CHAPTER II
CRAZY PROFESSOR READING (CPR) GAME TO TEACH READING

A. Literature Review

1. Reading

a. Definition of Reading

Reading is an important part of most language and also an essential skill for studying at an English-Language school or university.[1] Accompanying each reading are numerous activities that encourage students to think critically about the topics discussed in the selection and to link the reading to the overall theme of the book and to other selections. The activities also give students the opportunity to practice various strategies involved in the process of reading and writing, and to develop their language skills through communication with their classmates.[2]

Reading, through which we can access worlds of ideas and feelings, as well as the knowledge of the ages and visions

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[1] Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power 3*, (NY: Pearson Longman, 2012), p.vi.

[2] Elaine Brooks and Len Fox, *Making Peace; A Reading/ Writing/ Thinking Text On Global Community*, (Cambridge: Cambridge University Press, 2002), p.viii.

of the future, is at once the most extensively researched and the most enigmatic of the so-called language skills.[3]

Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus reading consists of three elements, the symbol (written or printed), the sound, and the sense. Reading in fact is the ability which enables the pupils sooner or later, to read with the purpose of extracting from the printed page, the thoughts, facts, and information that it has to give him. We are enlightened by reading. Reading our written message is interpreted by the other person.[4]

From those definitions, we can conclude that reading is one of skills in language to get new concept, idea, and information in the form of written text to develop human thinking process.

b. **Types of Reading**

Harmer in his book entitled *How to Teach English* divided reading into two distinctions; extensive and intensive reading. The term extensive reading refers to reading which students do often (but not exclusively) away from the

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[3] J. Charles Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000), p. x.

[4] M.E.S. Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, (New Delhi: Discovery Publishing House, 2004), p. 278.

classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve reading for pleasure. The term intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classroom. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing).[5]

Elizabeth, in her book with the title *Methods of Teaching English* defined intensive reading as detailed study of the passage. In this type of reading, the reader has to be careful with the different language items i.e. words, grammar, language expression, ideas, etc. He tries to understand anything and everything contained in the paragraph. In the other hand, in extensive reading, the aim is not linguistic. Here the reader is concerned with getting the overall meaning or idea of the passage. The purpose of extensive reading programme will be to train the student to read directly and

[5] Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007), p. 99-100.

fluently in the foreign language for his own enjoyment, without the aid of the teacher.[6]

Other types of reading are skimming and scanning. Skimming of a lesson means gathering together salient facts contained in it. Practice of skimming is very important for the senior students. Scanning of a book or a lesson or a paragraph means collecting detailed information contained in the subject matter. The reader goes through the subject matter with searching looks. He/she examines everything very closely.[7]

Prose may be read loudly and silently. Reading loudly means reading a book by producing sounds audible to others. The reason is that the students are beginners and there is possibility of committing errors. Sometimes the learners are hesitant to reveal their shortcomings. So loud reading plays a very significant role in the teaching of language.

Reading silently means reading something without producing sounds audible to others. In this type of reading, the learner of language reads everything quietly. He is not expected to move his lips even. This type of reading is useful at the advanced levels of learning a language.[8]

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[6] M.E.S. Elizabeth M.E.S. Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, p. 288.

[7] M.E.S. Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, p. 289.

[8] M.E.S. Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, p.286-287.

From definitions above, we can state that many types of reading. Such as, extensive, intensive, scanning, and skimming. Extensive reading means that the purpose to read the text is for pleasure. On the other hand, the purpose of intensive reading is to read the text for detail information.

c. **Teaching Reading**

People generally feet that the ability to read fluently is the primary aim of learning English. Before 1900, the major aim in teaching reading was just word recognition. But in due course of time, the concept underwent a change. In the modern times, there have been many social changes and so the purposes of teaching reading have increased. So much so is the change that even the methods of teaching reading have been modified accordingly. At present reading is taught so that a person is able:

1) To recognize words.
2) To understands the meanings of words.
3) To react to what has been read. In other words, the child laughs, feels sad, waits for the ending etc. as the case may be. And he will disagree on false statement.
4) To change ideas and behavior of the students.

Reading of mother tongue and reading of a foreign language are fundamentally the same processes. The learners face problems in both the cases. However in case of mother tongue, the problems are few because he has already learnt

listening and speaking at home. In case of a foreign language, practice listening and speaking is given in the school. Comparatively the learners have less practice in aural- oral aspect of the language. Besides, English is not a phonetic language. Its spelling system creates problems in reading.[9]

While teaching reading, teacher has to encourage students to understand what they have been read, so that students can change their mind and they can renew their knowledge. It is through recognize words and identify the meaning of word.

