

**DEVELOPING *PANJAT PINANG* BOARD GAMES IN TEACHING  
READING NARRATIVE TEXT**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-degree**

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**ENGLISH EDUCATION STUDY PROGRAM  
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## ABSTRACT

The learning process at SMP N 3 Tulang Bawang Barat in terms of developing media utilized by teacher in the learning process for students were books, and pictures about animals or plants. This study aimed to determine the feasibility of Panjat Pinang board games in Teaching Reading Narrative Text and describe how develop an interesting and fun Panjat Pinang board games for students.

The research methodology of this research was Research and Development (RND) and used the ADDIE research model that had been developed by Branch, with five stages, namely; analysis, design, development, implementation and evaluation. This product testing was conducted students of the nine grade in the second semester. The subject of this research were two classes, 9A and 9B class of Junior High School. The activity at this stage was to find out the responded of the media that had been developed by asking media expert and material expert to conducted an assessment of the media. The result of this research was the English learning media *panjat pinang* board games to make by the research that was appropriate to students.

The result of score material expert validation with an average presentation of 87.87% which consists of three aspects to be assessed; Appearance, Contents of Board Games and Criteria of Learning. The result of score media expert validation with an average presentation of 89.99% which consists of three aspects to be assessed; Creative, Efficient, Interactive and Interesting. The result of score practical validation with an average presentation of 89.99% which consists of three aspects to be assessed; Creative, Efficient, Interactive and Interesting. The result of score student's validation with an average presentation of 89.49% which consists of three aspects to be assessed; Appearance of Media and Material presentation. Based on the result of the media expert, material expert, and students' responses, the English learning media through the *panjat pinang* board games with the ADDIE model that had been developed received a very good response to be used as the English learning media at SMPN 3 Tulang Bawang Barat.

**Keywords:** *Board Games, Narrative Text, ADDIE Model*

## DECLARATION

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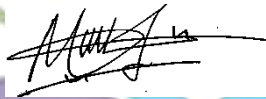
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There by declared that the thesis entitled “Developing *Panjat Pinang Board Games* in Teaching Reading Narrative Text” is truly the research own original work. The research fully responsible for the publication of the thesis. The sources and structure of the writing in this research have complied with the provisions and ethical standards.

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A research thesis entitled **DEVELOPING PANJAT PINANG BOARD GAME IN TEACHING READING NARRATIVE TEXT** by **MIRA NURI SANTIKA NPM:1811040002**, Departement: **English Education**, has been successfully defended as Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan States Islamic University, Lampung, the Thesis defense was held on: **Tuesday July 26<sup>th</sup> 2022.**

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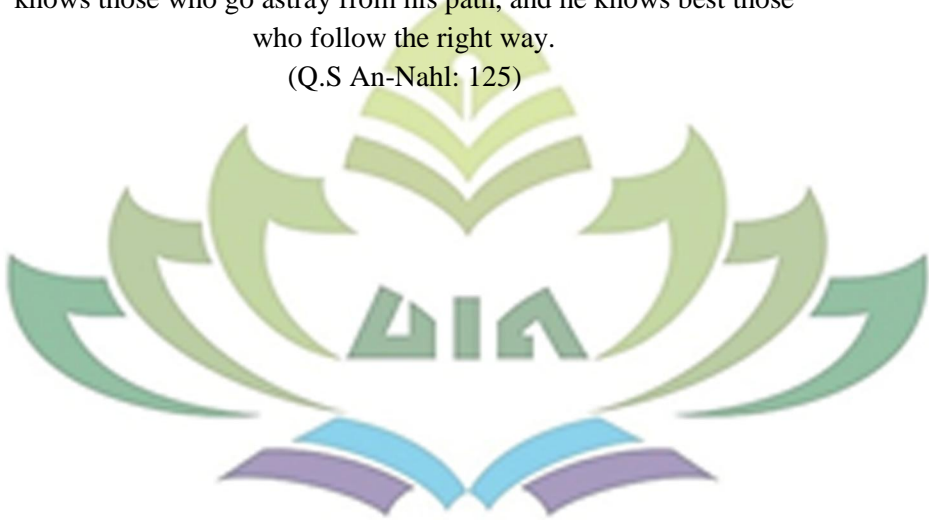
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## MOTTO

بِأَتْيِ وَجَادِلْهُمْ الْحَسَنَةَ وَالْمَوْعِظَةَ بِالْحِكْمَةِ رَبَّكَ سَبِيلِ إِلَى أَدْعُ  
أَعْلَمُ وَهُوَ سَبِيلِهِ عَنْ ضَلَّ بِمَنْ أَعْلَمُ هُوَ رَبَّكَ إِنَّ أَحْسَنَ هِيَ  
بِالْمُهْتَدِينَ

Call to the way of your lord with wisdom and goodly exhortation, and have disputations with them in the best manner, surely your lord best knows those who go astray from his path, and he knows best those who follow the right way.

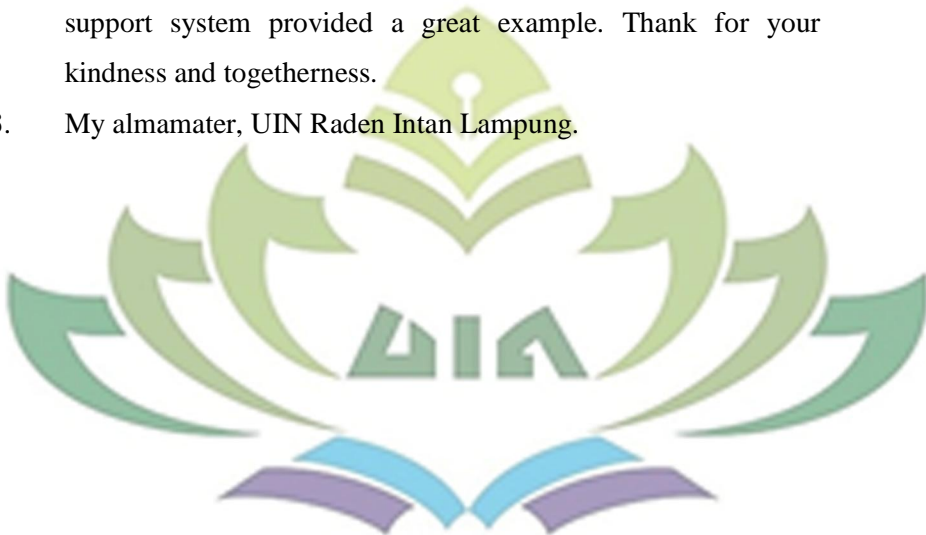
(Q.S An-Nahl: 125)



## DEDICATION

Alhamdulillah thanks to Allah SWT for hHis grace. This thesis had been completed. From depth of my heart, this thesis is dedicated to:


1. My beloved parents, Mr. Minudin and Ms. Nuraini who always love and keep on praying for my life and success. Thank you for all the motivation and support.
2. My beloved younger brothers, Megi Nuri Agus Saputra, Mexzy Nuri Opra Aditiya and Melky Nuri Hafizh Ramadhan are my support system provided a great example. Thank for your kindness and togetherness.
3. My almamater, UIN Raden Intan Lampung.



