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THE EFFECTIVENESS OF SHOWDOWN STRATEGY GAMES TO IMPROVE STUDENTS' READING COMPREHENSION AT JUNIOR HIGH SCHOOL

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Abstract: This research is pre-experimental research that aims to determine the extent of students' reading comprehension skills before and after being taught using showdown strategy games. The research methodology is a quantitative method approach. The sample of this study was 34 students of class VIII A SMP N 1 Banjarharjo. The research instrument was in the form of tests, namely pre-test and post-test. In this study, the researcher used Indonesian KKM (kriteria ketuntasan minimal) at SMPN 1 Banjarharjo with the criteria for the KKM score of 75. Based on the results of the pre-test reading comprehension of students before being taught using the Showdown strategy, 8.82% met the KKM criteria, and the results of the pre-test reading comprehension of students after being taught using the Showdown strategy were 76,47% fulfilling the KKM criteria. Furthermore, the researchers also used the N-Gain formula to determine the effectiveness of the showdown strategy implementation. The results of the N-Gain calculation obtained a mean value of 68.3333. It can be concluded that there is a significant difference between students' reading abilities before and after being taught using showdown strategy games.

Keywords: Showdown Games Strategy; narrative text; reading comprehension.

Abstrak: Penelitian ini adalah penelitian pra-eksperimen yang bertujuan untuk menentukan sejauh mana keterampilan pemahaman membaca siswa sebelum dan setelah diajarkan menggunakan strategi permainan *showdown*. Metodologi penelitian adalah pendekatan metode kuantitatif. Sampel penelitian ini adalah 34 siswa dari kelas VIII A SMP N 1 Banjarharjo. Instrumen penelitian ini menggunakan *test*, yakni *pre-test* dan *post-test*. Dalam penelitian ini, peneliti menggunakan KKM (Kriteria Ketuntasan Minimal) di SMPMPN 1 Banjarharjo dengan kriteria untuk skor KKM 75. Berdasarkan hasil dari pemahaman membaca *pre-test* siswa sebelum diajarkan menggunakan strategi *showdown*, 8.82% memenuhi kriteria KKM, dan hasil pemahaman pembacaan pra-ujian siswa setelah diajarkan menggunakan strategi duel adalah 76,47% yang memenuhi kriteria KKM. Selain itu, peneliti juga menggunakan rumus *N-Gain* untuk menentukan efektivitas implementasi strategi *showdown*. Hasil dari perhitungan *N-Gain* yang diperoleh rata-rata 68,3333. Dapat disimpulkan bahwa ada perbedaan signifikan antara kemampuan membaca siswa sebelum dan setelah diajarkan menggunakan strategi permainan *showdown*.

Kata kunci: Strategi Permainan *Showdown*, teks narasi, pemahaman membaca.

INTRODUCTION

English is an important language since it is the world's international language. It is taught in all public schools beginning in the seventh grade, as well in all institutions and colleges. The learners' English skills, which they have formally studied are nonetheless considered insufficient¹. It is critical to employ a variety of teaching tactics while teaching the four skills. These skills should be handled in a way that assists students in meeting the criteria for them and gradually developing their communication ability². Traditional approaches are used by the majority of English teachers to teach the four English language skills. The traditional viewpoint refers to behaviorist methods of teaching and learning that emphasize subject knowledge, teacher-centered education, disciplines, rote learning, and memory³. Some other teachers attempt to adapt current methods and practices that are deemed learner-centered, such as communicative approaches and cooperative learning strategies. Once these basic cooperative learning features are integrated with cooperative learning, students have more positive self-esteem and attitudes about the subject⁴. English is considered the first foreign language in Indonesia and is taught formally from junior high school through the university level. Given the importance of English, teachers must devote more time and effort to the teaching and learning process so that students can communicate clearly and effectively in both oral and written forms.