There are four components can lead to student success in reading programs:[10] extensive amounts of time in class for reading, direct strategy instruction in reading comprehension, opportunities for collaboration, and opportunities for discussions on responses to reading (Fielding and Pearson 1994).

Spending time reading in class is important because students get benefit from the time to apply reading skills and strategies and also because time spent reading results in acquisitions of new knowledge.

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[9] M.E.S. Elizabeth M.E.S. Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, p.279.

[10] J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (USA: Addison-Wesley Publishing Company, Inc, 1996), p. 95.

Many reading strategies can be taught directly, including: using background knowledge to make inferences; finding the main idea; identifying sources of information needed to answer a question; and using story or text structure to aid comprehension.

By working collaboratively, students gain access to each other's thinking processes and teach one another effective reading strategies. Traditionally, teachers have led discussions of reading texts by posing a question for student response and then evaluating that response. However, current trends in reading instruction indicate a move away from primarily teacher-directed discussions to student-driven discussions, allowing for acceptance of personal interpretations and reactions to literature.

All of those can be used based on students' need and the objectives of learning itself.

2. Methods of Teaching Reading

The teachers may use games and songs to attract their students in teaching reading for developing students' reading skill. As cited in Tarwiyah's book entitled *Teaching English through Games and Songs*, she says that games and songs in foreign language classes may be used to motivate student and to create a more relaxing foreign language classes. Often, students are involved in playing

the games or singing the songs and they do not realize that they are practicing language.[11]

a. Song

Song is a flexible medium of language. It can be used at whatever stage in learning process.[12]With its nature as a means to amuse, song may be chosen as alternative media besides games. The following key gives information about the advantages of using song in language.[13] Here are some advantages of using song[14]

1) Songs almost always contain authentic, natural language

2) A variety of new vocabulary can be introduced to students through songs

3) Songs are usually very easily obtainable

4) Songs can be selected to suit the needs and interests of the students

5) Grammar and cultural aspects can be introduced through songs

6) Time length is easily controlled

7) Students can experience a wide range of accents

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[11] Siti Tarwiyah, *Teaching English Through Games and Songs,* (Semarang: CV. Karya Abadi Jaya, 2015), p.2-3

[12] Siti Tarwiyah, *Teaching English Through Games and Songs*, p.6

[13] Siti Tarwiyah, *Teaching English Through Games and Songs*, p.5

[14] http://www.eslbase.com/teaching/using-songs-to-teach-efl, retrieved on November 6, 2016.

8) Song lyrics can be used in relating to situations of the world around us

9) Students think songs are natural and fun

b. Game

Classroom situations and procedures are generally quite concrete, which means that most classroom phrases have a very clear situational link. This fact should allow the teacher to vary the form of the instructions given as part of the learning process.[15]

Teaching can be a solitary act, but collaborating with other teachers can help and enrich our experience and nurture our growth.[16] Games can be found to give practice in all the skills (reading, writing, listening, and speaking), in all the stages of the teaching/ learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining)[17]

This game encourages students to understand more what they read, because they get interaction each other. Further, talking with peers not only help students understand

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[15] Glyn S. Hughes, *Classroom English*, p.7.

[16] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2002), p.8.

[17] Andrew Wright, et.al. *Games for Language Learning*, (New York: Cambridge University Press, 2nded, 1993), p.1-2.

their readings better, but it can push their thinking and clarify their own stances on issues that really matter to them.

Activity time for playing can provide an effective learning experience for children and help them gain knowledge. Children learn to communicate and to think during playing. Through playing, they face problem and seeing different way of doing something to solve the problem. Children will express themselves more naturally, easily and spontaneously through a fun-based activity called play.[18] Learning through game makes learning more fun and exciting without sacrificing teaching learning aim.

Incorporate fun activity using a game will get the students interested. So, they will be excited to learn and retain the lesson in their memory. It will make easy to teacher to inspire his student to learn more about the material.

Another method may use lecture method. Learning method is method applied in educational institution. This teaching method is one way channel to communicate information. Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture combine the information and

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[18]Aliza Ali, et.al.,*Teaching and Learning Reading Through Play*, World Applied Sciences Journal 14, Selangor: IDOSI Publications, 2011.

organize it. There are some advantages and disadvantages of lecture method of teaching.

Advantages of lecture method of teaching as follow.

