

**MODIFIED THE HIDE AND SEEK GAME TO IMPROVE STUDENT'S
READING COMPREHENSION IN PROCEDURE TEXT**

THESIS



Submitted by

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**MODIFICATION OF THE HIDE AND SEEK GAME TOWARDS
STUDENTS READING COMPREHENSION IN PROCEDURE TEXT**

RESEARCH

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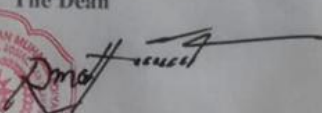
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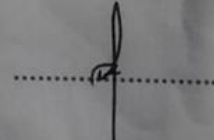
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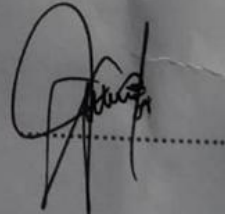
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I hereby declare that the thesis there is no work ever submitted for a degree in a college, and as long as my knowledge also does not have works of literature ever written or published by others, except as in writing referenced in this text is mentioned in the bibliography.

Sorong, September 30th 2024

My Sincelery



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MOTTO AND DEDICATION

Proverbs 3 : 5 "Trust in the Lord with all you're heart and lean not on your own understanding"

DEDICATION:

I proudly dedicate this thesis specifically to:

My beloved parents, they are my father Niko Asmuruf and my mother Yubelina Baho, and all of my extended family who have always supported, loved, and helped me to finish this thesis.

ACKNOWLEDGMENT

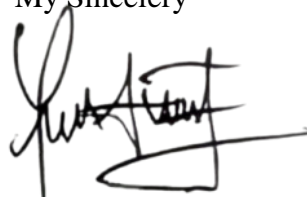
First of all, the researcher gives thanks to God, for with His blessing the researcher can complete this thesis, with the title " The Modification of the Hide and Seek Game Towards Students Reading Comprehension in Procedure Text" is submitted to fulfill the partial requirements for the degree of sarjana education. Because of that, the researcher says thank you to all individuals who helps in the process of writing this thesis. Hopefully, God replies all helps and bless you all the researcher realized that this thesis still imperfect in arrangment and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next thesis. last but not the least Hopefully, this thesis can helps the readers to gain more knowledge about speaking skill. Therefore, I would like to extend my appreciation to all of them, especially to:

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My Sincelery

A handwritten signature in black ink, appearing to read 'Yunita Asmuruf', with a large, stylized flourish extending to the right.

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ABSTRACT

Yunita Asmuruf/148820320003, 2024. The Modification of the Hide and Seek Game Towards Students Reading Comprehension in Procedure Text. **Thesis, English Education Department, Faculty of Education, Language, Social and Sport, Education university of Muhammadiyah Sorong. September 2024.**

This study investigates the impact of the modified hide-and-seek game on students' engagement and reading comprehension of procedural texts. The research was conducted with 11 seventh-grade students from SMP ITAS RIOS, Sorong, Indonesia. A pre-experimental design was employed, involving pre-tests, post-tests, and a questionnaire to assess the changes in reading comprehension and engagement levels. The pre-test results showed that 55% of the students were in the "Fair" category for reading comprehension, while only 36% achieved a "Good" score. After the intervention, there was a significant improvement, with 73% of the students moving to the "Good" category and no students classified as "Poor" or "Very Poor." The mean score increased from 60.45 to 74.09, and a paired t-test analysis confirmed a statistically significant improvement ($p = 0.000$). In terms of engagement, the students displayed high levels of activeness (mean = 4.2), interest (mean = 4.5), and motivation (mean = 4.3) following the intervention, as measured by a Likert scale questionnaire. The study concludes that incorporating a modified hide-and-seek game significantly enhances both students' engagement and their reading comprehension of procedural texts. The interactive nature of the game encourages active participation and collaboration, creating a more enjoyable learning experience. Future studies could explore the use of game-based learning strategies in larger and more diverse populations to further validate these findings.

Keywords: Hide and Seek Games; Reading Comprehension; Students Engagement

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It consist of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

1.1 Background of The Research

Student engagement is a widely studied and important construct in the field of education. It refers to the level of interest, involvement, and active participation that students demonstrate in their learning experiences. Engaged students are motivated, attentive, and invested in their academic pursuits, leading to enhanced learning outcomes and overall academic success.

The concept of student engagement encompasses both behavioral and psychological dimensions. Behaviorally, engaged students actively participate in classroom activities, discussions, and assignments. They demonstrate a willingness to put in effort, complete tasks, and seek out opportunities for learning. Psychologically, engaged students possess a positive attitude towards learning, experience a sense of belonging and connection to their educational environment, and have a strong intrinsic motivation to succeed.

Numerous researchers and scholars have provided definitions of student engagement, highlighting its multifaceted nature. For instance, Fredricks, Blumenfeld, and Paris (2004) define student engagement as "the extent to which students are psychologically committed to learning and mastering the content, skills, and tasks that are the goals of instruction." This definition emphasizes the

cognitive and affective aspects of engagement, emphasizing the importance of commitment and investment in the learning process.

Another influential definition comes from Kuh et al. (2005), who describe student engagement as "the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities." This definition emphasizes the reciprocal nature of engagement, highlighting the role of educational institutions in creating an environment that fosters student involvement and encourages active participation.

Student engagement in reading refers to the active and enthusiastic involvement of students in the reading process. It encompasses their level of interest, motivation, and active participation in reading activities. Engaged readers demonstrate a genuine desire to explore and understand texts, actively applying reading strategies, and making connections to their prior knowledge and experiences. They exhibit a sense of curiosity, asking questions, and seeking deeper meaning from the text. Engaged readers also demonstrate a willingness to invest time and effort in reading, persisting through challenging passages and actively seeking out opportunities to read independently. Overall, student engagement in reading involves a combination of cognitive, affective, and behavioral factors that contribute to a positive and meaningful reading experience.

Student engagement in reading is of paramount importance as it plays a crucial role in fostering a love for reading, developing strong literacy skills, and promoting academic success. When students are actively engaged in reading, they

are more likely to develop a positive attitude towards reading and see it as an enjoyable and meaningful activity. Engaged readers are motivated to explore different genres, expand their vocabulary, and develop a deeper understanding of the content they encounter. This enthusiasm for reading not only enhances their overall reading experience but also encourages them to become lifelong readers.

Furthermore, student engagement in reading is closely linked to the development of strong literacy skills. Engaged readers actively apply reading strategies, such as making predictions, asking questions, and making connections, which enhance their comprehension and critical thinking abilities. They are more likely to persist through challenging texts, actively seek meaning, and develop a deeper understanding of the material. Engaged readers also tend to have a larger vocabulary, better reading fluency, and improved reading comprehension skills. These literacy skills are essential for success across various academic disciplines and are foundational for lifelong learning.

Previous studies have highlighted several challenges and problems related to student engagement in reading. One common issue is a lack of motivation and interest in reading among students. Many students perceive reading as a tedious or uninteresting activity, leading to a lack of engagement and limited effort invested in reading tasks. This lack of motivation can stem from various factors, such as a lack of exposure to engaging reading materials, limited choice in reading selections, or negative past experiences with reading. Addressing this problem requires teachers to create a supportive and engaging reading environment that sparks students' interest and cultivates a love for reading.

The problems above also occurred at SMP ITAS RIOS in Sorong City. Based on the researchers' observation, the condition of the students engagement in learning English especially when the teacher gave reading tasks, is lacking. The students seem uninterest in reading, this is evident from their facial expressions while reading the text. They appear bored and unmotivated to learn, Lacking any motivation to comprehend the text. The main cause of the issue is the teaching method employed. The teacher only directly explains the text and provides questions for the students to answer. There are no challenging activities provided for the students to enhance their engagement in learning, particularly in reading.

