

APPENDIX 1

PERMISSION LETTER



Nomor : 0217.b/N/FKIP/UNIPMA/2024 Madiun, 3 April 2024
 Lampiran : -
 Hal : Permohonan Izin Penelitian

Kepada Yth. Bapak/Ibu Kepala SMPN 6 Madiun
 di tempat

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Madiun dengan ini mengajukan permohonan kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa/i:

Nama : Alfiyyatu Nuuriyyah Aa Minatul Imaamah
 NIM : 2002109039
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan

dalam melakukan penelitian di sekolah yang Bapak/Ibu pimpin dengan judul:
Student's Perception on Teaching Reading by Using Game-Based Learning with Jigsaw Puzzle

Demikian permohonan ini disampaikan. Atas perkenannya, kami mengucapkan terima kasih.

a.n Dekan
 Wakil Dekan Bidang II,

Dr. Rosita Ambarwati, S.S., M.Pd.
 NIDN. 0713107501



PEMERINTAH KOTA MADIUN
SMP NEGERI 6 MADIUN
Jalan Cokroaminoto No 60, Madiun, Jawa Timur 63133
Telepon (0351) 464778, Pos-el smpn6madiun@yahoo.com
Laman <https://smpn6kotamadiun.sch.id>



Madiun, 29 Mei 2024

Nomor : 011/109/401.101.4.6/2024
Sifat : Segera
Lampiran : -
Hal : **Surat Balasan Izin Penelitian**

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas PGRI Madiun
di Madiun

Dengan hormat,

Menindaklanjuti surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Madiun nomor: 0217.b/N/FKIP/UNIPMA/2024 perihal Permohonan Izin Penelitian mahasiswa tersebut dibawah ini :

nama : Alfiyatu Nuuriyyah Aa Minatul Imaamah
NIM : 2002109039
program studi : Pendidikan Bahasa Inggris
fakultas : Keguruan dan Ilmu Pendidikan

Sehubungan dengan hal tersebut diatas, kami mengizinkan mahasiswa tersebut diatas untuk melakukan penelitian dengan syarat mengikuti peraturan dan ketentuan yang berlaku di SMP Negeri 6 Madiun.

Demikian kami sampaikan, atas perhatiannya kami ucapkan terima kasih.



Kepala SMP Negeri 6 Madiun

Emi Munawaroh, S.Pd
NIP. 196904062002122004

APPENDIX 2
MODUL AJAR

UNIPMA
UNIVERSITAS PGRI MADIUN

SMP Negeri 6 Koto Madun
Mangapa Prestasi Menghir Eud Pekat

2024

MODUL AJAR

BAHASA INGGRIS

**TINGKAT SEKOLAH MENENGAH PERTAMA
KELAS VIII**

Alfiyatu Nuuriyyah Aa M. I.

MODUL AJAR BAHASA INGGRIS
KELAS VIII
Narrative Text

I. INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Sekolah	SMPN 6 Madiun
Nama Penyusun	Alfiyatu Nuuriyyah Aa Minatul Imaamah
Jenjang Sekolah	Sekolah menengah pertama (SMP)
Kelas/Semester	VIII/2 (Genap)
Tahun Pelajaran	2024
Fase	D
Elemen	Membaca – Memirsa
Capaian Pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Alokasi Waktu	2 JP (2 x 40 menit)
B. KOMPETENSI AWAL	
Peserta didik dapat mengetahui kosakata dan informasi khusus yang terkandung dalam narrative text. Peserta didik dapat mencari, mengingat dan mengevaluasi ide utama dan informasi spesifik pada teks yang diberikan.	
C. PROFIL PELAJAR PANCASILA	
1. Bertaqwa kepada Tuhan Yang Maha Esa.	Peserta didik berdoa terlebih dahulu sebelum kelas dilaksanakan, serta berbuat baik kepada sesama dan menghindari segala perbuatan tercela.
2. Mandiri	Peserta didik mampu menyelesaikan tugas secara individu dan mampu melakukan pencarian informasi secara mandiri di dalam kegiatan inti pembelajaran.
3. Berpikir kritis	Peserta didik mampu mencari rubik dan urutan puzzle secara tepat dalam kegiatan intipembelajaran.
4. Kreatif	Peserta didik mampu berfikir kreatif dalam menentukann pilihan potongan-potongan puzzle yang akan disusun sehingga menghasilkan cerita yang utuh.

5. Bergotong royong	Peserta didik mampu melaksanakan tugas kelompok dengan baik, yaituberdiskusi dengan teman satu kelompok.
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, Media Pembelajaran, Kamus, Laptop.
Sumber belajar	Buku dan internet.
E. TARGET PESERTA DIDIK	
<ol style="list-style-type: none"> 1. Peserta didik regular 2. Peserta didik dengan hambatan belajar 3. Peserta didik cerdas istimewa berbakat 	
F. MODEL PEMBELAJARAN	
Game Based Learning (GBL)	
G. KELENGKAPAN BAHAN AJAR	
Terlampir	
II. KOMPONEN INTI	
A. TUJUAN CAPAIAN PEMBELAJARAN	
Setelah pembelajaran berakhir, diharapkan peserta didik dapat:	
<ol style="list-style-type: none"> 1. Peserta didik dapat menemukan jenis bacaan dan tujuan dari narrative text. 2. Peserta didik dapat menemukan kosa kata baru yang terkandung dalam narrative text. 3. Peserta didik dapat menyusun informasi dan pesan moral yang terkandung dari narrative text. 	
B. PEMAHAMAN BERMAKNA	
<p>Dalam jurnal berjudul "Teaching Writing Skill on Narrative Text Based On Brainstorming In The Classroom" oleh Suhaimi (2016), dijelaskan bahwa Teks Narative adalah teks yang bercerita mengikuti alur waktu di masa lampau. Tujuan Komunikatif yaitu menghibur pendengar atau pembaca dengan pengalamannyata atau khayal. Ciri naratif adalah adanya unsur konflik (masalah) dan resolusi (penyelesaian masalah).</p> <ul style="list-style-type: none"> • Fungsi Sosial Menghibur, memberi pelajaran atau informasi, merubah opini sosial. • Struktur Teks Struktur teks narrative biasanya mencakup: 	

<ul style="list-style-type: none"> - orientasi - complication (problem arises followed by other problem) - resolution - reorientation (optional) • Unsur Kebahasaan <ul style="list-style-type: none"> - Simple Past tense - Noun phrase. - Time connectives dan conjunctions seperti: however, although, later, then. - Adverbs and adverbial phrases menerangkan tempat dan waktu kejadian seperti once upon a time, long time ago. - Action verbs (kata kerja aksi) menunjukkan satu aksi seperti: stood, explained, smashed. - Saying and thinking verbs menunjukkan apa yang dirasakan/dipikirkan/dikatakan karakter seperti: told, realized, decided. 	
C. PERTANYAAN PEMANTIK	
<ol style="list-style-type: none"> 1. Have you ever heard the story of Malin Kundang? 2. What happened to Malin Kundang? 3. Why was Malin Kundang cursed to become a stone? 	
D. KEGIATAN PEMBELAJARAN	
PERTEMUAN KE-1	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan mengajak siswa berdo'a menurut agama dan kepercayaan masing-masing sebelum pembelajaran dimulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru menjelaskan materi yang akan dipelajari 4. Guru memotivasi peserta didik dan menanyakan kondisi kesehatan. 5. Guru menyampaikan garis besar dari cakupan materi yang akan dipelajari. 6. Guru menyampaikan tujuan pembelajaran yang akan dicapai. 7. Guru menyampaikan metode pembelajaran dan Teknik penilaian yang akan digunakan.