Reading is an activity in which the reader analyzes and interprets a message to be communicated by the author via written media. Multimedia can assist children in reading and strengthening their reading abilities, as well as enhance the structure of English class and significantly boost teaching efficiency⁵. Reading is the capacity to predict the meaning of the text's lines. The action reads as more than just mechanical activity, but as an intention to convey the activity of groupings of words that contain meaning. Foreign Language (FL) readers must be capable of spreading multiple text formats and actively build a personalized learning environment that promotes meaning production⁶. Furthermore, reading is a skill development activity, spanning

¹ I Wayan Suryasa, I Gede Putu Adhitya Prayoga, and I Wayan Astu Werdistira, "An Analysis of Students' Motivation Toward English Learning As Second Language Among Students In Pritchard English Academy (PEACE)," *International Journal of Social Sciences and Humanities* 1, no. 2 (2017): 43-50.

² Cand Lorena and Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature Studies* 1, no. 1 (2015): 29-31.

³ Fengjuan Zhang and Yongbing Liu, "A Study of Secondary School English Teachers' Beliefs in the Context of Curriculum Reform in China," *Language Teaching Research* 18, no. 2 (2014): 187-204, <https://doi.org/10.1177/1362168813505940>.

⁴ Van Dat Tran et al., "Does Cooperative Learning May Enhance the Use of Students' Learning Strategies?," *International Journal of Higher Education* 8, no. 4 (2019): 79-88, <https://doi.org/10.5430/ijhe.v8n4p79>.

⁵ Bo Xu, "Using New Media in Teaching English Reading and Writing for Hearing Impaired Students – Taking Leshan Special Education School as an Example," *Theory and Practice in Language Studies* 8, no. 6 (2018): 588-94, <https://doi.org/10.17507/tpls.0806.05>.

⁶ A. Levine, O. Ferenz, and T. Reves, "EFL Academic Reading and Modern Technology: How Can We Turn Our Students into Independent Critical Readers," *TESL-EJ* 4, no. 4 (2000): 1-9.

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from the ability to grasp the words, phrases, and paragraphs in reading to a critical and evaluative understanding of the whole content of reading.

As previously said, teaching a language is a multifaceted process that requires various approaches and strategies than teaching other courses. A teacher can further successfully pick the strategies they will utilize with students⁷. To learn a language as a first or second language, one must work hard to acquire and combine four essential skills: listening, speaking, reading, and writing. Two criteria connect the four fundamental skills: the medium of communication (oral or written) and the direction of communication (receiving or providing the message)⁸. However, in terms of teaching a foreign language competency, it is difficult to enhance all of these skills at the same time. Learning a foreign language vary due to individual differences, which is not the case with native learners. As a result, such a challenge may be addressed by employing various new solutions.

The Showdown Strategy is a cooperative learning technique in which students are asked to work in groups. Cooperative learning refers to instructional strategies in which teachers divide students into small groups who then collaborate to assist one another understand academic information⁹. Every strategy or method, including the showdown strategy, has advantages and disadvantages¹⁰. Showdown Technique cooperative learning paradigm to enhance social skills, communication skills, knowledge, information processing abilities, and cognitive skills. This strategy is capable of resolving the issue of students' difficulty in producing ideas as well as the issue of students' motivation in writing. To find out whether it is effective or not, the researcher wants to apply the method in the experimental class. The researcher conducts a study entitled The Effectiveness of Showdown Strategy Games to Improve Students' Reading Comprehension at SMPN 1 Banjarharjo.

Despite the writer's previous investigation, the students have difficulty in reading the content. Everyone needs to read in order to learn new things¹¹. Some of the students did not understand what they were reading. They struggled to read the content when the teacher handed them a textbook. It happened because the students encountered challenging vocabulary in the book and were unable to locate the primary point. These phenomena were observed by students at SMPN 1 Banjarharjo. To solve the problem above the teacher should be innovative in order to discover a

⁷ Mengying Li, "Effective Teaching Strategies for English Language Learners," *Bilingual Research Journal* 29, no. 1 (2005): 209–21, <https://doi.org/10.1080/15235882.2005.10162832>.

