

**IMPROVING STUDENTS' READING SKILLS USING
SCRAMBLE TECHNIQUE AT THE TENTH
GRADE OF SMA PMDS PUTRI PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of S1 Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo in Fulfillment of
Requirement for S.Pd Degree in English Education*



Written By

NURALQARIYAH RESKI ISMUAWWAL

Reg. Num 17 0202 0214

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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NURALQARIYAH RESKI ISMUAWWAL

Reg. Num 17 0202 0214

Supervised by:

- 1. Dr. Magfirah Thayyib, S.S.,M.Hum.**
- 2. Muhammad Iksan, S.Pd.,M.Pd.**

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TARBIYAH AND TEACHER TRAINING FACULTY
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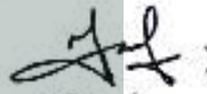
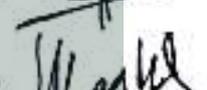
THESIS APPROVAL

This thesis entitles *Improving Students' Reading Skill Using Scramble Technique at The Tenth Grade of SMA PMDS Putri Palopo*, which is written by *Nuralqariyah Reski Ismuawwal*, Reg. Nim 17 0202 0214, English Language Education Study Program of Palopo, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Tuesday, August 23rd 2022. Coincided with Muharram 23rd 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, August 22nd 2022

COMMITTEES OF EXAMINATION

1. Muhammad Iksan, S.Pd., M.Pd. Chairman
2. Dr. H. Rustan S, M.Hum. Examiner I
3. Dewi Furwana S.Pd.I., M.Pd. Examiner II
4. Dr. Magfirah Thayyib, S.S., M.Hum. Consultant I
5. Muhammad Iksan, S.Pd., M.Pd. Consultant II

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Approved by

Dean of Tarbiyah and Teacher
Training Faculty


Dr. Nurudin Kaso, M.Pd.
NIP 19681231 199903 1 014

The Head of English Education
Study Program of IAIN Palopo


Amalia Yahya, S.E., M.Hum.
NIP 19771013 200501 2 006

STATEMENT OF AUTHENTICITY

I. Who undersigned below:

Name : Nuralqariyah Reski Ismuawwal
Registration Number : 17 0202 0214
Faculty : English Language Education Study Program
Study Program : Tarbiyah and Teacher Training

Stating exactly that:

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Nuralqariyah R Ismuawwal
Nim. 17 0202 0214

CONSULTAN APPROVAL

Thesis Entitled: **IMPROVING STUDENTS' READING SKILLS USING SCRAMBLE TECHNIQUE AT THE TENTH GRADE SMA PMDS PUTRI PALOPO**

Written By

Name : Nuralqariyah Reaski Ismuawwal
Reg. Number : 17 0202 0214
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be examined

Palopo, 19th June 2022

Consultan I

Consultan II


Dr. Magfirah Tayyib, S.S., M.Hum
NIP. 19850719 201801 2 001


Muhammad Iksan, S.Pd., M.Pd.
NIP. 19860327 201801 1 001

EXAMINER APPROVAL

Thesis Entitle : **Improving Students' Reading Skills Using Scramble Technique at the Tenth Grade of SMA PMDS Putri Palopo.**

Written By

Name : Nuralqariyah Reski Ismuawwal

Reg Number : 17 0202 0214

Faculty : Tarbiyah and Teacher Training

Study Program : English Language Education

Has been corrected and approved to be examined Munaqasyah Thesis.

Palopo, 15 Agust 2022

Appoved,

Examiner I

Examiner II


Dr. H. Rustan S., M.Hum
NIP. 196512311992031054


Dewi Furwana, S.Pd.I., M.Pd
NIP. 198604232015032005

NOTA DINAS PEMBIMBING

Palopo, 19 Juni 2022

Lamp : -

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Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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NIM : 17 0202 0214
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Judul : **Improving Students' Reading Skills Using Scramble Technique at Tenth Grade of SMA PMDS Putri Palopo**

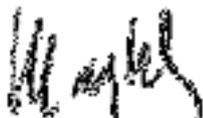
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Pembimbing II



Dr. Magfirah Thayyib, S.S., M.Hum
NIP. 19850719 201801 2 001



Muhammad Iksan, S.Pd., M.Pd
NIP. 19860327 201801 1 001

PRONOUNCEMENT

Signature By:

Name : Nuralqariyah Reski Ismuawwal

Reg. Number : 17 0202 0214

Departement : English Education

Faculty : Tarbiyah and Teaching Training

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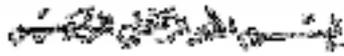
Palopo, 3rd August 2022

The Researcher

Nuralqariyah R. Ismuawwal

NIM: 17 0202 0214

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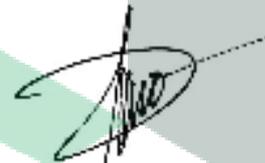
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The researcher hopes that this thesis can provide value for English Department students, English teachers, and readers. The researcher admits that this thesis is still not perfect, for that the researcher will accept suggestions from readers to improve it. The researcher hopes that this thesis can be useful for all parties. Finally, the researcher prays that Allah SWT will bestow blessings on all those who have helped the researcher.

Palopo, 4th June 2022



The Researcher
Nuralqariyah R Ismuawwal
NIM 17 0202 0214

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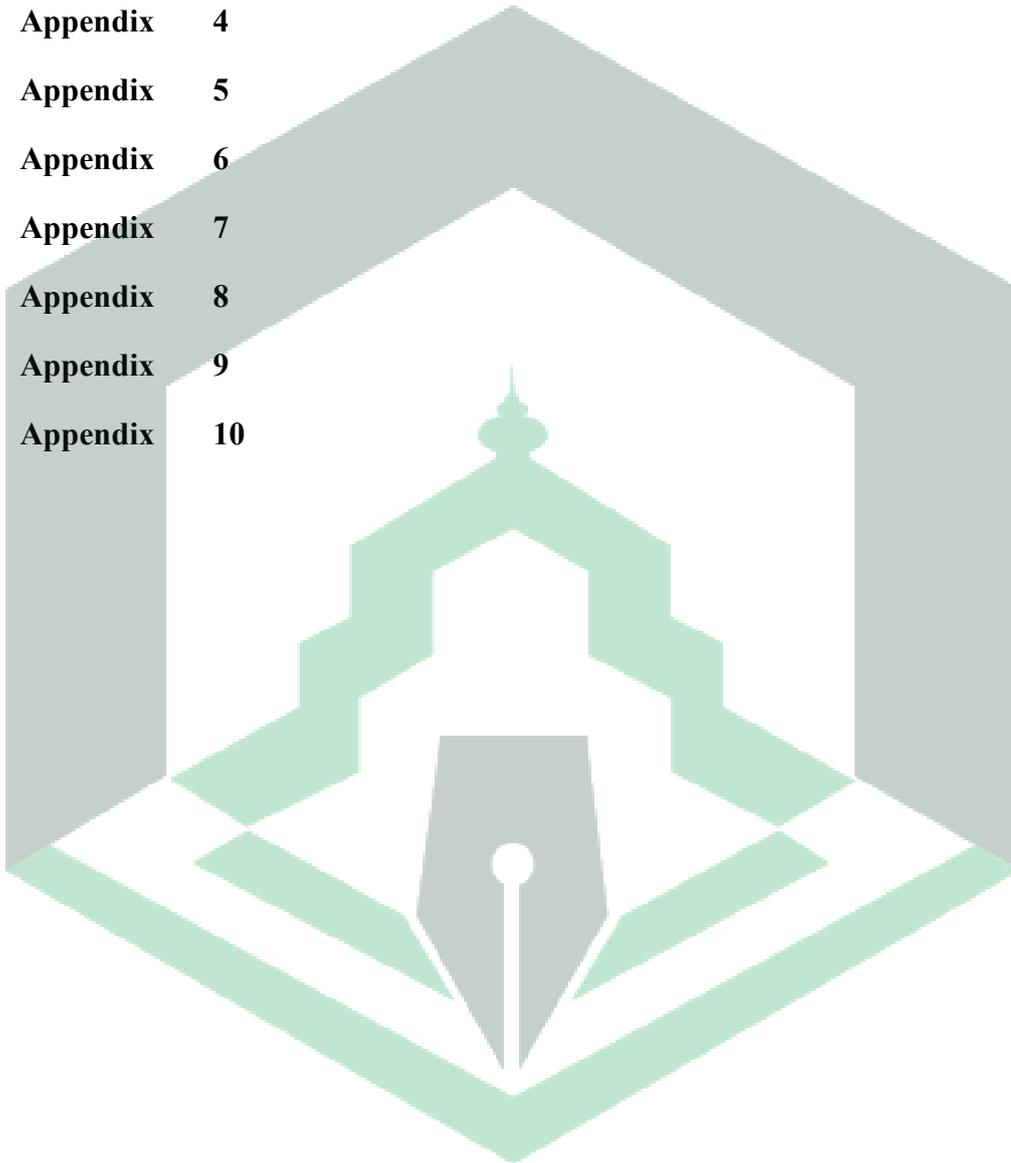
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ABSTRACT