<p>Inti</p>	<p>Orientasi peserta didik pada materi</p> <p>Peserta didik diberi rangsangan (stimulus) tentang materi yang akan dipelajari melalui pemaparan materi berhubungan dengan narrative text.</p> <p>ELEMEN: <u>READING – VIEWING</u></p> <p>A. Membimbing Penyelidikan Kelompok</p> <p>1.1 Mengorganisasi Peserta Didik</p> <ol style="list-style-type: none"> 1. Peserta didik dibagi menjadi 4 anggota dalam 1 kelompok. 2. Peserta didik diberikan LKPD yang berupa soal berbentuk Jigsaw Puzzle. 3. Peserta didik diberikan instruksi cara menjawab. Yaitu siswa harus menempel dan menemukan urutan puzzle yang benar. Selanjutnya peserta didik diminta menemukan makanan yang ada dalam cerita dan membaginya sesuai jenis. 4. Peserta didik diberikan waktu penugasan secara kelompok untuk mengerjakan LKPD. <p>1.2 Membacakan hasil</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan kesempatan untuk membacakan hasil jawabannya dari LKPD. 2. Siswa diminta menunjukkan letak beberapa jawaban pada paragraf yang tepat. 3. Guru memberikan poin tambahan bagi siswa yang aktif berpartisipasi dan mau membacakan hasil jawabannya. <p>1.3 Mengevaluasi proses pemecahan masalah</p> <p>Guru mengajak siswa berdiskusi mengenai informasi yang didapat peserta didik dan menyamakan persepsi tentang materi yang dipelajari.</p>
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	<p>B. Membimbing Penyelidikan Individu</p> <p>2.1 Pemahaman ulang</p> <ol style="list-style-type: none">1. Guru memberikan pemahaman terkait kosa kata khusus yang menunjukkan jenis bacaan narrative text. Contoh: <i>Long time ago, one day, etc.</i>2. Peserta didik diberi instruksi untuk mengingat kembali bacaan the rabbit and the turtle.3. Peserta didik menemukan informasi secara individu. <p>2.2 Mengorganisasi Peserta Didik</p> <ol style="list-style-type: none">1. Peserta didik diberikan LKPD 2 yang berupa soal pernyataan <i>True or False</i> menggunakan media game quiziz.com.2. Peserta didik diberikan instruksi cara menjawab masing-masing soal dari LKPD 2 yaitu dengan cara memilih T (<i>true</i>) jika pernyataan benar atau F (<i>false</i>) jika pernyataan salah.3. Peserta didik diberikan waktu penugasan individu untuk mengerjakan LKPD 2.4. Hasil akhir akan menunjukkan poin ranking peserta didik. <p>2.3 Mengevaluasi proses pemecahan masalah</p> <p>Guru mengajak siswa berdiskusi mengenai informasi yang didapat peserta didik dan menyamakan persepsi tentang materi yang dipelajari.</p>
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Penutup	<ol style="list-style-type: none"> 1. Guru bersama peserta didik merefleksikan kesimpulan pengalaman belajar hari itu. 2. Guru menginformasikan tentang kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru menutup pertemuan dan memberikan salam.
E. ASSESMENT	
1. Assesmen Formatif (selama proses pembelajaran)	Pertemuan 1 : LKPD 1 (soal terlampir)
2. Assesmen Sumatif (akhir)	LKPD 2 (Soal terlampir)
F. PENGAYAAN DAN REMEDIAL	
<ul style="list-style-type: none"> • Pengayaan diberikan kepada peserta didik yang mampu memahami materi dengan sangat baik. • Remedial diberikan kepada peserta didik yang belum mampu memahami materi dengan baik. 	
G. REFLEKSI PESERTA DIDIK DAN GURU	
<p>Pertanyaan:</p> <ol style="list-style-type: none"> 1. Apakah model pembelajaran Game based learning mampu meningkatkan minat siswa dalam pembelajaran reading text? 2. Apakah Jigsaw Puzzle mudah digunakan? 3. Apakah siswa merasa durasi waktu cukup digunakan dalam pembelajaran berbasis GBL? 4. Pada bagian kegiatan mana siswa merasa kesulitan mengikuti kegiatan belajarmengajar? 5. Apakah siswa dapat menemukan inti atau topik dalam teks bacaan dengan benar? 6. Apakah siswa dapat menemukan gagasan pokok dalam teks bacaan dengan benar? 7. Apakah siswa dapat menemukan informasi tersurat & tersirat dalam teks bacaan dengan benar? 8. Apakah siswa dapat menemukan arti kata atau sinonim kata dalam teks bacaan dengan benar? 9. Apakah siswa dapat menemukan kata acuan dalam teks bacaan dengan benar? 10. Apakah siswa dapat menemukan inferensi dari teks bacaan dengan mudah? 	
III. LAMPIRAN	
A. LEMBAR KERJA PESERTA DIDIK	
<ul style="list-style-type: none"> ➤ LKPD (Soal Terlampir) ➤ Rubrik Penilaian (Terlampir) 	
B. BAHAN AJAR BACAAN GURU DAN PESERTA DIDIK	
<ul style="list-style-type: none"> • "Teaching Writing Skill on Narrative Text Based On Brainstorming In The Classroom" by Suhaimi 2016 • Buku Paket Bahasa Inggris Nusantara Kelas VIII. 	

C. GLOSARIUM	
Narrative Text	Kind of texts that tells a story follows the flow of time. The communicative goal is to entertain listeners or readers with real or imagined experiences. Narrative features are elements of conflict (problem) and resolution (problem solving).
D. DAFTAR PUSTAKA	
https://www.youtube.com/watch?v=IY4AK4LVqBA https://www.english-academy.id/blog/narrative-text-adalah https://www.gramedia.com/literasi/narrative-text/ https://nearpod.com/library/preview/lesson-L124844378 Kemendikbud. (2022). <i>BUKU ENGLISH FOR NUSANTARA</i> . static.buku.kemdikbud.go.id. https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/curriculum21/Bahasa-Inggris-BG-KLS-VIII.pdf	

LEMBAR KERJA PESERTA DIDIK (LKPD)

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/2

Materi/Pokok Bahasan : Narrative Text

A. Identitas

Nama :

Kelas :

No. Absen :


B. Petunjuk

1. Bacalah instruksi dengan jelas!
2. Kerjakan latihan berikut pada lembar kerja yang tersedia!

PERTEMUAN KE-1 Asesmen Formatif

LKPD 1 (Group task)

Peserta didik diminta menentukan urutan puzzle cerita dan mencari jenis makanan yang ada dalam cerita.

	<p>One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.</p> <p>Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.</p>
<p>The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.</p>	
<p>However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.</p>	

QUESTIONS:

1. What kind of the text above?
Answer:
2. What is the purpose of the text above?
Answer:
3. Who was boasting?
Answer:
4. Who could run fast?
Answer:
5. Who wanted to challenge the rabbit to a race?
Answer:
6. What happened at the race began?
Answer:
7. What happened at the half-way point?
Answer:
8. What did the turtle do?
Answer:
9. Who won the race?
Answer:
10. What lesson do we learn from this story?
Answer:

PERTEMUAN KE-1
ASSESMEN SUMANTIF

LKPD 2 (Individual Task)

TRUE OR FALSE:

- 1 The rabbit and the turtle were good friends
- 2 The turtle could run very fast
- 3 The rabbit took a nap during the race
- 4 The turtle laughing at the rabbit for being so slow
- 5 The turtle won the race
- 6 The rabbit walked slowly step by step
- 7 The rabbit thought that he would win the race
- 8 The turtle worked hard for the race

Keys answer:

1. False
2. False
3. True
4. False
5. True
6. False
7. True
8. True

Rubik Penilaian

A. LKPD 1

No.	Aspek yang dinilai	Penyekoran				Skor
		4	3	2	1	
1.	Mampu menemukan menyusun jigsaw puzzle dengan urutan yang benar.					
2.	Mampu berdiskusi dengan anggota kelompok secara tertib.					
3.	Menjawab soal dengan benar. (setiap nomor memiliki skor 2 poin)					
4.	Mengikuti kegiatan KBM secara aktif.					
Jumlah Skor						

B. LKPD 2

Setiap jawaban soal benar memiliki poin berbeda sesuai dengan kecepatan menjawab dalam media quiziz.com

Kriteria nilai dalam presentase penyelesaian soal :

Skala	Indikator
80% - 100%	Sangat Baik
70% - 79%	Baik
60% - 69%	Sedang
50% - 59%	Kurang
0% - 49%	Sangat Kurang

Nilai Total Siswa

Diambil dari akumulasi skor kedua LKPD dan nilai keseluruhan dihitung sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{skor maksimal/ideal}} \times 100$$

LEMBAR REFLEKSI

Mata Pelajaran : Bahasa Inggris

Jumlah Siswa :

Berilah tanda centang (✓) pada kolom sesuai dengan kondisi kelas sebenarnya!

