer uses test to get data result about process of learning writing skill.

### 6. Technique of Data Analyzing

To analyze the data, the researcher will apply the following steps:

- a. Collecting and scoring the students' test sheet
- b. Computing the percentage of the correct answer on the test
- c. The students' score is used to determine the level of their ability in reading comprehension in particular. To score the right answer of the students, the researcher uses this formula:

$$S = R \times 100$$

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<sup>24</sup> Hamzah, B. Uno, et al, *Menjadi Peneliti PTK yang Profesional*, (Jakarta: Bumi Aksara, 2012), 104.

$N$

$S$  : students' score

$R$ : the sum of right answer

$N$  : the sum of item

- d. To find the mean score, the researcher uses the formula as follow:

$$Mx = \frac{\sum fx}{N}$$

$Mx$  = Mean Score

$\Sigma$  = The sum of . . .

$fx$  = The student's score

$N$  = The Number of students<sup>25</sup>

- e. To find the percentage, the researcher used the formula as follow:

$$P = \frac{f x}{N} 100 \%$$

$P$  = percentage

$F$  = frequency

$N$  = the number of cases or students

#### D. Research Finding And Discussion

In this study, the writer intended to describe the result of students' reading comprehension in descriptive text after applying jeopardy game as a kind of learning technique in the classroom. Having analyzed the improvement in each cycle, the researcher known that there was improvement. It can be seen from the comparison result of evaluation test in each cycle. For details, can be referred to the following data.:

#### The result of evaluation test in each cycle

Category	Cycle 1	Cycle 2
SUM	2165	2480
MIN	55	70

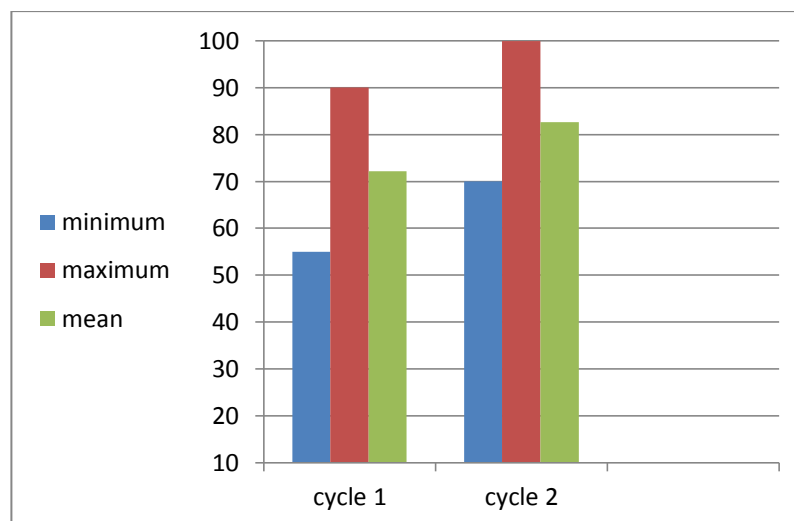
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<sup>25</sup> Anas Sudjiyono, *Pengantar Statistika Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), 85.

<b>MAX</b>	90	100
<b>AVERAGE</b>	72,16	82,67
<b>LEVEL</b>	FAIR	GOOD

From the table above, the researcher compare the result of the first test to the last. It could be described that the students' reading comprehension is improved. From this research, the researcher can conclude that the students' reading comprehension can improve through jeopardy game. It was showed that there was a good impact of jeopardy game toward improving of students' reading comprehension on descriptive text. The students mean score in the first cycle the mean score was 72,16 (C/Fair) meanwhile, the mean score in the second cycle was 82,67 (B/Good). It means that there was better improvement for the students' achievement in comprehending descriptive text from the preliminary study to the second cycle. For details, we can see the following graphic:

**Students' reading Comprehensions from cycle 1 - cycle 2**



Based on graphic above, the researcher concluded that many students can improve in their score from cycle 1 into cycle 2. It is better than score before conducting this research in this class.

From data above, the implementation of jeopardy game in teaching reading comprehension was successful, because they felt enjoyable interested in material then they want to practice reading again through jeopardy game. And from this result, the

researcher concluded that jeopardy game can improved students' reading comprehension at the first students of SMP-IT Al-Hidayah in academic year 2016/2017.

## E. Conclusion

After concluding the research, the researcher found some conclusion. Based on the statement of the problem in the chapter one, the description and interpretation in chapter four the researcher concludes some points as follows:

1. The application of teaching reading in descriptive text trough jeopardy game made students understand the text they can describe about someone correctly and they more active to express their opinion . The students become active and enthusiasm on learning activity. They are not bored and interesting on learning reading again.
2. The application of teaching reading in descriptive text through jeopardy game can improve students' reading comprehension especially in descriptive text. It has demonstrable with result average score began at the pre cycle 60.83, cycle 1 72,16 and second cycle 82,67.

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