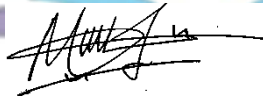
## CURRICULUM VITAE

Mira Nuri Santika was born on January 23<sup>th</sup> 2001 in Daya Sakti, Tumijajar, Tulang Bawang Barat. Mira is the first daughter of Mr. Minudin and Ms. Nur Aini. She has three brothers; the first is Megi Nuri Agus Saputra, second is Mexzy Nuri Opra Aditiya and the last Melky Niri Hafizh Ramadhan.

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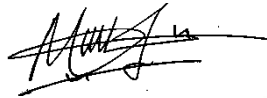
## ACKNOWLEDGEMENT

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3. Dr. Moh. Muhassin, M. Hum., Chair of the Department of English Education Faculty of Tarbiyah and Teaching Training UIN Raden Intan Lampung.
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10. For every soul who help the research to achieve this, Degree. The research owes it all to you.

Finally, none or nothing is perfect and neither in this thesis.  
Any correction comments and criticism for the betterment of this thesis  
are always open heartedly welcome.

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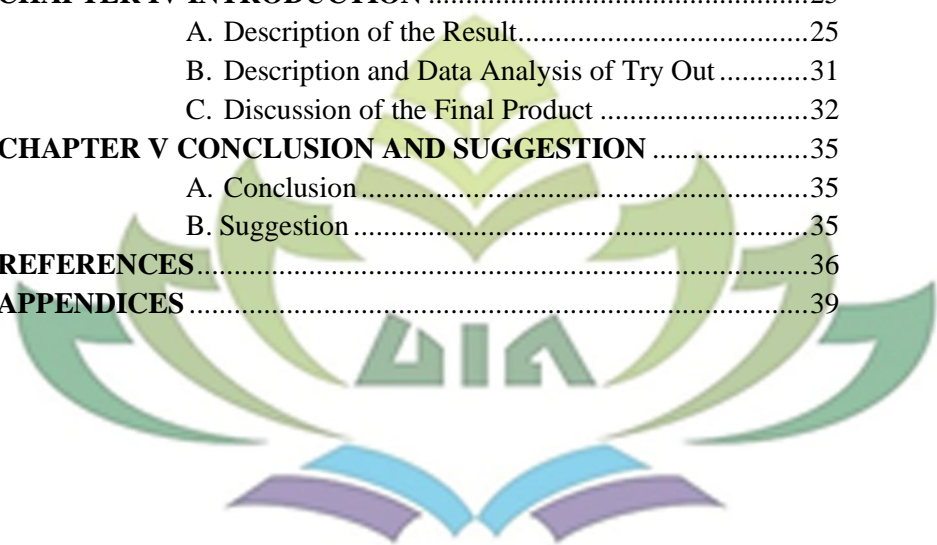
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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

The affirmation in the title of this research must be explained in words in order to avoid interpreting errors and misunderstanding. The title of this research is “Developing *Panjat Pinang* board games in teaching reading narrative text”. To avoid the above-mentioned faults, the author will underline various terms in the study’s title that are regarded important:

1. **Developing:** Developing is the process of logically and systematically designing learning activities in order to determine everything that will be done during the learning process while taking into account the potential and competence of students.<sup>1</sup>
2. **Panjat Pinang:** The Panjat Pinang is a common traditional competition held to commemorate Indonesia's Independence Day. Panjat pinang has become a legendary traditional game in Indonesia, and it is still very popular today. When Indonesia's independence celebrations, Panjat Pinang is a game that many participants look forward to. Rather than, focusing on individuals, panjat pinang competition emphasizes cooperation, in which participants rotate and assist one another in order to reach the summit and win the award.<sup>2</sup>
3. **Board Games:** Board game is one of the tools in the form of educational games that children enjoy and bring learning closer to them. Educational games are fun, educational and useful activities to improve students' ability to think and socialize with the environment. Furthermore, personality development, closer relationships between teachers and students, channeling student activities, and etc. The most common board games are card games and chess. While other

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<sup>1</sup> Majid Abdul, “*Perencanaan Pembelajaran Pengembangan Standar Kompetensi Guru*” (Bandung: Remaja Rosdakarya, 2005), hal. 24.

<sup>2</sup> Perpustakaan Digital Budaya Indonesia, ‘\_Panjat Pinang’, 2018 <[www.budaya-indonesia.org](http://www.budaya-indonesia.org)>.

examples are monopoly, UNO cards, scrabble, memory cards, snakes and ladders, dominoes, puzzles, and etc.<sup>3</sup>

4. Reading: reading is the process of decoding and comprehending literature for the goals of a specific reader. Readers decode written material by converting it to speech and then to meaning directly. Readers engage in constructive processes to make text meaningful, which is the end objective or outcome, in order to interpret written content.<sup>4</sup>
5. Narrative Text: Narrative Text is one that uses simple past tense to amuse or entertain readers while telling a story. Orientation, complication, resolution and re-orientation are the four main elements of narrative text.<sup>5</sup>

Based on explanation above the research concluded the meaning from title "Developing Panjat Pinang board games in teaching reading narrative text" is to investigate the role of Panjat Pinang board games in teaching reading narrative text.

## **B. Background of the Problem**

Education is a deliberate and systematic attempt to understand the active learning process in order to maximize each individual's ability. Education is a necessary aspect of life that sets humans apart from all living creatures. There are many challenges and difficulties that many educators encounter while learning to teach in the world of education. In order to overcome this, we must assess the current learning process. The learning process that takes place in order for students to gain cognitive, productive, and psychosomatic maturity is what determines whether or not they learn well. This will undoubtedly do well as a continuation of the factors that decide learning progress, such as a well-applied curriculum, teachers who can observe and conduct teaching stages

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<sup>3</sup> Chusna Milata Ningrum, Skripsi: "*Pengembangan Media Pembelajaran Papan Permainan Roda Jelajah Indonesia Untuk Siswa Kelas V SDN Tugurejo 01 Kota Semarang*". (Semarang: UNNES, 2020) Hal.7.

<sup>4</sup> Grabe William, "*Reading in a Second Language: Moving from Theory to Practice*" (New York: Cambridge university Press, 2009), hal. 15.

<sup>5</sup> Ignatia Lintang Wardani, "The Use of Storytrilling to Help The 8th Grade Students Of SMP 5 Yogyakarta Learn Narrative Texts" (Yogyakarta, Universitas Sanata Dharma, 2017)

in the learning context, learners with their internal and external accommodability factors, resources that meet the need, sufficient facilities, and effective use of learning media.<sup>6</sup>

English studies have taken place in a variety of settings, start from primary school to college. Teachers face many difficulties and obstacles when implementing a valid program in the classroom. The biggest challenge for a teacher is figuring out how to provide a valuable experience to a student through the use of media in his learning process. Many students find English classes to be challenging and inconvenient. This is due to a lack of learning media usage that utilizes a school atmosphere that is suitable with both the learning materials and the picture media produced by the instructor clearly based on the content provided. Tteridge and buckby stated that “Games call be found to give practice in all the stages of the teaching and learning and for many types of communication”. The media and good teaching materials that are competent of attracting learners are needed to achieve competence in the teaching process.