⁸ Hakan Aydoğan and Azamat A. Akbarov, "The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey," *Mediterranean Journal of Social Sciences* 5, no. 9 (2014): 672–80, <https://doi.org/10.5901/mjss.2014.v5n9p672>.

⁹ Van Dat Tran, "The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention," *International Journal of Higher Education* 3, no. 2 (2014): 131–40, <https://doi.org/10.5430/ijhe.v3n2p131>.

¹⁰ Atikah, *Using Showdown Strategy to Improve Students' Reading Comprehension., Skripsi* (Semarang: Universitas PGRI Semarang., 2017).

¹¹ Sulih Okta Prihatini, "An Analysis of Students' Difficulties in Reading Comprehension At Sma Negeri 1 Sukodadi Lamongan," *E-Link Journal* 7, no. 1 (2020): 21, <https://doi.org/10.30736/ej.v7i1.261>.

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suitable strategy. To remain competitive, education systems must engage in ongoing reform to increase literacy teaching standards¹². Choosing an appropriate method to help increase students' enthusiasm in reading comprehension. According to Kagan in Oktaviani, one of the cooperative learning structures that teachers might use in the classroom is showdown strategy¹³. The showdown method is one of the strategies that might aid students' reading comprehension. The showdown technique is a cooperative learning strategy that allows students to work together by answering problems in groups. Teaching reading comprehension through Showdown is one method for making learners like reading since they collaborate to solve the problem and share their views. This method may be applied to the teaching and learning of reading comprehension.

The researchers found several studies related to this research. The first previous research related to this research was conducted by Custodio and Dolotallas which is related to this research entitled "Performance in Algebra of Students Exposed to Showdown Strategy".¹⁴ It has been applied in learning mathematics. The data show that there is no significant difference in students' Algebra pretest scores when grouped with Showdown strategy and lecture method. The next previous research was conducted by Martha, the research was used a different subject to teach entrepreneurship¹⁵. Student involvement grew from 60% in the first cycle to 79% in the second round. The utilization of Carousel Feedback and Showdown can help improve student efficacy. The third previous research related to this research was conducted by Sadewo and Purnasari and the title was "Increasing study results and self-efficacy of students through the carousel feedback study model and showdown on entrepreneurship subjects".¹⁶ The next previous research was conducted by Sahardin et al., which purpose of the research was to improve reading skills, but this time using a different treatment, namely NHT (Numbered Heads Together)¹⁷. The last previous study is about Showdown strategy which conducted by Atikah, This study used the same Showdown Strategy; it has been applied in learning English. She conducted research entitled "Using Showdown Strategy to Improve Students'

¹² Huang Yao Hong et al., "Advancing Third Graders' Reading Comprehension through Collaborative Knowledge Building: A Comparative Study in Taiwan," *Computers and Education* 157 (2020): 103962, <https://doi.org/10.1016/j.compedu.2020.103962>.

¹³ Octaviani, Deddy Sofyan, and Nur Utami, "The Effect of Showdown on Students' Reading Comprehension," *Journal of English Education Study Program*, 2012.

¹⁴ A. C. Custodio, M. A., & Dolotallas, "Performance in Algebra of Students Exposed to Showdown Strategy.," 2018.

¹⁵ J. A. Martha, "Penerapan Pembelajaran Model Carousel Feedback dan Showdown pada Mata Pelajaran Entrepreneurship untuk Meningkatkan Hasil Belajar, Keaktifan, Dan Efikasi Diri," *Jurnal Entrepreneur Dan Entrepreneurship*, 3, no. 1 (2014): 95-104.

¹⁶ D. Sadewo, Y. D., & Purnasari, "Peningkatan Hasil Belajar dan Self Efficacy Siswa melalui Model Pembelajaran Carousel Feedback dan Showdown pada Mata Pelajaran Kewirausahaan (Studi Kasus Pada SMA Negeri 1 Bengkayang)," *Sebatik* 23, no. 2 (2019): 522-527.