Based on the problem outlined above, the researcher intends to use the hide and seek game to improve the student engagement in reading. The hide and seek game is a traditional game that can be modified and integrated into the teaching and learning process. In this research, the game will be modified to teach procedural text in order to engage students in reading. Therefore, the text researcher is interested in conducting this research with the title "The Modification of Hide and Seek Game on The Students Engagement in Reading Procedure Text".

1.2 Formulation of the Problem

Based on the background of the problem above, the formulation of the problem in this research were:

1. Does the modification of Hide and Seek game affect towards the students engagement in reading procedure text?

2. Does the modification of Hide and Seek game enhance the students reading comprehension in procedure text?

1.3 Objective of the Research

The objective of the research was as follows:

1. To find out the impact of modification Hide and Seek game on the students engagement in reading procedure text.
2. To know whether or not the modification of Hide and Seek game enhance the students reading comprehension in procedure text.

1.4 Hypothesis of the Research

The hypothesis of this research was as follows:

H0 (Null Hypothesis) : The modification of Hide and Seek game doesn't enhance the students reading comprehension in procedure text.

H1 (Alternative Hypothesis): The modification of Hide and Seek game enhance the students reading comprehension in procedure text.

1.5 Significance of the Research

The significance of the research are as follows:

a. For Students

1. Enhanced Reading Comprehension. The modification of the hide and seek game to improve students' engagement in reading procedure texts can significantly enhance their reading comprehension skills. By actively searching for hidden information within the text, students are encouraged to closely analyze and understand the procedural content.

2. **Increased Motivation and Interest in Reading.** Incorporating the hide and seek game into reading activities can greatly enhance students' motivation and interest in reading procedure texts. The game-like element adds an element of excitement and fun, making the reading process more enjoyable and engaging.
3. **Development of Collaborative and Communication Skills.** The modified hide and seek game promotes collaboration and communication among students. Working in pairs or small groups, students can discuss and share their findings, exchange ideas, and engage in meaningful conversations about the procedure texts. This modification enhances their social and communication skills, allowing them to effectively express their thoughts, listen to others' perspectives, and work together towards a common goal.

b. For Teacher

1. **Enhanced Teaching Strategies.** The modification of the hide and seek game to improve students' engagement in reading procedure texts offers teachers an innovative and effective teaching strategy. This modification allows teachers to diversify their instructional methods, catering to different learning styles and capturing students' attention. It provides an opportunity for teachers to explore creative ways of presenting procedural content and promoting active reading.
2. **Fostering a Positive Classroom Environment:** The modification of the hide and seek game can contribute to fostering a positive classroom environment. By incorporating fun and interactive activities, teachers

create a positive and supportive atmosphere that encourages student participation and collaboration.

3. Professional Growth and Development. Implementing the modified hide and seek game as a teaching strategy can contribute to teachers' professional growth and development. This modification encourages teachers to think creatively and adapt traditional teaching methods to meet the needs of their students. It allows teachers to explore new instructional approaches, experiment with different techniques, and reflect on the effectiveness of their teaching practices.

1.6 Operational Definition

1.6.1 Modification Hide and Seek Game

The modification of the hide and seek game on students' engagement in reading procedure texts refers to the specific adaptation and implementation of the hide and seek game concept to actively involve students in the reading process of procedure texts. This modification entails incorporating game-like elements, such as searching for hidden information or clues within the procedure text, to enhance students' active engagement and comprehension. The operational indicators of this modification include increased student participation, improved understanding of procedural content, and heightened motivation and interest in reading procedure texts.

1.6.2 Students Engagement

The students' engagement in reading procedure texts refers to the observable and measurable level of active involvement, interest, and comprehension exhibited by students when reading texts that provide step-by-step instructions on how to perform a task or complete a process. It involves students' willingness to invest effort, ask questions, make connections, and apply the information from the procedure text to real-life situations.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Reading Comprehension

2.1.1 Definition of Reading Comprehension

Reading comprehension is a highly effective method for developing and extracting meaning from written language, such as books and other written forms, as well as for constructing meaning from written language. Reading comprehension is a cognitive process that requires actively engaging with written text and continuously checking understanding in order to derive meaning. Mozayan (2012: 2423) suggests that increased reading leads to the acquisition of vocabulary and grammar from text, often unconsciously. This expansion of language knowledge enhances overall linguistic confidence, subsequently enhancing proficiency in other language domains.

In 2014, there was a strong focus on the role of digital literacy and online reading comprehension. As students increasingly encounter texts on digital platforms, researchers explored how navigating hyperlinks, multimedia, and interactive elements affected comprehension. Some studies indicated that online reading may require different strategies than traditional print reading.

Another significant area of research was on second-language learners (L2). Studies highlighted the unique challenges faced by L2 learners, including limited vocabulary and different cultural references, and examined effective instructional strategies for improving their reading comprehension.

As stated by Klingner (2015), reading comprehension involves the coordination of various intricate processes, including word reading, word knowledge, fluency, and the formation of ideas and concepts, in order to create meaning. Reading comprehension involves the selection of linguistic symbols and their reconstruction into the intended meaning conveyed by the author. Comprehension involves the ability to identify and understand the central concept and associated information.

There are various theories that have been developed to explain the process of reading comprehension. Here are some of them :

- a. Schema Theory ; This theory suggests that readers utilize schemas or framework of knowledge they already possess to comprehend the text they read. These schemas encompass knowledge about the world, personal experiences, and information previously learned. Readers connect new information with existing schemas to better understand the text
- b. Interactive Model ; This theory emphasizes the interaction between the reader, text, and context in the process of reading comprehension. Readers actively engage with the text, interpreting meanings, testing hypotheses, and adjusting their understanding as they acquire new information from the text.
- c. Top-Down and Bottom-Up Theory: This theory describes two different approaches in the process of reading comprehension. The top-down approach emphasizes the use of previous knowledge and experiences

to understand the text as a whole, while the bottom-up approach focuses on processing details and language structures within the text.

- d. Constructivist Theory : This theory emphasizes that readers actively construct their own understanding of the text they read. They use existing knowledge and build new understanding through reflection, discussion, and questioning.
- e. Cognitive Theory : This theory focuses on the mental processes that occur when readers comprehend text. This includes processes such as information processing, decision-making, and storing information in long-term memory.

Moreover, according to Wooley (2011:15), comprehending the interplay between different cognitive abilities and processes is often challenging, which can result in a lack of comprehension. Furthermore, as stated by Lehr (2013), reading comprehension refers to the simultaneous extraction and construction of meaning through active engagement with written language.

Based on the aforementioned explanation, the researcher deduces that reading comprehension involves acquiring the significance of the material and all relevant information pertaining to the subject matter in the text. Comprehending an English text poses a challenge for students due to the fact that English is a language that is not native to them. Due to cognitive constraints in comprehending and interpreting linguistic expressions, numerous readers struggle to apprehend the intended concept conveyed by the author. Consequently, to comprehend the author's concept, the reader must diligently focus during the reading process.

2.1.2 The Level of Comprehension

Reading comprehension is a dynamic process that involves various components, some of which rely on prior knowledge and efficient strategies employed by students to attain a certain objective. As a result, it can be attributed to the disparity in reading comprehension levels.

Richard (2010) categorizes reading comprehension into four stages according to its intended purpose:

1. Literal comprehension refers to the act of reading in order to fully understand, remember, or recall the information that is expressly stated in a passage. It refers to the act of acquiring knowledge and understanding by reading. It signifies that the kids are able to comprehend information in a broad sense from the text. The pupils are able to retrieve the information from the text in a sequential manner, starting at the beginning and continuing to the end.
2. Inferential understanding involves extracting information from a text that is not directly stated, relying on the reader's background knowledge and intuition to make inferences. It indicates that the pupils are focused on identifying particular information inside the texts. Inferential comprehension enables pupils to extract information from lengthy texts.
3. Critical or evaluative comprehension involves reading to compare the content in a passage with the reader's existing knowledge and values. It signifies that the pupils assess and deduce their own understanding and

principles regarding the materials. This comprehension exercise necessitates the students to exhibit a higher level of criticality in comprehending a text.