The use of media in learning has become increasingly important as science and technology advance. As a result, relying solely on a teacher’s interpretation makes certain learning goals difficult to achieve. As a consequence, media use is required for learning to achieve optimal results. Based on government regulations, Students are among the components of educational institutions capable of constructing suitable learning containers. Students are responsible for providing the necessary resources and facilities to aid in the learning process.<sup>7</sup>

One of the most important aspects of the educational process is the use of media. Media can be used to make abstract content real and to help students overcome their disadvantages in terms of experience. Teachers in their role as learning controllers, should be able to optimize learning practices by providing students with

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<sup>6</sup> Desty Anggraeni, “*Pengembangan Papan Permainan Panjat Pinang Untuk Peserta Didik SMP/MTS Pokok Bahasan Gerak Lurus*” (Lampung, UIN Raden Intan Lampung, 2019)

<sup>7</sup> Desty Triastuti, dkk, “*Pengembangan Media Papan Permainan Panjat Pinang*”, *Jurnal Pendidikan* Vol.2 No. 10. (2017): 1344-1350.



meaningful experiences. This without a doubt, necessitates the involvement of the media in the learning process. Students' learning media must be appropriate and compatible with their characteristics and needs.

Based on preliminary research conducted in SMP N 3 Tulang Bawang Barat, found several obstacles experienced by the teacher during the learning process. The obstacles experienced by the teacher are the lack of mastery of vocabulary in English and the learning tool facilities are still inadequate. From the results of the English language teacher questionnaire, the media that are often used by teachers in the learning process are book, and provide pictures to students such as pictures of animals or plants in the surrounding environment. In addition, the results of the questionnaire give information because learning is still based on the teacher in explaining and the limitations of the teacher in creating learning media, students seem to memorize lessons again and are boring and saturated causing to be less concentrated. Learning requires innovative and imaginative learning media to reach into the material, with the learning media students are interested in participating in the English learning process in the classroom, with the learning media students respond that the learning process is very fun. According to this student analysis, about 83.3% of students in class 9A and 86.6% of students in class 9B need interesting and fun learning media in learning English. Students feel that interesting and pleasant learning media can help them in understanding English lessons.

Based on the problems, researchers need to develop an interesting and fun learning media to help students learn English. A media that can invite students to play while they learn. Some of the learning media that are quite interesting, and fun include game media such as: monopoly, snakes and ladders, ludo, and others. A unique game media is what the research is working to create. Indonesian culture is represented in some developed media. The monopoly game and the traditional panjat pinang game served as the inspiration for the researcher's creation of the panjat pinang board game. Then the researchers developed it through a board in

which there were collaborative, competitive, and cooperative elements for the benefit of the learning process. Researcher want to develop a panjat pinang board game that does not can only be used as a media in the learning process but it can also be used as a learning medium with play group at home or outside of class time, especially in narrative text material. The researcher added that panjat pinang as an element of traditional game culture, it is hoped that students can preserve Indonesian culture and increase students' sense of love for Indonesian culture and at the same time help students to understand the concept of learning english in an active and fun way.

The use of media has also become an important in comprehending reading text. The strategies' used by the teacher becomes student's problem in class where teachers only ask the students to read. Find difficult words and get the meaning, they must answer the question given. These activities are difficult to do and passive activity. Especially in narrative text, students are face the problem when they are reading to understand and comprehend the generic structure of the story, includes orientation which the narrator tells the audience who is in the story, complication the crisis of the story and resolution is the final series of events in which the characters solve the problem and usually provides a comment or moral value which learned from the story.

In this research, the research would like to use media Panjat Pinang Board Games toward students reading narrative text. *Panjat Pinang* Board Games is one of the media to help the students comprehend the text. Using *Panjat Pinang* Board Games makes student comprehend the story easier and makes students express their idea about the text. The writer hopes by using *Panjat Pinang* Board Games for teaching reading, student will be motivated, relax, and interested so that they can be able to comprehend the text, more active in classroom and makes the teaching-learning process satisfying, enjoyable and effective. Based on, the definition above, the research interested in developing focus on "Developing *Panjat Pinang* Board Games in Teaching Reading Narrative"

### C. Identification of the Problem

Based on the background of the problems above, the research can identify the following:

1. Students want to make the learning of English more interesting and fun.
2. The students' lack of participation in English learning.
3. The lack of creativity in use of media as a learning process progresses.
4. The need for media developing in English learning process.

### D. Limitation of the Problems

*Panjat pinang* board games is a board games inspired the game of monopoly and *panjat pinang* traditional game. Then, it is through a board which there are a collaborative, competitive, and cooperative component for the advantage of the learning process.

1. The media developed in this research is *Panjat Pinang* Board Games.
2. Developing the media focuses on reading, and narrative text materials.
3. *Panjat Pinang* Board Games designs for Junior high school.

### E. Formulations of the Problem

1. What is the feasibility of *Panjat Pinang* board games in Teaching Reading Narrative Text?
2. How to develop an interesting and fun of *Panjat Pinang* board games for student?

### F. Objectives of the Research

Based on the formulation of the problem above, the purpose of this research is:

1. To find out the feasibility of *Panjat Pinang* board games in Teaching Reading Narrative Text.
2. To describe how to develop an interesting and fun of *Panjat Pinang* board games for student.

### **G. Significance of the Research**

Hopefully, the results of this research will bring some benefit to the theoretical and practical meaning.

#### 1. Theoretical Contribution

The result of this research is expected to support the previous research about *Panjat Pinang* board games use in teaching reading narrative text.

#### 2. Practical Contribution

- a. To motivated students in learning english and students not bored in class because they can play while learning.
- b. To improve their creativity in teaching learning process, the goal of learning can be achieved and helping teachers in the delivery of learning in order for students to be more motivated to learn English.
- c. Become new media for English teacher in teaching reading narrative text.

### **H. Relevance Research**

Based on, previous research related to the development of Board Games Panjat Pinang to help students in learning, as follow:

First “Pengembangan Papan Permainan Panjat Pinang Untuk Peserta Didik SMP/MTS Pokok Bahasan Gerak Lurus” by Desty Anggraeni. In this research focus on Pengembangan Papan Permainan Panjat Pinang Untuk Peserta Didik SMP/MTS Pokok Bahasan Gerak Lurus. Second, “Pengembangan Media Papan permainan Panjat Pinang” by Desty Triastuti, Sa’dun Akbar and Edy Bambang Irawan. In this research focus on Pengembangan Media Papan permainan Panjat Pinang. Third “Pengembangan Board Game “Labyrinth in the Forest” Untuk Siswa Sekolah Menengah Pertama Materi Bilangan” by Galih Kuat Prihandoko, Tri Nova Hasti Yunianta. In tihis research focus on Pengembangan Board Game “Labyrinth in the Forest” Untuk Siswa Sekolah Menengah Pertama Materi Bilangan.

## I. Systematic of the Writing

To make it easy to observe and understand the discussion that is contained in this research as a whole. It is necessary to present a systematic, which is framework and systematic writing research. The following are list of systematic writing:

### 1. Chapter I (*Introduction*)

This chapter consists of Title Confirmation, Background of The Problem, Identification of The Problem, Limitation of The Problem, Formulation of The Problem, Objective of The Research, Significance of The Research, Relevance Research, and Systematic of The Writing.

