# IMPROVING STUDENTS' ENGLISH READING SKILL BY USING SHOEBOX GAME AT THE SEVENTH YEAR OF SMP NUSA PRIMA LAMASI

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree

in English Language Education Study Program



**IAIN PALOPO**

**Composed By**

**SAFIRA**

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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**THE STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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**ENGLISH EDUCATION STUDY PROGRAM**
**TARBIYAH AND TEACHER TRAINING FACULTY**
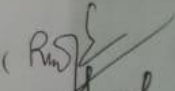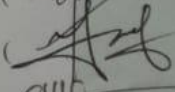**THE STATE ISLAMIC INSTITUTE OF PALOPO**
**2021**

## THESIS APPROVAL

This thesis entitled **"Improving Students' English Reading Skill by Using Shoebox Game at The Seventh Year of SMP Nusa Prima Lamasi"**, which is written by **Safira, Reg. Num 16.0202.0072**. English Study Program of Tarb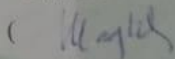iyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on **Friday, November 26th 2021**, coincided with **21th Rabiul Akhir 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

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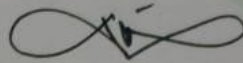
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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, *"Improving Students' English Reading Skill by Using Shoebox at the Seventh Year of SMP Nusa Prima Lamasi "*, is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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Researcher

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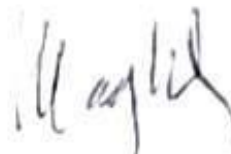
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Hal   : Skripsi

Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

   Tempat

*Assalamu 'Alaikum Wr.Wb*

  Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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    Prodi   : Pendidikan Bahasa Inggris

    Fakultas  : Tarbiyah dan Ilmu Keguruan

    Judul   : Improving Students' English Reading Skill by Using Shoebox Game

        at Seventh Year of SMP Nusa Prima Lamasi

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.
Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr.Wb.*

                **Pembimbing I**

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# NOTA DINAS PEMBIMBING

Hal          : Skripsi

Lampiran     : -

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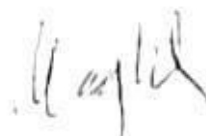
        Fakultas   : Tarbiyah dan Ilmu Keguruan

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Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr.Wb.*

                                  **Pembimbing II**

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbilalamin in the name of Allah SWT the most beneficent and the most merciful. All praises are to Allah SWT for all the blesses so that the author could finish this thesis, blessing and peace be on prophet Muhammad SAW, along with his family, his relative and all his followers.

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Finally, the author dedicates this thesis to beloved Author parents. The author hopes that this thesis can provide useful things and add insight to the reader, especially the author as well and may Allah give reward to them all of the people who have helped the author.

Palopo,          November,2021

# TABLE OF CONTENT

# List of Table

# ABSTRACT

**Safira, 2021**. *Improving Students' English Reading Skill by Using Shoebox Game at the Seventh Year of SMP Nusa Prima Lamasi.* Thesis. English Education Study Program of Tarbiyahand Teacher Traning Faculty of the State Islamic Institute of Palopo. Supervised by: Wahibah and Magfirah Thayyib.

The objective of the research is to discover whether or not the use of Shoebox game effectively improves students' reading skillin the seventh year of SMP Nusa Prima Lamasi. This research applied a pre-experimental method with one group pre-test and post-test. The number of samples was 12 students. The instrument of the research was a reading test.The result of this research shows that the post-test mean score was higher than the pre-test mean score (38.33 < 65.00).The Null Hypothesis ($H_o$) was rejected and the alternative hypothesis ($H_a$) was accepted. It means that the shoebox game is effective to improve the students' reading skill.

**Keywords**: reading skill, shoebox game, pre-experiment.

# CHAPTER I

# INTRODUCTION

## A. Background

Mastering English consists of four language skills, namely listening, reading, speaking, and writing. Reading is one of the most important skills in learning a language for students in daily life. Reading is the process for someone to find out the meaning of a text, word by word, and connect one paragraph into another paragraph. According to Johnson (2008), reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. [1]

According to Anderson (1999), reading is an active, fluent process that involves the reader and the reading material in constructing the meaning. Furthermore, he notes that meaning does not reside on the printed page, nor is it only in the head of the reader. It means that reading can be constructed by combining the words on the printed page with the reader's background knowledge and experiences. Consequently, the teaching of reading should involve activities that connect the ideas on the text to what students already know.[2] Problems that are commonly faced by English language students are lack of confidence when speaking in English because they are afraid or embarrassed to make mistakes when expressing sentences, problems in learning vocabulary which is difficult to

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[1] Budi Rahman, Haryanto. Improving Early Reading Skill Through Flashcard Media in 1 Grade Student of State Elementary School (SDN) Bajayau Tengah 2. *Jurnal Prima Edukasia,2,no 2, 2014: 129.3-4.*

[2] Neil J. Anderson. Complete English Reading, Exploring Second Language Reading: Issues and Strategies. 1999.P2.1

memorize, difficulty in pronunciation, and difficulty in learning grammar where there are many rules. what to remember when using verbs and so on.

Based on the results of the observation made at SMP Nusa Prima Lamasi, it is known that there are some problems faced by the students in learning English, including lack of mastery of reading. It can be seen when students were invited asked to read English texts. Most students who cannot read correctlycan not understand the reader even though the reading given by the teacher is relatively essential and accessible. It can be seen in the value of students' achievement in the descriptive text test. The researchers found that students were still confused about understanding the reading. When the researcher asked about the reading ability, the teacher said that the students were weak in reading. This proves that student's English reading ability is still deficient. The teacher presents the material using the lecture method and practice exercises. It causes the students to get bored quickly and lack enthusiasm in learning English activities, especially reading.

The reality in the field encourages the researcher to provide a solution by using learning techniques that can improve students' reading skills in learning English. Shoebox is a game that can develop the student's imagination, creativity, and critical thinking.[3]The researcher provides or makes several cards that have been filled in with different words, which the students will string together to form sentences. A shoebox game is expected to support the learning process to increase students' reading abilities. Therefore, the researcher researches with the title

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[3]         Alexis Ludewig and Amy Swan.101 Great Classroom Games. 2007. 81/83

"Improving Students' English Reading Skill By Using Shoebox Gameat the SeventhYearofSMP Nusa Prima Lamasi."

**B. Problem Statement**

Based on the above, the researcher asks research question; Does playing shoebox game at the seventh year of SMP Nusa Prima Lamasi help students improve the reading skill?

**C. The objective of The Research**

The objective of this research, based on the research question, is to see whether using shoebox game effectively improves students' reading skill in the seventh year of SMP Nusa Prima Lamasi.

**D. Significance of The Research**

1.  Theoretical Significance

This research contributes knowledge about improving students' reading skills. It can be helpful to add to the completeness of teaching references to broaden the horizons of prospective teachers.