¹⁷ A. Sahardin, R., Mukarramah, M., & Hanafiah, "A Study on Improving Students' Reading Comprehension Using the Numbered Heads Together Technique.," *Studies in English Language and Education* 2, no. 2 (2015): 132-143.

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Reading Comprehension at SMP N 2 Doro Pekalongan".¹⁸ The previous study mentioned above conclude that the showdown strategy can be used in various educational substances such as reading, engineering, and math. Among past studies the author conducted the same studies as Atikah but there is a difference in which the writer sets out a striking difference between students before and after using a showdown strategy on reading comprehension.

This study employed quantitative methods. Quantitative research is primarily concerned with gathering numerical data to explain a specific phenomenon¹⁹. A pre-experimental design is used by the researcher. In this experiment, a one-group pre-test-post-test design is chosen. The purpose of an achievement test is to determine how successful individual students, groups of students, or courses have been in meeting objectives²⁰. Therefore, the variable from this study consists of the use of showdown strategy as an independent variable and students' reading comprehension ability as a dependent variable. The population of this study was from class VIII SMPN 1 Banjarharjo with a total of 306 students consisting of 9 classes. The population is a geographic generalization in which there are: object/subject has the quality and certain characteristics that are set by the researcher to learn and then draw conclusions²¹. Purposive sampling is the process of selecting samples by taking subjects that are not based on stage or area, but a particular function²². The sampling technique used for sampling is purposive sampling. To determine the effectiveness of reading comprehension by applying the showdown strategy, the researcher determined the class to be used as the research sample, namely class VIII-A. The reason for choosing class VIII-A was because the English teacher suggested choosing VIII-A class. Data analysis is a continuous process from data processing to see how to interpret data, followed by data analysis from the output at hand in the processing data result from stage²³. The researcher as a teacher gave a pre-test about the material narrative text to students before giving treatment and after giving the treatment. The researcher measured the students reading comprehension by doing a post-test. the researcher used tests as the research instrument. A good test must be fulfilled and considered standardized of the test itself. There are some aspects to make a good test, those are validity and reliability. The researcher conducted the validity of the questions tested using the product-moment correlation formula with the help of SPSS software for windows.

¹⁸ Atikah, "Using Showdown Strategy to Improve Students' Reading Comprehension.," in *Skripsi Universitas PGRI Semarang*, 2017.

¹⁹ D. Muijs, *Introduction to Quantitative Research. Doing Quantitative Research in Education with SPSS*, 2004.

²⁰ Y. Sianipar and M. Isnawati, "Pengaruh Pemberian Jus Lidah Buaya (Aloe Vera) Terhadap Kadar Kolesterol Low Density Lipoprotein (LDL) Dan High Density Lipoprotein (HDL)," *Journal of Nutrition College* 1, no. 1 (2012): 241-248.

²¹ Sugiyono, *Metodologi Penelitian Bisnis*. Bandung: Alfabeta (Bandung: Alfabeta, 2010).

²² S. Arikunto, *Metode Penelitian* (Jakarta: Bumi Aksara., 2010).

²³ S. B. Prasetyo, "Analisis Efisiensi Distribusi Pemasaran Produk Dengan Metode Data Envelopment Analysis (DEA)," *Jurnal Penelitian Ilmu Teknik* 8, no. 2 (2008): 120-28.

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Comparing the calculated r value with the table r value:

- 1) If the value of r count $>$ r table, then the test item is valid.
- 2) If the value of r count $<$ r table, then the test item is invalid.

Comparing the significant value (2-tailed) $<$ 0,05:

- 1) If the significant value (2-tailed) $<$ 0,05 and the Pearson Correlation (r count) is positive, then the test item is valid.
- 2) If the significant value (2-tailed) $<$ 0,05 and the Pearson Correlation (r count) is negative, then the test is invalid.
- 3) If the value is significant (2-tailed) $>$ 0,05, then the test item is invalid.