### 2. Chapter II (*Literature Review*)

This chapter consists of theories of Research and Development, *Panjat Pinang* Board Games, Reading, Narrative Text, and Conceptual Framework.

### 3. Chapter III (*Research Methodology*)

This chapter consists of Time and Place and time of The Research, Research Design, Research Procedure, Product Specification, Experimental Subject of The Product, Research Instrument, Trying Out Product, and Data Analysis.

### 4. Chapter IV (*Findings and Discussion*)

This chapter consists of Description of the Result, Description and Data Analysis of Try out, and Discussion of the Final Product.

### 5. Chapter V (*Conclusion and Recommendation*)

This chapter consists of Conclusion, and Recommendation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Reading

##### a. Definition of Reading

Reading is an activity that is very important in learning especially in the field of education. It is because reading is a process to get a lot of information or knowledge from written letter words and a process of interaction between the text and reader. It is the main tool of reading skill is to get the meaning in learn English because by read the text students will gain the benefit such as get new vocabularies to enrich their knowledge, understand the grammatical structure, solving problem, and getting new idea by comprehending a reading passage. In brief, reading is the key for learning language. Reading is a serious activity since it requires more concentration in order to comprehend the text. Furthermore, reading is two-part activity include: pronouncing the words and comprehending the content of the text. However, even though the different aspects exist in reading, the main point is getting the information from the readable source by comprehending the content.<sup>8</sup>

Reading is one of the most important abilities to development when learning language. The term “Reading” has a lot of different meaning. Because people have different point of view about reading and diverse base knowledge about reading, there are many alternative definitions of reading. As a result, there are a lot of different definition. For those reason, reading can be defined in variety of ways. Francoise Grellet in his book “Developing Reading Skill” he discusses how to improve reading skill,” Reading.

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<sup>8</sup> Fitriani, Lisa, Rismaya Marbun, dan Dewi Novita. “*Teaching Students’ Reading Comprehension of Narrative Text Through Story Map Technique*” English Education Study Program of Language and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University Pontianak.



### **b. The Purpose of Reading**

As the other skills, reading also has goals to develop reading comprehension. The goals mean there are some points that the readers will get something from reading. According to Anderson, there are seven goals of reading, reading for the details and facts, read for main idea, reading for sequence of organization, reading for inference, classify reading, reading for evaluate and compare the reading for the contest.<sup>9</sup>

- a. Reading for details and facts: Reading to find out what the subject of the story.
- b. Reading for main ideas: Reading to get the problem statement.
- c. Reading to the order of organization: Reading to know every part of the story.
- d. Reading to a conclusion: Read to know what is meant by the author of the story.
- e. Reading to classify: Reading to find things that are not ordinary.
- f. Reading to evaluate: Reading to find out the value of the story.
- g. Reading to compare or contest: Reading to compare how the story of the reader life way.

According to Rizki Fiprinita, the purpose of reading is to connect the ideas on the page to what readers already know. If the readers do not know anything about a subject, then pouring words of text in to readers' mind is like pouring water in to readers' hand. Readers do not retain much. In conclusion, the purposes of reading comprehension can be used for a variety of reason. It is conditional on the situation. Academically, reading is used for comprehending either written or spoken text. Even

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<sup>9</sup> Arizah Mila. April 2020. "Exploring The Use of Collaborative Strategic in Reading Classroom". Journal Basis. Vol. 7. No. 5. (April 2020). <http://ejournal.upbatam.ac.ad/index.php/basis>.

the purposes of reading might be just for filling the spare time or just increasing the knowledge.<sup>10</sup>

### c. Types of Reading

There are many reading types and two significant. Reading types can be seen as the following:

#### a. Academic Reading

According to Grellet, a student has to pass various examinations during his/her whole course of academic life. Understanding a given passage is the goal for a reader to answer any kind of questions in the examinations because readers comprehend the text properly if they extract the required information as effectively as possible.

#### b. Non-Academic Reading

Besides academic reasons, there are various non-academic reasons for reading. In an academic reading, students tend to read texts because of the syllabus and the thought of passing the examinations. But non-academic reading is open and readers get an opportunity to choose from a vast range of books according to their interest, options for choice and opportunity to spending time.<sup>11</sup>

#### c. Intensive Reading

Hornby statement pointed out that the task is often carried out in a classroom under teacher supervision and extended to short texts to collect relevant details. The school is engaged in vocabulary learning, emphasizing new concepts, structures, speech, features, pronunciation, and cultural perspectives. While there is evidence that this form of reading helps language learners, it helps them acquire vocabulary by deducing the meaning of words in context. Furthermore, Brown said intense reading: an emphasis on

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<sup>10</sup> Riandry Fadilah Nasution, Eka Sustris Harida, Sojuangon Rambe. "Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan" *Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman*. Vol. 4 No. 2. (Desember 2018).

<sup>11</sup> Ekrem Solak, Firat Altay. 2014. "The Reading Strategies Used by Prospective English Teachers in Turkish EFL Context". *International journal online of Education and Teaching*. Vol.1 No.3. (2014)

grammatical forms, discourse markers, and the structure of the text in order to grasp the better literal meaning, ambiguity of interactions, and retention over a prolonged period. According to the research, Intense reading is a type of reading in which readers who do not have linguistic skill should be aware of and concentrate on text context and semantic comprehension because the goal is to collect facts. In other words, intense reading calls for learners to locate the words, recognize their meanings, and eventually identify an accurate reading.

#### d. Extensive Reading

Bamford stated that extensive reading is a language teaching tool where learners are expected to read a considerable amount of text for global Comprehension. The goal is to derive enjoyment from the texts for educational purposes, comprehensive reading has been described differently by educators, scholars, and reading specialists. In language instruction, a form or form of reading is referred to as intensive reading. Thus, extensive reading is used to gain a broad interpretation of a language.<sup>12</sup>

#### d. Strategies of Reading

The reading strategies are important and useful for solving these reading problems or difficulties. Garner stated that reading strategies are as generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure. Brown statement point out reading strategies could be defined as the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.<sup>13</sup> There are many other forms or types of reading

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<sup>12</sup> Md. Harun Rashid, Wang Hui, Jahirul Islam. "Discuss The Different Types of Reading Techniques and Develop Its Skills". Journal of English Language and Literature (Joell). Vol.8 Issue. 3. (Agustus 2021).