Nuralqariyah Reski I, 2022. “Improving Students Reading Skills Using Scramble Technique At The Tenth Grade Of SMA PMDS Putri Palopo”. A thesis of The Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised By: Magfirah Thayyib and Muhammad Iksan

The purpose of the research was to determine whether the use of scramble technique was effective to improve students reading skills at SMA PMDS Putri Palopo. This research to determine the improvement of students' ability in learning to read using scramble technique in class X IPS2 at SMA PMDS Putri Palopo. This research used pre-experimental research. This research has a population of 150 students in class X at the SMA PMDS Putri Palopo, using purposive sampling with a total of 20 students in class X IPS2. The researcher gave pre-test and post-test to students in the form narrative text. Data were analyzed using SPSS 22. The researcher collected data by giving ten items in the pre-test and post-test data were first tabulated and analyzed in percentage terms. The mean score on the pre-test was lower than the mean score on the post-test ($64.5 < 79.5$). The researcher got the result of t-test 5,658. The questionnaire used by the researcher used a scale to determine the responses of class X IPS2 students. The results of student responses were categorized as "strong". So it can be said that the results of this study concluded that the use of scramble techniques was effective in improving students' reading skills.

Keywords: Scramble Technique, Reading Skills, Pre-experimental Design

CHAPTER I

INTRODUCTION

A. Background

Reading skills is one of important skills in English that students need to study. Reading skills are classified as active receptive skills. Reading activities can be developed independently, apart from listening and speaking skills.¹ Anything gained through reading helps a person improve their thinking power, increase their perspective and broaden their horizons.

Reading plays an important role in giving birth to the next generation of intelligent, creative and critical people. By reading, one gets knowledge and information from many parts of the world. Reading is an activity that involves audience (hearing) and visual (observation) elements. The ability to read begins when children enjoy exploring books by holding or flipping through language books, which is the main communication tool for children to express their wants and needs.²

Basically, reading skills and abilities are needs that must be met. So reading skills must be trained from an early age. Beginning reading is the initial stage in learning to read which is focused on recognizing symbols or signs related to letters so that it becomes the basis for children to continue to the early reading stage. But in fact reading activities are less liked by students, especially high

¹ Yeti Mulyati, 'Hakikat Keterampilan Berbahasa Keterampilan Berbahasa Indonesia SD', *Keterampilan Berbahasa Indonesia SD*, 2015.

² widiyastuti ana, *Kiat Jitu Anak Gemar Baca Tulis* (jakarta: Elex Media Komputindo, 2017).

school students who are still busy with their activities and not focused. In the classroom, students who like to read can be counted without any coercion from other parties such as parents or teachers. It was also found that in the field, in the upper middle class there were students who could not read and were not fluent in reading. If students cannot read, it will be difficult for students to understand the lesson, especially English. In addition, reading activities are not only skimming but also understanding the contents contained in the reading material.

The purpose of reading in tenth grade Senior High School is for students to be able to read simple words and sentences easily and accurately. The fluency and accuracy of reading in students in the early stages of learning to read is influenced by the activities and creativity of teachers in lower grades. In other words, teachers play an important role in improving students reading skills. This important role involves the teacher's role as a facilitator, motivator, learning resource, and organizer in the learning process

However, the researcher found that many students still had poor reading skills. This was shown when the researcher did an observation on the learning process at a school called SMA PMDS Palopo that conducted on 27th of July 2021. They face reading problems that prevent students from understanding the information presented in textbooks.³

Considering the issues discussed above, reading has an important role in helping students understand the texts they read. From the initial observation made by the researcher, it appears that at school students have difficulty in reading. For

³ Miss. Rusnani S.Pd, an English teacher for class X at PMDS Putri Palopo, using a questionnaire method.

this reason, it is necessary to conduct research on improving students reading skills by using scramble techniques. This allows students to imagine and explore the relations IPS between concepts in the literature they read.

B. Research Question

Based on the background above, the researcher formulates the following research questions:

1. Can the scramble technique effectively improve students' the reading skills of grade class X IPS2 of SMA PMDS PUTRI Palopo?
2. How is the students' response to scramble technique in learning reading skills in grade class X IPS2 of SMA PMDS PUTRI Palopo?

C. Objective of the Research

The Objectives of this research are to:

1. To find out whether or not the scramble technique improve students' reading skill in grade at SMA PMDS Palopo.
2. To find out the students' response to scramble technique in leaning reading skills in grade class X IPS2 at PMDS Putri Palopo

D. Significance of the Research

The results of this research are expected to be beneficial both theoretically and practically elaborated in the following section :

1. Theoretically

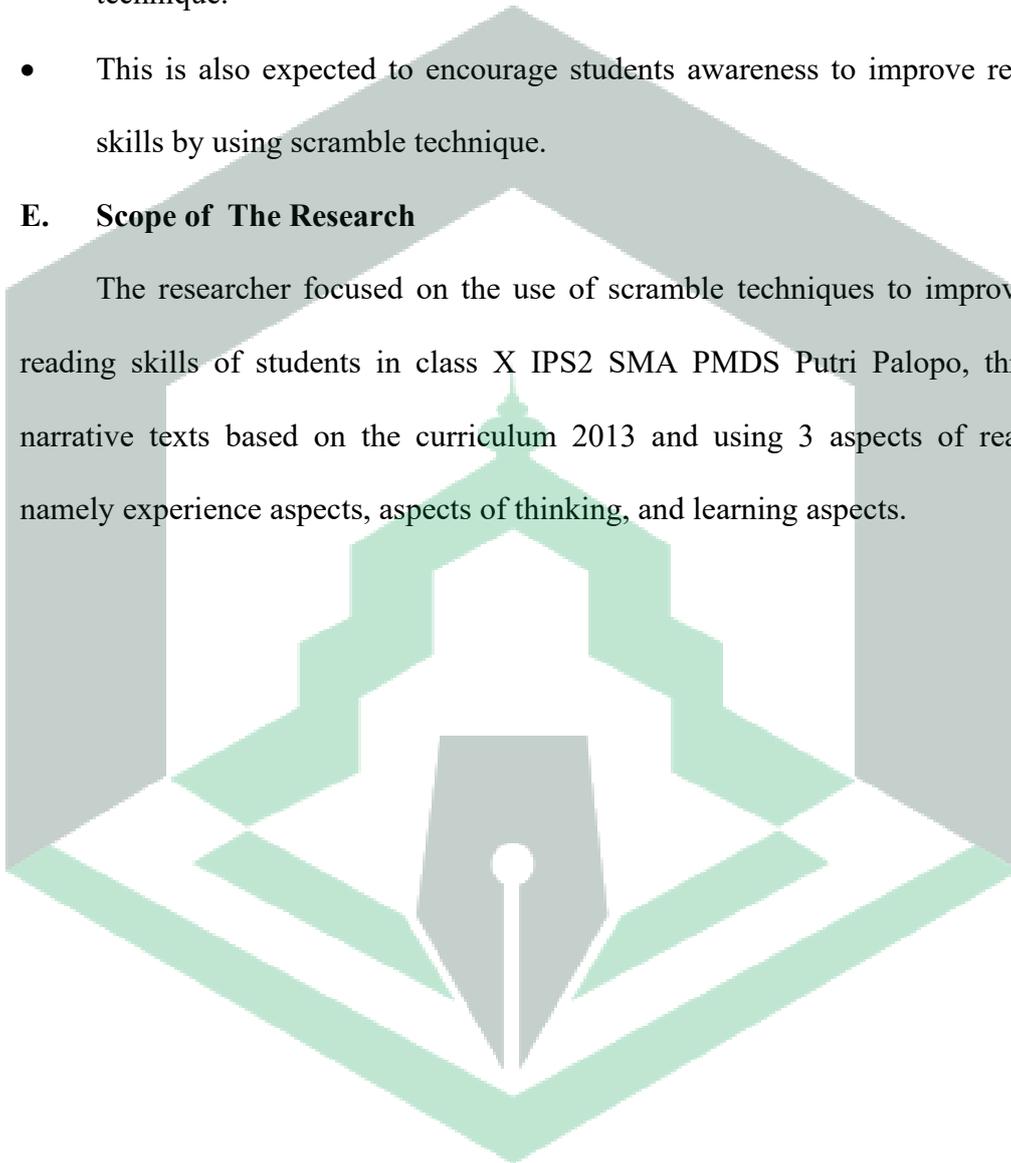
The results of this research are expected to support theories related to reading skills with scramble technique.

2. Practically

- The results of this research are expected to provide information to English teacher, especially in guiding students in reading skills with scramble technique.
- This is also expected to encourage students awareness to improve reading skills by using scramble technique.