2.  Practically Significance

    a.  Teacher

    The researcher hopes that this research can help the teacher improvethe students' English reading skills.

    b.  Students

    The shoebox game will make it easier for students to improve their English reading skills.

    c.  Other Researchers

The study es expected to provide new knowledge to other researchers, allowing researchers to do more extensive research in teaching and learning cases.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Studies

Some researchers conducted researches related to this research about reading skills. The first research was done by LaniSuryani (2015), with the title of "Improving Students' Reading Skills by Using the Mind Map Technique at SMAN 1 Kretek in the Academic Year of 2013/2014".The research was to improve the reading skills of grade XI students in SMAN 1 Kretek using the mind map technique. The research used qualitative data. The result of the research is that the mind map technique with the applying media improves the teaching of reading.[4]

The second research was conducted by Budi Rahman Haryanto (2014),with the title "Improving Early Reading Skill Through Flashcard Media in 1st Grade Students of State Elementary School (SDN) Bajayau Tengah 2". The research objective was to overcome learning problems in class. The research used classroom action research in which he took 18 students as the sample with 2 cycles. The result of his research is that flashcard media can improve reading skills.[5]

The third research was conducted by Pangestu Adiwiyasa (2015), with the title "Improving Students English Reading Skill By Using Peer Assisted Learning

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[4] LaniSuryani.Improving Student Reading Skill by Using The Map Technique at SMA N 1 Kretek in the Academy Year of 2013/2014. 2015

[5] Budi Rahman, Haryanto. Improving EarlyReadingSkill ThroughFlashcardMedia in 1[st]GradeStudents of StateElementarySchool (SDN) Bajayautengah2.JurnalPrimaEdukasia. 2014. v2,n2

Strategies of Grade VII Students Of SMP 1 Jogonalan Klaten In The Academic Year Of 2013/2014". The research objective was to describe how Peer Assisted Learning Strategies (PALS) can improve students' reading comprehension. The research used classroom action research where he took 42 students as the sample with 2 cycles. The result of his research is that peer-assisted learning strategies can improve reading skills.[6]

The fourth research was conducted by Mei Tri Yana Sari (2020), with the title "Improving Reading Skill By Using Guide O Rama Strategy of The Eight Grades at SMP Muhammadiyah 4 Metro in The Academic Year of 2019/2020". The research objective was to determine whether Guide O Rama Strategy improves a Reading skill. The research used classroom action research.The result of the research showed that there was an increased student in reading skills by using a guide o rama strategy. The result of the analysis showed that the mean score of the pre-test was 51,73. The mean score of the post-test in the first cycle was 72,8. Then the mean of the post-test in the second cycle was 84,7.[7]

Almadina Wijayanti conducted the fifth research (2019), titled "The Instructional Design Made by Teacher the Teaching of Reading Skill for the Eighth Grade Student of SMPN 1 Eromoko in 2018/2019 Academic year". The research objective was to learn the design made by a teacher to teach reading skills to improve students' reading skills. The research used the qualitative

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[5] PangestuAdiwiyasa.ImprovingStudentsEnglishReadingSkill by Using PeerAssistedLearning Strategies of Grade VII Students of SMP 1 JogonalanKlaten in the AcademicYear of 2013/2014.Universitas Yogyakarta. 2015

[7] Mei tri Yana Sari.ImprovingReading Skill by Using Guide O Rama Strategy of the EightGrades at SMP Muhammadiyah 4 Metro in the Academy Year of 2019/2020.IAIN Metro.2020.

method. The result of her research is that instructional design made by a teacher the teaching can improve reading skills.[8]

The researcher can conclude that the five previous studies aim to improve students' reading skills based on the description above. But the second, third, and fourth studies used classroom action research. At the same time, the first research is almost the same as this research that uses the experimental method and the fifth research used qualitative study. In those previous studies, no one has used shoebox games to improve students' reading skills.The results of this study are in line with previous studies that examined reading.Various new techniques used by the researchers are consistently effective in improving students' reading abilities

**B. Some Pertinent Ideas**

**1. Reading Skill**

    **a. Definition of Reading Skill**

Reading is the process of reading word by word through a text to find out what it means and then connecting those words into another sentence, phrase, or paragraph. To obtain information, knowledge, or to combine information, knowledge, and prior background knowledge held by the readers in order to comprehend the meaning[9].

According to Harjasujana (2013), reading is an activity that involves reacting to written symbols with the proper understanding. This means that they respond to

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[8] Almadina Wijaya, Instructional Design Made by Teacher the Teaching of Reading Skill for the Eight Grade Student of SMPN 1 Eromoko in 2018/2019 Academic Year. IAIN Surakarta.2019

[9] Paynter, D., Bodrova, E., &Doty,J. (2005). For the Love of Words: Instruction That Works. San Fransisco: Jossey-Bass. P.13

all writer's expressions so that they can understand reading material well.[10]It can be concluded that reading is a text to understand the meaning and integrate it with what the reader already knows.

### b. Kinds of Reading

Burnt(2007)categorizedreading comprehension into some categories, namely:[11]

1. Literal Reading

    Reading for literal understanding entails going over material that is presented explicitly in the selection. Answering literal questionsrarely requires pupils to recall what is written in the book.

2. Imperative reading

    I am reading between the lines or forming inferences that are not explicitly stated in the text but are hinted or implied interpretive degrees of reading comprehension that go beyond literal comprehension.

3. Creative reading

    Creative reading entails going beyond the material offered by another person and asking pupils to think and utilize their creativity when reading

4. Reading aloud

    Reading aloud is an integral part of the reading process. Students familiar with the text are forced to read aloud to improve their

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[10]    Harjasujaja (2013) The International Journal of Research and Review_Volume 3 september 2009, Accessed on 02th July 2019.
    [11]Burn, et, al (2007) Categorezid. Teaching Today, New York mc. Nelly Publishing Company. In ThesisLacly. 2007. Improving Students Reading Ability of SMA.3 PalopoBy Scanning Reading Text.Thesis SI. P. 177-178

pronunciation of each word included in the text, not comprehending the ideas.

5. Silent reading

Silent reading is a type of reading in which the reader must decipher the meaning of words or sentences and the thoughts expressed in the text. A teacher can instruct the pupils to finish quiet reading since it allows all students to focus on their reading content.

6. Speed reading

Speed reading is a kind of reading that requires students to read and comprehend a text quickly. Reading comprehension and speed reading should be taught concurrently, so that a learner may read fasfer while still understanding the ideas.

There are also the following categories of reading and the activities that go along with them to help you improve your reading skill.[12]

a. Skimming reading is reading for the aim of confirming expectations; it is not reading for the goal of communicating . Skimming is the most fundamental type of reading. It is purpose is to quickly familiarize you with the stuff you will be reading.

b. General reading, often known as scanning, is reading to extract specific information or gain general knowledge. Scanning is a talent that necessitates rapid reading while searching for specific information. Start at

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[12] Indra Hafsa. Using, Think, Pair and Share Strategy (TPS) to Improve Students' Reading Skill of the Tenth Grade at Madrasah Aliyah Negeri Palopo. 2019.

the top of the page and move your eyes quickly down the bottom to scan a reading text.

c. Close reading, often known as searching reading, is reading for comprehensive comprehension and detailed comprehension (information, function, and discourse). for any type of literary student, close reading is a must-have skill. it entails becoming awera of all the intricacies and connotations of language as used by expert writers, as well as reading and comprehending the meaning if individual printed words.

The types of reading that the researcher uses are general reading or scanning. Reading is to extract specific information and is done quickly to get specific information to help find answers to the questions at hand.

## 2. Descriptive Text

### a. The Definition of Descriptive Text

A descriptive text is a piece of writing that combines sensory details to create an image and convey meaning to the reader. furthermore, descriptive text is a paragraph that is defined as a group of sentences that re all closely related to the same notion and serve the same purpose. It is commonly used to describe how a person appears and acts, as well as how a place or an object appears. A descriptive paragraph, according to Pardiyono (2007), is a type of written text paragraph that serves the purpose of describing an object (living or non-living) with the goal of clearly expressing the object to the reader.[13]

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[13] Sumarsih M. Pd and Dedi Sanjaya. TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text. 2013. Vol.6. 34.