Contoh Lembar Refleksi Peserta Didik				
Nama:	Fasilitator kelompok:			
	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
Aku terlibat aktif dalam proyek ini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suasana proyek membuatku bersemangat untuk belajar dan tahu lebih banyak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aku nyaman untuk mengungkapkan pendapat selama proyek ini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pembelajaran dalam proyek ini membekali diriku sebagai warga yang baik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waktu proyek memadai untuk aku memahami isu yang ada di sekitarku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diskusi di kelompokku berjalan asyik dan membuat pengetahuanku kaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fasilitator pada proyek ini membantuku dalam belajar dan berproses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metode yang digunakan pada proyek ini seru dan menyenangkan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keterampilanku bertambah pada proyek ini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Masukan/pendapat lain untuk proyek ini:				
Berikan tiga kata yang menggambarkan proyek ini :				

APPENDIX 3
STUDENT'S ATTENDANCE LIST

No.	NIS	NAMA	L / P
1.	14053	ADELIA PUTRI	P
2.	14027	ANASTASYA CAROLINE	P
3.	14054	ANDRIAN MULYA PUTRA	L
4.	14055	ATHARRAYHAN MUSTAFA	L
5.	14056	CAHYA GENDHIS MAHARANI	P
6.	14033	ATHARRAYHAN MUSTAFA	L
7.	14057	ELMIRA ZIDANA ANJANI	P
8.	14058	FARREL PRAVANDA RIZKY	L
9.	14059	GABRIELLE TOTI TIRTATAMA	L
10.	14060	JAISELA FRANCISCA THERESA	P
11.	14061	KEISSA MAHARANI ZAENDHA	P
12.	14062	KERENHAPUKH AGCELIA PUTRI	P
13.	14063	LIXYA AFFRIEL RAHMAWATI	P
14.	14064	M. DEVANO TRISTAN SHEEHAN	L
15.	14065	MIKHAYA KRISWANTO PUTRA	L
16.	14066	MUHAMAD NUR CAHYO ADIRIANTO	L
17.	14067	MUHAMMAD HIKMAL MAULANA	L
18.	14068	MUHAMMAD ICHSAN	L
19.	14069	NAYUKI WIBYARA INO	P
20.	14070	REVANDA ANDREAN PUT RA	L
21.	14071	SAFA APRILIA PUTRI	P
22.	14072	SALSABILA FEDORA ADI SEPUTRO	P
23.	14073	SELVY OKTAVYANI	P
24.	14074	TEGUH BAMBANG WYCAKSONO	L
25.	14075	THERESA INMANUELLA ANGEL HARIVANTO	P
26.	14076	YAFI BAMBANG HERMAWAN	L

APPENDIX 4

OBSERVATION CHEKCLIST

OBSERVER 1



UNIVERSITAS PGRI MADIUN

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Setiabudi No. 85 Telp. (0351) 462986 Fax. (0351) 459400 Madiun 63118

Judul Penelitian : Student's Perception on Teaching Reading by Using Game-Based Learning with Jigsaw Puzzle
 Hari / Tanggal Observasi :
 Nama Pengamat : Selly Marota S

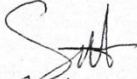
OBSERVATION SHEET

No.	Teaching Activities	Yes	No	Note
1.	Pre-Activity			
	a. Students answer greetings and pray according to their respective religions and beliefs before learning begins.	✓		
	b. Students are active in answering student attendance checks.	✓		
	c. Students are motivated to participate in lessons actively.	✓		
	d. Students understand the objectives and learning methods that will be used.	✓		
2.	Whilst-Activity			
	a. Students find pairs of group members well.		✓	
	b. Students can start the game well.		✓	
	c. Students can combine jigsaw puzzle pieces by discussing with their group friends.	✓		
	d. Students can ask the teacher confidently during the activity.	✓		
	e. Students can find the gist or topic in the reading text correctly.	✓		Banyak yg menggunakan bot
	f. Students can find the main idea in the reading text correctly.	✓		
	g. Students can find the explicit & implicit information in the reading text correctly.		✓	mereka hanya mengandalkan google translate
	h. Students can find the word meaning or synonym words in the reading text correctly.		✓	
	i. Students can find the reference words in the reading text correctly.	✓		
	j. Students can find the inference of the reading text easily.	✓		
	k. Students can find answers quickly by using game-based learning method.	✓		
	l. Students can remember parts of the text based on experience in combining jigsaw puzzles.	✓		
	m. Students are enthusiastic in reading text with the aim of completing the jigsaw puzzle pieces correctly.	✓		
	n. Students can follow all the game lines well according to modul ajar.	✓		
	o. Students can complete the game and conclude the learning enthusiastically.	✓		

3.	Post-Activity			
	a. Students can complete the game correctly.	✓		
	b. Students can find the conclusion of the reading text.	✓		
	c. Students are enthusiastic about hearing the teacher convey conclusions.	✓		
	d. students answered reflection questions well.	✓		
	e. students answered the greeting enthusiastically.	✓		
	f. Students pray according to their respective religions before the lesson ends.	✓		

Madiun, 22 May 2024

Pengamat,


Selly Mardeta

OBSERVER 2



UNIVERSITAS PGRI MADIUN

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Setiabudi No. 85 Telp. (0351) 462986 Fax. (0351) 459400 Madiun 63118

Judul Penelitian : Student's Perception on Teaching Reading by Using Game-Based Learning with Jigsaw Puzzle
 Hari / Tanggal Observasi :
 Nama Pengamat : Ananda J.

OBSERVATION SHEET

No.	Teaching Activities	Yes	No	Note
1.	Pre-Activity			
	a. Students answer greetings and pray according to their respective religions and beliefs before learning begins.	✓		
	b. Students are active in answering student attendance checks.	✓		
	c. Students are motivated to participate in lessons actively.	✓		
	d. Students understand the objectives and learning methods that will be used.	✓		
2.	Whilst-Activity			
	a. Students find pairs of group members well.	✓	✓	masih banyak yang tidak kondusif masih banyak yg bingung dalam menyusun.
	b. Students can start the game well.	✓		
	c. Students can combine jigsaw puzzle pieces by discussing with their group friends.	✓		
	d. Students can ask the teacher confidently during the activity.	✓		
	e. Students can find the gist or topic in the reading text correctly.	✓		
	f. Students can find the main idea in the reading text correctly.	✓		
	g. Students can find the explicit & implicit information in the reading text correctly.		✓	
	h. Students can find the word meaning or synonym words in the reading text correctly.		✓	
	i. Students can find the reference words in the reading text correctly.		✓	
	j. Students can find the inference of the reading text easily.		✓	
	k. Students can find answers quickly by using game-based learning method.	✓		
	l. Students can remember parts of the text based on experience in combining jigsaw puzzles.	✓		
	m. Students are enthusiastic in reading text with the aim of completing the jigsaw puzzle pieces correctly.	✓		
	n. Students can follow all the game lines well according to modul ajar.	✓		
	o. Students can complete the game and conclude the learning enthusiastically.	✓		

3.	Post-Activity			
	<p>a. Students can complete the game correctly.</p> <p>b. Students can find the conclusion of the reading text.</p> <p>c. Students are enthusiastic about hearing the teacher convey conclusions.</p> <p>d. students answered reflection questions well.</p> <p>e. students answered the greeting enthusiastically.</p> <p>f. Students pray according to their respective religions before the lesson ends.</p>	✓ ✓ ✓ ✓ ✓ ✓		

Madiun, 22 May 2024

Pengamat,



Ananda.

OBSERVER 3



UNIVERSITAS PGRI MADIUN

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Setiabudi No. 85 Telp. (0351) 462986 Fax. (0351) 459400 Madiun 63118

Judul Penelitian : Student's Perception on Teaching Reading by Using Game-Based Learning with Jigsaw Puzzle
 Hari / Tanggal Observasi :
 Nama Pengamat : Sekar Restu Puspitasari

OBSERVATION SHEET

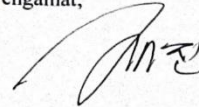
No.	Teaching Activities	Yes	No	Note
1.	Pre-Activity			
	a. Students answer greetings and pray according to their respective religions and beliefs before learning begins.	✓		
	b. Students are active in answering student attendance checks.	✓		
	c. Students are motivated to participate in lessons actively.	✓		
	d. Students understand the objectives and learning methods that will be used.	✓		
2.	Whilst-Activity			
	a. Students find pairs of group members well.	✗	✓	
	b. Students can start the game well.			
	c. Students can combine jigsaw puzzle pieces by discussing with their group friends.	✓		
	d. Students can ask the teacher confidently during the activity.	✓		
	e. Students can find the gist or topic in the reading text correctly.	✓		
	f. Students can find the main idea in the reading text correctly.	✓		
	g. Students can find the explicit & implicit information in the reading text correctly.		✓	
	h. Students can find the word meaning or synonym words in the reading text correctly.		✓	
	i. Students can find the reference words in the reading text correctly.	✓		
	j. Students can find the inference of the reading text easily.	✓		
	k. Students can find answers quickly by using game-based learning method.	✓		
	l. Students can remember parts of the text based on experience in combining jigsaw puzzles.	✓		
	m. Students are enthusiastic in reading text with the aim of completing the jigsaw puzzle pieces correctly.	✓		
	n. Students can follow all the game lines well according to modul ajar.	✓		
	o. Students can complete the game and conclude the learning enthusiastically.	✓		

Banyak yg
manggunakan bot
maka hanya
manggunakan
google translate

3.	Post-Activity			
	a. Students can complete the game correctly. b. Students can find the conclusion of the reading text. c. Students are enthusiastic about hearing the teacher convey conclusions. d. students answered reflection questions well. e. students answered the greeting enthusiastically. f. Students pray according to their respective religions before the lesson ends.	✓ ✓ ✓ ✓ ✓ ✓		

Madiun, 22 May 2024

Pengamat,



Sekar Rista P.