4. Appreciate comprehension: reading to elicit an emotional or other significant reaction from a passage. It refers to eliciting an emotional reaction from students when reading a text. This comprehension differs from the three preceding comprehensions that describe the understanding of the text. Value the emotional understanding of readers.

According to the statement, the researcher concluded that there are four degrees of reading comprehension: literal comprehension, inferential comprehension, critical or evaluative understanding, and appreciative comprehension. Each kid possesses a certain amount of aptitude in comprehending information from written material. The students in this study are operating at the literal and inferential levels.

2.1.3 The Component of Reading Comprehension

Nuttal (2000) identifies five key components of reading comprehension that children must master: identifying the main idea, locating references, understanding language, making inferences, and grasping detailed material. This feature might serve as a method or approach for students to enhance their reading comprehension skills.

- a. Identifying the main idea

The writer's primary concept is the central focus of the topic being discussed. According to Longan (2002), it is crucial to identify the central concept

in order to comprehend a paragraph or brief excerpt. The primary concept can be found in the initial sentence, although it may also appear in the middle or at the end of the sentence (Vener, 2002). Utilizing this feature as the primary approach can facilitate students' comprehension of the book.

b. Identifying sources

The antecedent of a pronoun is a referent. When used as a pronoun, the antecedent refers to a specific word or phrase (Sharpe, 2005). Students must comprehend the function of pronouns in sentences that are employed to indicate individuals, locations, or circumstances during the process of identifying referents.

c. Comprehending Vocabulary

Having a solid foundation of vocabulary is crucial for students to understand the text. One helpful strategy is to infer or deduce the meaning of unfamiliar words based on the surrounding context, which assists students in making overall predictions. Context aids students in formulating extensive conjectures regarding the significance (Sharpe, 2005). Consequently, through forming predictions, students can enhance their comprehension of the text with greater effectiveness and efficiency.

d. Drawing conclusions

Students are required to possess the ability to fully understand the text in order to derive inferences from the statements presented in each paragraph. Kopitski (2007) asserts that readers need to integrate textual evidence with their

existing knowledge in order to draw inferences. It signifies that the clues aid students in formulating assumptions that ultimately result in the conclusion.

e. Detailed Information

The reading test includes questions designed to evaluate students' understanding of the topic. It signifies that questions are developed to evaluate pupils' capacity to comprehend the content. The evidence provided above suggests that reading comprehension is a multifaceted process that requires engaged reading behaviors, such as drawing on prior knowledge, employing critical thinking skills, and understanding the objectives of reading the text.

As per the statement provided, students must understand the five components of reading, namely: identifying specific material, determining the main concept, understanding language meaning, discovering references, and making inferences. It is essential for students to fully comprehend all elements of the text in order to effectively derive knowledge from it.

2.2 The Concept of Students Engagement

2.2.1 The Definition of Engagement

According to Taylor, Hunter, Melton, & Goodwin (2011), Student Engagement refers to the way students express their thoughts and actions as a result of the different tactics and approaches used by teachers in the teaching and learning environment. The methodologies and procedures are transformed into learning activities that prepare students and enhance their skills through active participation (Charles, Bustard, & Black, 2009).

Teachers frequently conflate the term "engagement" in the context of learning with other concepts, such as motivation and participation, which are typically assessed by observing students' behaviors. Engagement can be observed through different indicators, including student participation, academic involvement, student involvement, academic participation, involvement in school assignments, and overall involvement.

2.2.2 Dimension of Students Engagement

Three prevalent themes are identified within the categories of engagement. Firstly, good engagement is characterized by the students' high-quality involvement and their positive emotional connection to the subject matter.

Sinatra, Heddy, and Lombardi (2015) Though published a year later, their work ties closely to discussions in 2014 about the role of cognitive engagement in science education. They focused on how student engagement, particularly cognitive and emotional dimensions, affects conceptual change and deep learning.

In 2014, student engagement was considered a multidimensional construct with behavioral, emotional, cognitive, social, and agentic components.

Table 2.1 Dimension of Students Engagement and Its Reaction by (Ali & Hassan)

Dimension	Positive Engagement	Negative Engagement
Behaviour	Attend classes, participate in activities	Skip classes
Emotion	Interest	Bored
Cognitive	Meet or exceed the task requirements	Absent from class, late submission of assignment

Students must participate at all levels of the learning process, including when acquiring new language, in order to enhance their ability to observe and retain information. The level of students' involvement serves as a clear demonstration of the significance of their educational progression, leading to enhanced student achievement.

Reciprocal Teaching This method involves teaching students to use strategies like predicting, questioning, clarifying, and summarizing. Research has found that it improves comprehension, particularly for struggling readers.

Direct Instruction Studies suggest that direct teaching of comprehension strategies, such as summarizing and identifying main ideas, helps students become more skilled readers.

Technology-Assisted Reading : By 2014, the use of technology (e.g., digital texts, interactive programs) in reading instruction had gained momentum. Some

studies pointed out that technology can enhance engagement and offer customized supports (e.g., text-to-speech) for diverse learners.

2.2.3 Factor of Students' Engagement

The efforts to engage students pertain to the strategies employed to regulate classroom behaviors (Larson, Bradshaw, Rosenberg, & Day-Vines, 2018). It addresses the mitigation of classroom disruptions and discipline problems. Put simply, the emphasis is not on finding solutions for classroom misbehavior, but rather on finding methods to capture the attention of disengaged children.

The key elements that influence students' involvement in the teaching and learning process are their perception of their teacher and the nature of the tasks they are given.

- a. The students' perception of their teacher significantly influences their degree of participation in class, regardless of class size. This perception is shaped by the students' belief in whether their teacher cares for them (Miller & Mills, 2019). The manner in which a teacher forges a connection with his or her students can significantly impact their perception and sentiment towards the teacher.

Therefore, it is imperative for teachers to demonstrate amicable behavior in order to effectively instruct their students. The behaviors of teachers have a significant impact on student involvement, as stated by Inda-Caro, Maulana, & Fernández-García (2019). According to their argument, when teachers exhibit positive behaviors towards pupils, students typically

respond with positive behaviors and a high degree of involvement. Conversely, when teachers display negative behaviors, it typically leads to negative behaviors and lower levels of involvement from pupils.

b. Tasks

The selection of tasks directly influences the level of student involvement. The selection of tasks takes into account the complexity of the assigned work, the instructional approach used during the class, and the available learning materials (Ferri, Grifoni, & Guzzo, 2020). Students derive advantages from being intellectually stimulated by engaging in collaborative problem-solving activities. Engaging children in fun and fascinating activities can effectively mitigate behavioral issues in the classroom. The level of participation is determined by the measures taken to enhance student satisfaction. Teachers should facilitate students' enjoyment of learning by incorporating their interests into the curriculum and use diverse ways to actively involve students in their work, such as through small-group collaboration and project-based learning (Chen & Yang, 2019).

2.3 Hide and Seek Game

2.3.1 Definition of Hide and Seek Game

Hide and seek is a popular children's game that has been played for generations. According to Piaget's theory, hide and seek aligns with the concept of object permanence, which is the understanding that objects continue to exist even when they are out of sight (Madeson, 2021). Hide and seek requires children to

mentally represent and remember the location of the hiders, demonstrating their cognitive ability to grasp object permanence. This theory provides insight into the cognitive development that occurs during the game.

Vygotsky's sociocultural theory emphasizes the role of social interaction and cultural context in cognitive development (McLeod, 2024). Hide and seek promotes cooperative play, turn-taking, and negotiation among children. Through this game, children learn to communicate, collaborate, and follow rules, which are essential social skills. The cultural context of hide and seek, with variations in rules and strategies across different societies, reflects the influence of cultural norms and practices on play.