<sup>13</sup> Prathomwat Suraprajit. May 2019. "Bottom-up vs Top-down Model: The Perception of Reading Strategies among Thai University Students".

strategies. In addition, there are some strategies that can be used by the readers, the strategies are:

a. Scanning Strategies

According to Harmer, scanning is for Particular bits of information they are searching for (as, for example, when we look a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they don't have to read every word and line, on the contrary, such an approach would stop them scanning successfully. Maxwell in Diaz, S & Laguado, J, stated with this scanning, the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses.<sup>14</sup>

Scanning is the process of reading in order to find specific information. You may not realize it, but you are already good at scanning. You scan, for example, when checking a TV guide or a phone book. Scanning may allow you to 'read' up to 1,500 words a minute. One reason to scan an academic text that you have found while doing research is to look for key terms as a means to assess the text's relevance.<sup>15</sup>

b. Skimming Strategies

Harmer stated that they were casting their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusion are). This skill means they will

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Journal of Language Teaching and Research. Vol. 10, No. 3. (May 2019): 454-460

<sup>14</sup> Intan Rani Arintonang, Sandi Lasmana, Deti Kurnia. March 2018. "The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension". Professional Journal English education. Volume 1. No. 2. (March 2018): 101-106

<sup>15</sup> Helpsheet Reading Skills. The University of Melbourne (2010).

get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics. Maxwell cited in Diaz, S & Laguado, J, Statement skimming as getting the main idea or gist of a selection quickly in a written text where the student develops powers of inference through systematic practice which encourages them to anticipate of a text. So, skimming can assist the students to find the key words that allow them to infer the general sense of a text to interpret text quickly and increase the reading process.<sup>16</sup>

Skimming is reading quickly to gain a general idea. Skimming may permit you to 'read' up to 1000 words a minute. Skimming can assist you identify whether or not to keep reading, what to read carefully, and where the best place is to begin. Skimming an academic text immediately before you reading it carefully can help you consider what you already know and develop a reading purpose. A quick skim of the text can also help get the maximize your interest in the text as well as you're understanding and reflection on the material. As with scanning, skimming does not involve reading every word. Instead, you may skim by reading<sup>17</sup>:

- a. Titles
- b. Subheadings
- c. Words in that are in bold, in italics or underlined
- d. Diagrams
- e. A report's abstract, introduction or conclusion
- f. The first sentence of every paragraph
- g. Chapter questions
- h. Chapter objectives
- i. Chapter summarizes

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<sup>16</sup> Intan Rani Arintonang, Sandi Lasmana, Deti Kurnia. "The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension". Professional Journal English education. Volume 1. No. 2. (March 2018): 101-106

<sup>17</sup> Helpsheet Reading Skills. The University of Melbourne (2010).

### e. Summarization Strategies

The purpose of summarizing is to extract and succinctly organize the “gist” of a text. Summarizing is important because it helps readers select and store relevant main ideas and details from their reading to form memory structures for text. Many readers do not spontaneously summarize their reading and, as a result, have poor understanding and recall of what they read Brown, Day, & Jones.<sup>18</sup> Summarization is an effective strategy to help students to improve their comprehension of what they have read. the method requires that a student rewrite or outline only the important part of a passage. Summarization teaches a student to look for the most important parts and determine what parts of a story are less important and what should be ignored. This also helps student see how different parts of a story relate to each other, such as how parts of the text relate to the title or major topic.

### f. Predicting Strategies

Magiliano clarified that prediction strategy is related to what is expected to happen again in the text. It is achieved by successful readers who mean: they used diagrams, headings, and text and personal knowledge to shape projections before starting to read.<sup>19</sup> Prediction is a strategy that is expected to increase students’ achievement in learning reading. Predicting is an important strategy to make easier in improving students’ reading skills. According to Anderson, to make students become active and get involved in reading activities, it is needed to teach them using reading strategies because reading with various strategies creates students to be creative and critical readers. Predicting by using picture is a strategy which

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<sup>18</sup> Elizabeth Stein. Comprehension Lesson for RTI Grade 3-4. Assessments, Intervention Lesson, and Management, Tips to Help You Reach and Teach Tier 2 Students.

<sup>19</sup> Md. Harun Rashid, Wang Hui, Jahirul Islam. August 2021. “Discuss The Different Types of Reading Techniques and Develop Its Skills”. Journal of English Language and Literature (Joell). Vol.8 Issue. 3. (Agustus 2021).



has a high possibility in helping the students' reading comprehension.<sup>20</sup>

#### **g. Model of Reading**

Browne statement that there are three major models of reading which are the bottom-up, top-down, and interactive models.

##### **a. The Top-Down Model**

Brown clarified that this model suggests that readers begin to read by drawing on what they know about the structure and the meaningfulness of language, the structure of stories and other genres and their knowledge of the world to predict the general meaning and specific. This model is complete and more realistic. It should be noted that the more students' experiences are included in the teaching, the more effective it will be. However, one of its disadvantages is that cross-cultural identifications might play a major role in recognizing such texts. For example, some cultures may lack information on specific topics and making it difficulties for readers to understand what the topic is about.<sup>21</sup> Correll & Eisterhold, also discussed that reader's prediction and background knowledge play a vital role in this model. Using as a tool to predict the text, construct a goal of reading, and self-monitor, this model is very much like the general strategies. Block, or global strategies Sheorey & Mokhtari.<sup>22</sup>

##### **b. The Bottom-Up Model**

Browne stated that this model describes reading as a process that starts with the learner's knowledge of letters, sounds and words and how these words are formed to make

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<sup>20</sup> Rusli Sumirat, Cecep Fahmi Rahmat Padilah, Acep Haryudin. "The Use of Predictions Strategy in Improving Students' Reading Comprehension". Professional Journal English Education. Volume 2. No. 4, (July 2019).

<sup>21</sup> Osama Abu Baha. May – Jun, 2017. "Reading Models: A Review of the Current Literature" International Journal of English, Literature and Social Science (IJELS). Vol-2. Issue-3. (May – Jun, 2017).

<sup>22</sup> Prathomwat Suraprajit. "Bottom-up vs Top-down Model: The Perception of Reading Strategies among Thai University Students". Journal of Language Teaching and Research, Vol. 10, No. 3. (May 2019): 454-460.

sentences. This model is declared as a decoding process of constructing meaning at the “bottom”, e.g., letters or words to the larger units at “the top”, e.g., phrases, clauses, and extrasentential linkages (Carrell & Eistenhold). Readers begin with decoding letters, words, and syntactic features of a text, then they build textual meaning. They work mainly from the text but ignore reader’s prior or background knowledge. Another idea towards this model is from Dole et al.

This model is called part to whole model, because it goes from partial to knowledge. This model is so effective in the early childhood, especially students as young learners. Because the focus is on the letters, their identification shapes, and reading particular words. However, this model has many disadvantages if used for higher levels since it forgets the reader’s expectations, experience, and attitudes. Furthermore, it doesn’t pay attention to the context since it only encourages remembering.