APPENDIX 5

Student's Interview

Hari / Tanggal : 1. Rabu, 22 Mei 2024

2. Rabu, 29 Mei 2024

Waktu : 1. 11.25 - 12.00

2. 10.15 – 11.25

Tempat : SMP Negeri 6 Madiun

Q1. GIST

Menurut Anda, bagaimana Game-Based Learning dengan Jigsaw Puzzle mempengaruhi kemampuan membaca Anda untuk menemukan intisari cerita?

No.	Respondent	Respon
1.	Adelia Putri	Iya, karena seru dan ketika kita membaca ada rasa tertantang untuk segera menyelesaikan permainannya jadi kita lebih fokus membaca teksnya untuk menemukan bagian yang tepat
2.	Anastasya Caroline	Iya, itu memengaruhi kita dalam menemukan topik karena kita perlu memilih potongan puzzle dengan hati-hati
3.	Andrian Mulya Putra	Iya bisa, karena saya suka bermain game, jadi lebih mudah memahami dan menemukan topik bacaan
4.	Cahya Gendhis Maharani	Iya, saya tahu topik bacaan
5.	Elmira Zidana Anjani	Iya, karena membacanya itu jadi menyenangkan terus lebih mudah dipahami, sehingga otak cepat menemukan topik cerita

No.	Respondent	Respon
6.	Farrel Pravanda Rizky	Bisa, karena kita merasa tertantang melawan kelompok lain, jadi kita harus segera memahami bacaan
7.	Gabrielle Toti Tirtatama	Iya bisa, karena ingin memahami bacaan dan langsung menjawab pertanyaan
8.	Keissa Maharani Zaendha	Menurut saya bisa, karena belajarnya dibentuk seperti puzzle membuat otak lebih tertarik untuk lebih memahami isi cerita
9.	Lixya Affriel Rahmawati	Iya, karena kita harus segera menjawab pertanyaan dan mendapatkan poin, jadi kita harus fokus mencari topik bacaan agar jawabannya benar
10.	M. Devano Tristan Sheehan	Iya, jika kita mengetahui maknanya dan menemukan bagian yang tepat, kita dapat mengetahui topiknya dengan mudah
11.	Muhammad Hikmal Maulana	Iya, karena seru
12.	Muhammad Ichsan	Iya, karena seru dan menyenangkan
13.	Revanda Andrean Putra	Iya, saya dapat menemukan dengan cepat dengan game
14.	Salsabila Fedora Adi Seputro	Iya, mempermudah menemukan intisarinya
15.	Selvy Oktavyani	Iya, mempengaruhi dan membuat mudah
16.	Theresa Inmanuella Angel Harivanto	Iya, membuat otak lebih tertarik memahami dan menemukan intisari

Q2. MAIN IDEA

Bagaimana Pembelajaran Berbasis Game dengan Jigsaw Puzzle membantu

Anda menyampaikan dan mengingat gagasan utama dengan lebih baik?

No.	Respondent	Respon
1.	Adelia Putri	Karena berbasis game jadi lebih mudah mengingat dan menemukan gagasan utama cerita
2.	Anastasya Caroline	Degan menempelkan puzzle jadi ingat dan cepat menemukannya

No.	Respondent	Respon
3.	Andrian Mulya Putra	Karena dengan game jadi mudah ingat
4.	Cahaya Gendhis Maharani	Iya, karena membuat kita lebih mengingat cerita ketika mencari kepingan puzzle
5.	Elmira Zidana Anjani	Iya dengan game saya mudah paham
6.	Farrel Pravanda Rizky	Iya, karena lebih mudah dilakukan
7.	Gabrielle Toti Tirtatama	Karena gamenya seru, jadi mudah
8.	Keissa Maharani Zaendha	Sangat membantu mengingat dan menemukan lewat game
9.	Lixya Affriel Rahmawati	Iya, karena kita harus membaca setiap puzzle yang berisi tulisan tersebut sehingga kita lebih memahami cerita dan dapat langsung menentukan ide pokok dengan cepat
10.	M. Devano Tristan Sheehan	Iya, karena jika kita menemukan kepingan puzzle yang tepat, kita dapat mengetahui cara memainkan ide tersebut dengan benar
11.	Muhammad Hikmal Maulana	Waktu yang diberikan terlalu cepat dan bacaannya terlalu banyak
12.	Muhammad Ichsan	Iya lewaat permainan yang seru
13.	Revanda Andrean Putra	Sangat membantu karena kita fokus saat membacanya sehingga kita mengetahui cara memainkan ide tersebut
14.	Salsabila Fedora Adi Seputro	Iya, karena kita susun sendiri jadi lebih mudah hafalnya
15.	Selvy Oktavyani	Iya sangat membantu
16.	Theresa Inmanuella Angel Harivanto	Setiap kepingan puzzle dapat membantu mengingat isi ide tersebut karena setiap puzzle memiliki isi bacaan yang saling berhubungan

Q3. EXPLICIT & IMPLICIT INFORMATION

Apakah Pembelajaran Berbasis Game dengan Jigsaw Puzzle membantu Anda menemukan informasi eksplisit & implisit?

No.	Respondent	Respon
1.	Adelia Putri	Iya, karena kita mengingat cerita dan memahaminya, kita dapat menemukan informasi eksplisit & implisit dengan benar
2.	Anastasya Caroline	Iya, mempermudah saat memahami cerita
3.	Andrian Mulya Putra	Iya membantu
4.	Cahya Gendhis Maharani	Iya dapat membantu saya
5.	Elmira Zidana Anjani	Iya, bisa
6.	Farrel Pravanda Rizky	Bisa, karena pembelajaran membuat kita mengingat informasi dalam bacaan di potongan puzzle
7.	Gabrielle Toti Tirtatama	Iya bisa, karena dengan bermain permainan Jigsaw Puzzle saya menjadi mudah memahami pelajaran
8.	Keissa Maharani Zaendha	Sangat membantu, karena setiap potongan yang saling berhubungan menunjukkan informasi eksplisit cepat ditemukan
9.	Lixya Affriel Rahmawati	Karena gamenya mudah jadi bisa membantu menemukan jawabannya
10.	M. Devano Tristan Sheehan	Iya
11.	Muhammad Hikmal Maulana	Bagi saya sulit karena saya tidak tahu apa arti beberapa kata di dalam teks
12.	Muhammad Ichsan	Iya, dapat membantu saya
13.	Revanda Andrean Putra	Bisa, soalnya kita jadi paham cerita dengan penuh
14.	Salsabila Fedora Adi Seputro	Iya, membantu saya menemukan jawaban
15.	Selvy Oktavyani	Tidak mudah untuk menemukan informasi implisit, saya bingung untuk menemukan jawabannya, dan saya bingung untuk menemukan tempat jawabannya di bagian teks yang mana
16.	Theresa Inmanuella Angel Harivanto	Sedikit susah, karena terlalu cepat waktunya untuk mencari jawabannya lagi di teks

Q4. WORD MEANING / SYNONYM

Dapatkah Anda menemukan sinonim kata dengan mudah setelah berlatih kegiatan membaca menggunakan Game-Based Learning dengan Jigsaw Puzzle?