Erikson's psychosocial theory suggests that hide and seek can be linked to the stage of initiative versus guilt (Sutton, 2020). During early childhood, children develop a sense of initiative as they engage in purposeful play. Hide and seek allows children to exercise their initiative by actively participating in the game, making decisions, and taking on roles. Successful participation fosters a sense of accomplishment and self-confidence, while failure or exclusion may lead to feelings of guilt or inadequacy.

The literature review highlights the definition of hide and seek game based on various theories of child development and play. Piaget's theory emphasizes the cognitive aspect of object permanence, while Vygotsky's sociocultural theory focuses on the social interaction and cultural context of the game. Erikson's psychosocial theory highlights the development of initiative and self-confidence, while play theory underscores the overall benefits of play for children's

development. Understanding the theoretical foundations of hide and seek can inform educators, parents, and researchers in creating meaningful play experiences that support children's growth and learning.

2.3.2 Hide and Seek Games in Teaching

Using the hide and seek game in teaching can be an effective way to engage students and promote learning based on various theories of child development and play. Here is a step-by-step guide on how to incorporate hide and seek into teaching, drawing from the theories discussed in the literature review:

- a. Step 1: Set the Learning Objective. Identify the specific learning objective or concept you want to teach. This could be related to a subject area, problem-solving, teamwork, or any other skill or knowledge you want to reinforce.
- b. Step 2: Introduce the Concept. Begin the lesson by introducing the concept or topic to the students. Provide a brief explanation, examples, or visuals to ensure students have a basic understanding of the subject matter.
- c. Step 3: Connect to Hide and Seek. Explain to the students that you will be using the hide and seek game to reinforce the concept or topic. Relate the game to the theories discussed in the literature review. For example, mention how hide and seek can help develop cognitive skills like object permanence, social skills like cooperation and communication, or emotional skills like self-confidence.
- d. Step 4: Modify the Game. Adapt the traditional hide and seek game to align with the learning objective. For instance, if teaching vocabulary,

students can hide objects related to specific words and the seeker must find and identify them. If teaching problem-solving, students can hide clues or puzzles that the seeker must solve to progress. Ensure the modifications directly relate to the concept being taught.

- e. Step 5: Play the Game. Divide the students into seekers and hiders. Explain the rules and objectives of the modified hide and seek game. Encourage students to actively participate, communicate, and apply the knowledge or skills related to the learning objective. Monitor the game to ensure students are engaged and on task.
- f. Step 6: Debrief and Reflect. After the game, gather the students and facilitate a debriefing session. Discuss the connections between the game and the learning objective. Encourage students to reflect on their experiences, what they learned, and how the game helped reinforce the concept or skill. This reflection can be done through group discussions, individual reflections, or written responses.
- g. Step 7: Reinforce Learning. To solidify the learning, provide additional activities or assignments that build upon the concepts explored during the hide and seek game. This could include further discussions, problem-solving tasks, writing exercises, or creative projects.
- h. Step 8: Assess Learning. Assess students' understanding and mastery of the learning objective through formative or summative assessments. This could include quizzes, presentations, or demonstrations that showcase their knowledge or skills acquired during the hide and seek game.

By incorporating hide and seek into teaching using these steps, educators can create an engaging and interactive learning experience that aligns with theories of child development and play. This approach promotes active participation, social interaction, and the application of knowledge or skills, enhancing students' overall learning outcomes.

In this research, the researcher modified the teaching step of Hide and Seek in teaching procedure text. The teaching step in this research can be seen as follows:

- a. Before the class started, the researcher provides a procedure text will be use to play hide and seek game in teaching.
- b. The researcher cut the part of the text into some parts. Then, the researcher hide the sentence cut in the classroom.
- c. After the class started, the researcher explains about the concept of procedure text. It is included the definition, generic structure and the social function of procedure text.
- d. The researcher divides the students into some groups. One group consist around 4 until 5 students.
- e. Each group asked to find out the sentence cut that have been hide before with their friend.
- f. After the group found all the sentence, the students should arrange the sencece found become a complete procedure text.
- g. Then, the researcher discussed the content of text with the students by teaching vocabulary and comprehending the whole text.

- h. Last, the researcher gives some questions related to the text to check the students understanding about the text.

2.4 Previous Related Studies

Asrial, Syahrial, Kurniawan, & Zulkhi (2021) conducted a research to determine the effect on learning of incorporating the traditional game of Hide and Seek. This type of research employs a mixed-methods. The integration took place at an Elementary School and a Madrasah Ibtidaiyah in Batang Hari, as evidenced by the response, which reflected the peace-loving nature of patriotism. The result is that each response variable, peace, love, and patriotism, has a significant effect, with a value of sig 0.05, and that each variable is dominant in the good category.

Nainggolan (2015) conducted a research to know the improvement of the students speaking ability after taught using Hide and Seek Game as an approach. In this strategy, students are asked to be able to exchange information with their classmates. All students will be actively involved in speaking. The teacher prepares several procedure texts where each step has been cut. Then the teacher hides the pieces of the steps in the classroom and asks the students to look for them. Each student will get one step and they are asked to look for their friends who have steps on the same topic. By using the "Hide and Seek" game strategy in the Procedure text, students will be more motivated to speak and enjoy learning. In this way, learning to speak is no longer an uninteresting lesson for students.

Lestiyawati (2017) conducted a research aimed to introduce a concept of teaching English vocabulary for early childhood students by using 'hide and seek' traditional games. he modification of the traditional game in teaching

English is to give another way of creating an enjoyable teaching and learning process for early childhood students. Through games, the teachers are able to create a various context for students to learn and play as well. This paper is to bring another model for teachers to deal with the importance of English and the conservation of traditional games in teaching process.

The similarity between the previous study above and this research is all of them discussed about hide and seek game. The difference is this research focusing to use hide and skip game to know the students engagement and the reading comprehension in procedure text.

Similarity :

1. Utilization of Hide and Seek Game : Both studies utilize the hide and seek game as one of the methods or tools in the learning context. This indicates that both studies recognize the value and potential of this game in enhancing learning.

Difference :

1. Research Focus :
 - Previous Study : The previous study employs the hide and seek game in more general or broad context, perhaps to understand the level of student engagement in learning as a whole
 - This Research : This research has a more specific focus, which is to assess the level of student engagement and reading

comprehension, particularly in procedural texts, using the hide and seek game.

2. Purpose of using Hide and Seek game :

- Previous Study : The purpose of using the hide and seek game in the previous study might be more general, such as enhancing learning motivation or strengthening student engagement.
- This Research : The purpose of using the hide and seek game in this research is more focused on evaluation the level of student engagement and their understanding of procedural texts.

