***Faridah, Lulu. 2018.*** *The Effectiveness of Teaching Reading Comprehension in*

*Narrative Text By Using Guessing Games Technique. Thesis. English Education Department, Faculty of Education, University of Technology Yogyakarta. Supervised by Dr. Adnan Zaid, M.Sc.*

***ABSTRACT***

*This study entitled The Effectiveness of Teaching Reading Comprehension in Narrative Text By Using Guessing Games Technique is aimed at finding out whether teaching reading by using guessing games was effective.*

*This study belongs to Qualitative Research or Classroom Action Research The data were in form of words and were not analyzed by using statistical procedure. The data were taken from the students’ pre-test, interviews, the students’ post-test, and observations.*

*The result of the study shows that teaching reading by guessing games was effective. In the pre-test the students who belonged to very poor category were five or 18.5 %. In post-test 1, the students who belonged to very poor category were two or 7.4 %. Then, in post-test 2 there was no student or 0 % who belonged to very poor category. The atmosphere of the classroom was condusive. Most of students paid attention to the researcher’s explanation and played the guessing games well.*

***Key words*** *: reading comprehension, narrative text, and guessing games.*

**Faridah, Lulu. 2018.** *The Effectiveness of Teaching Reading Comprehension in*

*Narrative Text By Using Guessing Games Technique*. Tugas Akhir. Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan, Universitas Teknologi Yogyakarta. Dibimbing oleh Dr. Adnan Zaid, MSc.

**ABSTRAK**

Penelitian yang berjudul *The Effectiveness of Teaching Reading Comprehension in Narrative Text By Using Guessing Games Technique* bertujuan untuk menjadi keefektifan pengajaran membaca menggunakan guessing games.

Penelitian ini menggunakan termasuk kualitatif atau tindakan kelas karena datanya berupa kata-kata dan tidak di analisis menggunakan prosedur statistika. Data diambil dari pre-test siswa, wawancara, post-test dan observasi.

Hasil penelitian ini menunjukan bahwa pengajaran membaca menggunakan permainan tebakan efektif. Pada pre-test siswa yang mendapatkan skor dalam kategori sangat rendah adalah lima siswa atau 18.5 %. Pada post-test 1 siswa yang mendapatkan skor dalam kategori sangat rendah adalah dua siswa atau 7.4 %. Pada post-tst 2 tidak terdapat siswa atau 0 % yang mendapatkan skor dalam kategori sangat rendah. Suasana didalam kelas menjadi lebih kondusif. Sebagian besar siswa memperhatikan apa yang peneliti jelaskan dan bermain permainan tebakan dengan baik.

**Kata kunci** : pemahaman membaca, naratif teks, dan permainan tebakan.