Before giving pre-test and post-test, the researcher created test to be tried out to the students to know how far the reliability of the instrument. The researcher next analyzed and calculated each instrument using SPSS. Then the result of computing can be seen below:

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
0.644	10

To collect data for this study, the researcher used three steps of activities: pre-test, treatment, and post-test. The steps to analyze the data are as follows; first, preparing the data, scoring students' reading result, describing the percentage of students' mastery in answering questions, doing normality test to determine the difference between pre-test and post-test, doing hypothesis testing to find out whether there is a significant effect of using the showdown strategy on students' reading comprehension skills, furthermore, finding the differences between the pre-test and post-test scores is the N-Gain formula.

FINDINGS AND DISCUSSION

Before processing the data, the researcher carried out several activities to collect data during the study. The researcher did a tryout to ensure whether the questions were valid or not, pre-test, gave treatment, and post-test was carried out. The activity was carried out in 3 meetings. The schedule from activities are in the table below:

Table 2. The schedule from activities

Activities	February, 2022	10 th February, 2022	11 th February, 2022	12 th February, 2022
Try out	√			
Pre-test Treatment		√		
Post-Test				√

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1. The results of the descriptive analysis of students' reading comprehension skills before being taught using the showdown strategy (Pre-test)

The number of post-test questions is 10 multiple choice questions valid after analyzing the validity, reliability. The distribution was then carried out a descriptive analysis of the data before being given learning treatment (Pre-test) using the showdown strategy of the eighth grade A English lesson at SMP Negeri 1 Banjarharjo, it has been classified in table 2 descriptive statistics below:

Table 3. Frequency Distribution Table of Student Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80 - 86	3	8.8	8.8
	66 - 72	8	23.5	32.4
	59 - 65	23	67.6	100.0
	Total	34	100.0	100.0

2. The results of the descriptive analysis of students' reading comprehension skills after being taught using the showdown strategy (Post-test)

The distribution was then carried out a descriptive analysis of the data after being given learning treatment (post-test) using the showdown strategy of the eighth-grade A English lesson at SMP Negeri 1 Banjarharjo, it has been classified in table 4 descriptive statistics below:

Table 4. Frequency Distribution Table of Student Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	94 - 100	14	41.2	41.2
	87 - 93	8	23.5	64.7
	80 - 86	4	11.8	76.5
	66 - 72	6	17.6	94.1
	59 - 65	2	5.9	100.0
	Total	34	100.0	100.0

The table above shows as many as 14 students or 41,2% which means students get a score of 94-100, 8 students or 23,5% which means students get a value of 87-93, 4 students or 11,8% which means students get a score of 80-86, 6 students or 17,6% which means students get a score of 66-72, and the last one is 2 student or 5,9%, which means students get a score of 59-65.

3. Normality test

Normality test to determine the difference between pre-test and post-test. The results of the normality test using the SPSS application can be seen in the table below:

Table 5. One-Sample Kolmogorov-Smirnov Test

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		Pretest	Posttest
	N	34	34
Normal Parameters ^{a,b}	Mean	60.0000	87.6471
	Std. Deviation	11.00964	13.27080
	Absolute	.176	.236
Most Extreme Differences	Positive	.176	.176
	Negative	-.176	-.236
Kolmogorov-Smirnov Z		1.029	1.075
Asymp. Sig. (2-tailed)		.240	.456

Based on the table above, the results of the normality test using a calculation according to Kolmogorov-Smirnov Z, it can be seen that Asymp. Sig. (2-tailed). Pretest and post-test data, respectively are 0.240 and 0.456. Both are bigger than 0.05. So, it can be said that the two data are normally distributed. Because the data is distributed normal, then a T-Test can be conducted.

4. Hypothesis Testing

Hypotheses are tested using the paired sample T-test in SPSS. Whether the null hypothesis (Ho) is accepted or rejected, it will be proven by interpreting the results of the paired sample T-test. The interpretation is concerned with the value of tcount as well as its importance (Sig). Based on the data analysis, it is possible to identify the following:

Table 6. Hypothesis Testing Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest - Posttest	-27.64706	15.38571	2.63863	-33.01539	-22.27873	-10.478	33	.000

According to the paired sample T-test analysis on table IV.8, the significance value is 0.000, the value of tcount is -10.478, and the value of ttable with df=33 (two tailed test) is 2.017. The hypothesis was tested using two interpretations. Because the value of tcount is more than the value of ttable (-10.478 > 2.017) and the significance value is less than 0.05 (0.000 < 0.05), it is clearly that the null hypothesis (Ho) is rejected.