1. In this teaching method a large amount the topics can be covered in a single class period.
2. Using of this method exclude the using of any equipment or lab.
3. Learning material is not required.
4. Students listening skills developed.
5. Logical arrangement of the material in order to present it orally help to learn languages.

Disadvantages of lecture method of teaching as follow.

1. The teacher delivers the same lecture to both students without recognizing the individual differences.
2. Learning is an active process thus study should encourage to actively participate in the classroom instead of just listening the teacher.
3. Lecture are often forgotten by the students soon after while learning is retained if activities are experienced.
4. Attention level is not the same while the students listening the lecture.[19]

3. Games of Reading

Play is a purposeful activity and games are part of playing. As such, games are a very appropriate teaching technique in the

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[19] www.studylecturenotes.com, retrieved on November 20, 2016.

young-learner classroom.[20] To attract students' interest in different skill, the teacher has different method to be implanted. Elizabeth introduces two types of reading games. The first is games for recognition, such as Flash cards of some words in duplicate are prepared. One set is displayed on the board in front of the class and the second set is given to the students. The pupils are asked to match the words. The second is games for comprehension, such as the teacher writes a number of sentences about actions on the blackboard and he numbers them. Thus he calls out the number of sentence and the name of student. The student reads the sentence silently and does the action.[21] Here are some games may be used to teach reading skill.

a. **Go Fish**

This game is good for early fluent to fluent reader. This game can be adapted to use with older children, or more advanced readers. Variations can include vocabulary practice such as using homonyms (words that sound alike but are spelled differently and have different meanings, such as dear/deer, etc.) or construction, like can't and cannot.[22]

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[20] Caroline.T.Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw- Hill, 2006), p. 57.

[21] M.E.S. Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, p.281-282.

[22] www.readingrockets.org, retrieved on November 3, 2016.

b. What's my answer

This game is created to practice skimming and scanning, to increase vocabulary and reading speed. Some procedures to conduct this game are the students are given one page of a newspaper with two articles highlighted. Then students are asked to read their two articles and write a question based on one of them at the top of the page without indicating which article their question comes from. After that, the students have to move around the class and try to answer four of their classmates' questions. They must give the answers and identify which articles the questions for. They can also seat in group of four instead of moving around the class. Furthermore, all students have to return to their seat and discuss the answers.[23]

4. CPR Game

a. Definition of CPR Game

CPR game is an elaborate variation on a reading technique known as Buddy Reading.

This game has eight steps to engage students in reading activity. This game modeled reading with expression and avoided reading text in monotone during students' activities. Students are involved actively in teaching learning process. Students need to bring kinesthetic movement through gesture

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[23] Siti Tarwiyah, *Teaching English Through Games and Songs*, p.94

in process to increase students' understanding of the literature that they read.

The CPR game is a new reading system that addresses one of the most perplexing and important questions in education.[24] It can be implemented at every grade level to increase students' reading comprehension.

Making connection: in this set of activities, students are given opportunities to make meaningful connections between what they have read and their own experience or other sources.[25]

b. Advantages and Disadvantages of CPR Game

Every method has advantages and disadvantages. Some advantages of this game are as follow.

1) To train students to work with their partner.
2) To develop students' creativity, because students will visualize their understanding on the text using their own gesture.
3) This game appropriate at every level. It can be applied at school or at home.

Some disadvantages of this game are as follow.

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[24] Chris Biffle, *Crazy Professor Reading Game*, (California: Crafton Hills College, 2007), p.3.

[25] Elaine Brooks and Len Fox, *Making Peace; A Reading/ Writing/Thinking Text on Global Community*, , p.viii.

1) If this game is not effective, it will cause the class became noisy.

2) This game will be difficult to implement for the students who are less confident.

c. **Steps Conducting CPR**

There are eight steps holding CPR game as table shows below. The researcher explains those steps as follow.

Table 2.1 Steps of CPR Game

	One's	Two's
1. Dramatic Reading	Reads slowly with a dramatic tone of voice.	Silently uses gestures to show what is being read.
2. Paraphrasing	Paraphrases what has been read with a dramatic tone of voice and gestures.	Silently mirrors the gestures.
3. Q and A	Asks questions about what has been read with a dramatic tone of voice and gestures.	Answers questions about what has been read with a dramatic tone of voice and gestures
4. Connecting	Using a dramatic tone of voice and gestures, makes connections between reading material and life experiences (and/ or course material).	Silently mirrors the gestures.
5. Silent Skimming	Skim reads one page ahead ... when finished, skims same page again and again.	Skim reads one page ahead ... when finished, skims same page again and again.
6. Silent	Silently reads using	Silently reads using