No.	Respondent	Respon
1.	Adelia Putri	Iya, walau kadang masih harus diskusi dengan teman
2.	Anastasya Caroline	Mudah karena permainannya menyenangkan dan saat bermain bisa sambil mencari makna yang tepat dengan berdiskusi dengan teman satu kelompok
3.	Andrian Mulya Putra	Masih agak sulit
4.	Cahaya Gendhis Maharani	Iya, bisa lebih mudah karena pakai game
5.	Elmira Zidana Anjani	Iya, karena beberapa di antaranya mirip dengan kata-katanya
6.	Farrel Pravanda Rizky	Agak sulit, karena saya tidak tahu arti beberapa kata bahasa Inggris, jadi saya makin bingung
7.	Gabrielle Toti Tirtatama	Iya bisa membuat kita ingat ceritanya karena pakai metode game
8.	Keissa Maharani Zaendha	Karena tertantang untuk menang jadi lebih mudah dan fokus menemukan jawabannya
9.	Lixya Affriel Rahmawati	Iya, membantu kelompok kami untuk kerjasama memenangkan game dan menjawab soal lebih cepat
10.	M. Devano Tristan Sheehan	Iya, kamu bisa, karena kami tahu artinya
11.	Muhammad Hikmal Maulana	Saya tidak menemukan sinonimnya karena saya bingung bagian mana yang harus dicari, jadi saya ikut saja dengan teman saya
12.	Muhammad Ichsan	Iya, saya bisa menemukannya karena saya ingat bacaan pada potongan puzzle tersebut
13.	Revanda Andrian Putra	Iya, bisa
14.	Salsabila Fedora Adi Seputro	Saya pikir bisa karena saya tahu arti kata tersebut
15.	Selvy Oktavyani	Mudah karena paham artinya

No.	Respondent	Respon
16.	Theresa Inmanuella Angel Harivanto	Tidak mudah karena harus membacanya lagi dan waktunya cepat

Q5. REFERENCE WORD

Apakah mudah menemukan kata rujukan/kata baru sesuai materi dalam teks pada saat kegiatan menggunakan Game-Based Learning dengan Jigsaw Puzzle?

No.	Respondent	Respon
1.	Adelia Putri	Iya, karena membuat kita mengingat lebih banyak kata yang berhubungan dengan materi saat mencari puzzle
2.	Anastasya Caroline	Tentu saja, saya menemukan kata yang dimaksud karena saya memahami ceritanya dengan mudah
3.	Andrian Mulya Putra	Iya, karena kita tidak bingung dengan inti cerita dalam bacaan
4.	Cahaya Gendhis Maharani	Iya karena lebih mengetahui kosa kata di cerita
5.	Elmira Zidana Anjani	Iya, karena tau maksud ceritanya
6.	Farrel Pravanda Rizky	Iya, karena paham artinya
7.	Gabrielle Toti Tirtatama	Bisa, karena tau dan paham materinya
8.	Keissa Maharani Zaendha	Mudah karena bahasanya tidak yang rumit, dan ceritanya menarik
9.	Lixya Affriel Rahmawati	Iya, mudah
10.	M. Devano Tristan Sheehan	Iya, bisa, karena kamu ingat cerita pada potongan puzzle yang telah ditempel sebelumnya
11.	Muhammad Hikmal Maulana	Susah, soalnya kadang saya tidak mengerti arti kata yang tepat
12.	Muhammad Ichsan	Iya, karena jika kamu menemukan potongan yang berurutan, kamu pasti dapat menemukan kata rujukan dengan benar. Dan nyaman bersama seperti ini, jadi bisa tanya-tanya ke teman tanpa khawatir dimarahi guru
13.	Revanda Andrean Putra	Iya, bisa lebih mudah

No.	Respondent	Respon
14.	Salsabila Fedora Adi Seputro	Iya, karena gamenya menarik
15.	Selvy Oktavyani	Bisa lebih mudah karena ingat ceritanya
16.	Theresa Inmanuella Angel Harivanto	Mudah, karena paham cerita dan alurnya

Q6. INFERENCE

Apakah Anda dapat menyimpulkan teks bacaan dengan lebih baik setelah berlatih kegiatan membaca menggunakan Game-Based Learning dengan Jigsaw Puzzle?

No.	Respondent	Respon
1.	Adelia Putri	Bisa, soalnya kita sudah paham ceritanya dan masih ingat
2.	Anastasya Caroline	Bisa, soalnya kita susun puzzlenya sendiri, jadi lebih mudah buat kita ingat dan paham ceritanya
3.	Andrian Mulya Putra	Iya bisa dan mudah
4.	Cahaya Gendhis Maharani	Bisa, karena ceritanya mudah dipahami
5.	Elmira Zidana Anjani	Iya bisa, karena kita tertantang segera menyelesaikan urutan gamenya
6.	Farrel Pravanda Rizky	Iya mudah, karena masih ingat ceritanya
7.	Gabrielle Toti Tirtatama	Bisa dengan cepat karena bareng dengan teman-teman
8.	Keissa Maharani Zaendha	Iya karena gamenya membuat kita paham dan ingat ceritanya
9.	Lixya Affriel Rahmawati	Bisa karena bahasanya mudah dipahami
10.	M. Devano Tristan Sheehan	Bisa, soalnya kita ingat ceritanya dari potongan puzzle yang kita tempel tadi dengan benar jadi bisa menyimpulkan ceritanya sesuai dengan itu
11.	Muhammad Hikmal Maulana	Bisa, soalnya sudah mengerti inti ceritanya



No.	Respondent	Respon
12.	Muhammad Ichsan	Bisa, soalnya ceritanya mudah dipahami, jadi kamu tahu kesimpulannya
13.	Revanda Andrean Putra	Iya bisa lebih mudah
14.	Salsabila Fedora Adi Seputro	Iya mudah dan ingat
15.	Selvy Oktavyani	Bisa, saya menyimpulkan ceritanya lebih mudah karena mengingat ceritanya lebih baik kalau pakai permainan tadi
16.	Theresa Inmanuella Angel Harivanto	Bisa, karena saya merasa lebih ingat dan paham cerita di dalam teks