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It can be stated that the Showdown strategy has a significant effect on reading comprehension, and it is recommended that it be implemented by eighth-grade students at SMPN 1 Banjarharjo.

5. N-Gain

To find the gain score, the following formula is used:

$$N\text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

Meanwhile, the division of the N-Gain category in the form of a percentage can refer to in the table below:

Table 7. The Results of the N-Gain Calculation

Statistics		
N_Gain_percentage		
N	Valid	34
	Missing	0
Mean		68.3333
Minimum		-50.00
Maximum		100.00

Based on the table above about the results of the N-Gain calculation, the mean value is 68.3333, it can be concluded that learning English using the Showdown strategy is quite effective in improving students' reading comprehension.

After being taught using the Showdown strategy, students get more information and knowledge that can help them to understand the narrative text. Students can better understand the structure contained in the narrative text after being taught when compared to before being given treatment. The teacher will be stimulated by employing the showdown strategy to make students more involved in class. If the class is performed utilizing the showdown style, students will have a nice sense of competitiveness²⁴. This is shown through post-test results of students after being taught using the Showdown strategy is 76.47% get a complete score according to the KKM criteria of 75 or a score above 75. Therefore, the student's reading comprehension after being taught by using the Showdown strategy increased from 8,82% to 76.47%.

To determine the difference between pre-test and post-test. The results of the normality test using a calculation according to Kolomogrov-Smirnov Z, it can be seen that Asymp. Sig. (2-tailed). Pretest and post-test data, respectively are 0.240 and 0.456. Both are bigger than 0.05. So, it can be said that the two data are normally distributed. Because the data is distributed normal.

²⁴ Bayu Putra Utama, "AN ANALYSIS OF THE DIFFICULTIES OF USING SHOWDOWN TECHNIQUE IN TEACHING WRITING SKILL" (STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO, 2021).

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According to the paired sample T-test analysis on table IV.8, the significance value is 0.000, the value of tcount is -10.478, and the value of ttable with $df=33$ (two tailed test) is 2.017. The hypothesis was tested using two interpretations. Because the value of tcount is more than the value of ttable ($-10.478 > 2.017$) and the significance value is less than 0.05 ($0.000 < 0.05$), it is clearly that the null hypothesis (H_0) is rejected. Researchers reported that the showdown strategy provided greater progress than the Lecture method²⁵. It can be stated that the Showdown strategy has a significant effect on reading comprehension, and it is recommended that it be implemented by eighth-grade students at SMPN 1 Banjarharjo.

To show the effectiveness of the treatment using the showdown strategy, a normalized gain test (N-Gain) was conducted using SPSS. The results of the N-Gain calculation, the result show that from 34 student data there are 18 students or 52% high category, 12 students or 35% medium and 4 students or 11% is low. So, it can be concluded that the category of students gain scores is high. The mean value is 68.3333, it can be concluded that learning English using the Showdown strategy is quite effective in improving students' reading comprehension.

CONCLUSION

The results of the study of student learning before being taught using the Showdown strategy can be seen that students do not know the characteristics, language features, and the generic structure of the narrative text. In the other hand, learners after being taught by using the Showdown strategy get more information and knowledge that can help them to understand the narrative text. Students can better understand the structure contained in the narrative text after being taught when compared to before being given treatment. It can be stated that the Showdown strategy has a significant effect on reading comprehension, and it is recommended that it be implemented by eighth-grade students at SMPN 1 Banjarharjo.

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THE EFFECTIVENESS OF SHOWDOWN STRATEGY GAMES TO IMPROVE STUDENTS' READING COMPREHENSION AT JUNIOR HIGH SCHOOL

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