The researcher concludes that a descriptive text is a text that describe a person, place, mood, scenario, etc. Based on the  previous explanation. It can also refer to something that appeals to the senses.

**b.  Part of Descriptive Text**

The descriptive material is divided into three section. They are as follows:

1. The social function of describing a specific person, location, or thing.

2. The generic structure is separated into two parts. They are as follows:

   a. Identification: the phenomena to be described is identified and

   b. Descriptive: parts, attributes, and features are described.

   c. The simple present tense is the primary lexico-grammatical element that is focused on the specific participant.[14]

**3.Shoebox Game**

**a.  Definition of Shoebox Game**

Shoebox is a game that has the ability to develop students' imagination, creativity, and critical thinking.[15] The researcher provides or makes several cards that have been filled in with different words, which the students will string together to form sentences.

Teams take turns making compound words from a box of cards that start with a smaller word. Only actual compound words, such as bedbug, are allowed in

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[14]Dr. Tiur Asih Siburian. Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share. International Journal of Languange Learning and Applied Linguistics World (IJLLALW). 2013. Vol 3 (3). P. 33/34.

[15]Alexis Ludewig and Amy Swan.101 Great Classroom Games. 2007. 81/83

this game, not compound airs of words or open compounds, such as bed rest. Compound pairs, on the other hand, may be acceptable for younger players in order to speed up the game in improve reading skill.

| air | any | back | bath | bed |
| black | blue | book | butter | camp |
| cow | day | door | down | ear |
| every | eye | fire | foot | grand |
| hand | head | heart | high | home |

| in | land | life | mail | night |
| out | over | play | post | sand |
| sea | short | snow | some | sun |
| super | under | up | water | wood |

16

**b.  Steps of Shoebox Game**

Before the game, the cards are prepared, shuffled, and placed in the box. The players are separated into two teams and instructed to place the shoebox in a convenient location. The steps of the shoebox game are as follows:

1. The first team takes a card from the box and tries to come up with a compound term that includes the word chosen. If they chose butter, for example, the team might say, "Scotch." The other team would the try to come up with a new compound word for butter, such as butterfly.

2. The two teams take turns coming up with compound words that include the goal word until one team is unable to come up with an answer.

3. The card is given to the last team to respond. Teams take turns drawing cards and coming up with word combinations. The team with the most cards at the end of the game wins.[17]

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[16] Alexis Ludewig and Amy Swan.101 Great Classroom Games. 2007. 81/83

## C. Conceptual Framework

The following diagram depicts the research's conceptual framework:

Input

Reading Skill, Teaching Descriptive Text

Treatment

Teaching Reading by Using Shoebox Game

Output

The Students' reading achievement in Shoebox Game.
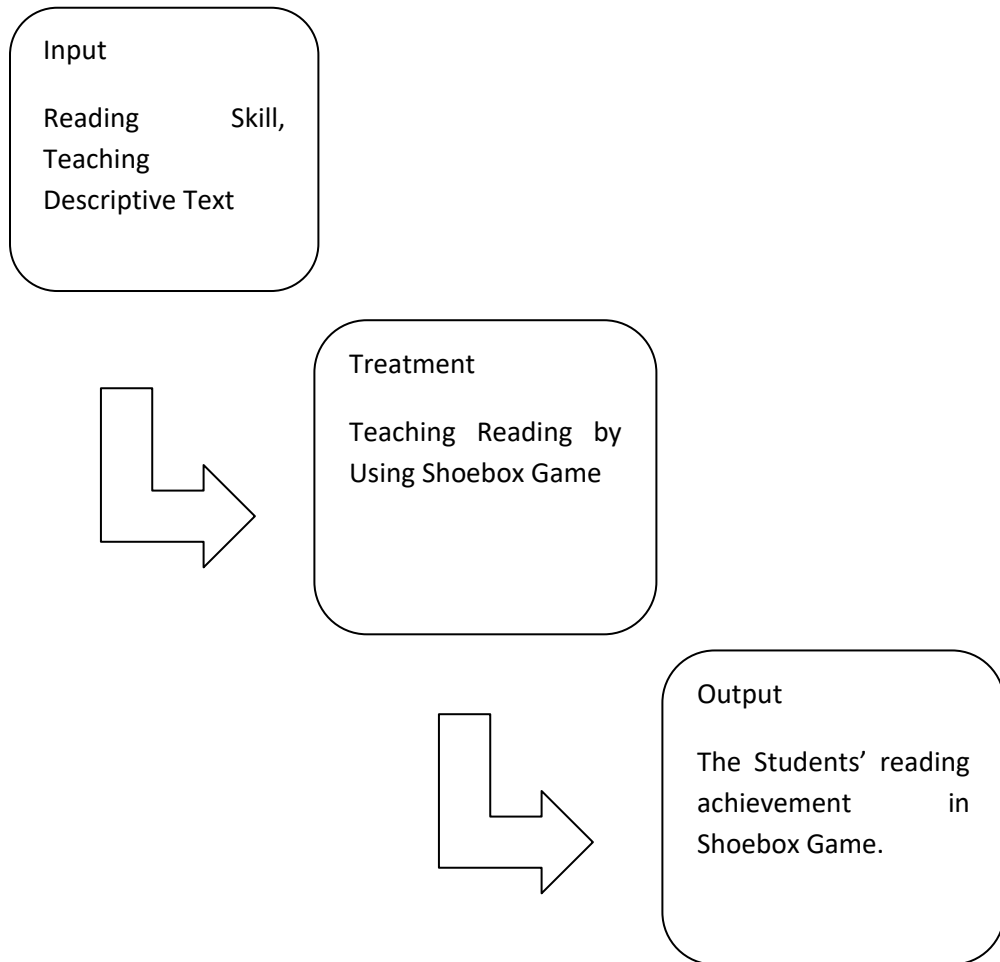
From the diagram above, the researcher taught descriptive text by using a shoebox game.Reading is a crucial part of obtaining any knowledge. Reading is an essential ability in school since children are exposed to written text in their textbooks practically everyday. Students have difficulty learning, particularly when it comes to English. The issues arise as a result of the tedious learning

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[17]Alexis Ludewig and Amy Swan.101 Great Classroom Games. 2007. 81/83

process manner. It is a significant issue because the issues have an impact on other aspects of teaching and learning.

The researcher had discussed shoebox games in the review literature. The usage of the shoebox game in the learning process had various advantages. The shoebox game assists students in improving their reading skills. Therefore, the Shoebox game is an excellent method to solve the problems identified by the researcher in the seventh-year students of SMP Nusa Prima Lamasi. This method is considered to be appropriate given the students' condition. It can help students feel at ease with the learning activities and achieve the reading skill objective.

**D. Hypothesis**

The hypothesis of this research is formulated as follows:

Ho (Null Hypothesis):Shoebox gamedoes not effectively improve the students' reading skill in the seventh year of SMP Nusa Prima Lamasi.

Hi (Alternative Hypothesis): Shoebox gameeffectively improves students' readingskill in the seventh year of SMP Nusa Prima Lamasi.

# CHAPTER III

# RESEARCH METHOD

## A. Research Method

An experimental method is adopted in this research. It is used to see if playing the shoebox game may help students improve their reading skill.