APPENDIX 6
DOCUMENTATION

A. Student's Interview

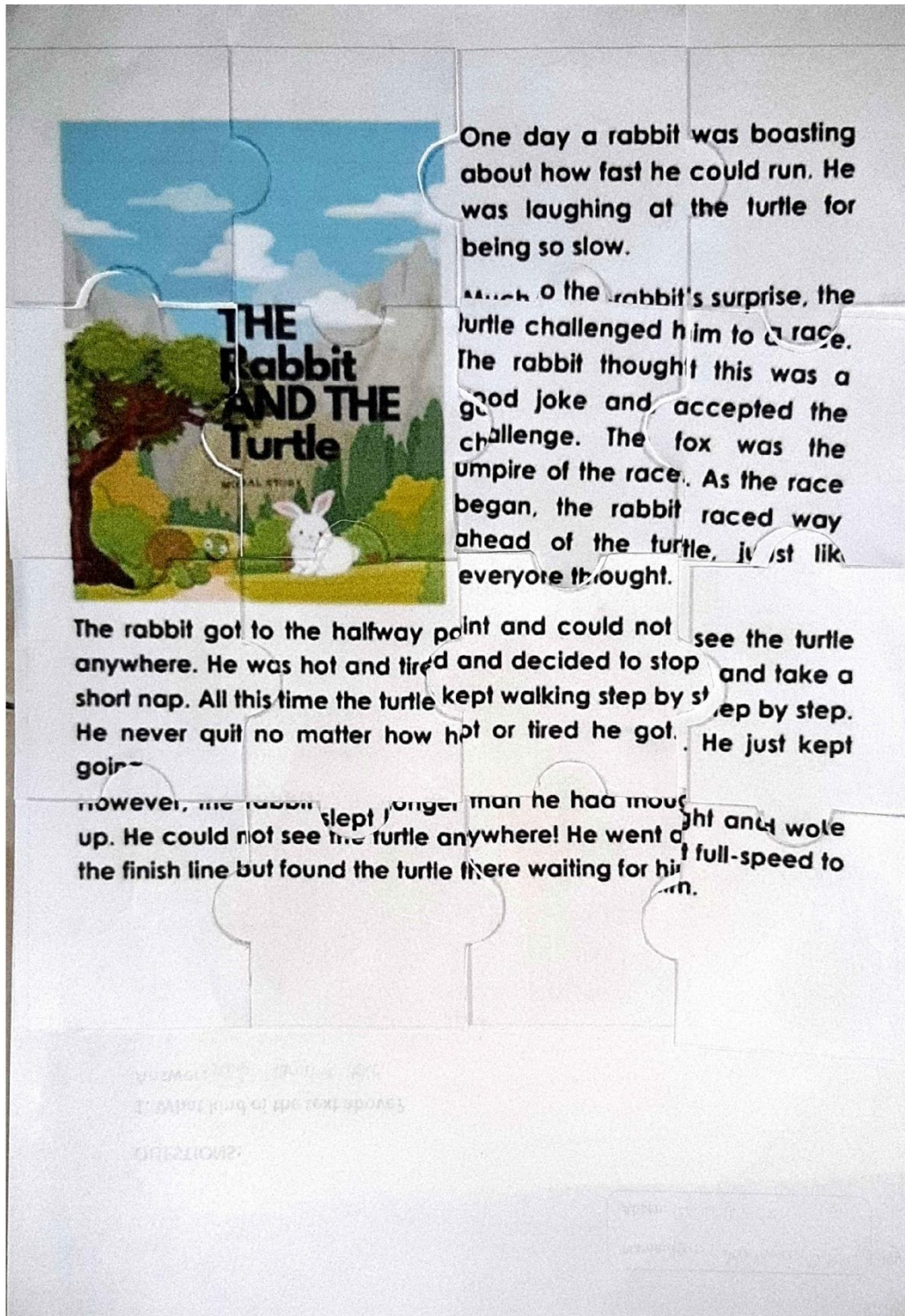


B. Learning Activities

<p>Pre- Activity</p>	
<p>Whilst- Activity</p>	

<p>Post- Activity</p>	
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C. Students Worksheets



THE Rabbit AND THE Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had moved up. He could not see the turtle anywhere! He went off full-speed to the finish line but found the turtle there waiting for him.

QUESTIONS:

Name: Keren, Anantasya, Jaisela, Selvy

Absen: 12, 2, 10, 23

QUESTIONS:

1. What kind of the text above?

Answer: ~~Fable~~ Narrative text

2. What is the purpose of the text above?

Answer: The purpose of narrative text is to amuse or to entertain the reader with a story

3. Who was boasting?

Answer: Rabbit

4. Who could run fast?

Answer: Rabbit

5. Who wanted to challenge the rabbit to a race?

Answer: Turtle

6. What happened at the race began?

Answer: The Rabbit ran ahead at the start of the race

7. What happened at the half-way point?

Answer: The Rabbit stopped to take a nap at the half-way point

8. What did the turtle do?

Answer: The turtle kept walking step by step

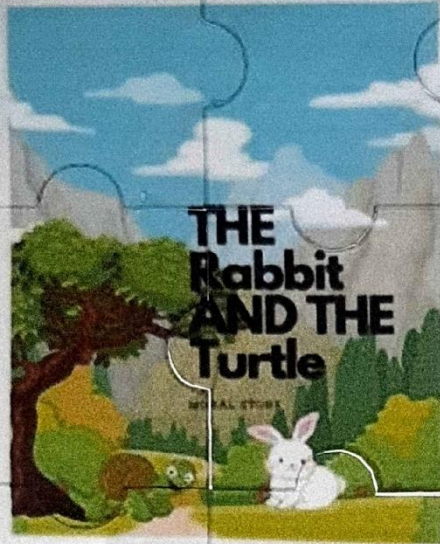
9. Who won the race?

Answer: turtle

10. What lesson do we learn from this story?

Answer: we must don't be boasting and to despair

9/100 ✓



One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Name: Salsabila Fedora A.S

Absen: 03, 05, 18, 22

QUESTIONS:

1. What kind of the text above?

Answer: Fable

2. What is the purpose of the text above?

Answer: The purpose of narrative text is to amuse or to entertain the reader with the story

3. Who was boasting?

Answer: Rabbit

4. Who could run fast?

Answer: rabbit

5. Who wanted to challenge the rabbit to a race?

Answer: Turtle

6. What happened at the race began?

Answer: The rabbit ran ahead at the start of the race

7. What happened at the half-way point?

Answer: The rabbit stopped to take a nap at the half way point

8. What did the turtle do?

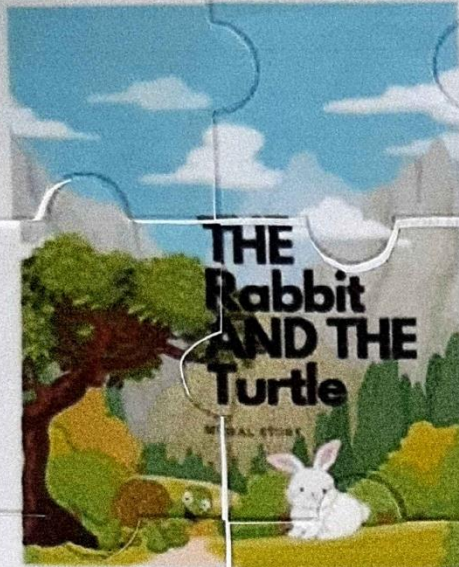
Answer: The turtle kept walking step by step

9. Who won the race?

Answer: Turtle

10. What lesson do we learn from this story?

Answer: We must not underestimate anyone



One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went off full-speed to the finish line but found the turtle there waiting for him.

QUESTIONS:

1. Who was the umpire of the race?
2. Why did the rabbit stop?
3. How did the turtle win?

Name: _____

Date: _____

Anggota : 1. Farrel P.P.W (8)
 2. Gabrielle Toti T.C.G)
 3. Mikbaya K.P. (15)
 4. Revanda A.P.W (20).

Name:

Absen:

QUESTIONS:

1. What kind of the text above?

Answer: the rabbit that invites the turtle to a running competition

2. What is the purpose of the text above?

Answer: the entertains the reader

3. Who was boasting?

Answer: rabbit

4. Who could run fast?

Answer: rabbit

5. Who wanted to challenge the rabbit to a race?

Answer: turtle

6. What happened at the race began?

Answer: the rabbit raced ahead of the turtle

7. What happened at the half-way point?

Answer: the rabbit sleep

8. What did the turtle do?

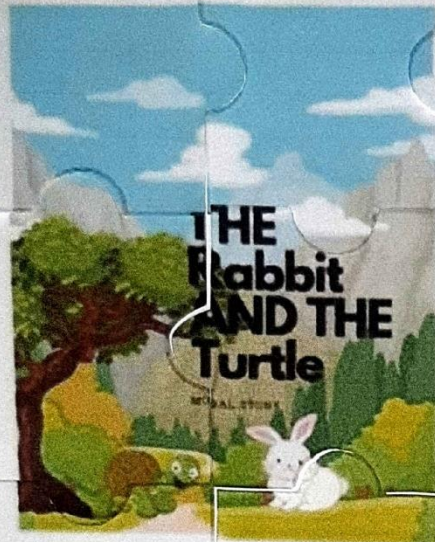
Answer: run slow

9. Who won the race?

Answer: turtle

10. What lesson do we learn from this story?

Answer: we must be friend and not underestimate



One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was the Empire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Name: Falcon. davano

Absen: 14

QUESTIONS:

1. What kind of the text above?

Answer: Fable

2. What is the purpose of the text above?

Answer: No matter how great our abilities are, we must not be arrogant and underestimate others.

3. Who was boasting?

Answer: rabbit

4. Who could run fast?

Answer: rabbit

5. Who wanted to challenge the rabbit to a race?

Answer: turtle

6. What happened at the race began?

Answer: the turtle defeat

7. What happened at the half-way point?

Answer: the rabbit sleep

8. What did the turtle do?

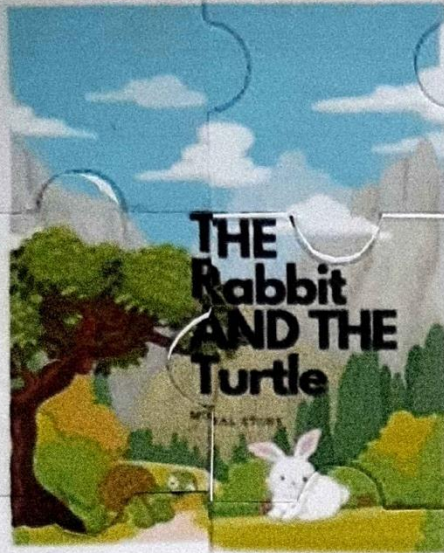
Answer: Keep run

9. Who won the race?

Answer: turtle

10. What lesson do we learn from this story?

Answer: not arrogant



One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went off full-speed to the finish line but found the turtle there waiting for him.