E. Scope of The Research

The researcher focused on the use of scramble techniques to improve the reading skills of students in class X IPS2 SMA PMDS Putri Palopo, through narrative texts based on the curriculum 2013 and using 3 aspects of reading, namely experience aspects, aspects of thinking, and learning aspects.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

The researcher found some related researches that using scramble in teaching reading skills as follows:

Cut Marlin and Yusrawati conducted a research about the effectiveness use of discourse scramble techniques in improve reading ability SDN 32 Banda Aceh Academic year 2015/2016. The objective of the researches to improve reading comprehension ability of the fourth grade students of SDN 32 Banda Aceh. This research is using Classroom Action Research. They say learning by using discourse scramble techniques can improve reading comprehension skills in fourth-grade students at SDN 32 Banda Aceh. This can be proven from the success of the process and product of learning to read comprehension by using the discourse scramble technique. Students become more active and enthusiastic in participating in learning. Students are more daring to express their opinions, exchange ideas, and are no longer ashamed to ask questions. The increase in the mean score value of reading comprehension ability in the first cycle was shown by the mean score value from 70.5 to 78.33 in the second cycle, students who had reached the KKM also experienced an increase of 28% from 36% to 64%.⁴

Ara Khadina conducted a research about further developing reading comprehension through the technique of stacking scramble paragraphs SDN Badean 01 Jember Academic Year 2012/2013. The purpose of learning

⁴ Cut Marlin And Yusrawati, *Application Of Discourse Scramble Techniques To Improve Reading Ability Of Students In Class Iv Sdn 32 Banda Aceh*

Indonesian Language and Literature is to improve students ability to communicate in Indonesian, both orally (listening and speaking) and in writing (writing and reading). The type of research used is the Classroom Action Research (CAR) design. The application of random paragraphs in learning can improve the reading comprehension skills of fourth grade students at SDN Badean 01 Jember. Based on the results of observations and interviews in the first cycle, it can be seen that the increase in reading comprehension skills of randomized paragraphs with classical completeness was 41.46% in the pre-cycle to 51.22% in the first cycle. However, the classical mastery of the results of the first cycle was still not achieved.⁵

Eneng Ros Siti Saroh and Vismaia s. Damaianti conducted research about the influence of scrambling skills on the ability to determine main ideas and retelling n learning reading comprehension In Academic Year 2016. This study was to explain the primary idea skills and paraphrase skills of those who were taught reading by using the scramble technique and those who were taught the direct instruction. This study uses a quasi-experimental method with a Pre-test and Post-test Control Group design. They said that the scramble technique given to fourth-grade students of SDN 2 Pengadilan the regency of Tasikmalaya could affect the ability to determine main ideas and paraphrases in learning reading comprehension. The results showed that the reading and writing abilities of fourth

⁵ Ara Akhdina, Satrijono Hari, and Suhartiningsih, Improving Reading Comprehension through the Technique of Stacking Scramble Paragraphs Grade IV SDN Badean 01 Je', *Unej*, 2013, 1-6.

graders at SDN 2 Pengadilan the regency of Tasikmalaya were generally different and had not yet reached the maximum level.⁶

Arif Suratno conducted a study SDN Tukangan Yogyakarta's 4th grade discourse scramble technique to improve reading comprehension. To improve the quality of reading comprehension of fourth grade students of SDN Tukangan Yogyakarta. This type of research is classroom action research. The application of the discourse scramble technique has succeeded in improving the learning process and students reading comprehension skills can be increased. Students become more active and enthusiastic in participating in learning, students are more daring to express opinions, and group work goes well. The increase in students reading comprehension ability can be seen from the number of students who managed to achieve the KKM score in the pre-test by 36%, at the end of the first cycle by 64%, and at the end of the first cycle by 64%. cycle II by 92%. While the mean score value at the pre-action was 6.3, the end of the first cycle was 69.9, and the end of the second cycle was 78.44.⁷

Rachma Putri Kasimbar conducted a research about effect of using scramble technique for reading and understanding English texts in midwifery students. The aims of this study are 1) To find out whether there is an effect of teaching by using scramble technique in reading comprehension of English texts on midwifery students 2) To find out the extent of the influence of teaching using scramble

⁶ Eneng Ros Siti Saroh and Vismaia S. Damaianti, 'Pengaruh Teknik Scramble Terhadap Kemampuan', *Eduhumaniora : Jurnal Pendidikan Dasar*, 8.2 (2016), 144–51.

⁷ Suratno Arif, 'Peningkatan Kemampuan Membaca Pemahaman Menggunakan Teknik', *Peningkatan Kemampuan Membaca Pemahaman Menggunakan Teknik*, April, 2014.

technique in understanding midwifery students 3) To find out how students respond on the formulation of lectures on reading comprehension of midwifery students. The research design is a quasi-experimental design. The author uses test sheets and questionnaires. The test consists of pre-test and post-test. The technique for analyzing this test is generated from student scores and calculated using ANCOVA (Analysis of Covariance). The questionnaire used by the researcher was using a Likert scale to determine the responses of midwifery students. The results of student responses are 76%, which is categorized as "good". So it can be said that the Scramble technique for reading comprehension of midwifery students is effective.⁸

Based on the research above, several researchers conducted research at the elementary school level. The research above concludes that the researchers applied scramble techniques to improve the reading skills of the tenth graders of SMA PMDS Putri Palopo. It can be seen from the research above that the Scramble technique is one way to teach reading skills. Each method can be applied in any way as long as it is suitable for students. The above research on how to use scramble technique in teaching English is similar to the previous research. Researchers used experimental methods. The research is different, this research focuses on improving students reading skills through scramble technique.

⁸ Rachma Putri Kasimbar Entitled *Effectiveness Of Using Scramble Techniques For Reading Comprehension Of English Texts In Midwifery Students*.

B. Theoretical basis

1. Reading

a. Definition of Reading

Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the content of the text read. Therefore, reading is not only looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourses but more than that reading is an activity to understand meaningful symbols/signs/writing so that the message conveyed by the author can be accepted by the reader.⁹The goal of reading, spelling and vocabulary teaching is to help students develop "word awareness" and become independent word-interpreters in all subject areas.¹⁰

Reading is one of the important skills in learning language besides listening, speaking and writing. The fundamental goal of any reading activity knows the language. Simanjuntak states "reading is a process of putting the reader in contact and communication with ideas"¹¹ brought on states that reading is a complex skills that involves a whole series of lesser skills, where skills means relate the ability recognize stylized shapes which are figure on a ground, curves and lines and dots in patterned.¹²

⁹ H. Dalman, *'Keterampilan Menulis'*, Jakarta: PT. Raja Grafindo Persada, 2014.

¹⁰ Puspyta, Ika. *Teaching Reading Skills By Using Picture Text At The Second Year Students Of Smp Kristen Palopo. Palopo Departement Of English Education Fkip-Uncp*.P.5 2010

¹¹ Irena Agatha Simanjuntak, Sa'dun Akbar, and Alif Mudiono, *'Asesmen Formatif Perkembangan Bahasa Anak'*, Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 4.8 (2019), 1097.

¹² wahyusi, *'Factors Affecting The Reading Comprehension Achievement Of The Second Year Students Pf Man Model Makassar'*, Thesis Uin Alauddin; Makassar, 2005, 8.

Reading skills simply means how to tell you to read the kind of words you understand, how well you understand the meaning of the passages you read. Reading is competence to understand, analyze and remember other than that, ideas and communication through written fiction. Reading is an activity that is often done by everyone. Therefore, reading requires competence to understand the reading.