## B. Research Design

A pre-experimental designis used in this research. This research used a one-group pre-test and post-test design. The follows is the research design:

$$E = O_1 \ X \ O_2$$

Where;

$E=$     Experiment

$O_1=$     Pre test

$X=$     Treatment

$O_2=$     Post test[18]

## C. Research Setting

This research was conducted at SMP Nusa Prima Lamasi which is located in Kecamatan Lamasi Kabupaten Luwu.

## D. Population and Sample

1. Population

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[18] Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), p.84.

The population of the research is the seventh-yearstudents of SMP Nusa Prima Lamasi. The number of the population is 23 students from one class.

2. Sample

The sample of this study is class seventh consisting of 12 students. Samples are taken using a purposive sampling technique. The researcher took only 12studentswas because of the pandemic, so all studentsdid not participate in the research.The researcherschose 12 students because the students who participated in the study were only half of the students.

**E. Research Variable**

This research consists of two variables, namely;

1. The independent variable is Shoebox Game

2. The dependent variable is Students'reading skills.

**F. Research Instrument**

This research utilized a reading test as its instrument. The test consisted of two parts: a pre-test and a post-test. The question is in the form of a descriptive text, and it consists of five question.

**G. Data Collection Technique**

The procedure for collecting data is as follows:

1. Pre-test

Before the researcher treated them, the students were given a pre-test to measure their reading skill and achievement. Students were given 3 minutes to read the descriptive text before being given 10 minutes to answer questions based on the text by the researcher.

2. Treatment

There are fourmeetings in this treatment. The following are the steps:

1. The first meeting

   a) The researcher made a self-introduction

   b) The researcher explained the purpose of the researcher coming to class.

   c) The researcher then explained to a student about Descriptive text.

   d) The researcher then explained to a student about Reading learning using shoebox games and taught how to play shoebox games.

   e) The researcher then discussed the topics given. The topic in this meeting was My House,and students were asked to make groups in working on the problems.

   f) Then, the researcher gave students 25 minutes to read the text and discuss it in a group.

   g) After that, the researcher put some cards in the shoebox, then a representative from group one came forward to take a card and showed each group and group one guessed the word from the card.

   h) If group one cannot mention it, then the other groups scramble to mention it until the most group that says the sentence is the winner.

2. The second meeting

   a) Then researcher gave a descriptive text

   b) Then, the researcher gave students 25 minutes to read the text and discuss it in a group.

c) The researcher then discussed the topics given. The topics in this meeting were a flower,and students were asked to make groups working on the problems.

d) After that the researcher put some cards in the shoebox, then a representative from group one came forward to take a card and showed each group and group one guessed the word from the card.

e) If group one cannot mention it, then the other groups scramble to mention it until the most group that says the sentence is the winner.

3. The third meeting

a) Meeting before discussing the following material, the researchers ask the student about the previous material.

b) Then, the researcher gave students 25 minutes to read the text and discuss it in the group.

c) The researcher then discussed the topics in this meeting: my lovely cat and students were asked to make groups working on the problems.

d) After that the researcher put some cards in the shoebox, then a representative from group one came forward to take a card and showed each group and group one guessed the word from the card.

e) If group one cannot mention it, then the other groups scramble to mention it until the most group that says the sentence is the winner.

4. The fourth final meeting

    a) Meeting before discussing the text material, the researchers ask the student about the previous material.

    b) Then, the researcher gave students 25 minutes to read the text and discuss it in the group.

    c) The researcher then discussed the topics given. The topics in this meeting were my room id my favourite place in my house, and students were asked to make groups working on the problems.

    d) After that the researcher put some cards in the shoebox, then a representative from group one came forward to take a card and showed each group and group one guessed the word from the card.

    e) If group one cannot mention it, then the other groups scramble to mention it until the most group that says the sentence is the winner.

3. Post-test

The researcher performed the same activities as in the pre-test in post-test. The researcher testedthe studentswhether their reading skills have improved or just the same as before. The research gave 3 minutes for students to read text descriptive, then the research gave 10 minutes to answer questions from the text.

## H. The technique of Data Analysis

The follows is the procedure used in quantitative analysis:

1. Calculating the correct answers to the pre-test and post-test question.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

2. Using a percentage, classify the students' score as cities:

The following classification was used to determine the level of the students' score:

a.  Excellent     : 90% - 100%

b.  Very Good     : 80% - 89%

c.  Good          : 70% - 79%

d.  Adequate      : 60% - 69%

e.  Inadequate    : 40% - 59%

f.  Failing       : < 39%.

3. Calculating the students' score rating.

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: The cumulative frequency of subjects

N: The total number of subjects in the sample

3.  Using SPSS 20, calculate the mean score and standard deviation of the student reading test.

4.    Assess the Hypothesis Acceptability.

   $t_o > t_t$ = reject null hypothesis

   $t_o < t_t$ = receive null hypothesis

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. Findings

The results were analyzed to see if playing the shoebox game improved the students' reading skills. Students' pre-test and post-test score, classification and percentage of students' pre-test and post-test score, mean and standard deviation of students' pre-test and post-test score, and mean and standard deviation of students' pre-test and post-test score were all include.

## 1. The score of the students' reading skill in the pre-test

**Table 4.1 The Students' Score in Pre-test**

| Respondent | Total correct answer | Score |
|:---:|:---:|:---:|
| R1 | 2 | 40 |
| R2 | 2 | 40 |
| R3 | 2 | 40 |
| R4 | 3 | 60 |
| R5 | 2 | 40 |
| R6 | 3 | 60 |
| R7 | 1 | 20 |
| R8 | 2 | 40 |
| R9 | 1 | 20 |
| R10 | 1 | 20 |
| R11 | 3 | 60 |
| R12 | 1 | 20 |

Table4.1 shows the data result of the students' pre-test scores. The data of pre-test score showed that three students got to score 60, five students achieved score 40, 4 students achieved 20.

**2. The score of the students' reading skill in post-test**

**Table 4.2 The Students' Score in Post-test**

| Respondent | Total correct answer | Score |
|------------|----------------------|-------|
| R1 | 3 | 60 |
| R2 | 4 | 80 |
| R3 | 3 | 60 |
| R4 | 4 | 80 |
| R5 | 3 | 60 |
| R6 | 4 | 80 |
| R7 | 2 | 40 |
| R8 | 3 | 60 |
| R9 | 3 | 60 |
| R10 | 3 | 60 |
| R11 | 4 | 80 |
| R12 | 3 | 60 |

Tabel4.2 shows the students' post-test scores. The data of post-test score showed that 4 students got to score 80, 7 students achieved score 60, 1 student achieved 40.

**3. The Classification and Percentageof the Students' Reading Skill Score in Pre-test**

**Table 4.3 The Classification and Percentage of the Students' Score in Pre-test**

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Very Good | 81-100 | 0 | 0% |
| Good | 61-80 | 0 | % |
| Fair | 41-60 | 3 | 25% |
| Poor | 21-40 | 5 | 41.67% |
| Very Poor | 0-20 | 4 | 33.33% |
| Total | | 12 | 100% |

Table4.3 shows the classification of the student's scores in the pre-test. The table shows that no one of the students classified as very good (0%) and

sound (0%). Three students got fair (25%), five students got poor (41.67%), and four students got very poor (33.33%).