## **2. Narrative Text**

Narrative deals with simple stories in the form of fables and parable, folk and fairy tales, myth and legend. Regarding this, narrative is defined a series of event to engage or to entertain readers, which based on a real or imaginary event, or fictional experiences, which reflects or explains authors’ experiences or experiences of memorable person. A narrative text is a story that involves a complication or a series of problematic events, and it attempts to address the problem of finding resolutions. It will provide moral value to the pupils at the end of the story. According to Pearson and Fielding, if students read a lot of narrative books, they will gain a lot of knowledge. The stories they read also teach them many moral lessons. As a result, teachers can employ a variety of narrative

texts to teach morals.<sup>23</sup> Puguh and Purnamasari statement that Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problem. The function of narrative text is to amuse, entertain and to deal with the actual or vicarious experience in different ways.<sup>24</sup> In line this, Sudarwati and Grace stated that narrative text has a social function to entertain the reader with a story that deals with a story that deals with complication or problematic events that lead to a crisis and in turn find a resolution. In other words, it is to amuse, to entertain and to deal with actual or vicarious experience in different ways.<sup>25</sup>

Anderson clarified that “Narrative text is a form of text that tells a story through spoken or written language. It can be communicated through radio, television, books, newspapers, or computer files. It can also be communicated through images, facial expressions, and camera angles. Typically, a story teller tells a narrative. Typically, narratives are conveyed by a storyteller.<sup>26</sup> Drajadi stated that narrative text is a text that tells a story about a series of events. Short stories and autobiographies/recounts are two types of narrative.<sup>27</sup>

There are a variety of texts that high school students can study and comprehend. Narrative text, descriptive text, recount text, process text, and report text are the different types of text. According to Clouse, Fadila, that A narrative text is a fictional or real-life story that tells a sequence of events and includes

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<sup>23</sup> Pearson, P. D. & Fielding, L. “*Comprehension instruction*”. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson. (Eds.), *Handbook of reading research*, Vol. 2. pp. 815-860. NY: Longman Publishing Group. (1991)

<sup>24</sup> Puziah Aisah Al Azhar, Elis Homsini Maolida. September 2019. “*Process Genre Approach in Teaching Writing Narrative Text: Its Implementation, Benefits and Obstacles*”. *Jurnal JOEPALLT*. Vol. 7 No. 2. (September 2019)

<sup>25</sup> Septha Muliani, Maida Norahmi, Natalina Asi. “*The Analysis of Difficulties In Writing Narrative Text*”. *LET: Linguistics, Literature and English Teaching Journal*. Vol. 9. Issue. 2. P. 112-132. (2019).

<sup>26</sup> Anderson, Mark and Anderson, Kathy. “*Text Type in English Language Teachers*”. New York: Cambridge University Press, (1999).

<sup>27</sup> Drajadi, N. A. *Read to Write*. Jakarta: PT Raja Grafindo Persada, (2009).

elements such as how the story is told and how the meaning is portrayed. In addition, Pardiyono stated that a narrative text is a form of text that is used to amuse, entertain, and deal with real or imagined experiences in various ways.<sup>28</sup> It means that narrative text is an engaging tale that entertains the viewer by introducing a variety of characters, incidents, and lessons learned from the story. There are some genres of narrative text. There are examples of genres that fit the narrative text structures:

- a. A *folktale* is an ancient, traditional story from a specific location that was originally passed down orally. There are many elements to the plot, such as environments, characters, and problems. Ex: Malin Kundang, Batu Menangis.
- b. A *fairytale* is a traditional story about magical creatures that is intended to entertain while also teaching lessons, meanings, and moral values. In fairy tales, there are usually good and evil characters who eventually clash, resulting in the resolution of both characters. Ex: Cinderella, Pinocchio, Magic Mirror.
- c. A *fable* is a traditional short story that teaches moral lessons, especially one that features animals as characters; these stories are grouped together as animal tales. Ex: The Lion and the Mouse, the Smart Parrot.
- d. A *Myth* is an ancient story, especially one told to explain natural events or to describe the early history of places or people. Ex: Tower of Babel, The Legend of Thor.<sup>29</sup>

### 1. Purpose of Narrative Text

Meyers argued that the characteristic of narrative text have 3 goals, they are:

- a. It tells us the story of a particular event or series of events.

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<sup>29</sup> Riska Anggraini. "The Effectiveness of Think Pair Share to Improving Students' Writing Skill in Narrative Text" (Malang: UMM, 2020) Hal. 9

- b. The events are generally listed in chronological order, or in the order in which they occurred.
- c. In telling the story, the narrator has a goal in mind. The narrator has a few observations he or she wants to make, or an impression he or she wants to leave on the reader. As a result, the narrative's specifics are deliberately chosen for their intended intent.

## 2. The Generic Structures of Narrative Text

Sudarwati and Grace stated the generic structure of narrative text has four parts, they are organization, complication, resolution, re-orientation.<sup>30</sup>

### a. Orientation

The writer informs the audience about the main characters in the novel, the setting, and when the action takes place.

### b. Complication

The author describes the onset of the issue, which leads to the key participants' crisis.

### c. Resolution

The author describes that the problem (the crisis) is resolved, either in a happy (tragic) or sad (tragic) ending.

### d. Re-orientation

An optional closing remark to the plot. It consists of the author's moral lesson, suggestion, or teaching.

## 3. Language Features of Narrative Text

Joyce & Feez stated that there are variants language feature of Narrative Text, as list below:<sup>31</sup>

- a. Action verbs (material processes) are often used to explain what occurs.

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<sup>30</sup> Sudarwati, Th. M. & Grace, E. (2006). *Look a Head 2*. Jakarta: Erlangga

<sup>31</sup> <http://eprints.ac.id>

- b. Individual participants with well-defined identities are common. Humans or animals with human features make up the majority of the participants.
- c. The narrative text employs thinking verbs (mental processes) such as wondered, recalled, believed, felt, and hated to convey knowledge about what participants are thinking or feeling.
- d. Normally uses past tense.
- e. The use of descriptive language enhances and develops the story by conjuring up a picture in the reader's mind.
- f. Saying verbs (verbal processes) like said, asked, and answered are often used in dialogue. During the conversation, the tense will shift to present or future. These verbs may also signify the manner in which something is said.
- g. It can be written in the first person (I, We) or third person (he, she, they).

#### 4. Types of Narrative Text

There are many different types of narrative texts. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, fables, myth and legends, historical narrative ballads, slice of life, personal experience.

##### **Example of Narrative text (*A fairytale*)**

##### **Snow White**

In a faraway land lived a beautiful princess named Snow White. She had a stepmother who was a vain queen. Her stepmother used to look into her mirror and ask “Mirror, mirror on the wall, who’s the fairest of them all?” And the mirror would answer her back, “you are the most beautiful of all, oh queen”.

As the years passed one day the queen asked her magic mirror as always, “Mirror, mirror on the wall who’s the fairest of them all? But this time the mirror responded by saying “the fairest of them all is Snow White”. So, the queen



full of anger and jealous searched out a hunter and ordered him to bring snow white to the forest, kill her and bring me back her heart in this golden chest. When the hunter reached the forest, he felt sorry for the innocent young Snow White so he let her go and used the heart of the javelina instead. Alone in the forest Snow White felt scared and cried.

She walked through the forest and continued crying for the whole night, until the sun came up and lit up the whole forest. At that point she was able to see a beautiful house. She entered the house without thinking twice. All the furniture was very small and the table was set with seven little plates, and seven little sets of silverware. She went up into the room and found seven little beds, and the poor girl, absolutely exhausted from walking all night, put all the beds together and fell right to sleep.