One of the importance of determining the main idea is to obtain and use the ideas contained in the reading. In addition, so that researcher knows the purpose of reading and know the main problems or topics contained in the reading. When some ideas obtained from reading can be integrated with previous experiences (the reader's schema), it will have an impact on the emergence of a broader concept.¹³

b. The Aspects of Reading Skills

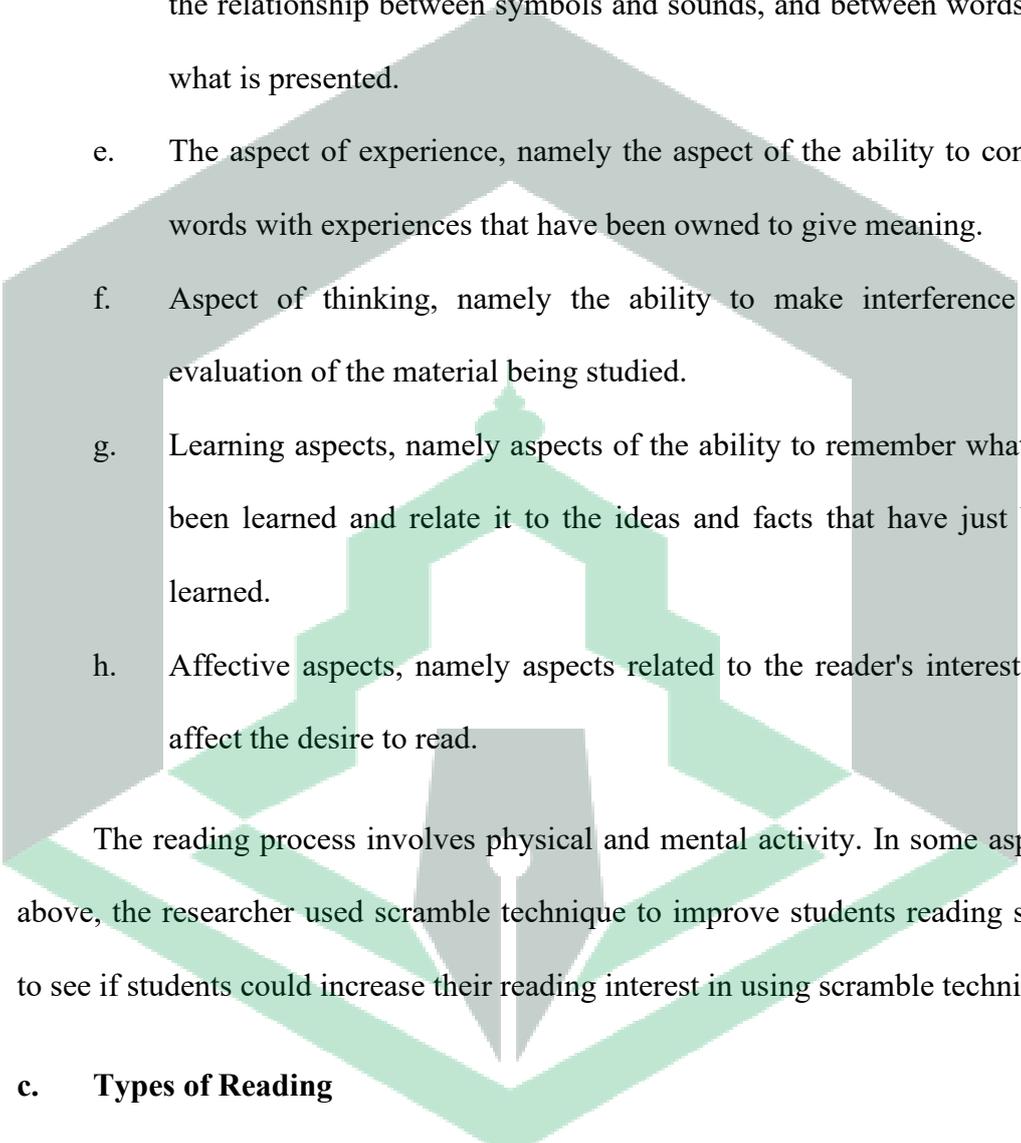
The reading process involves physical and mental activities.¹⁴ The reading process consists of eight aspects. These aspects are as follows:¹⁵

- a. Sensory aspect, namely the ability to understand written symbols.
- b. Perceptual aspects, namely aspects of the ability to interpret what he sees as symbols or words.

¹³ Saroh and Damaianti ' *Pengaruh Teknik Scramble Terhadap Kemampuan* ' Jurnal Pendidikan Dasar, (2016).

¹⁴ Pranowo Hadi, ' *Hubungan Penguasaan Kosakata Dan Prestasi Belajar Bahasa Indonesia Dengan Kemampuan Membaca Pemahaman Siswa Kelas v SD Kecamatan Kendal Kabupaten Ngawi Tahun Pelajaran 2008/2009* ', UNS-Pascasarjana Prodi. Pendidikan Bahasa Indonesia-S, 2009.

¹⁵ Yunita Agung Lestari ' *Membaca Pemahaman* ' (2019).

- 
- c. Sequential aspects, namely the ability to follow patterns of sequence, logic, and grammatical text.
 - d. Aspects of association, namely the aspect of the ability to recognize the relationship between symbols and sounds, and between words and what is presented.
 - e. The aspect of experience, namely the aspect of the ability to connect words with experiences that have been owned to give meaning.
 - f. Aspect of thinking, namely the ability to make interference and evaluation of the material being studied.
 - g. Learning aspects, namely aspects of the ability to remember what has been learned and relate it to the ideas and facts that have just been learned.
 - h. Affective aspects, namely aspects related to the reader's interest that affect the desire to read.

The reading process involves physical and mental activity. In some aspects above, the researcher used scramble technique to improve students reading skills to see if students could increase their reading interest in using scramble technique.

c. Types of Reading

The variety of reading performance in the classroom can be determined by the variety of texts. It means that the teacher should consider the types of text used in the teaching reading in order to support the process. There are two types of classroom reading performance. The first is oral reading. In the process of

teaching and learning teaching in the classroom, the teacher may ask the students to read orally. There are some advantages in the oral reading done at the beginning and intermediate levels. The advantages of oral reading are as an evaluative check on bottom-up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. At advanced levels, the teacher also can apply this type to reach those three advantages above. Unfortunately, this type has several. ¹⁶The oral reading is not authentic language activity. While a student is reading a text, others can easily lose attention. It also has the outward appearance of student participation, when in reality it is mere recitation.

The second is silent reading. It is subcategorized into intensive and extensive reading. The intensive reading focuses on the linguistic or semantic detail of a passage. It is usually classroom-oriented activity. The students are demanded to pay attention to grammatical forms, discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read the longer text, such as books, magazines, novels, essays, and the like, extensive reading is more compatible than intensive reading. It belongs to the outside of classroom activity. The extensive reading also can help the students get away from their tendency to overanalyze or look up words they do not know and read for understanding.¹⁷

The four main types of reading techniques are the following :

¹⁶ Brown, H. D., & Lee, H. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th).

¹⁷ DP Tampubolon, 'Kemampuan Membaca: Teknik Membaca Efektif Dan Efisien', Penerbit Angkasa Bandung, 1990.

a. Skimming

Skimming as getting the main idea or gist of a selection quickly in a written text where the students develop powers of inference through systematic practice which encourages them to anticipate the content of a text.¹⁸ The skimming technique is a useful tool to help students extract from the text key words that permit them to infer the general sense of a text, which lets them interpret a text faster and advance in the reading process.¹⁹

b. Scanning

With this technique, the students look for specific information within a text such as dates, names, places, among others. Scanning, which is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skills and is taught in most developmental reading courses.²⁰

c. Intensive

Intensive reading is reading comprehension that has the aim of understanding the reading with speed and accuracy to get an understanding of a reading text. Intensive reading is often identified with reading techniques to learn. With intensive reading skills, readers can understand both at the literal, interpretative, critical, and evaluative levels.²¹

¹⁸ Martha J. Maxwell, 'Skimming and Scanning Improvement: The Needs, Assumptions and Knowledge Base', *Journal of Literacy Research*, 5.1 (1972).

¹⁹ Meyer, J. P., & Allen, N. J, 'Commitment in the Workplace: Theory, Research, and Application', *SAGE Publications*, (1997), 160.

²⁰ Martha J. Maxwell, 'Skimming and Scanning Improvement: The Needs, Assumptions and Knowledge Base', *Journal of Literacy Research*, 5.1 (1972).

²¹ Patricia L. Carrell Joan G. Carson, 'Extensive and Intensive Reading in an EAP Setting', 16.1 (1997), 47-60.

d. Extensive

Extensive reading is extensive reading. Objects are included in the shortest possible time. Extensive reading is an extensive reading process. In a broad sense, (1) reading materials are diverse and varied. (2) Short and short use time. The purpose of extensive reading is to quickly understand the important content of the reading material.²²

d. Types of Text

There are several types of reading, included:²³

a. Text Description

Description text is a text that is written by providing a detailed description of an object, place, or event. Descriptive text aims to play the reader's imagination so that they can imagine the situation continued in the writing.

b. Narrative Text

Narrative text is a type of text that tells a story chronologically or according to the time sequence of the event, which is told completely and clearly. Example of narrative texts, such as fairy tales, mysteries, science fiction, myths or legends, stories from personal experiences, and others.

c. Anecdotal Text

Anecdotal text is a funny story that aims to criticize or insinuate a person/public figure, institution, or a current condition. Anecdotes are packaged in the form of humor, so that they do not affect the person who is the target of the satire.

²² Taringan, 'Reading As A Language Skills', *Bandung: Angkasa*, (2008), 28.

²³ Maulani Gilang, 'Beberapa Jenis Teks Bahasa Indonesia Yang Harus Dipahami', 2021.

d. Argument Text

Argumentation text is a text contains an explanation of an opinion or fact according to the author's point of view which aims to influence or convince the reader.

e. Procedure Text

Procedure text is a text that contains the steps or process doing something systematically and the right order.

f. Exposition Text

Exposition text is a text that contains a number of information and knowledge that is conveyed briefly, concisely, and accurately, with the aim of increasing the reader's insight. The expository text is made up of two main parts, namely facts (events that actually happened) and ideas (the author's opinion in response to the facts).