Name: Ujra

Absen:

QUESTIONS:**1. What kind of the text above?**

Answer: Narrative text

2. What is the purpose of the text above?

Answer: tells the story of a rabbit and a turtle who are racing

3. Who was boasting?

Answer: the rabbit

4. Who could run fast?

Answer: the rabbit

5. Who wanted to challenge the rabbit to a race?

Answer: the turtle

6. What happened at the race began?

Answer: As the race began the rabbit raced why ahead of the turtle

7. What happened at the half-way point?

Answer: The rabbit got the half way point and could not see the turtle anywhere. He was hot & Tired and decided to stop and take

8. What did the turtle do? a short nap

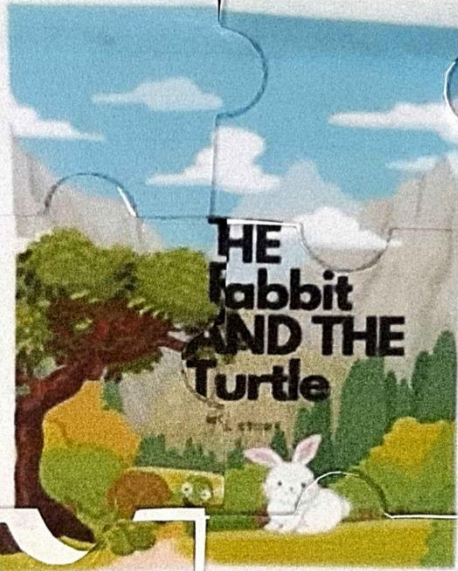
Answer: He was decided to stop and take a short nap

9. Who won the race?

Answer: the turtle

10. What lesson do we learn from this story?

Answer: The lesson we learn from this story is that we should not be arrogant & underestimate other people



One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Name: Dinar, elina, yuki - Geissa.

Absen: 10/6

QUESTIONS:

1. What kind of the text above?

Answer: Fabel. ~~Anda~~ Narrative text

2. What is the purpose of the text above?

Answer: To entertain

3. Who was boasting?

Answer: The Rabbit

4. Who could run fast?

Answer: Rabbit

5. Who wanted to challenge the rabbit to a race?

Answer: The turtle

6. What happened at the race began?

Answer: The race began with rabbit racing way ahead of the turtle, just like everyone thought.

7. What happened at the half-way point?

Answer: the rabbit.

8. What did the turtle do?

Answer: the turtle kept walking steadily, step by step.

9. Who won the race?

Answer: turtle.

10. What lesson do we learn from this story?

Answer: Perseverance and consistent effort can lead to success

QUIZZZ

Quiz Name: English with miss Alfi Date: Wed May 22 2024 10:57 AM Hosted by: Alfiyatu Nuuriyyah

Average Accuracy: **87%** Total Questions: **8** Number of Players: **24** Participant Attempts: **24**

ⓘ This report displays results derived from the students' all attempts.

Questions

No.	Question	Time	Accuracy	Responses		
				Correct	Incorrect	Unattempted
1	The rabbit and the turtle were good friends.	12 secs	92%	22	2	0
2	The turtle could run very fast.	12 secs	83%	20	4	0
3	The rabbit took a nap during the race.	13 secs	71%	17	6	1
4	The turtle laughing at the rabbit for being so slow.	14 secs	75%	18	6	0
5	The turtle won the race.	9 secs	75%	18	5	1
6	The rabbit walked slowly step by step	11 secs	71%	17	7	0
7	The rabbit thought that he would win the race.	11 secs	71%	17	7	0
8	The turtle worked hard for the race.	9 secs	83%	20	3	1

Players

Rank	Player Name	Avg. Time	Points	Accuracy	Correct
1	(yaffi)	8 secs	25	63%	5 / 8
2	(gendiss)	12 secs	20	50%	4 / 8
3	(Gabrielle)	8 secs	35	88%	7 / 8
4	(Tasya)	17 secs	20	50%	4 / 8
5	NAYUKI INO (NAYUKI INO)	8 secs	40	100%	8 / 8
6	(*kim_kim_my??)	21 secs	40	100%	8 / 8
7	(cicialixya)	7 secs	30	75%	6 / 8
8	(WICAK_FALCON)	21 secs	30	75%	6 / 8
9	(RIAN.FALCON)	12 secs	30	75%	6 / 8
10	(keyyxyz)	7 secs	20	50%	4 / 8
11	(HIKMAL.FALCON)	9 secs	35	88%	7 / 8
12	(Keren)	8 secs	35	88%	7 / 8
13	(Selvyyy)	12 secs	40	100%	8 / 8
14	(Dinara Holscher)	8 secs	35	88%	7 / 8
15	Theresiaangel Theresiaangel (Theresia)	8 secs	35	88%	7 / 8
16	(adeliaaaa)	11 secs	20	50%	4 / 8
17	(Jaisela)	24 secs	15	38%	3 / 8
18	(Salsabila Fedora)	16 secs	40	100%	8 / 8
19	(Elmira)	14 secs	25	63%	5 / 8
20	(ichsan)	9 secs	40	100%	8 / 8
21	(Mikhaya)	6 secs	40	100%	8 / 8
22	(Andriunn)	13 secs	40	100%	8 / 8
23	(DEVANO.FALCON)	6 secs	35	88%	7 / 8
24	(Revanda)	10 secs	20	50%	4 / 8

APPENDIX 7

VALIDATION LIBRARY RESOURCES

Name : Alfiyatu Nuuriyyah Aa Minatul Imaamah
 NPM : 2002109039
 Study Program : Department of English Education
 Faculty : Teaching Faculty Teacher and Education
 Advisor : Samsul Arifin, S.Pd., M.Pd
 Co-Advisor : Dwi Rosita Sari, M.Pd., Ph.D
 Tittle : Student's Perception on Teaching Reading by Using Game-Based Learning with Jigsaw Puzzle

No	Library Resource	Page		Validation	
		Libra ry	Thesis	Appro priate	Inappr opriate
1.	Aisyah Mu'min, S., & Yultas, N. S. (2019). <i>Efektifitas Penerapan Metode Bermain dengan Media Puzzle dalam Meningkatkan Kemampuan Kognitif Anak</i> . 12(2). http://dx.doi.org/10.31332/atdbwv12i2.1217	234	62	√	
2.	Alghonaim, A. S. (2020). Impact of Related Activities on Reading Comprehension of EFL Students. <i>English Language Teaching</i> , 13(4), 15. https://doi.org/10.5539/elt.v13n4p15	15	1	√	

3.	Anggraini, H. I., Nurhayati, N., & Kusumaningrum, S. R. (2021). Penerapan media pembelajaran game matematika berbasis HOTS dengan metode digital game based learning (DGBL) di sekolah dasar. <i>Jurnal Pendidikan Indonesia</i> , 2(11), 1885-1896. https://doi.org/10.59141/japendi.v2i11.356	1890	28	√	
4.	Asih, R. A., & Halisiana, H. T. (2022). Enhancing students' speaking skill through a game-based learning innovation of family game show. <i>JINoP (Jurnal Inovasi Pembelajaran)</i> , 8(1), 121-138. https://doi.org/10.22219/jinop.v8i1.20400	133	9	√	
5.	Asmawati, A. (2015). in Improving Students' Reading Comprehension At. <i>Eternal</i> , I(01), 69–83. https://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/10347	778	7	√	
6.	Astino Perdana, M., & Budiningsih, A. (2020). <i>Improving the Third Graders' Speaking Skill Using Puzzle Media in Elementary School</i> . DOI: 10.2991/assehr.k.200521.046	209	71	√	
7.	Brown, H. D. (2004). <i>Language assessment: principles and classroom practices</i> . Pearson/Longman. DOI: 10.1080/19415257.2011.643130	187-189	18, 33, 49, 57	√	
8.	Cohen, L., Manion, L., & Morrison, K. (2007). Research methods	97, 113,1	16	√	

	in education ledge. <i>In Professional Development in Education</i> (Vol. 38, Issue 3).	38, 335			
9.	Damayanti, Luh Sri. "Peranan keterampilan berbahasa Inggris dalam industri pariwisata." In <i>Journey: Journal of Tourismpreneurship, Culinary, Hospitality, Convention and Event Management</i> , vol. 2, no. 1, pp. 71-82. 2019. https://doi.org/10.46837/journey.v2i1.42	79-80	1		√
10.	Ferdinandus, M. S. (2020). <i>International Journal of Education, Information Technology and Others (IJEIT)</i> The Use Of Games In Learning English Grammar. 3(2), 278–285. https://doi.org/10.5281/zenodo.3975099	285	9		√
11.	Ghazy, A., Wajdi, M., Sada, C., & Negeri Bali, P. (2021). The use of game-based learning in English class. <i>Journal of Applied Studies in Language</i> , 5(1), 67–78. https://doi.org/10.31940/jasl.v5i1.2400	76	3		√
12.	Gusniwati, M., & Rahmawati, E. Y. (n.d.). <i>Simposium Nasional Ilmiah dengan tema: (Peningkatan Kualitas Publikasi Ilmiah melalui Hasil Riset dan Pengabdian kepada PENGARUH KECERDASAN EMOSIONAL DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR BAHASA INGGRIS.</i> https://doi.org/10.30998/simpoini.v0i0.418	18-20	50		√