4. **The Classification and Percentage of the Students' Reading Skill Score in Post-test**

**Table 4.4 The Classification and Percentage of the Students' Score in Post-test**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Very Good | 81-100 | 0 | 0% |
| Good | 61-80 | 4 | 33.33% |
| Fair | 41-60 | 7 | 58.33% |
| Poor | 21-40 | 1 | 8.33% |
| Very Poor | 0-20 | 0 | 0% |
| Total | | 12 | 100% |

Table4.4 shows the classification of students' scores in post-test.The table shows no one student classified very well (0%). Four students classified suitable (33.33%), seven students classified got fair (58.33%), one student classified got poor (8.33%), no one student got very poor (0%).

5. **The Mean Score and Standard Deviation of Pre-test and Post-test**

**Table 4.5 The Mean Score and Standard Deviation of Pre-test and Post-test**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-test | 38.3333 | 12 | 15.85923 | 4.57817 |
| | Post-test | 65.0000 | 12 | 12.43163 | 3.58870 |

Table4.5 shows the statistical result of the students' scores. From the table above, N was the total of the subject data, which was 12. The mean score of the pre-test was 38.33, and the post-test was 65.00.

**Table 4.6 The Paired Sample Correlation of Pre-test and Post-test**

|  | N | Correlation | Sig. |
|---|---|---|---|
| Pair 1    Pre-test &Post-test | 12 | .784 | .003 |

The correlations between the pre-test and post-test are shown in the table above. The correlation, according to the statistics, is 0.748, and the significance is 0.003. 0.003 < 0.05 is a significant number. It can be conclude that the pre-test and post-test have no correlation.

**Table 4.7 The Paired Sample Test of Pre-test and Post-test**

|  |  | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
|  |  | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
|  |  |  |  |  | Lower | Upper | | | |
| Pair 1 | Pre-test - Post-test | -26.66667 | 9.84732 | 2.84268 | -32.92335 | -20.40998 | 9.381 | 11 | .000 |

The hypothesis was tested based on the results of data analysis using SPSS 20. The researcher used a t-test (significance test) in this case for a paired sample t-test, which is a test to determine whether there is a significant difference between the results of the mean score of students in the pre-test and post-test

Discussion the result of a statistical analysis of level 0,05 significance with degree of freedom (df) = N-1, where N = 12i, df = 11. The $t_{table}$ = 2.201. The researcher concludes that $to_o$ ( $t_{count}$) was higher than $t_t$ ($t_{table}$) and that ($t_o > t_t$) is based on the result of the result. It was shown that using the shoebox game to improve students' reading skills was successful.

## B. Discussion

The reading test was given to SMP Nusa Lamasi seventh-year students who had an essential ability to read in this research. The students in SMP Nusa Prima Lamasi had the highest pre-test score of 60 and the lowest score of 20. The post-test mean score was 38.33. (poor). It means they can read English but have problems doing so when they want to. Some students were shy to read because they werenot confident with their selves. Based on the research, shoebox game can attract the students' interest in learning reading skills. Shoebox is a game that can be used to develop students' imagination critical thinking. The researcher provides or makes several cards that have been filled in with different words, which the students string together to form sentences. The first group takes one paper and shows it to another friend, and group one tries to find the appropriate word obtained from its representative. If it cannot be answered, it is thrown to group two, and until the group collects ten words, it becomes the winner.

The research found that using the shoebox game to improve students' reading skills in the seventh year of SMP Nusa Prima Lamasi is effective, based on the data analysis findings. After teaching students using the shoebox game, the researcher administered the final test, known as the post-test, to determine the

treatment's effectiveness. Shoebox games can improve students' reading ability which was seen from the fact that most students were not wrong in pronouncing words. Students can also connect one word to another to become a word that has meaning and contains information according to the reading text.

The students in SMP Nusa Prima Lamasi had the highest post-test score of 80 and the lowest score of 40. The post-test result in a mean score of 65.00 (good). The students performed better on the post-test because the researcher used the shoebox game to teach reading at each treatment meeting. The students were enthusiastic in learning and did not appear to be bored. The researcher always provides reading text to students in teaching activities, so students are accustomedto answering questions. However, there were some aspects of reading that the studentsfound difficult to understand. Because the main idea is not stated explicitly in the text, the main idea and inference must be determined.

Teaching reading by using shoebox game at SMP NusaPrimaLamasihas improved the students' score in reading descriptive text. As a result, it is possible to conclude that using shoebox game in teach reading has solved the kids' reading problems. The statistical analysis was performed at a significance level of 0.05 or a degree of freedom (df) of N-1, with n = 12, df = 11. $(t_{count})$ = 9,381 was a lower probability value than $t_t$ = 2,201. $(t_o > t_t)$. The Null hypothesis (Ho) was rejected, whereas the alternative hypothesis (Ha) was accepted. As a result, the research hypothesis that students function better after being taught using the shoebox game is accepted.

The results of this study are in line with previous studies that examined reading.Various new techniques used by the researchers are consistently effective in improving students' reading abilities. Like the research from Lani Suryani (2015), the mind map technique with the applying media can improve students' reading skill. Mei Tri Yana Sari (2020) research result also showed that the guide o rama strategy could improve students' reading ability.

From this research, there are some advantages and disadvantages in teaching with the a shoebox game.

1. Advantages.

    a) Using the shoebox game can help students to find new words that have never been heard before.

    b) It helps studentscomplete problems in groups with a pleasant atmosphere to not be burdened and accept the material confidently.

2. Disadvantages

    a. Students have difficulty in building cooperation with group members and lack confidence.

    b. The game takes a long time to complete

    c. Students are difficult to be controlled.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

According the data and discussion in the previous chapter, students in SMP Nusa Prima Lamasi perform better in reading after being taught using the shoebox game. The mean score of the pre-test and post-test can be determined using data analysis. The post-test score (65.00) is higher than the pre-test mean score (38.33). The statistical analysis was performed at a significance level of 0.05 or a degree of freedom (df) of N-1, with n = 12, df = 11. $(t_{count})$ = 9,381 was a lower probability value than $t_t$ = 2,201. $(t_o > t_t)$. The null hypothesis (Ho) was rejected, whereas the alternative hypothesis (Ha) was accepted. It can be concluded that teaching reading the descriptive text using shoebox games can effectively improve the students' reading skills.

### B. Suggestion

The researcher suggests the following parties based on the research discussion.

1. For the teacher, they need to implement the shoebox game in readingdescriptive text, so the teaching and learning process becomes more active and enjoyable in the class.The researcher suggests the teacher try by using shoebox game in teaching because it encourages the students to read and understand the text.

2. Reading instruction should continue to be more engaging for students. To overcome their difficulty with descriptive text reading, they must play the shoebox game as part of their learning process.

3. The solution to the shortage of shoebox games is for further researchers to focus more on the application of the game in allow to students to work in groups and students' self-confidence can be improved. The time used should be more regulated so that the game does not take a long time.

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# APPENDICES

Appendix 1: Pre-test

Mila

**Pre Test**

**Read the following text and answer the question.**

**My School**

This is my school. My School is SMPN 2 Cipeundeuy. My school address is on Cinangsi Street. My school has 1 teacher room, 1 office, 1 basket field, 1 volleyball field, 6 canteens, 1 OSIS room, 1 laboratory, 4 toilets and 28 classrooms. My class is 7B. In my class there are 35 chairs, 20 desks, 4 pictures, 1 white board, 1 teacher desk, 1 teacher chair, 3 brooms, 1 mopping, and 2 buckets.