Based on the explanation above, there are several types of reading texts, the researcher choses narrative text because narrative text are a series of stories that sequentially explain the chronology of events, an event in reading sequentially, by reading narrative text, readers will feel the events and event in the reading. The researcher combines the narrative text with the scramble technique uses by the researcher.

e. **Teaching Reading in High School**

This section focuses on discussing teaching English reading in high school. When teaching English reading in high school, the teacher must know the purpose

of the process and what he or she should do in the process. Furthermore, the teacher must be able to identify the object of the process, namely students.

f. The Purpose of Teaching English in High School

The teaching of English in high school is based on the curriculum. There has been a 2006 School-Based Curriculum which is the last curriculum used in Indonesia. This curriculum provides guidelines for teachers to teach reading English, especially in high school. From the 2006 School-Based Curriculum, the objectives of teaching English in high school are as follows:

“...Teaching English in Senior High Schools aims to develop students competence in communicating in oral and written forms to reach the level of functional literacy, develop their awareness of the truth and the importance of English subjects to increase the nation's competitiveness. Within the global community, and develop students understanding of the relationship between language and culture.”²⁴

Still based on the 2006 School-Based Curriculum, there are three objectives of teaching English in high school. The three goals are to make students have the ability to:

- 1) Improve communicative competence in written and oral form to achieve the level of information literacy,
- 2) Have an awareness that English is important to improve the nation's competitiveness in a global society, and

²⁴ Safitri, I. N. (2012). *Improving Grade XI Students' Reading Comprehension by Using Collaborative Strategic Reading (CSR) in Sman 1 Sewon in The Academic Year of 2011/2012* (Doctoral dissertation, Thesis. Yogyakarta: English Education Department, FBS, UNY).

3) Develop feedback on learners' understanding between language and culture.

In the curriculum it is stated that "The standard of reading competence for students of class X SMA in odd semesters is that students must be able to understand the meaning of short functional written texts and essays in the form of report, narrative, and analytic. Texts related to the surrounding environment to increase knowledge. Basic competence states that students must be able to respond to the meaning of short functional texts (such as banners, posters, pamphlets) both formally and informally accurately, fluently, and acceptable in essays related to the surrounding environment and respond to meanings and rhetorical steps accurately, fluently, and accurately. acceptable in essays related to the surrounding environment to gain knowledge in the form of report text, narrative, and analytic exposition."²⁵

a. Characteristics of Learners

The objectives of teaching English have been discussed above. Furthermore, the teacher must understand the characteristics of students. Age is a major factor in deciding how and what to teach. At each age level, people have different needs, competencies, and cognitive skills. To deal with these differences, teachers must consider the appropriate arrangement and design of English courses.²⁶

There are groups of students based on their age. The age group of students consists of small children (0-12 years), adolescents (12-18 years), and adults (19-60 years). Related to this research which discusses about teaching reading in high

²⁵ Safitri, Isnaini N. *Improving Grade Xi Students Reading Comprehension By Using Collaborative Strategic Reading (Csr) In Sman 1 Sewon In The Academic Year Of (2011/2012)*. Thesis. Yogyakarta: English Education Department, Fbs, Uny.

²⁶ Harmer-Jeremy, 'The Practice of English Language Teaching - 4th Edition.Pdf', 2009, p. 448.

school, students are included in the group of teenagers. At this age, learners are looking for individual identity. It was forged among classmates and friends. The peer approval they have is more important to them than their teacher's attention. In one study, it was found that learners at this age may be disruptive in class. It's because of their self-esteem and peer approval. Another factor that can cause problems in their learning process is boredom. They are in an age of transition, confusion, self-awareness, growth, and changes in body and mind. ²⁷The characteristics of these students are a challenge for teachers. Teachers must really prepare a set or design of very special considerations applicable to their teaching.

2. Scramble Technique

a. Learning scramble

1) Cooperative Learning Model

Before discussing the concept of the Scramble Method, you should first know the meaning of a learning model, a plan or a model used to develop the program. curriculum, organizes topics, and provides guidance to teachers in the classroom in teaching or in other contexts. ²⁸ One learning method that can be used in applying cooperative learning models is shuffling learning. In other words, the shuffle method is one of the learning methods in the cooperative learning model.²⁹

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*, fifth, 2007.

²⁸ M.D. Dahlan, *Model-Model Mengajar* (KOTA SALATIGA: Diponegoro, 1984)

²⁹ Riyana C Susilana R, *MEDIA PEMBELAJARAN: Hakikat, Pengembangan, Pemanfaatan, Dan Penilaian* (CV Wacana Prima, Bandung, 2009)

2) Understanding Scramble Techniques

The term scramble is derived from English, which translated into Indonesian means fight, fight, fight. The coding method is group learning by assigning question and answer cards provided according to the questions. While Soeparno argues that the Scramble method is a language game, a language game is essentially an encouraging activity to acquire certain skills. Scramble is a teaching method in which questionnaires and answer sheets are distributed, accompanied by alternative answers. Students are expected to be able to find answers and solutions to existing problems. Scramble is used for children's games, which are an exercise to develop and improve understanding of vocabulary thinking.³⁰

b. Procedure for Implementing the Scramble Method

Several stages of Scramble Technique,³¹ as follows:

- 1) The teacher prepares the answer sheets as needed.
- 2) The teacher makes questions according to
- 3) Basic competencies to be achieved.
- 4) If the time to work on the questions is up, students must
- 5) Gather answer sheets to the teacher. In this case, both students who have finished and not finished have to collect the answer.
- 6) Teacher does assessment, both in class and at home. The assessment is based on how fast, how active the students are in working on the problem they are working with their respective groups.

³⁰ R. N Budiana, I., Haryanto, T., Khakim, A., Nurhidayati, T., Marpaung, T. I., Sinaga, A. R., & Laili, *Strategi Pembelajaran*, ed. by Badrih M.D (CV Literasi Nusantara Abadi, 2022).

³¹ Luh Putu Artini, 'Rich Language Learning Environment and Young Learners' Literacy Skills in English', Vol. 11 No. 1 (2017): *Lingua Cultura* Vol. 11 No. 1, 2017.

- 7) The teacher gives appreciation and recognition to groups that succeed, and encourage those who have not succeeded in answering quickly and correctly.

b. Definition of Scramble

Scramble is a learning method that invites students to find answers and solve existing problems by distributing question sheets and answer sheets with available alternative answers.³² Through the scramble learning method, students can be trained to be creative. That this method is a method like a game that arranges words, sentences, or discourse randomly. Scramble method is done in groups. In this learning there needs to be cooperation between group members to help each group. The other also can think critically so that it can be easier in finding a solution to a problem. This method is expected to spur students interest in learning English.³³

At first glance, the scramble learning method is similar to the method of word square learning. The answers to questions are not written in answer boxes but already written but with random lettering.³⁴ Furthermore, Scramble as a learning method that can increase students concentration and speed of thinking.

³² Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, ed. by Rose KR (Yogyakarta : Ar-Ruzz Media).

³³ Muhammad Salsabila Ma'ruf, Sahal Imam & Zamhari, 'Model Pembelajaran Scramble'.

³⁴ Eva Betty Simanjuntak, 'Penerapan Model Pembelajaran Picture and Picture Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Pada Mata Pelajaran Bahasa Inggris Di Kelas III', *Jurnal Handayani (JH)*, 8.1 (2017), 45–51.

Students are not only asked to answer questions but also quickly answer questions that are already available but still in random conditions.³⁵

In the scramble learning method, students look for answers by turning the letters that are available so that they become the correct and correct answers. This method can help students to practice developing and adding vocabulary insights.³⁶

c. Types of Scramble Technique

Scramble method consists of several forms based on its use, namely word scramble, sentence scramble, and discourse scramble. The explanation is as follows:³⁷

- 1) Scramble words, which is a game of arranging words and letters whose location has been confused to form a certain word that means. For example:
 - a) tudnets = student
 - b) tsruucre = structure
 - c) tae = eat
- 2) Scramble sentences, which is a game to compose sentences from random words. Sentences should be logical, meaningful, precise, and correct.

For example :

- a) go - mother - market - to.

Being: mom went to the market.

³⁵ Huda, M, *Model-Model Pengajaran Dan Pembelajaran: Isu-Isu Metodis Dan Paradigmatis*, 2nd edn (Yogyakarta: Yogyakarta,Raja, Pustaka Pelajar, 2013).

³⁶ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, ed. by Rose KR (Yogyakarta : Ar-Ruzz Media).

³⁷ Ma'ruf Muhammad S, Sahal Imam & Zamhari, 'Model Pembelajaran Scramble'.

b) market-seller-buyer-in-there-and.