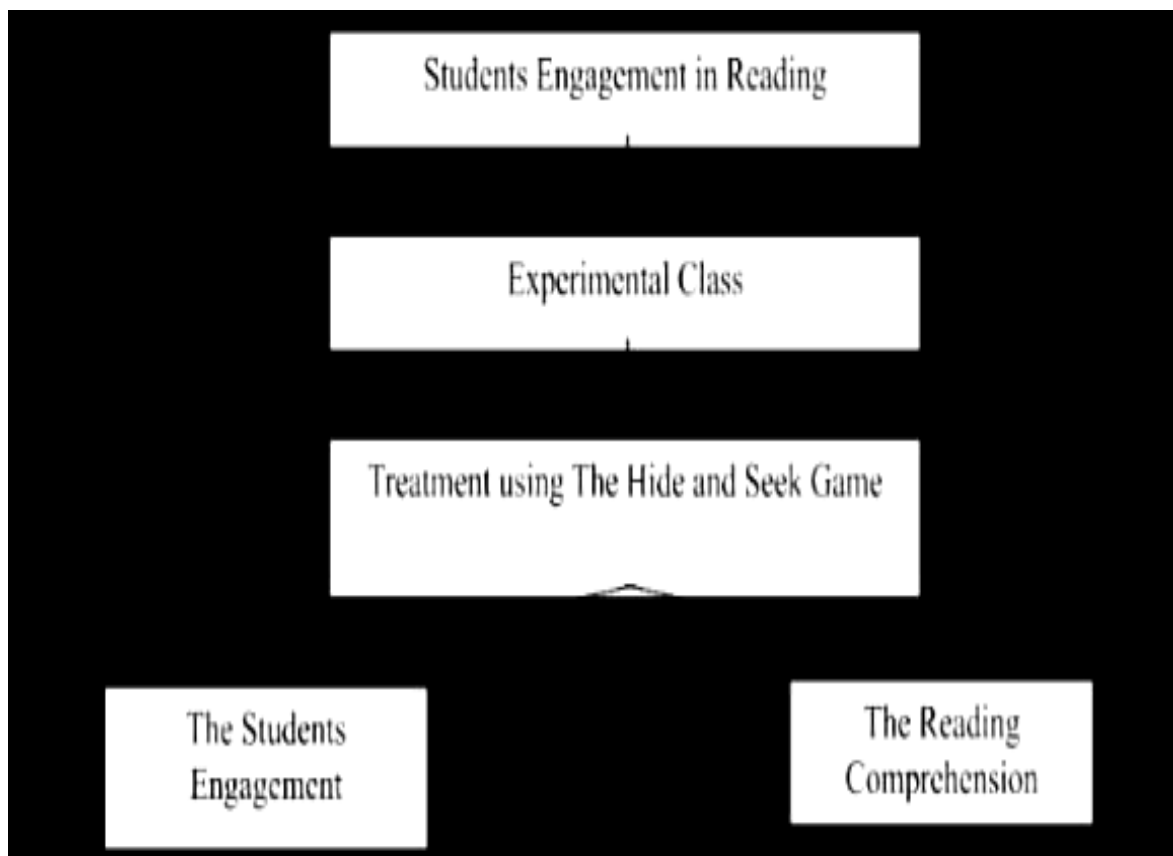
3. Research Context :

- Previous Study : The research context or environment in the previous study might involve various aspects of learning or subjects.
- This Research : This research is focused on a specific learning context, namely the comprehension of procedural texts.

Thus, while both studies utilize the hide and seek game, the main differences lie in the focus, purpose and context of its usage in each study.

2.5 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:



CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the research method. It consist of research design, research variable, research setting, population and sample, technique of collecting data, research instrument and technique data analysis.

3.1 Research Design

This research, the researcher used pre-experimental design. Pre-experimental design is a research method that happens before the true experiment and determines how the researcher's intervention was impact the experiment. Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed after some treatment presumed to cause change. There are two forms of the pre-experimental design, consist of pre-test and post-test. The researcher gave the students the pre- test to know the students' Reading Comprehension. Then, the students conducted the treatment by using the hide and seek game. The last, the students did the post- test. The researcher used post-test to know the effect of the hide and seek game towards the students' reading comprehension

Table 3.1 One Group Pretest-Posttest Design

Pretest	Independent	Posttest
Y_1	X	Y_2

3.2 Research Variables

There are two variables in this research, which are independent variables and dependent variables. Both variables are identified in this study as follows:

- a. Independent variable is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more groups receive the experimental manipulation or treatment. In this research, hide and seek was the independent variable.
- b. Dependent Variable is the response or the criterion variables that is presumed to be caused by or influence by the independent treatment conditions and any other independent variables. In this research, the dependent variable were the students engagement and reading comprehension

3.3 Setting of the Research

- a. Location of This Research

The research has been conducted in SMP Itas Rios Kota Sorong.

- b. Time of Research

This research has been conducted in six meetings, starting from Februari until March 2024.

3.4 Population and Sample Research

a. Population

The researcher needs to decide the population to collect the data in this research. Creswell (2008) explains population is “a group of individuals who have the same characteristic”. Considering the statement, the population of this research was the seventh-grade students’ of SMP Itas Rios Kota Sorong which consists of 11 students. The distribution of population can be seen in the following table:

Table 3.2 Students Population

Levels Class	Gender		Amount of Students
	Male	Female	
Seventh Grade			
Total	7	4	11

b. Sample

The sample of this research is same with the population because the level of this class only has one class. So, the sample of this research is the seventh-grade students’ of SMP Itas Rios Kota Sorong which consist of 11 students. It is divided into 7 male students and 4 female students.

3.5 Research Instrument

The instrument needed to collect the data collection. Instrument of the research play an important role in research project. According to Sugiyono (2017) the research instruments are used as data collection tools, and the instruments commonly used in research studies are a list of questions submitted and given to

each respondent being sampled in research at the time of observation. The researcher used two kinds of instrument they are:

a. Reading Test

The researcher used reading test to know the students reading comprehension before and after the treatment. This test was in multiple choice test that consist of 20 items. The genre of the test was procedure text because the text has been taught in this research. This test was given in pretest and posttest to know the students enhancement in reading comprehension.

b. Questionnaire

Students engagement questionnaire has given to know the students engagement in the classroom. The questionnaire consist of 20 items. It is about the students activeness, interest or motivation and comprehension on learning. The questionnaire was given in the last meeting.

3.6 Technique of Collecting Data

In this research the researcher collecting the data which consist of:

3.6.1 Pre-test

Pre-test aimed at measuring the students' reading comprehension and their achievement before they enter in the pre-experimental class. This activity has been conducted in first meeting. In pre-test, the researcher gave to the students test in multiple choice test that consist of 20 items. The genre of the text was procedure text.

3.6.2 Post-test

Post-test aimed to measure the students' comprehension after taught by using tongue twister technique. In post-test, the researcher gave to the students test in multiple choice test that consist of 20 items The genre is same, but the text is different. Then, the researcher also distributed the engagement questionnaire to the students to know to know the students engagement in the classroom.

3.7 Technique of Data Analysis

The data of this research analyzed using the following procedure:

3.7.1 Scoring the Students' Reading Comprehension

In scoring the students reading comprehension, the researcher used the scoring rubric by Heaton (2008).

Table 3.4 Classifications Scoring of Students Reading Comprehension

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

Source: According to brown cited in Intan Alfi, (2015)

1. Mean

Mean score is the average of the score. The score are collect by using the result of pretest and posttest, Darmadi (2011). The researcher determines the mean score with the formula:

$$M = \frac{\sum X}{N}$$

Where:

M = Mean of students' score

$\sum x$ = The Sum of students' score

N = Total number of student's

2. Normality test

This normality test aims to determine if the data are netted from each variable with normal distribution. This normality test uses the Kolmogorov - Smirnov method (test K-S). Decision-making of normality test results using Kolmogorov Smirnov (Test K-S) method is if the significance value > 0.05 can be concluded that the data is derived from the normal distribution population and if the significance of the < 0.05 can be concluded that the data comes from a population that is not normal distribution.

3. Paired Sample T-test

Test Paired Sample T-test is a test used for two samples of paired data. In this test use the same sample, but given different treatment. Usually, the researcher wants to compare data before it is given a pre-test and after

treatment (post-test). The researcher was used SPSS version 20 to analysis the data.

Decision-making of paired sample t-test method are:

1). If the P-Value is significance value < 0.05 , then H_0 is rejected and H_a is accepted. It means that the modification of Hide and Seek game enhance the students reading comprehension in procedure text.

2). If the P-value is significance value > 0.05 , then H_0 is accepted and H_a rejected. It means that that the modification of Hide and Seek game doesn't enhance the students reading comprehension in procedure text.

4. Questionnaire Analysis

The researcher used descriptive statistic analysis to know the students engagement. The researcher calculated descriptive statistics (e.g., mean, standard deviation) for each item in the questionnaire to understand the central tendency and variability of responses. Last, the data presented in descriptive table.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings and the elaboration through discussion of those data based on the conducted research. The findings of the research consist of the data that had been collected through reading text test.

4.1 Findings

a. The Students Reading Comprehension

This analysis described detail explanation of the rate percentage of pre-test and post-test, mean score and standard deviation, and inferential analysis in pretest and posttest.