Questions:

1. What is the text about?
2. What is the text written for?
3. How many classrooms are in the writer's school?
4. How many canteens are in the writer's school?
5. How many pictures are in the writer classroom?[1]

1. Deskripsi
2. my school
3. 28
4. 4
5. 4

60

[1] Sumber: rpp bab o4 SMP Negeri 4 satap Rongkong 2019 by Afriani Benyamin M, S.Pd

34

Appendix 2: Post-test



Yosua

**Post test**

**Read the following text and answer the question**

**My House**

This is my house. My house is big. It consists of living room, kitchen, bathroom, dining room, bedroom, garage and a garden at behind. My house is clean and tidy. Like other normal houses, it has windows, doors, ceilings and other parts. I like green so I paint my house green. There are flowers in my garden. I water my flowers twice a day.

Questions:

1. What is the text about?
2. What is the text written for?
3. How many rooms are there in the write house?
4. What color does the writer paint your house?
5. How often does the write water you garden?

1. Text Deskriptive
2. My House
3. living room
4. my house green
5. twice a day.

40

Sumber: rpp bab o4 SMP Negeri 4 satap Rongkong 2019 by Afriani Benyamin M, S.Pd

35

Appendix 3: Post Test

REBEKA

**My House**

    This is my house. My house is big. It consists of living room, kitchen, bathroom, dining room, bedroom, garage and a garden at behind. My house is clean and tidy. Like other normal houses, it has windows, doors, ceilings and other parts. I like green so I paint my house green. There are flowers in my garden. I water my flowers twice a day.

Questions:

1. What is the text about?
2. What is the text written for?
3. How many rooms are there in the write house?
4. What color does the writer paint your house?
5. How often does the write water you garden?

1. Deskriptwe teks
2. my House
3. two room
4. Green
5. twice

80

Sumber: rpp bab o4 SMP Negeri 4 satap Rongkong 2019 by Afriani Benyamin M, S.Pd

36

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SatuanPendidikan : SMP NUSA PRIMA LAMASI
MataPelajaran : BahasaInggris
Kelas/Semester : VII/2(dua)
MateriPokok : DescriptiveText
Aspek/Skill : Membaca (reading)
AlokasiWaktu :4 kalipertemuan (8x 45Menit)

## A. KompetensiInti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3:Memahami, menerapkan, menganalisis, mengevaluasi pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KompetensiDasar

3.7. Menganalisis fungsisosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Menangkapmaknadalamteksdeskriptiflisan dan tulissederhana.

Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikanfungsisosial, strukturteks, dan unsurkebahasaan yang benar dan sesuai konteks.

Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsure kebahasaan, secara benar dan sesuai dengan konteks.

**C. IndikatorPencapaian**

3.7. Membaca teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya..

4.8. Mengidentifikasi struktur dan unsure kebahasaan dalam teks deskriptif lisan dan tulis, pendek dan sederhana. Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.

**D. TujuanPembelajaran**

1. Setelah mengetahui dan memahami tentang teks deskriptif yang telah diajarkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks deskriptif dengan menggunakan metode shoebox game.
2. Siswa mampu bekerjasama dalam kelompok mereka masing-masing.
3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

**E. MateriPembelajaran**

Teksdescriptive

a. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. The Generic Structure of DescriptiveText

The descriptive text has a structure asbelow:

- Identification; identifying the phenomenon to bedescribed.
- Description; describing the phenomenon in parts, qualities, or/andcharacteristics.

c. The Example and structure of the descriptive text

My cat

That is my cat, its name is Amy. Amy is an adorable cat. It has beautiful pawsand cute ears. It has big eyes clean fur and long whiskers. Although fangs are so sharp. Amy never bites me. I love Amy very much.[19]

**F. MetodePembelajaran**

1. scientific approach
2. Penugasan
3. Shoebox games

**G. Alat Dan SumberPelajaran**

Alat :Pulpen, kertas, gambar

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[19]www.academia.edu/23716632/RPP KELAS7descriptivetextMendengarkandanBerbicara.

Sumberbelajar :
- Internet
- Bukupeganganguru

## H. Langkah-Langkah Pembelajaran

Pertemuan 1

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| Pendahuluan | • Guru membuka kegiatan belajar dengan memberisalam dan menanyakan kaba rsiswa dalam bahasa inggris.<br>• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.<br>• Guru mengecek kehadiran siswa (absen).<br>• Guru menyampaikan tujuan pembelajaran. | 10 menit |
| Inti | **Mengamati**<br>• Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal.<br>• Siswa membaca teks deskriptif dan memahami maknanya.<br><br>**Menanya (identifikasi)**<br>• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.<br>• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan.<br><br>**Mengeksplorasi**<br>• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok<br>• Guru memberikan text kepada masing-masing kelompok untuk dipahami.<br>• Peserta didik mendiskusikan bersama kelompok<br>• Guru memberikan penjelasan dan menyimpulkan terkait tentan pengajaran reading menggunakan | 60 menit |

| | | permainan Shoebox. | |
|---|---|---|---|
| | | • Players are divided into two teams and put the shoe-box within easy reach. | |
| | | 1. Tim pertama mengeluarkan kartu dari kotak dan memikirkan kata majemuk yang berisi kata yang dipilih. Misalnya, jika mereka memilih mentega, tim mungkin mengatakan, "Scotch." Tim lain kemudian akan mencoba memikirkan kata majemuk lain untuk mentega, seperti kupu-kupu. | |
| | | 2. Kedua tim secara bergiliran memikirkan kata majemuk menggunakan kata target sampai salah satu tim tidak dapat memikirkan jawaban. | |
| | | 3. Tim terakhir yang memberikan jawaban menyimpan kartunya. Tim bergiliran menggambar kartu dan memikirkan kata-kata. Tim pertama yang mengumpulkan 10 kartu menang. | |
| | | **Mengasosiasi (pembuktian)** | |
| | | • Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan. | |
| | | • Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. | |
| Penutup | | • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini. | 10 menit |
| | | • Guru menjelaskan kegiatan rencana pembelajaran yang akan datang. | |
| | | • Guru menutup pembelajaran dengan berdoa. | |

Pertemuan 2

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| Pendahuluan | • Guru membuka kegiatan belajar dengan memberisalam dan menanyakan kaba rsiswa dalam bahasa inggris. | 10 menit |
| | • Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan | |

| | | |
|---|---|---|
| | mengatur tempat duduk siswa.<br>• Guru mengecek kehadiran siswa (absen).<br>• Guru menyampaikan tujuan pembelajaran. | |
| Inti | **Mengamati**<br>• Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal.<br>• Siswa membaca teks deskriptif dan memahami maknanya.<br><br>**Menanya (identifikasi)**<br>• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.<br>• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan.<br><br>**Mengeksplorasi**<br>• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok<br>• Guru memberikan text kepada masing-masing kelompok untuk dipahami.<br>• Peserta didik mendiskusikan bersama kelompok<br>• Guru memberikan penjelasan dan menyimpulkan terkait tentan pengajaran reading menggunakan permainan Shoebox.<br><br>• Players are divided into two teams and put the shoe-box within easy reach.<br>1. Tim pertama mengeluarkan kartu dari kotak dan memikirkan kata majemuk yang berisi kata yang dipilih. Misalnya, jika mereka memilih mentega, tim mungkin mengatakan, "Scotch." Tim lain kemudian akan mencoba memikirkan kata majemuk lain untuk mentega, seperti kupu-kupu.<br>2. Kedua tim secara bergiliran memikirkan kata majemuk | 60 menit |