Be: sellers and buyers are in the market.

c) go-me-bus-to-ride-bandung.

Being: i went to bandung by bus.

3) Scramble discourse, which is a game of compiling logical discourse based on random sentences. The results of the arrangement of discourse should be logical, meaningful.³⁸

Based on the description above, in this study the researchers used scramble games in the form of scramble. By using the sentence scramble method, students are expected to be able to read words well and fluently.

d. Implementation of Scramble Technique in Class

There are several steps in implementing the scramble game, as follows:

- 1) The teacher provides material to be taught to students based on the syllabus.
- 2) The teacher gives a narrative text.
- 3) The teacher gives a narrative text for each group.
- 4) Students receive the narrative text from the teacher.
- 5) The teacher explains to the students about the scramble game, the rules, and the role of each group in the scramble game.
- 6) Students pay attention to the teacher's explanation.

³⁸ Ma'ruf, Sahal Imam & Zamhari.

- 7) The teacher demonstrates the narrative text in a scramble game with several students.
- 8) The teacher asks students to make a correct arrangement of a narrative text that has been scrambled.
- 9) The teacher asks the students to start the game.
- 10) Students start the game.
- 11) The teacher controls the game.

e. Advantages of the Scramble Learning

Each learning method certainly has advantages, namely:³⁹

- 1) Each group member is responsible for everything that is done in the group, each group member must know that all group members have the same goal, each group member must share the same duties and responsibilities among group members, each group member will be an evaluation material, each group member shares leadership and requires skills to learn together during the learning process, and each group member will be asked to individually account for the material handled in cooperative groups so that in this technique each student is not silent because each individual in the group is given the responsibility answer. From the success of the group.
- 2) This learning method will allow students to learn while playing. They can relax while studying and thinking, learning things at a leisurely pace and not stressing them out or stressing out.

³⁹ Shoimin, Aris, *The scramble learning model has advantages*, (2015).

- 3) In addition to generating excitement and practicing certain skills, the scrambling method can also foster a sense of solidarity within the group.
- 4) The material given through one of these game methods is usually impressive and hard to forget.
- 5) The competitive nature of this method can encourage students to compete to advance.

f. Weaknesses of the Scramble Learning

It is undeniable that each learning method also has its own shortcomings. As well as the scramble method in addition to having advantages as described above, the scramble method also has several weaknesses are.⁴⁰

- 1) This learning is sometimes difficult to plan, because it clashes with students habits in learning.
- 2) Sometimes the implementation takes a long time so that the teacher finds it difficult to adjust to the allotted time.
- 3) As long as the criteria for learning success are determined by the ability of students to master the subject matter, this learning will be difficult for teachers to implement.
- 4) This way of playing usually makes a lot of noise. This will obviously interfere with adjacent classes.

⁴⁰ Shoimin.

g. Teaching Reading Skill using Scramble Technique

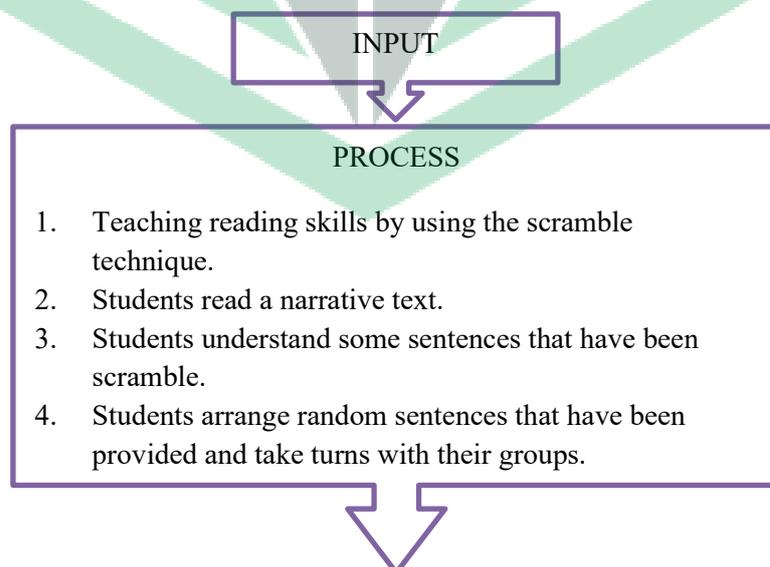
The steps of the scramble technique in reading are as follows:

- 1) The teacher explains the purpose learning process that wants to reach.
- 2) The teacher makes groups and each group consists of five students.
- 3) Every student gets a piece of paper in random sentences and they must be translated and understand what the story tells about.
- 4) The teacher asks each group to interact in order to arrange the random sentence to be a good text.
- 5) The teacher asks each group to come forward and read aloud based on their reading comprehension.
- 6) The teacher makes a conclusion.
- 7) Reflection and evaluation.

In this step, the teacher reviews and gives the question to the students about the material. It purposes to know whether Scramble in reading skills.

C. Conceptual Framework

The conceptual framework underlying this research is in the following:



OUTPUT

Improving students Reading skills by Scramble technique

This research begins with the problems that arise in the sequence of English lessons. The problem is the low reading skills of SMA PMDS Palopo class X students. The majority of language students find it difficult to start reading. They also don't choose the right vocabulary for their part. In addition, it is difficult for them to manage a reading. It can be assumed that their grammatical skills are very low because almost all of them cannot use the correct grammatical structure. They end up with a lot of spelling, punctuation, and capitalization mistakes too.

The first one teaches reading skills with scramble technique, then students are given reading text. Next, students understand the arrangement of reading text. Furthermore, students are given a text has been scramble and students arrange the text properly and correctly with their groups.

D. Hypothesis

Based on the literature review, relevant studies, and the conceptual framework above, this research hypothesis can be formulated as follows.

H₀: Scramble technique cannot effectively improve the reading skills of class X students at SMA PMDS Putri Palopo.

H₁: Scramble technique can effectively improve the reading skills of class X students at SMA PMDS Putri Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Type

The design of the study is a non-equivalent group design before and after the test. Best and Kahn pointed out that this design is usually used in classroom experiments, when the experimental group will naturally assemble groups, such as intact classes, which may be similar⁴¹. The design of this research is represented as follows.

Table 3.1 Best and Kahn's experimental study design⁴²

Experimental group	T ₁	X ₁	T ₂
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note:

T₁ = Pre-test

X₁ = Treatment

T₂ = Post-test

B. Population and Sample

a. Population

The population is a set of all elements that possess one or more desired attributes. In this research, the researcher chooses students of class X IPS 2 SMA PMDS Putri Palopo with a total population of 150 students.

⁴¹ Best, J. W., & Kahn, J. V. (2006). *Research in education*, 10th. *New Delhi: PHI Learning Private Ltd*, 10-12.

⁴² Best, J.W. And Kahn, J.V. (2006) *Research In Education. 10th Edition*, Pearson Education Inc., Cape Town.

b. Sample

This study researches apply purposive sampling. This study takes one class consisting of 28 students, from a sample of X IPS 2 students at SMA PMDS Putri Palopo. Due to the low reading skills of students English, this class was chosen by the researcher as a sample.

C. Definition of Terms

a) Reading

Reading skills simply means how to tell you to read the kind of words you understand, how well you understand the meaning of the passages you read. Reading is competence to understand, analyze and remember other than that, ideas and communication through written fiction.

b) Scramble Technique

Scramble technique is a learning method that invites students to find answers and solve existing problems by distributing question sheets and answer sheets with available alternative answers. Students answer questions from the text by taking question cards and answer cards, then sticking them on the blackboard that has been provided alternately for each group by means of scramble.

D. The Instrument of the Research

The instrument of this researcher are:

1. Reading Test

In this case, the research uses a reading test to determine and measure students reading skills in the pre-test. A pre-test administered before treatment; It aims to determine the significance of students reading skills before and after

treatment. The post-test gave after pre-test. This research gave students a narrative text “The Legends of Malin Kundang”

2. Questionnaire

This study prepared a questionnaires consisting of several questions about reading skills and students' responses to the use of scramble techniques in learning reading skills. There are four choices of questionnaires, namely SS (strongly agree), S (agree), TS (disagree), and STS (strongly disagree).

E. Research Procedure

The procedure of the research are as follows.

1. Pre-test

The researcher performed a pre-test on the experimental group of students to understand the ability of high school students to read a topic. Prediction is a component test. They read a certain topic for 60 minutes.

2. Treatment

The treatment in learning to reading narrative text using scramble technique will consist of the sixth meetings. The steps are explained as follows:

a. First Meeting

1. The research explained the scrambling method. Then, the study made small groups according to the pretest. Groups are created randomly.
2. After that, the researcher gave a narrative text entitled "The Lake Toba" with sentence that had been scramble (cut into pieces).
3. Students can use the dictionary to look up difficult words.