4.1.1 The Students Reading Comprehension in Pretest and Posttest

Table 4.1 The Students' Pronunciation Score of Pre-test and Post-test

N o	Classificatio n	Range	Pretest		Posttest	
			Frequenc y	Percentag e	Frequenc y	Percentage
1	Very Good	90-100	0	0	0	0
2	Good	70-89	4	36	8	73
3	Fair	50-69	6	55	3	27
4	Poor	30-49	1	9	0	0
5	Very Poor	10-29	0	0	0	0
Total			11	100	11	100

The table 4.1 presented the results of a study assessing students' reading comprehension in procedural texts before and after receiving a treatment

involving a modified hide-and-seek game. Before the treatment (pretest), no students scored in the "Very Good" category (90-100), and only 36% (4 out of 11) achieved a "Good" score (70-89). The majority, 55% (6 students), fell into the "Fair" category (50-69), while 9% (1 student) scored "Poor" (30-49). None of the students were classified as "Very Poor" (10-29).

After the treatment (posttest), there was a noticeable improvement. No students still achieved a "Very Good" score, but the proportion of students scoring in the "Good" range increased to 73% (8 students), while only 27% (3 students) remained in the "Fair" range. Notably, no students were classified as "Poor" or "Very Poor" after the intervention. This suggests that the use of the hide-and-seek game as a treatment had a positive effect on the students' reading comprehension, particularly in moving more students into the "Good" category and eliminating the lower-performing groups.

4.1.2 Mean Score and Standard Deviation

Table 4.2 Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.45	11	11.72	3.53
	Posttest	74.09	11	9.44	2.85

The table 4.2 show that the mean score of students in pre-test is 60.45 with standard deviation is 11.72 While, in post-test is 74.09 with standard deviation

9.44. It indicated that the mean score of the students in post-test is higher than pretest.

4.1.3 Normality Test

Table 4.3 Mean Score and Standard Deviation

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.152	10	.127	.924	10	.357
Posttest	.190	10	.016	.868	10	.734

a. Lilliefors Significance Correction

The table above used to know whether the data is distributed normally or not. In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pretest the significant score is 0.357 and in posttest the significant score is 0.734. So, in both in pretest and posttest the data is distributed normally because the significant score is higher 0.05.

4.1.4 T-Test Result

Table 4.4 Paired Sample Test

Paired Samples Test

	Paired Differences					T	df	Sig . (2- tail ed)
	Mean	Std. Deviat ion	Std. Erro r Mea n	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	- 18.962	8.454	1.65 8	- 22.376	- 15.54 7	5.046	1 0	.00 0

The data analysis above used to know whether there is significant different score between pretest and posttest or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pretest and posttest because the P-Value (0.000) than smaller P-value (0.05). It

means that the students' reading comprehension score between pretest and posttest is significantly different. It shows that the Alternative hypothesis, which is said that The modification of Hide and Seek game enhance the students reading comprehension in procedure text is accepted. It is because there is a significant different score on the students pretest and posttest statistically. In other word, Hide and Seek game enhance the students reading comprehension in procedure text.

b. The Students Engagement in Reading Comprehension

To know the students engagement in learning reading comprehension, the researcher distributed the questionnaire which consist of 20 items. It is about the students activeness, interest or motivation and comprehension on learning. The result of the students engagement can be seen on the following table:

Category	Mean Score	Standard Deviation	Interpretation
Activeness	4.2	0.5	High Engagement
Interest	4.5	0.4	High Interest
Motivation	4.3	0.6	High Motivation
Comprehension	4.0	0.7	Strong Comprehension Gains

The data above shows about the students engagement in reading comprehension. The mean score for activeness was 4.2, indicating that students were highly engaged and active during the learning process. The low standard deviation (0.5) suggests that there was consistency among student responses, meaning that most students felt actively involved in the activities. Students showed a very high level of interest, with a mean score of 4.5. The standard deviation (0.4) indicates that the responses were closely clustered, suggesting a strong consensus among students regarding their enjoyment and interest in the modified learning method. This reflects the game's positive impact on student engagement.

The mean score for motivation was 4.3, signifying that the students were highly motivated to learn. A slightly higher standard deviation (0.6) compared to other categories suggests some variability in how students perceived their own motivation, though the overall perception remains positive. Comprehension, with a mean score of 4.0, was also strong, indicating that students had a good understanding of the procedure text after the treatment. The standard deviation (0.7) is slightly higher, showing that some students may have experienced more comprehension gains than others. However, the overall trend suggests that the game-based learning positively impacted students' comprehension.

4.2 Discussion

The findings from this study indicate a significant enhancing engagement through gamification the use of games, especially one as interactive as hide-and-seek, can make learning more enjoyable. This gamified approach seeks to improve student motivation and participation in students' reading comprehension of procedural texts after receiving treatment through a modified hide-and-seek game. This is evident from the shift in scores from the pretest to the posttest, where the number of students in the "Good" category increased from 36% to 73%, and no students were classified as "Poor" or "Very Poor" after the treatment. This suggests that the game-based learning approach was effective in engaging students and enhancing their reading comprehension abilities.

The results align with previous research that highlights the benefits of game-based learning in education. According to Hamari et al. (2016), gamified learning environments can increase student motivation and engagement, which in turn positively influences learning outcomes. In this study, the modified hide-and-seek game created an interactive and dynamic learning experience that likely contributed to the students' improved performance. The game's design, which incorporated both cognitive and physical engagement, may have helped students to better focus and retain information, as suggested by Hung et al. (2018), who found that active learning strategies improve comprehension in reading tasks.

Furthermore, the increase in the posttest mean score (74.09) compared to the pretest (60.45) supports the notion that game-based learning can have a measurable impact on academic achievement. As evidenced by the paired sample

t-test, the difference between pretest and posttest scores was statistically significant ($p = 0.000$), indicating that the observed improvements were not due to chance. This aligns with findings from Sung and Hwang (2018), who reported that integrating games into educational settings enhances students' learning outcomes, particularly in reading comprehension.

The students' engagement data further supports the effectiveness of the hide-and-seek game in fostering active participation and interest. With a mean score of 4.2 for activeness and 4.5 for interest, it is clear that students were not only motivated but also highly involved in the learning process. This finding is consistent with Li and Tsai's (2017) study, which emphasizes that gamified instructional strategies increase students' intrinsic motivation, leading to higher levels of engagement and learning satisfaction. The low standard deviations in these categories (0.5 for activeness and 0.4 for interest) suggest that most students experienced similar levels of engagement, indicating the method's broad applicability within the classroom.

In terms of motivation, the study recorded a mean score of 4.3, which also correlates with findings by Kim et al. (2018), who demonstrated that game-based learning improves both motivation and academic performance. The slightly higher standard deviation in motivation (0.6) implies that while the majority of students were highly motivated, a few might have been less so. This could be due to individual differences in learning preferences, as highlighted by Wang et al. (2020), who noted that while games can motivate most students, some may not

respond as positively due to personal factors such as learning styles or prior experience with gaming.

Another critical aspect of the study's findings is the improvement in comprehension scores, which saw a mean score of 4.0 with a standard deviation of 0.7. This aligns with the work of Zainuddin and Perera (2019), who found that game-based learning strategies not only engage students but also help them develop deeper understanding and critical thinking skills. The students' ability to comprehend procedural texts more effectively after the intervention suggests that the interactive nature of the game helped reinforce key concepts and facilitated the application of reading strategies in a meaningful context.

The normality test results confirm that the data were normally distributed in both the pretest and posttest, reinforcing the validity of the statistical tests conducted. This is in line with standard research practice, as discussed by Field (2018), ensuring that the conclusions drawn from the study are reliable and can be generalized to similar populations. The normal distribution of scores further supports the robustness of the game-based intervention's impact on students' reading comprehension.

In comparison to traditional teaching methods, which often rely on passive learning and teacher-centered instruction, the hide-and-seek game provided students with an opportunity to engage in active learning. This approach aligns with the findings of Yıldırım and Demirtaş (2018), who emphasize that student-centered, interactive learning methods are more effective in fostering long-term

retention and understanding. The shift from lower-level scores in the pretest to higher-level scores in the posttest reinforces the idea that interactive learning approaches, such as the hide-and-seek game, are particularly beneficial for improving comprehension in reading tasks.