	One's	**Two's**
Reading	gestures to show what is being read.	gestures to show what is being read.
7. Silent Summarizing	Using gestures, silently summarizes what has been read.	Using gestures, silently summarizes what has been read.
8. The Crazy Professor	Becomes the high energy Crazy Professor: uses gestures, props, summarizes all that has been read ... during explanation can tell partner "tell me what I said!", "Give me a 10 finger woo!", "Ask me a good question!", "Are you paying attention?!", etc	Becomes the high energy Eager Student: praises the Professor, mirrors his/her gestures and use of props, Asks questions, Oh,fantastic!", "You're a genius!", "Tell me more! more!", "Keep going!" "I get it ... what's your next great point!", etc.

For the more about explanation conducting The CPR game are as follow.

1. Dramatic reading: the reader reads slowly, so the listener has time to form gestures. The reader gains comprehension by emphasizing key words. The listener adds a kinesthetic dimension to meaning by finding appropriate gestures.

2. Paraphrasing: The reader does most of the work, using a dramatic tone and gestures. The listener silently mirrors the gestures. Paraphrasing is a key intellectual skill.

Students need hundreds of hours of practice in putting what they read into their own words.

3. Q and A: The Questioner and the Answerer both use gestures and a dramatic tone of voice. Virtually all theories of reading emphasize the importance of asking and answering questions about reading material.

4. Connecting: Tell your students that any connection they can make between the reading material and anything else they know, or imagine!, is a good connection. According to brain science, we only learn when we link new information to old information. Tell students to vigorous clap their hands together, one hand "connecting" to the other, each time they make a connection. When students get the habit of making connections, you can, where appropriate, ask them to focus on making connections to other course material ... this is more difficult

5. Silent Skimming: Ask students to move one finger down the page as they skim ahead for key information. Once they have skimmed one page, they start over until you change the task (see below). Skimming may be easier for lower grade students, if they merely point at and silently read the first sentence in each paragraph.

6. Silent Reading: A major problem with silent reading as an in-class activity is that students drift off into their own worlds. If you've instructed your students to quietly

illustrate what they read with gestures, you can easily tell who is on, or off, task. In addition, using gestures as they read will increase students' comprehension. Instead of glossing over phrases, they must find a physical equivalent of the meaning of what they're reading

In reading in the foreign language, the integration of different level reading skills in tackling a text will gradually become more automatic and faster. Skilful readers can be encouraged to try to read silently; they will need reminding to keep their lips still at first, and to try to read 'through the brain rather than the mouth'.[26]

7. Silent Summarizing: We occasionally want students to stop, and think back about what they have read. Silent summarizing is a break for intellectual reflection.

8. Crazy Professor: This is the payoff. Let students be as loud, and energetic as you, and teachers in adjacent classrooms, can stand. The Crazy Professor uses wild gestures, a dramatic voice and especially props to summarize everything that has been read. A prop could be a pen, a book, a water bottle, and could stand for a character, a problem, a location, anything. Students love using props. The Eager Student is, essentially, the hyper audience for the Professor. The two form the perfect

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[26] Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2012), p. 154-155.

learning team. The Crazy Professor really wants to teach; the Eager Student really wants to learn.

From eight steps of CPR game above, the researcher chose some steps to conduct this game. The researcher selected some steps based on the aim of learning and students' need. The last step, it is CPR game must be done. Using gesture is the characteristic of this game, because some words can be expressed by using gesture. So, it make student easy to understand what they read.

First step before conducting this game, the researcher divided a class in pairs, the one and the two. Both of them can play their roles based on the table above. The role can be changed, the one become the two and the two become the one by saying "switch". When the aim of the learning is students are able to paraphrase the sentence or paragraph, the teacher may use step number two or paraphrasing in his/her teaching. The last step must be CPR game.

B. Previous Research

In this part, the researcher describes some previous researches which are relevant to this thesis. The first research is done by Fatoni (2013). He wrote a research entitled The Reading Recount Text Comprehension of the Eight Grade Student of MTs NU Wahid Hasim Salafiyah Jekulo Kudus in Academic Year 2012/2013 Taught by Using Crazy Professor Reading Technique,

(Kudus: Universitas Muria Kudus, 2013).[27] His objective of the research is to find out whether there is a significant difference of reading recount text comprehension before and after being taught by using crazy professor reading technique. Fatoni's research is experimental research. The result of this study is that use Crazy Professor Reading technique in teaching reading comprehension shows good result.