In the afternoon the owners of the house arrived, seven little dwarfs that worked in mines nearby. They were shocked to find Snow White in their house. Snow White explained her sad story to them and feeling sorry for her, they invited her to stay with them. She agreed and lived with the seven dwarfs and everyone was pleased. Meanwhile, back at the palace, the queen asked her mirror again. "Mirror, mirror on the wall who is the fairest of them all?" "It is still Snow White ". Said the mirror, "Now she lives in the forest with the seven dwarfs ". Absolutely furious, the cruel step mother disguised herself as an innocent old lady and set off for the little house in the forest.

When the queen arrived Snow White was alone, because the dwarfs were out working in the mines. The mean old queen offered Snow White a poisonous apple and a soon as Snow White took her first bite, she instantly fainted. When the dwarfs returned home that night, they found Snow White unconscious on the floor. They thought she must have died so they created a glass shrine to put her in so all the animals in the forest could say goodbye to her as everyone to say goodbye to Snow White, a prince riding his faithful horse

arrived. As soon as he saw Snow White, he instantly fell in love with her. He gave a kiss and with all of his love, she wakes up from her deep sleep. The kiss from the prince had broken the spell of the vain queen. Snow White married the prince who saved her, and together they drove the queen out of the palace. Since then, they have all lived happily ever after.

## B. R&D Theories

### A. *Panjat Pinang* Board Games

The *Panjat Pinang* is a common traditional competition held to commemorate Indonesia's Independence Day. *Panjat pinang* has become a legendary traditional game in Indonesia, and it is still very popular today. When Indonesia's independence celebrations, *Panjat Pinang* is a game that many participants look forward to. Rather than, focusing on individuals, panjat pinang competition emphasizes cooperation, in which participants rotate and assist one another in order to reach the summit and win the award.<sup>32</sup>

In the book by Zaenuddin H.M. tells the story of the history of the panjat pinang Competition, the panjat pinang is a straight and tall panjat pinang that is greased with lubricant planted by the competition committee. While on the panjat pinang tree, several attractive prizes were prepared from the panjat pinang. The competition, which is often held at the August 17 event, has a slightly dark history. The panjat pinang Competition originated from the dutch colonization, this competition was held by the dutch who were doing big events, such as celebrations and weddings.<sup>33</sup>

Robinson and Huckabee claimed that a cultural board game tool was designed to put a person's skills and abilities in different disciplines to the test. The game has many playing Spaces that reflect various fields of science, as well as some

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<sup>32</sup> [https://id.m.wikipedia.org/wiki/Panjat\\_pinang](https://id.m.wikipedia.org/wiki/Panjat_pinang)

<sup>33</sup> [https://www.scribd.com/document/444367441/Sejarah-Permainan-](https://www.scribd.com/document/444367441/Sejarah-Permainan-Panjat-Pinang)

rules that enable players to identify the subject once the charge on the card is completed. The game includes many playing Spaces that reflect various fields of science, as well as rules that enable players to identify the subject if they solve a problem on the card. This game's rules are overly complicated, making it more appropriate for adults.<sup>34</sup>

Danarti, stated that a board game is one of the tools in the form of educational games that children enjoy and bring learning closer to them. Educational games are fun, educational and useful activities to improve students' ability to think and socialize with the environment. Furthermore, personality development, closer relationships between teachers and students, channeling student activities, and etc. The most common board games are card games and chess. While other examples are monopoly, UNO cards, scrabble, memory cards, snakes and ladders, dominoes, puzzles, and etc.<sup>35</sup> Cahyo argued that Monopoly is one of the most well-known board games in the world.

The role of board games is not only to play for fun, it can also be used as learning material. Through appropriate learning models and concept systems attached to instructional objectives, students will be encouraged to learn relevant knowledge and to solve issues while playing board games. we can develop simulated environments and scenarios and match them with role playing, by using scientific board games in the teaching of sociocentric problem. The game process can be created to cultivate students' abilities in communication and cooperation and to encourage them to communicate their own ideas about the problem. There is no complete learning theory about board games, but the one described here is consistent with the characteristics of game-based learning. According to Garris et al, the input-process-outcome game model can be used to

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<sup>34</sup> Robinson, D.T., & June Huckabee. 2012. Cultural Knowledge Board Game. United States Patent, US5257939 A.

<sup>35</sup> Chusna Milata Ningrum, Skripsi: "*Pengembangan Media Pembelajaran Papan Permainan Roda Jelajah Indonesia Untuk Siswa Kelas V SDN Tugurejo 01 Kota Semarang*". (Semarang: UNNES,2020) Hal.7.

understand the learning model of scientific board game. The inputs of the board games include game goals, game mechanisms, and situations. In terms of the process, game goals or challenges are used as motivations to involve students in the game process, which requires students' reaction, thinking, judgment, and systemic feedback. Finally, through the teachers' guidance and summary, the students achieve learning outcomes.

Rob Daviau a board game industry veteran stated that "board games are the only hobby that see you need to pass a written and speaking exam before you start" (Daviau, as cited in Smith). If these complex board game rules are not read or taught correctly, the game cannot begin or continue smoothly.<sup>36</sup> Games played on table tops may be referred to by various names due to different allotted time and locations. The common English name for table-top games is "board game." According to Gobet et al, board games include the following characteristics: (1) There must be game rules (such as the numbers of cards, game objects, players and their roles), and (2) the layout and the movements of the game objects must influence the results of games. According to Fagan, that playing games was not only human nature but could also be a learning medium for children.<sup>37</sup>

Types of board games Parlett, categorized board games into four types: classic games, specialist games, family games, and pulp games. Furthermore, the most famous board game website, Board Game Geek, was launched in 2000. This website divides board games into eight categories: abstract games, children's games, customizable games, family games, party games, strategy games, thematic games, and war games. In spite of the different categorizations, the common type of

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<sup>36</sup> Aiko Sato, Jonathan de Haan. "Applying an Experiential Learning Model to the Teaching of Gateway Strategy Board Games". International Journal of Instruction. Vol.9, No.1. (January 2016)

<sup>37</sup> Chung-yi Chao, Sa-hui Fan. "The Effects of Integrating Board Games into Ice-breaking Activities in a Fifth-Grade English Class to Reduce Students' Anxieties". English Language Teaching. Vol. 13. No. 9 (2020)

game, family games, are most suitable and popular for children of all grades.

Board games and learning “Playing” has been an important process in human development. Lev Vygotsky claimed that children’s development was mainly enhanced by “playing” Mostowfi et al. Furthermore, Abbot mentioned that the significant contribution of playing was to make the child feel context-related. Smith, also emphasized that most of child game players could share better experiences in related contexts. This context relatedness of games could be quite helpful in learning a new language. Moreover, Siegler and Ramani, discovered that students from lower social-economic status (SES) backgrounds had fewer experience with board games. After having played the board games for some time, the variations of calculating abilities among lower SES students and middle-class students were reduced. Hence, the contributions of board games are not only limited to entertaining children but also enhancing players’ abilities to acquire new knowledge or skills. Due to the fact that board games are characterized by a complete set of game rules as well as context relatedness, they are easier to adopt as language learning tools Smith. Lee, claimed that a well-developed board game was highly educational because game players would need to learn a new set of game knowledge and should be able to speak the target language of the games. Therefore, it is highly feasible for language teachers to adopt board games as instructional tools.