In conclusion, this study adds to the growing body of literature that supports the use of game-based learning as an effective instructional strategy for enhancing students' engagement and academic performance. By incorporating a modified hide-and-seek game into the teaching of procedural texts, students were able to actively participate, maintain high levels of interest, and significantly improve their reading comprehension. Future research could explore how such games can be adapted for different content areas or used with larger student populations to further assess their impact. Additionally, it would be beneficial to investigate how individual differences in motivation and learning styles might influence the effectiveness of game-based learning, as suggested by Chiu et al. (2021).

Problems Before Modification:

1. Lack of Student Interest and Participation : Before the hide and seek game was modified, students might not have been very enthusiastic or engaged in reading activities. This could be due to a lack of interaction or monotonous teaching methods.
2. Low Understanding of Procedure Texts : Students may struggle to understand the structure and content of procedure texts because of less interactive and contextual learning methods.
3. Inability to Connect Theory with Practice : Students have difficulty connecting what they read in procedure texts with real-world applications due to a passive learning approach.
4. Lack of Motivation to Read : Before the modification, reading activities might seem boring to some students, leading to decreased motivation to read and comprehend the texts.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research finding on the previous chapter, the conclusion of the research as follows:

1. There was a significant increase in students' reading comprehension after the treatment, as reflected in the shift from lower classifications in the pretest (majority "Fair") to higher classifications in the posttest (majority "Good"). The mean score improved from 60.45 to 74.09, showing a notable gain in comprehension.
2. The paired t-test result ($p\text{-value} = 0.000$) confirms that the difference between pretest and posttest scores is statistically significant, supporting the hypothesis that the modified hide-and-seek game enhanced students' reading comprehension of procedure texts.
3. Students demonstrated high levels of engagement, interest, and motivation throughout the learning process, with mean scores of 4.2 (activeness), 4.5 (interest), 4.3 (motivation), and 4.0 (comprehension), indicating that the game-based learning method effectively engaged students and supported their comprehension development.

5.2 Suggestion

a. For Teacher

Teachers should consider incorporating game-based learning methods, such as the modification of the "hide and seek" game used in this study, into their reading comprehension lessons. The findings show that this method not only enhances students' engagement but also improves their comprehension skills. Games can create a more interactive and enjoyable learning environment, fostering motivation and active participation.

b. For Student

Students should take advantage of learning activities that promote active engagement, such as educational games. These activities help make learning more enjoyable and improve understanding. Being open to new and creative ways of learning, like the game-based approach, can enhance both motivation and comprehension.

c. For The Next Researcher

Further research should explore the long-term effects of game-based learning on reading comprehension across different text types and subjects. Additionally, investigating its impact on larger groups of students or in different educational settings will help generalize the findings. Researchers can also experiment with modifying other traditional games to enhance learning in various disciplines.

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APPENDIX

Students Engagement Questionnaire

ANGKET KETERLIBATAN SISWA

Petunjuk:

Bacalah setiap pernyataan dengan seksama dan tandai seberapa besar Anda setuju atau tidak setuju dengan mencentang nomor yang sesuai.

Skala:

1 - Sangat Tidak Setuju

2 - Tidak Setuju

3 - Netral

4 - Setuju

5 - Sangat Setuju

No	Pernyataan	SS	S	N	TS	STS
1	Saya merasa bersemangat untuk berpartisipasi dalam permainan petak umpet saat belajar pemahaman bacaan.					
2	Saya aktif berdiskusi selama permainan petak umpet.					
3	Saya mengambil inisiatif untuk mencari petunjuk yang tersembunyi terkait materi bacaan.					
4	Saya senang membantu teman-teman saya selama permainan untuk memahami teks dengan lebih baik.					
5	Saya merasa terlibat secara fisik (bergerak, mencari) saat belajar.					
6	Permainan petak umpet membuat pembelajaran					

	pemahaman bacaan lebih menyenangkan.					
7	Saya menantikan pelajaran pemahaman bacaan kami karena permainan ini.					
8	Saya menemukan aktivitas dalam permainan yang berkaitan dengan teks menarik.					
9	Saya merasa penasaran dengan materi bacaan ketika itu bagian dari permainan.					
10	Saya sering memikirkan permainan ini bahkan di luar kelas.					
11	Saya merasa termotivasi untuk meningkatkan keterampilan pemahaman bacaan saya melalui permainan ini					
12	Saya bersemangat untuk mempelajari strategi membaca baru saat bermain permainan ini.					
13	Permainan ini mendorong saya untuk membaca lebih banyak teks di luar kelas.					
14	Saya percaya bahwa keterampilan membaca saya meningkat karena format permainan ini.					
15	Saya merasa puas ketika berhasil menyelesaikan tugas dalam permainan.					
16	Saya dapat mengingat detail dari materi bacaan dengan lebih baik setelah bermain permainan ini.					
17	Permainan ini membantu saya memahami ide utama dari teks yang kami baca.					
18	Saya dapat menerapkan keterampilan yang dipelajari dalam permainan ke aktivitas membaca lainnya.					
19	Saya merasa percaya diri dalam kemampuan saya untuk mendiskusikan materi bacaan setelah bermain.					

20	Saya percaya bahwa permainan petak umpet meningkatkan pemahaman bacaan saya secara keseluruhan.					
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The Reading Test

Instruction: Read the following procedure carefully and answer the questions below.

How to Make Pancakes

Ingredients:

- 1 cup all-purpose flour
- 2 tablespoons granulated sugar
- 2 teaspoons baking powder
- 1/2 teaspoon salt
- 1 cup milk
- 2 tablespoons unsalted butter, melted
- 1 large egg
- Additional butter or oil for greasing the pan

Instruction:

1. **Mix Dry Ingredients:** in a large mixing bowl, whisk together the flour, sugar, baking powder, and salt until well combined.
2. **Combine Wet Ingredients:** in a separate bowl, whisk together the milk, melted butter, and egg until thoroughly combined.
3. **Combine Mixtures:** Pour the wet ingredients into the dry ingredients. Stir until just combined; do not overmix. It's okay if the batter is slightly lumpy.

4. **Preheat the Pan:** Place a non-stick skillet or griddle over medium heat.
Add a small amount of butter or oil and spread it evenly across the surface.
5. **Cook Pancakes:** Once the pan is hot, pour about $\frac{1}{4}$ cup of batter onto the skillet for each pancakes. Cook until bubbles form on the surface and the edges look set, about 2-3 minutes.
6. **Flip Pancakes:** Carefully flip each pancake with a spatula and cook for additional 1-2 minutes, or until golden brown on both sides.
7. **Serve:** Transfer the cooked pancakes to a plate and serve warm with your favorite toppings, such a maple syrup, fruit, or whipped cream

Questions (1-5)

1. What the first step in making pancakes according to the procedure?
 - A. Combine wet ingredients
 - B. Mix dry ingredients
 - C. Preheat the pan
 - D. Cook pancakes
2. Which ingredients is not needed to make pancakes?
 - A. Sugar
 - B. Salt
 - C. Vinegar
 - D. Flour
3. How long should you cook the pancakes on each side?

- A. 1-2 minutes
 - B. 3-4 minutes
 - C. 5-6 minutes
 - D. 7-8 minutes
4. What should you do if the batter is slightly lumpy?
- A. Add more flour
 - B. Mix vigorously
 - C. It's okay, do not overmix
 - D. Discard the batter
5. What is the purpose of preheating the pan?
- A. To melt butter
 - B. To col down the pan
 - C. To warm up the kitchen
 - D. To cook pancakes

Here is a step-by-step procedure to make Opor Ayam (Indonesian Chicken Curry) followed by five multiple-choice questions based on the procedure.