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| | menggunakan kata target sampai salah satu tim tidak dapat memikirkan jawaban.<br>3. Tim terakhir yang memberikan jawaban menyimpan kartunya. Tim bergiliran menggambar kartu dan memikirkan kata-kata. Tim pertama yang mengumpulkan 10 kartu menang.<br>**Mengasosiasi (pembuktian)**<br>• Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan.<br>• Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. | |
| Penutup | • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini.<br>• Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.<br>• Guru menutup pembelajaran dengan berdoa. | 10 menit |

Pertemuan 3

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| Pendahuluan | • Guru membuka kegiatan belajar dengan memberisalam dan menanyakan kaba rsiswa dalam bahasa inggris.<br>• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.<br>• Guru mengecek kehadiran siswa (absen).<br>• Guru menyampaikan tujuan pembelajaran. | 10 menit |
| Inti | **Mengamati**<br>• Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal.<br>• Siswa membaca teks deskriptif dan memahami maknanya.<br><br>**Menanya (identifikasi)**<br>• Guru membimbing siswa mempertanyakan generic structure dan | 60 menit |

| | tujuan dari teks deskriptif. | |
|---|---|---|
| | • Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan. | |
| | **Mengeksplorasi** | |
| | • Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok | |
| | • Guru memberikan text kepada masing-masing kelompok untuk dipahami. | |
| | • Peserta didik mendiskusikan bersama kelompok | |
| | • Guru memberikan penjelasan dan menyimpulkan terkait tentan pengajaran reading menggunakan permainan Shoebox. | |
| | • Players are divided into two teams and put the shoe-box within easy reach. | |
| | 1. Tim pertama mengeluarkan kartu dari kotak dan memikirkan kata majemuk yang berisi kata yang dipilih. Misalnya, jika mereka memilih mentega, tim mungkin mengatakan, "Scotch." Tim lain kemudian akan mencoba memikirkan kata majemuk lain untuk mentega, seperti kupu-kupu. | |
| | 2. Kedua tim secara bergiliran memikirkan kata majemuk menggunakan kata target sampai salah satu tim tidak dapat memikirkan jawaban. | |
| | 3. Tim terakhir yang memberikan jawaban menyimpan kartunya. Tim bergiliran menggambar kartu dan memikirkan kata-kata. Tim pertama yang mengumpulkan 10 kartu menang. | |
| | **Mengasosiasi (pembuktian)** | |
| | • Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan. | |
| | • Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. | |
| Penutup | • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah | 10 menit |

| | dipelajari pada pertemuan ini. | |
| | • Guru menjelaskan kegiatan rencana pembelajaran yang akan datang. | |
| | • Guru menutup pembelajaran dengan berdoa. | |

Pertemuan 4

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| Pendahuluan | • Guru membuka kegiatan belajar dengan memberisalam dan menanyakan kaba rsiswa dalam bahasa inggris.<br>• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.<br>• Guru mengecek kehadiran siswa (absen).<br>• Guru menyampaikan tujuan pembelajaran. | 10 menit |
| Inti | **Mengamati**<br>• Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal.<br>• Siswa membaca teks deskriptif dan memahami maknanya.<br><br>**Menanya (identifikasi)**<br>• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.<br>• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan.<br><br>**Mengeksplorasi**<br>• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok<br>• Guru memberikan text kepada masing-masing kelompok untuk dipahami.<br>• Peserta didik mendiskusikan bersama kelompok<br>• Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran reading menggunakan permainan Shoebox. | 60 menit |

44

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| | • Players are divided into two teams and put the shoe-box within easy reach.<br>1. Tim pertama mengeluarkan kartu dari kotak dan memikirkan kata majemuk yang berisi kata yang dipilih. Misalnya, jika mereka memilih mentega, tim mungkin mengatakan, "Scotch." Tim lain kemudian akan mencoba memikirkan kata majemuk lain untuk mentega, seperti kupu-kupu.<br>2. Kedua tim secara bergiliran memikirkan kata majemuk menggunakan kata target sampai salah satu tim tidak dapat memikirkan jawaban.<br>3. Tim terakhir yang memberikan jawaban menyimpan kartunya. Tim bergiliran menggambar kartu dan memikirkan kata-kata. Tim pertama yang mengumpulkan 10 kartu menang.<br>**Mengasosiasi (pembuktian)**<br>• Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan.<br>• Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. | |
| Penutup | • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini.<br>• Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.<br>• Guru menutup pembelajaran dengan berdoa. | 10 menit |

Pertemuan 5

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| Pendahuluan | • Guru membuka kegiatan belajar dengan memberisalam dan menanyakan kaba rsiswa dalam bahasa inggris.<br>• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.<br>• Guru mengecek kehadiran siswa | 10 menit |

| | (absen). | |
|---|---|---|
| | • Guru menyampaikan tujuan pembelajaran. | |
| Inti | **Mengamati**<br>• Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal.<br>• Siswa membaca teks deskriptif dan memahami maknanya.<br><br>**Menanya (identifikasi)**<br>• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.<br>• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan.<br><br>**Mengeksplorasi**<br>• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok<br>• Guru memberikan text kepada masing-masing kelompok untuk dipahami.<br>• Peserta didik mendiskusikan bersama kelompok<br>• Guru memberikan penjelasan dan menyimpulkan terkait tentan pengajaran reading menggunakan permainan Shoebox.<br><br>• Players are divided into two teams and put the shoe-box within easy reach.<br>1. Tim pertama mengeluarkan kartu dari kotak dan memikirkan kata majemuk yang berisi kata yang dipilih. Misalnya, jika mereka memilih mentega, tim mungkin mengatakan, "Scotch." Tim lain kemudian akan mencoba memikirkan kata majemuk lain untuk mentega, seperti kupu-kupu.<br>2. Kedua tim secara bergiliran memikirkan kata majemuk menggunakan kata target sampai salah satu tim tidak dapat memikirkan | 60 menit |

| | jawaban. | |
|---|---|---|
| | 3. Tim terakhir yang memberikan jawaban menyimpan kartunya. Tim bergiliran menggambar kartu dan memikirkan kata-kata. Tim pertama yang mengumpulkan 10 kartu menang. | |
| | **Mengasosiasi (pembuktian)** | |
| | • Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan. | |
| | • Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. | |
| Penutup | • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini. | 10 menit |
| | • Guru menjelaskan kegiatan rencana pembelajaran yang akan datang. | |
| | • Guru menutup pembelajaran dengan berdoa. | |