Santrock suggested several benefits of playing. namely (1) games can increase peer affiliation. (2) games can relieve pressure (3) games can improve cognitive development. (4) games can increase the range. (5) play increases the probability that children can speak and communicate with one another.<sup>38</sup> (6) games can be used to practice the roles they will play in the future. The aim of game is for students to learn in a fun and

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<sup>38</sup> Santrock, J. W. 2006. Human Adjustment. University Of Texax at Dallas. Mc Graw Hill Companies.

clear way. In addition, students who claim to be sincere in knowing the rules should be trained in their attitude and character. Several empirical studies evaluating the impact of game use in varied disciplines such as mathematics, science, language, geography, and computer science, show positive outcomes in terms of student motivation and learning effectiveness. Klawe, Papastergiou, Rosas et al. Virvou, Katsionis and Manos stated that game play has a positive impact on brain activity, stimulating retention and engaging players toward more effective cognition compared to instruction that is more traditional.

### **C. KI/KD and The Characteristics of Junior High School Students**

#### **1. Core Competence (KI) and Basic Competence (KD)**

Indicator is an indicator of KD accomplishment that is characterized by a measure of behavioral change that encompasses attitudes, knowledge, and abilities. Indicators are created based on the qualities of students, subjects, educational units, and regional potentials, and are expressed in measurable or observable operative verbs. At the very least, it comprises the level of competence and the material that serves as the medium for obtaining competence in the creation of indicators. The following factors must be addressed when developing indicators:<sup>39</sup>

1. Competence needs can be noticed in the verbs used in KD.
2. Characteristics of subjects, students and schools.
3. The potential and needs of students, the community, and the environment or region.

Core Competence is the translation or operational SKL in the form of quality that students who have completed various

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<sup>39</sup> Ranissa Delafini dkk, "Pengaruh Kemampuan Guru Dalam Mengembangkan Indikator Pencapaian Kompetensi Terhadap Kesiapan Guru" *Jurnal Kultur Demokrasi*, Vol. 2, No. 4 (2014)



levels of education must possess. KI must explain a quality that is balanced between hard and soft skill achievement. The function of KI is as an organizing element of KD. KI is utilized as a binder for vertical organizations and KD for horizontal organizations as an organizing element. The KD vertical organization is a constant link between the KD content of one class and the level above it, ensuring that the learning principles are met. Horizontal organization is the linking of KD content from different subjects in the same class in one week so that they reinforce each other. KD is the competency of each subject for each class, which is derived from KI. KD is content or competency consist of attitudes, knowledge, and abilities derived from KI that students must master. Those competencies that are built by taking into account student characteristics, initial abilities, and characteristics of a subject.<sup>40</sup>

Core Competence in the k13 structure is designed in four categories, namely: KI-1 for the Core Competence of spiritual attitudes, KI-2 for the Core Competence of social attitudes, KI-3 for Core Competence of knowledge (Concept Understanding), KI-4 for core competence skills. The order relates to the National Education System Law No. 20 of 2003, which stated that competence consists of attitude competence, knowledge, and skills.<sup>41</sup> The four competences used as a reference for KD and must be developed integrative in each learning.

Based on an explanation of the detailed Basic competence aimed at ensuring that learning outcomes do not stop at knowledge, but continue to skills and lead to attitudes. Basic Competencies in the Attitude Core Competencies (KI-1 and KI-2) are not intended for students because they are not taught, memorized, or tested, but rather serve as a guide for educators in teaching subjects that are very important in

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<sup>40</sup> Ryna Rachmawati, "Analisis Keterkaitan Standar Kompetensi Lulusan (SKL), Kompetensi Inti (KI) dan Kompetensi Dasar (KD) dalam Implementasi Kurikulum 2013" *Jurnal Diklat Keagamaan*, Vol. 12 No. 34, (September-Desember 2018)

<sup>41</sup> Rina Asih Handayani, "Kesesuaian Materi terhadap Kompetensi Inti dan Kompetensi Dasar pada Buku Ajar Bahasa Arab" *Journal of Arabic Education and Literature*, Vol. 2 No. 1 (2018)

conveying social and spiritual messages contained in the material. In other words, basic competencies related to spiritual attitudes (supporting KI-1) and individual-social (supporting KI-2) are developed indirect teaching.

**Table 2.1**  
**Core Competence (KI) and Basic Competence (KD)**

No	Core Competence (KI)	Basic Competence (KD)
1.	KI (1) dan KI (2): Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya
2.	KI (3): Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait	4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i> s.

	fenomena dan kejadian tampak mata.	
3.	KI (4): Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori	

## 2. The Characteristics of Junior High School Students

Each students have different characteristics these differences can be used as a assess for students' abilities in the learning process. It is important for teachers to understand the characteristics of their students, so that teachers can design appropriate and adequate programs to suit the special needs of individuals in the learning process. Junior High School students ranged in age from 11 to 14 years old. They belong to teens. Brown stated that, the “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. One of the most important concerns of the secondary school teacher is to keep self-esteem high by: Avoiding embarrassment of students at all costs, Affirming each person’s talents and strengths, Allowing mistakes and other errors to be accepted, De-emphasizing competition between classmates, and Encouraging small-group work where risks can be taken more easily by a teen.<sup>42</sup> With those characteristics in mind, teachers can design learning experiences that result in a thorough knowledge of key concept in the curriculum. student can

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<sup>42</sup> Nuzul Qurrota Sukma, “The Use of Infographic to Increase Students’ Mastery in Using Preposition in Written Descriptive Text” (Skripsi, Universitas Negeri Semarang, 2016)

depend on their skill and design project that combine their own interests, native language, cultural background, ability, and choice for using multiple types of media because they are driving the learning.<sup>43</sup>

Based on the information above, it can be concluded that teaching adolescent students requires more thought. Furthermore, by including compelling media into interactive classes, these conditions can be readily addressed. It is well acknowledged that one of the most important difficulties among adolescence is the search for individual identity. It makes them like challenges, peer approval, and being forced among classmate and friends.

Amstrong stated that, certain psychological and physiological characteristics in the 11 to 14 years old growth requires a set of educational conditions in the school. In addition, Callahan and Clark argued that adolescence, is a period of change, of new experiences, of learning new roles, of uncertainty, and instability and doubly one the most trying times in life. Harmer also argued that, Teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them. As education always walks side by side with psychology, it is better to connect those psychological aspects of the students with their ways of learning a language. It is essential that the students with their ways of learning a language are led to do what is to be learnt. Students do not learn what was in a lecture or in a book. They learn only what the teacher or a book causes them to do. Therefore, they learn what they do.

Based on the explanation above, the teacher's role is very important in the student learning process. Teachers must attract students' attention to make them believe that what they are learning will be useful for their lives. Teachers must be able to

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<sup>43</sup> Jim Falestin Robet Pradana, "The Application of Teaching Writing Using Project Based Learning to The Eight Grade Junior High School of SMPN 2 Papar Kediri in Academic Year 2015/2016" Artikel Skripsi (2015): simki.unpkediri.ac.id

develop students' potential and provide useful learning experiences for students. As a result, in order to increase the quality of education, teachers, as one of the components with a big influence in the teaching and learning process, must have a variety of skills.



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