13.	Gholamyian, F. (2022). <i>The Effects of Jigsaw Puzzle and Literature Circle Techniques on Argumentative Writing of Iranian Intermediate EFL Learners</i> . 5(1), 1–16. https://doi.org/10.30495/LCT.2022.1958351.1061	13	3	√	
14.	Imsa-ard, P. (2022). Reading Better?: Enhancing Thai EFL Secondary School Students’ Reading Comprehension Abilities with the Use of Graphic Organizers. <i>English Language Teaching</i> , 15(5), 1. https://doi.org/10.5539/elt.v15n5p1	10	1	√	
15.	Iriani, N., & Çoruh, H. (2023). Improving Learning Outcomes by Using Puzzle Media in Islamic Religious Education Subjects. <i>Jurnal Pendidikan Agama Islam Indonesia (JPAAI)</i> , 4(3), 58–61. https://doi.org/10.37251/jpaii.v4i3.737	60	64	√	
16.	Kemendikbudristek. (2023). Literasi Membaca, Peringkat Indonesia di PISA 2022. <i>Laporan Pisa Kemendikbudristek</i> , 1–25. https://balaibahasariau.kemdikbud.go.id/wp-content/uploads/2023/12/LAPORAN-PISA-KEMENDIKBUDRISTEK.pdf	9-10	1, 13	√	
17.	Khalda Pangestika, T., & Dayurni Universitas Bina Bangsa, P. (2023). <i>EFEKTIVITAS MEDIA GAME EDUKASI BERBASIS MODEL PEMBELAJARAN</i>	6-7	71	√	

	<p><i>JIGSAW UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KREATIF SISWA KELAS VIII SMP IT BINA BANGSA. 2(5).</i> http://jurnal.anfa.co.id/index.php/seroja</p>				
18.	<p>Mantra, I. B. N., Widiastuti, I. A. M. S., & Pramawati, A. A. I. Y. (2020). Micro and Macro Skills of Reading Comprehension Acquired by EFL Students. <i>International Journal of Linguistics and Discourse Analytics (IJOLIDA)</i>, 1(2), 10–17. https://doi.org/10.52232/ijolida.v1i2.15</p>	16	34	√	
19.	<p>Mulyani, Fidyati, Suryani, Suri, M., & Halimatussakdiah. (2021). University students' perceptions through e-learning implementation during covid-19 pandemic: Positive or negative features dominate? <i>Studies in English Language and Education</i>, 8(1), 197–211. https://doi.org/10.24815/siele.v8i1.17628</p>	208	2	√	
20.	<p>Oxford Dictionary. (2024). "Definition of Gist, Main Idea, Explicit, Implicit, Synonym, Reference, Inference". Oxford University Press. Available on https://www.oxfordlearnersdictionaries.com/definition/english/dictionary</p>		59-70	√	
21.	<p>Patria, R. R. (2021). Why Indonesian Students Struggle in Reading Test? <i>Proceedings of the International Conference on Educational Assessment</i></p>	39	2	√	

	<i>and Policy (ICEAP 2020), 545(Iceap 2020), 29–40. https://doi.org/10.2991/assehr.k.210423.060</i>				
22.	Putri, A. K., Rofiqoh, R., & Mukrim, M. (2021). Exploring Teaching Techniques Used In Teaching Reading Comprehension By English Teachers At Madrasah Aliyah Pasangkayu. <i>Syntax Literate; Jurnal Ilmiah Indonesia</i> , 6(10), 4858-4879. DOI: 10.36418/syntax-literate.v6i10.4360	4875	7	√	
23.	Rahman, M. A., Yigibalom, M., Kurniawan, S., Wijaya, U., & Surabaya, P. (2024). PENINGKATAN HASIL BELAJAR BERCAKAP CAKAP DALAM BAHASA INGGRIS MENGGUNAKAN MEDIA PUZZLE PADA SISWA KELAS V SD YPPGI NOKAPAKA. <i>Multidisciplinary Indonesian Center Journal (MICJO)</i> . https://doi.org/10.62567/micjo.v1i2.16	676	69	√	
24.	Ramedlon, R., Sirajuddin, S., Zulkarnain, Z., & A.Suradi, A. S. (2023). Kebijakan Tentang Jumlah Siswa dan Keefektifan dalam Proses Pembelajaran. <i>Journal of Education and Instruction (JOEAI)</i> , 6(1), 27–35. https://doi.org/10.31539/joeai.v6i1.5225	30,34	22	√	
25.	Santoso, G. S., Sutarsyah, C., & Sukirlan, M. (2017). <i>Using Skimming to Improve Students'</i>	5-6	7	√	

	<i>Reading Comprehension in Descriptive Text</i> (Doctoral dissertation, Lampung University). oai:ojs.jurnal.fkip.unila.ac.id:article/13034				
26.	Saputra, A. D., Septiani, L., Adriani, R., & Sundari, H. (2021). Game-Based English Learning for Young Learners: A Systematic Review. <i>JEDu: Journal of English Education</i> , 1(3), 109–122. https://doi.org/10.30998/jedu.v1i3.4752	120	2	√	
27.	Sugiyono. (2013). <i>Metode Penelitian Kuantitatif, Kualitatif dan R&D</i> .	225	15, 17	√	
28.	Styaningrum, E. D., Sitasi, C., & Styaningrum, : (n.d.). The Effects Of Grammar Mastery And Vocabulary Mastery Towards Student's Reading Comprehension In Expository Text. <i>Reading Comprehension In Expository Text. Wanastra</i> , 11(1), 89–100. http://ejournal.bsi.ac.id/ejurnal/index.php/wanastra	97-98	65, 67	√	
29.	Wahyuningsih, D. (2018). The Use Of Skimming and Scanning Techniques For College Students in Reading Class. <i>Menara Ilmu</i> , 12(5), 30–33. https://jurnal.umsb.ac.id/index.php/menarailmu/article/view/779/692	33	8	√	
30.	Yolida, B. (2023). The Media Puzzle Assisted Guided Inquiry Model: Its Use of	134-135	65	√	

	Students' Critical Thinking Skills. <i>Futurity Education</i> , 117–125. https://doi.org/10.57125/fed.2023.25.03.09				
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Library resources advisor's record:

Appropriate / Inappropriate to test (select one)

Madiun, July 11th, 2024

Advisor



Samsul Arifin, S.Pd., M.Pd

NIDN. 0704108503

APPENDIX 8

**Lembar Persetujuan Pembimbing terhadap Artikel Ilmiah yang
Dipublikasikan**

PERSETUJUAN PEMBIMBING TERHADAP ARTIKEL ILMIAH YANG DIPUBLIKASIKAN	
Nama Mahasiswa	:
NIM	:
Program Studi	:
Judul Artikel	:
Jurnal / Prosiding Yang Dituju	:
Pembimbing I	Pembimbing II
_____	_____
Disetujui Tanggal:	Disetujui Tanggal:
Mengetahui, Kaprosdi _____ _____	

VITA



Alfiyatu Nuuriyyah Aa Minatul Imaamah was born in Madiun, on June, 27th 2002. She attended elementary school in SDN 04 Gemarang and graduated in 2014. She also graduated from SMPN 1 Saradan in 2017 and graduated from SMAN 1 Mejayan in 2020. In 2020, she entered Universitas PGRI Madiun and focused on the English Education major. She received the degree of Bachelor of English Teaching in the following years in 2024.