The similarities of these researches are both of these research using experimental research and Crazy Professor Reading Game. The differences are Fatoni's research using recount text, whereas the researcher using descriptive text.

The second is done by Kusumayati (2013). in her research entitled The Effectiveness of Crazy Professor Reading Game in Teaching Reading Viewed from Students' Locus of Control (An Experimental Study at Seventh Grade of SMP Negeri 1 Gemolong in the 2012/2013 Academic Year, (Surakarta: Universitas Sebelas Maret, 2013).[28] The problem formulations; is there any difference in reading achievement between students who are taught with

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[27]Muhammad Fatoni (2008-32-279), *The Reading Recount Text Comprehension of the Eight Grade Student of MTs NU Wahid Hasim Salafiyah Jekulo Kudus in Academic Year 2012/2013 Taught by Using Crazy Professor Reading Technique*, Student of English Department Program of Tarbiyah Faculty, Kudus: Universitas Muria Kudus, 2013.

[28]Lusiana Dewi Kusumayati (S891108062), *The Effectiveness of Crazy Professor Reading Game in Teaching Reading Viewed from Students' Locus of Control (An Experimental Study at Seventh Grade of SMP Negeri 1 Gemolong in the 2012/2013 Academic Year*, Surakarta: Universitas Sebelas Maret, 2013.

CPR game and those who are taught with Direct Instructional Method? If there is a difference, which group of students is better?, is there any difference in reading ability between students who have high and low locus of control in learning reading?, if there is a difference, which group of students has the higher achievement?, and is there any interaction effect between teaching methods and students' locus of control on students' reading ability?

The objectives of her research are to determine (1) whether CPR game is better than Direct Instruction Method for teaching reading skill; (2) whether students having high locus of control have better reading skill than those having low locus of control; (3) whether there is an interaction between the methods of teaching and students' locus of control in teaching reading. The research methodology is experimental research. The results of research shows that there are some research findings that CPR game is more effective than Direct Instruction Method for teaching reading, students having high locus of control have better reading skill than the students having high locus of control, there is an interaction between the methods used and students' locus of control in teaching reading: (1) CPR game is more effective than Direct Instruction Method in teaching reading for students having high locus of control; (2) Direct Instruction Method is more effective than Crazy Professor Reading Game in teaching reading for students having low locus of control.

The similarities of these researches are both of these researches using experimental research and CPR game. The differences are Kusumayati's research use CPR game in teaching reading at seventh grade students of SMP N 1 Gemolong in academic year 2012/2013, whereas the researcher using CPR game at eight grade students of MTs Mifahul Huda Raguklampitan Batealit Jepara in academic year 2016/2017.

The third is done by Fithriyah (2013). She draws a research entitled The Effectiveness of Unlocking the Meaning of Words Using Words Structure Clues to Improve Students' Reading Quality (An Experimental Research at Advanced Reading Class at 3rd Semester of ELT Department at Tarbiyah and Teacher Training Faculty of IAIN Walisongo Semarang in the Academic Year of 2013/2014), (Semarang: IAIN Walisongo,2013).[29] The result of the research showed that the experimental class (the students who were taught using words structure clues strategy) had the mean value 80.29. Meanwhile, the control class (the students who were taught without using words structure clues strategy) had the mean value 61.50. It can be said that understanding the meaning of words achievement to improve

[29]Umi Ruman Fithriyah (093411065), *The Effectiveness of Unlocking the Meaning of Words Using Words Structure Clues to Improve Students' Reading Quality (An experimental Research at Advanced Reading Class at 3rd Semester of ELT Department at Tarbiyah and Teacher Training Faculty of IAIN Walisongo Semarang in the Academic Year of 2013/2014)*, Students of English Department Program of Tarbiyah Faculty, Semarang: Walisongo State Institute for Islamic Studies,2013.

reading quality by using words structure clues of experimental class is higher than the control class.

From Fithriyah's research there is no complete similarity toward the objective of the research that will be conducted. The similarity between is about the material that is reading skill and design research is both experimental research. Fithriyah using Unlocking the Meaning of Words Using Words Structure Clues, whereas the researcher using CPR game. Moreover Fithriyah involves students' university as sample, whereas the researcher takes students of eight grade of junior high school as sample.

C. Hypothesis

There is difference of students' reading achievement before and after being taught by using CPR game in teaching reading at eight grade students of MTs Miftahul Huda Raguklampitan, Batealit, Jepara.