4. Then the researcher gave 30 minutes to the students to read the narrative text and understand it with their group.
5. After the research is complete, ask students to arrange sentence properly and correctly according to the results of discussions with their groups.
6. The researcher checked the answers of each group to get a score.

b. Second Meetings

1. The researcher provides a narrative text entitled “Sangkuriang” with sentences that have been scrambled (cut into pieces).
2. Students can use the dictionary to look up difficult words.
3. Then the researcher gave 30 minutes for the students to read the narrative text and understand the text individually.
4. After the research is finished, ask students to arrange sentences properly and correctly.
5. Research checks each student's answer to getting a score.

c. Third Meetings

1. The researcher gave a narrative text entitled "The Golden Slug (Keong Mas)" with sentence that had been scramble (cut into pieces).
2. Students can use the dictionary to look up difficult words.
3. Then, the research gave 30 minutes for students to read the text narrative and understand the text with their groups.
4. After the research is complete, she asked students to arrange sentences properly and correctly according to the results of discussions with their groups.

5. The research checked the answer of each group to score.

d. Fourth Meetings

1. This study provides a narrative text entitled “Lutung Kasarung” with sentences that have been scrambled (cut into pieces).
2. Students can use the dictionary to look up difficult words.
3. Then the researcher gave 30 minutes for the students to read the narrative text and understand the text individually.
4. After the research is finished, ask students to arrange sentences properly and correctly.
5. Research checks each student's answer to getting a score.

g. Fifth Meetings

1. The researcher provided a narrative text entitled “Si Pitung” with sentence that had been scramble (cut into pieces).
2. Students can use the dictionary to look up difficult words.
3. Then the researcher gave 30 minutes to the students to read the narrative text and understand the text with the groups.
4. After the research is complete, she asked students to arrange sentences properly and correctly according to the results of discussions with their groups.
5. Research examines the answers of each group to get a score.

h. Sixth Meetings

1. This study provides a narrative text entitled “Timun Mas” with sentences that have been scrambled (cut into pieces).

2. Students can use the dictionary to look up difficult words.
3. Then the researcher gave 30 minutes for the students to read the narrative text and understand the text individually.
4. After the research is finished, ask students to arrange sentences properly and correctly.
5. Research checks each student's answer to getting a score.

3. Post Test

The researcher conducted a post-test on the experimental group students to determine the ability of high school students in reading a topic. Prediction is a component test. They read a certain topic for 60 minutes.

4. Administer Questionnaire

The type of questionnaire statement in this study used a closing statement. Closed questions are questions that expect a short answer or expect the respondent to choose one alternative answer from each available question.⁴³ Closed questions will help respondents to answer quickly and also make it easier for researchers to analyze data on all questionnaires that have been collected.

The technique of collecting questionnaires that the researchers did was to give a set of written questions to the respondents to be answered. By containing seven questions, then students are given 15 minutes to answer these questions.

⁴³ DR Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Bandung : Alfabeta, 2013).

F. The Technique of Data Analysis

The technique of analyzing data in this research is as follow:

- 1) Calculating the students score by using following formula:⁴⁴

$$\text{Pattern: Score} = \frac{\text{Total Correct Answers}}{\text{Total Answer}} \times 100$$

- 2) Calculating percentage students score:

$$P = \frac{F \times 100}{N}$$

Where :

P = Percentage

F = Frequency

N = Number of Sample

After collecting the data of the students' the research classified the score of students.

- 3) Classifying is students score, there are six classifications which were used as follows:

Table 3.2 The Classifications Score for Test⁴⁵

A	90 – 100	Excellent
B	80 – 89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Below 60	Failing/unacceptable

⁴⁴ Gay, L. R. (2006). Educational Research: Competence for Analysis and Application. ed: 2nd. Columbus: Charlest E.

⁴⁵ Sudijono Anas, *Pengantar Statistik Pendidikan*, (Jakarta:RajaGrafindo)2010.

4) Using SPSS version 22, compute the mean and standard deviation of students, the paired sample statistic, the paired sample correlation of pre-test and post-test, the paired sample test, and the use T-test.

5) This research used the t-test as the test of data analysis. The t-test is one of the statistical tests used to test the truth or falsity of the hypothesis which states that between the two mean samples taken. That the test of mean score test results with the hypothesis test formula as follow:⁴⁶

If= $t_0 \geq t_t$ it means that null hypothesis is rejected

If= $t_0 \leq t_t$ it means that null hypothesis is accepted

6) Check and calculate the score of each answer chosen by students in the questionnaire that has been given.

7) Recapitulate the scores obtained by each student. In this study, the scores for each answer using a scale are as follows.

Strongly agree (SS) = 4

Agree (S) = 3

Disagree (TS) = 2

Strongly disagree (STS) = 1

8) Calculating the score interpretation of each item statement using the equation as follows:⁴⁷

The formula used is as follows:

$$\% \text{ NRS} = \frac{\sum_{i=1}^n \text{NRS} \ 100\%}{\text{Maximum NRS}}$$

⁴⁶ Sudijono Anas, *Pengantar Statistik Pendidikan*, (Jakarta:RajaGrafindo)2010.

⁴⁷ Tibertius Nempung, Timor Setiyaningsih, and Nur Syamsiah, 'Otomatisasi Metode Penelitian Skala Likert Berbasis Web', November, 2015, 1-8.

Information:

% NRS = Percentage of Student Response Score (NRS)

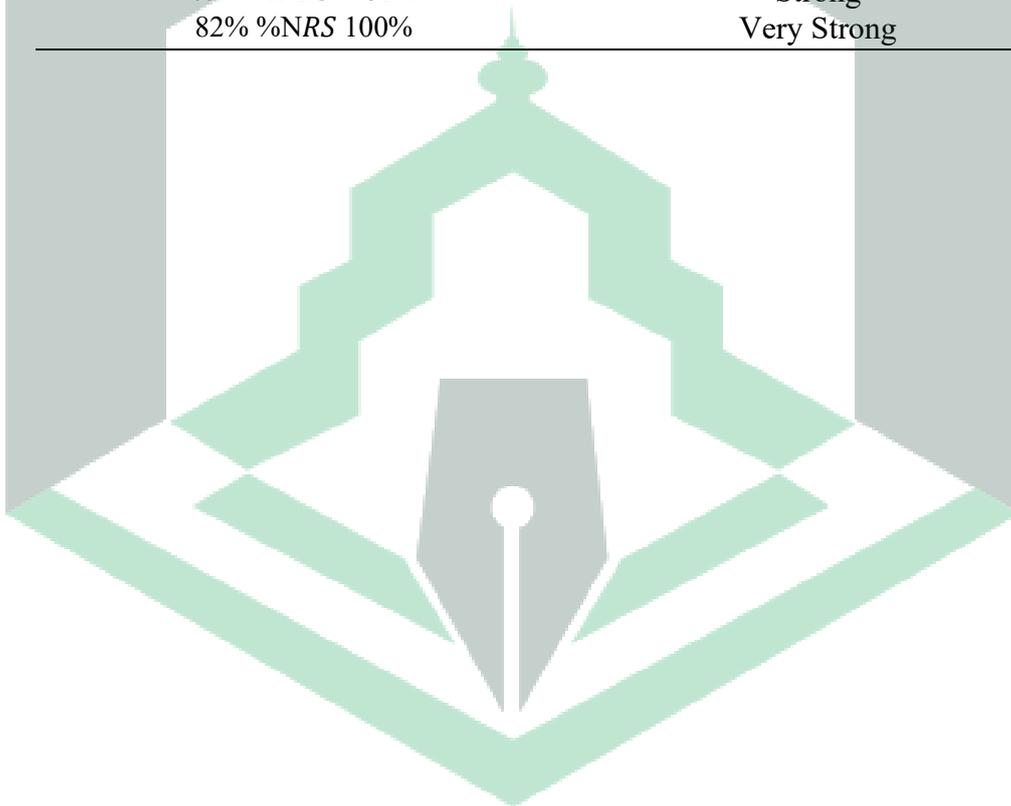
$\sum_{i=1}^n \text{NRS}$ = Total Student Response Score (NRS) on each item questions

Maximum NRS = $n \times$ best choice score

= $n \times 4$, where n is the total number respondents.

Table 3. 3Category Student Response Percentage

% NRS	Category
25% %NRS < 43%	Very Weak
44% %NRS < 62%	Weak
63% %NRS < 81%	Strong
82% %NRS 100%	Very Strong



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings that the researcher reports in this chapter are based on the analysis of the data collected and the application of the technique described in the previous chapter. It consists of the students' pre-test and post-test scores, the percentage of students' grade classified in the pre-test and post-test, and the mean scores and standard deviations of the students' pre-test and post-test. The findings were processed to determine whether students' reading skills could be improved by using scramble technique.