How to Make Opor Ayam

Ingredient :

- 1 whole chicken, cut into pieces
- 2 cups coconut milk
- 2 cups water
- 2 lemongrass stalks, bruised
- 3 kaffir lime leaves
- 2 bay leaves
- 1-inch piece of galangal, bruised
- 4 cloves garlic
- 6 shallots
- 4 candlenuts
- 1 tsp coriander seeds
- 1 tsp turmeric powder
- Salt to taste
- Cooking oil

Steps :

1. Prepare the chicken :

- Cut the chicken into pieces and clean thoroughly.

2. Prepare the spices :

- Blend garlic, shallots, candlenuts, coriander seeds, and turmeric powder into a paste.

3. Sauté the spice paste :

- Heat cooking oil in a pan over medium heat. Add the spice paste and sauté until fragrant.

4. Add the chicken :

- Add the chicken pieces to the pan and stir until the chicken is coated with the spice paste.

5. Add herbs and water :

- Add lemongrass, kaffir lime leaves, bay leaves, and galangal to the pan. Pour in the water and bring to a boil.

6. Simmer :

- Reduce the heat and simmer until the chicken is cooked through and tender.

7. Add coconut milk :

- Add the coconut milk and simmer for another 10-15 minutes, stirring occasionally. Add salt to taste.

8. Serve :

- Serve hot with steamed rice.

Questions (6-10)

6. What is the first step in making Opor Ayam?
- A. Blend the spices into a paste
 - B. Cut and clean the chicken
 - C. Sauté the spice paste
 - D. Add coconut milk
7. What should you do after blending the spices?
- A. Add The Chicken Pieces
 - B. Add The Herbs And Water
 - C. Sauté The Spice Paste
 - D. Simmer The Chicken
8. Which ingredients are added to the pan along with the chicken pieces?

- A. Coconut milk and salt
 - B. Lemongrass, kaffir lime leaves, bay leaves, and galangal
 - C. Garlic and shallots
 - D. Turmeric powder and coriander seeds
9. When is the coconut milk added to the dish?
- A. At the beginning
 - B. After sautéing the spices
 - C. After the chicken is cooked through and tender
 - D. After blending the spices
10. What is the final step in the procedure before serving?
- A. Add salt
 - B. Add the herbs
 - C. Simmer the chicken
 - D. Simmer with coconut milk for 10-15 minutes

How to Use a Computer

Steps :

1. Turn on the Computer:

- Locate the power button on the computer tower or laptop. Press the button to turn on the computer.

2. Log In:

- If prompted, enter your username and password to log into the computer.

3. Navigate the Desktop:

- Once logged in, you will see the desktop screen. Familiarize yourself with the icons and the taskbar at the bottom of the screen.

4. Open a Program:

- Click on the Start menu (Windows icon) in the bottom left corner, or click on any application icon on the desktop to open a program.

5. Use the Program:

- Interact with the program using the mouse and keyboard. For example, if you open a word processing program, you can start typing a document.

6. Save Your Work:

- To save your work, click on the "File" menu in the program, then select "Save" or "Save As". Choose a location to save the file and give it a name.

7. Shut Down the Computer :

- When you are finished using the computer, click on the Start menu, select "Power," and then click "Shut down" to turn off the computer safely.

Questions (11-15)

11. What is the first step to use a computer?
- A. Open a program
 - B. Log in with your username and password
 - C. Turn on the computer
 - D. Save your work
12. What should you do if the computer prompts you for a username and password?
- A. Turn off the computer
 - B. Enter your username and password
 - C. Open a program
 - D. Click the Start menu
13. Where is the Start menu located?
- A. In the center of the screen
 - B. At the top of the screen

- C. In the bottom left corner of the screen
 - D. On the right side of the taskbar
14. How do you save your work in a program?
- A. Close the program
 - B. Click on the "File" menu and select "Save" or "Save As"
 - C. Click the Start menu and select "Save"
 - D. Turn off the computer
15. What is the correct way to shut down the computer?
- A. Press the power button
 - B. Unplug the computer
 - C. Click on the Start menu, select "Power," and then click "Shut down"
 - D. Close all programs and leave the computer on

How to Make Papeda

Ingredients:

- 200 grams sago flour
- 1 liter water
- Salt to taste

Steps:

1. Prepare the sago mixture:

- Measure 200 grams of sago flour and place it in a large mixing bowl.

2. Mix with water:

- Add a small amount of water to the sago flour and mix until it forms a smooth paste.

3. Boil the water:

- In a separate pot, bring 1 liter of water to a boil.

4. Combine the paste and boiling water:

- Slowly pour the boiling water into the sago paste while stirring continuously to avoid lumps.

5. Cook the mixture:

- Continue stirring the mixture over low heat until it becomes thick and translucent.

6. Add salt:

- Add salt to taste and stir well.

7. Serve:

- Papeda is typically served hot with a side of fish soup or other dishes.

Questions (16-20)

16. What is the first step in making Papeda?
- A. Boil the water
 - B. Measure and place sago flour in a bowl
 - C. Add salt to the sago mixture
 - D. Mix the sago flour with water
17. What should you do after adding a small amount of water to the sago flour?
- A. Boil 1 liter of water
 - B. Add salt to taste
 - C. Mix until it forms a smooth paste
 - D. Cook the mixture
18. When should you add the boiling water to the sago paste?
- A. After adding salt
 - B. Before the water boils
 - C. While stirring continuously
 - D. After the mixture becomes thick
19. How do you know when the Papeda is ready?
- A. When it forms a smooth paste
 - B. When it becomes thick and translucent
 - C. When the water starts boiling
 - D. When the sago flour is mixed with water

20. How is Papeda typically served?

- A. Cold with dessert
- B. Hot with fish soup
- C. Cold with fruit
- D. Hot with rice

The key answer :

- | | |
|--------|-------|
| 1. B | 11. C |
| 2. C. | 12. B |
| 3. A. | 13. C |
| 4. C. | 14. B |
| 5. A. | 15. C |
| 6. B. | 16. B |
| 7. A. | 17. B |
| 8. B. | 18. C |
| 9. C. | 19. B |
| 10. A. | 20. B |

Data Result

a. Reading Comprehension Result

No	Name	Pretest	Posttest
1	Afselia S. Wanane	50	70
2	Aprilisa Jesika Osok	60	65
3	Dominggus Saverius	70	80
4	Elita Aulita Malaseme	80	85
5	Irene Sewa	45	80
6	Jemris Mlik	50	60
7	Petrus E. Tinon	75	80
8	Rizal Valdo Yable	50	60
9	Yanus Mayor	70	85
10	Yosep Frabuku	55	70
11	Boni Wasius Assem	60	80

b. Students Engagement Result

N o	St	ITEM																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	S1	1	3	4	3	3	3	4	3	3	3	3	4	3	4	4	4	3	4	4	3
2	S2	2	4	3	4	4	4	4	4	4	4	3	3	4	4	3	3	3	4	3	4
3	S3	3	3	3	4	4	4	4	4	3	3	3	4	4	3	3	3	4	3	3	4
4	S4	4	3	3	3	3	3	4	4	3	4	4	4	4	3	4	3	3	4	3	4
5	S5	3	3	4	3	4	3	3	4	3	4	4	4	4	4	4	4	3	4	4	3
6	S6	3	4	4	4	4	4	4	4	4	3	4	3	4	4	3	3	4	3	3	3
7	S7	3	4	3	3	3	3	4	3	3	4	3	3	3	4	3	3	4	3	4	4
8	S8	4	4	4	4	4	3	3	4	4	3	4	4	4	4	4	4	3	4	4	3
9	S9	4	4	4	3	3	3	4	4	3	3	4	4	4	4	4	3	4	4	3	3
10	S10	3	4	4	3	4	4	4	4	3	3	3	3	3	4	4	3	4	4	3	4
11	S11	3	3	4	3	4	4	4	4	3	4	3	4	3	3	4	3	4	4	4	4

4. Foto Documentation