Pertemuan 6

| Kegiatan | Deskripsi | Aloki Waktu |
|---|---|---|
| Pendahuluan | • Guru membuka kegiatan belajar dengan memberisalam dan menanyakan kaba rsiswa dalam bahasa inggris. | 10 menit |
| | • Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa. | |
| | • Guru mengecek kehadiran siswa (absen). | |
| | • Guru menyampaikan tujuan pembelajaran. | |
| Inti | **Mengamati** | 60 menit |
| | • Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal. | |
| | • Siswa membaca teks deskriptif dan memahami maknanya. | |
| | **Menanya (identifikasi)** | |
| | • Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif. | |

| | | |
|---|---|---|
| | • Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan. **Mengeksplorasi** <br> • Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok <br> • Guru memberikan text kepada masing-masing kelompok untuk dipahami. <br> • Peserta didik mendiskusikan bersama kelompok <br> • Guru memberikan penjelasan dan menyimpulkan terkait tentan pengajaran reading menggunakan permainan Shoebox. <br><br>   • Players are divided into two teams and put the shoe-box within easy reach. <br> 1. Tim pertama mengeluarkan kartu dari kotak dan memikirkan kata majemuk yang berisi kata yang dipilih. Misalnya, jika mereka memilih mentega, tim mungkin mengatakan, "Scotch." Tim lain kemudian akan mencoba memikirkan kata majemuk lain untuk mentega, seperti kupu-kupu. <br> 2. Kedua tim secara bergiliran memikirkan kata majemuk menggunakan kata target sampai salah satu tim tidak dapat memikirkan jawaban. <br> 3. Tim terakhir yang memberikan jawaban menyimpan kartunya. Tim bergiliran menggambar kartu dan memikirkan kata-kata. Tim pertama yang mengumpulkan 10 kartu menang. <br> **Mengasosiasi (pembuktian)** <br> • Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan. <br> • Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. | |
| Penutup | • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini. | 10 menit |

| | • Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.<br>• Guru menutup pembelajaran dengan berdoa. | |
|---|---|---|

Pertemuan 1

## My Friend

Bejo is one of my good friends. He is a fat boy. He has short curly hair. He has a pointed nose. He is not short or tall. He is about 13 years old. He studies at SMP 3 Batang. He is still in the first grade. He often gives money to some beggars on the way going home. He is a kind boy. He goes to school or home on his nice bicycle.

Pertemuan 2

## **Rabbit**

I have a cute rabbit. It has three colors: white, yellow and black. It has long ears and wide eyes. It likes eating carrots and grass. I always feed it three times a day. It sometimes jumps around the house and the garden. I love my rabbit.

Pertemuan 3

## **My House**

My house is not small or big. It has three bedrooms, one bathroom, one living room, one kitchen/dining room. In front of the house, three is a small park. There are some plants and flowers. Behind the house,there is a garden and a rabbit in the cage. The house is clean and comfortable to live in.

Pertemuan 4

## **Flower**

I have some jasmine flowers at home. They grow very well. I water them everyday, morning and afternoon. I like the smell of the flower. They smell fragrant. They have beautiful colors and shapes. They give lots of oxygen. The house is comfortable to live in because of the flowers.

Pertemuan 5

## **My Lovely Cat**

I have a stray cat as my pet. He is playful. He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rub it. He has a long tail. He likes to play with it. He is also always trytocactch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

Pertemuan 6

**My Room is My Favorite Place in My House**

My room is on the second floor, next to my big sister's room. My room is painted light grey. There is a big bed inside my room where I sleep every day. I put some pictures on my desk. There are my family pictures, my picture with my friends, and my pictures with my pet, luna, a Persian cat. I also have drawers where I put all my clothes inside. My room is not big, but it is the best place in my house for me.

Sumber Teks:

www.academia.edu/23716632/RPPKELAS7descriptivetextMendengarkandanBer bicara.
http://bahasainggrissmp-mts.blogspot.com/2019/03/contoh-teks-descriptivelengkap-kelas.html?m=1
https://duniabelajarsiswapintar57.blogspot.com/2017/02/materi-dan-soal-bahasa-inggris_48.html?m=1
http://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa-inggris/

**Documentation**

Pre-test



Teaching



Shoebox Game Application

Post-Test

## PEMERINTAH KABUPATEN LUWU
### DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon. (0471) 3314115

| | | |
|---|---|---|
| Nomor : 104/PENELITIAN/21.08/DPMPTSP/IV/2021 | | Kepada |
| Lamp : - | | Yth. Ka. SMP Nusa Prima Lamasi |
| Sifat : Biasa | | di - |
| Perihal : **Permohonan Izin Penelitian** | | Tempat |

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0968/In.19/FTIK/HM.01/04/2021 tanggal 21 April 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

| | | |
|---|---|---|
| Nama | : | Safira |
| Tempat/Tgl Lahir | : | Komba / 22 Agustus 1999 |
| Nim | : | 16 0202 0072 |
| Jurusan | : | Bahasa Inggris / FTIK |
| Alamat | : | Dsn. Palawean |
| | | Komba |
| | | Kecamatan Rongkong |

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**IMPROVING STUDENTS ENGLISH READING SKILL BY USING SHOEBOX GAME AT SEVENTH YEAR SMP NUSA PRIMA LAMASI**

Yang akan dilaksanakan di **SMP NUSA PRIMA LAMASI**, pada tanggal **23 April 2021 s/d 23 Mei 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada Tanggal : 23 April 2021
Kepala Dinas,
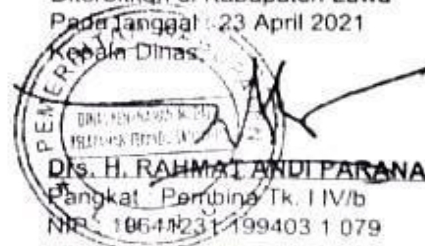
**Drs. H. RAHMAT ANDI PARANA**
Pangkat : Pembina Tk. I IV/b
NIP. 19641231 199403 1 079

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Safira;
5. Arsip.

## SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 037/SMP-NP.L/VI/2021

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Nusa Prima Lamasi memberikan keterangan kepada :

| | | |
|---|---|---|
| Nama | : | **SAFIRA** |
| NIM | : | 16 0202 0072 |
| Alamat | : | Dsn. Palawean Komba Kecamatan Rongkong |

Benar-benar telah selesai mengadakan penelitian , pada tanggal **10 Juni 2021** di instansi kami sehubungan dangan penyusunan skripsi dengan judul **"IMPROVING STUDENTS ENGLISH READING SKILL BY USING SHOEBOX GAME AT SEVENTH YEAR SMP NUSA PRIMA LAMASI"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Luwu, 10 Juni 2021
Kepala Sekolah,

**OPU PRAJA,S.Pd**
NIP.

## SURAT KETERANGAN
No.784/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

| | | |
|---|---|---|
| Nama | : | Safirah |
| NIM | : | 16 0202 0072 |
| Semester | : | XI (sebelas) |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Keperluan | : | Seminar Hasil/Munaqasyah |

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 19 November 2021

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel Balandai Kec Bara 91914 Kota Palopo
Email:pbi@iainpalopo.ac.id

## SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

| | | |
|---|---|---|
| Nama | : | Safira |
| NIM | : | 16 0202 0072 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Fakultas | : | Fakultas Tarbiyah dan Ilmu Keguruan |
| Alamat/ No. HP | : | Desa Komba Kec. Rongkong |
| | | Hp. 082288564220 |

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 20 Agustus 2021

a.n. Dekan
    Wakil dekan I
    Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

Dr . **Munir Yusuf, S.Ag., M.Pd**
NIP. 19740602 199903 1 003

**Amalia Yahya, SE., M.Hum**
NIP. 19771013 200501 2 006

4

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
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Jl. AgatisKel Balandai Kec Bara 91914 Kota Palopo
Email FTIK@iainpalopo ac id Web ftik-iainpalopo ac id

## Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Safira

Nim : 16 0202 0072

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 29 September 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

5

# BIOGRAPHY

**Safira,** was born in Komba on August, 22th 1999. She is a daughter of Risman and Jumrana. She is lives in Komba village, Rongkong district, Luwu Utara. She was graduate from SDN 058 Komba in 2010, SMPN 1 Baebunta in 2013, SMAN 1 Baebuntain 2016. She continued her study at English Education Department of IAIN (Institute Agama Islam Negeri) Palopo.