1. The result of the students Pre-Test and Post-Test

a) Pre-Test

In this section, the researcher show the students correct answers in the pre-test, the mean and standard deviation of the students, and the percentage level of students reading scores on the pre-test. The researchers presents it in a table and calculates the score using SPSS 22. For more details, researcher shows the students correct answer scores in the pre-test. These are tabulated as follow:

Table 4.1 The Students Correct Answer In the Pre-test

No	Respondents	Students Correct Answer	Score
1	R1	7	70
2	R2	6	60
3	R3	7	70
4	R4	5	50
5	R5	7	70
6	R6	8	80
7	R7	7	70
8	R8	5	50

9	R9	7	70
10	R10	6	60
11	R11	5	50
12	R12	7	70
13	R13	8	80
14	R14	6	60
15	R15	7	70
16	R16	6	60
17	R17	7	70
18	R18	7	70
19	R19	6	60
20	R20	5	50

Table 4.1 shows that four students got the lowest score (50), and two students got the highest score (80). Furthermore, two students got 8, nine students got 7, five students got 6, and four students got 5.

Researcher measured it using SPSS 22 to measure the mean score students correct answers. These results can be seen in the descriptive statistical table, which will be shown in table 4.2:

Table 4.2 The Mean Score of students Correct Answer In Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	50	80	64,50	9,445
Valid N (list wise)	20				

Table 4.2 shows that the highest score is 80, and the lowest is 50. Besides, it also indicates that mean score of the students in the pre-test is 64, and the standard deviation is 9,445.

On the other hand, the researcher also wrote the students' scores in the pre-test for the correct response. The information is provided in the form of a table rate percentage score as follows:

Table 4.3 The Rating Percentage Score of The Students Correct Answer In Pre-Test

Classification	Score	Frequency	Percentage
Excellent	90-100	-	0%
Good	70-89	11	55%
Adequate	69-50	5	25%
Inadequate/unsatisfactory	49-30	4	20%
Failing/unacceptable	29-1	-	0%
		20	100%

Based on the table classification above, not students got (0%) Excellent and Failing/Unacceptable. But there are eleven (55%) classified as good, five students (25%) classified as in adequate, and four students (20%) classified as Inadequate/unsatisfactory.

2) Post-Test

For the post-test, the researcher present the students complete score in reading skills (students correct answers), the mean and standard deviation, and the rate percentage of students reading skills score. The data were presented in tables, and the score was calculated using SPSS 22.

Table 4.4 The Students Correct Answer in Post-test

No	Respondents	Students Correct Answer	Score
1	R1	8	80
2	R2	9	80
3	R3	9	90
4	R4	7	70
5	R5	8	80
6	R6	9	90
7	R7	8	80
8	R8	7	70
9	R9	8	80
10	R10	7	70
11	R11	8	80
12	R12	8	80
13	R13	9	90
14	R14	8	80
15	R15	8	80

16	R16	7	70
17	R17	9	90
18	R18	8	80
19	R19	8	80
20	R20	7	70

The researcher uses SPSS 22 to mean sure the mean score of the right answers of the students. Table 4.4 indicates that five students received the lowest score (70), and five received the highest score (90). However, five students received 9, ten students received 8, and five students received 7. The findings are summarized in table 4.5

Table 4.5 The Mean Score of students Correct Answer In Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	70	90	79,50	6,863
Valid N (list wise)	20				

Besides the standard deviation of 6.863, the students score of correct response after treatment using scramble technique was also written down by the researcher and provided in the form of table rate percentage scores. Table 4.6 show this. Table 4.5 shows that the highest score of students is 90 and the lowest is 70.

Table 4.6 The Rating Percentage Score of The Students Correct Answer In Post-Test

Classification	Score	Frequency	Percentage
Excellent	90-100	5	25%
Good	70-89	15	75%
Adequate	69-50	-	0%
Inadequate/unsatisfactory	49-30	-	0%
Failing/unacceptable	29-1	-	0%
		20	100%

Based on the rate percentage of students scoring in the post-test above, the researcher found that none of students Adequate, Inadequate, Failing. There are 5 respondents (25%) classified excellent, and 15 respondents (75) classified good.

a. The comparison of students reading skills in pre-test and post-test

The study used SPSS 22 to the mean score of students in the pre-test and Post-test. The following is how the result was described in the descriptive table statistic:

Table 4.7 The Mean Score And Standard Deviation In Pre-Test (T₁) and Post-Test (T₂)

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	50	80	64,50	9,445
Posttest	20	70	90	80,00	6,863
Valid N (list wise)	20				

The standard deviation in the pre-test was 9.445 and in the post-test was 6,667, according to table 4.7 sample statistic. It also revealed that the mean score Pre-test score for students is 64.50 and the mean score for students is 80.00. the above table indicated that the students mean score in the post-test was higher that the students mean score in the pre-test.

This research used SPSS 22 analysis to determine if the pre-test and post-test were substantially different and acceptability of the research hypothesis. The outcome is presented in the form of table of paired sample statistics and correlation. In addition, there is paired sample test. The result is provided in the following tables:

Table 4.8 The Paired Sample Statistic of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	64,21	19	9,445	2,205
	Posttest	80,00	19	6,836	1,529

The deviation standard in the pre-test is 9,612 and in the post-test 6,667, according to table 4.8 sample statistic of pre-test and post-test. Furthermore, the pre-test standard deviation 2,205, and the post-test standard deviation is 1,529.

Table 4.9 The Paired Sample Correlation of Pre-test and Post-test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	19	,087	,724

Table 4.9 shows the know correction for both the pre-test and post-test paired sample correction. It indicates a substantial link between students reading skills capacity before treatment and after treatment. The achievement of students before and after treatment ,087.

b. The T-Test value of Students Reading skills

Table 4.10 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	-15,789	12,164	2,791	-21,652	-9,927	-5,658	18	,000

Based on table 4.10, the paired sample test shows t_0 (count) = 5.658 and df (degrees of freedom) = 18. Based on the distribution table $t_t = 2.101$, it is a significant standard of 0.05 with degrees of freedom 0 (df) = 18. Based on these results, it can be concluded that t_0 (count) is higher than t_t (table).

$$5.658 > 2.101$$

c. Hypothesis Testing

Based on the results t_0 (count) > t_t (table) , H_0 null hypothesis is rejected and H_1 alternative hypothesis is automatically accepted. Scramble technique proved to be effective in improving reading skills in class X IPS2 students' at SMA PMDS Putri Palopo.

2. The students' responds to scramble technique in reading skills

This study aims to determine student responses to the cognitive, affective, and conative dimensions of scramble techniques in narrative text material focused on reading skills at SMA PMDS Putri Palopo. Student response questionnaire data is obtained from one class, namely X IPS2, which consisted of 20 students. The results of the responses of PMDS Putri Palopo High School students in class X IPS2 to scramble techniques in narrative text material focusing on reading skills can be seen in Table 4.11 as follows:

Table 4.11 Results of Student Response Questionnaire Analysis Against

Dimension	Indicator	Percentage (%)		Criteria
		Students Responds	Rata-rata	
Cognitive	Understanding the scramble technique	17	67	Strong
	Clarity of learning clues and information	13	65	Strong
	Suitability the scramble technique and teaching	16	72	Strong
Effective	Motivation	15	67	Strong
	Interest	13	70	Strong
	Curiosity	18	67	Strong
Cumulative	Enquire	12	65	Strong

Table 4.11 shows that the percentage of students' responses in class X IPS2 SMA PMDS Putri Palopo to scramble techniques on each indicator has strong criteria, except students who ask questions are still weak. However, this shows that the scramble technique in narrative text learning in reading skills received a

strong response from students, so that the scramble technique in narrative text learning could be used in the reading skills learning process.

B. Discussion

The researcher found that many students still had poor reading skills. This was shown when the researcher did an observation on the learning process at a school called SMA PMDS Palopo that was conducted on the 27th of July 2021. They face reading problems that prevent students from understanding the information presented in textbooks

In this research, the researcher gave a reading test to determine and measure the student's reading skills in the pre-test. A pre-test was administered before treatment. It aims to determine the significance of students' reading skills before and after treatment.

This research started from treatments 1 to 6, the researcher explained about the scramble method to the students. Then, the study made small groups where the groups were randomly generated. After that, the researcher gave a narrative text with a different title from the first treatment to the sixth treatment and with sentences that had been scrambled (cut into pieces). where in the treatment process, students can use a dictionary to look up difficult words. Then the researcher gave 30 minutes for the students to read the narrative text and understand it with the group. After the research is complete, ask students to arrange sentences properly and correctly according to the results of discussions with their groups. The researcher checked the answers of each group to get a score.

Based on the results of the research above, the researchers found that the use of scramble technique is effective in increasing students reading skills. The results of data analysis showed that the mean pre-test score of students was 64,5 and the mean post-test score 79,5 and the researcher got the data t-test- 5,658. This means

that the use of scramble techniques in learning can increase students reading interest.

Scramble technique can improve students understanding by working together in groups to mean score sentences that the scramble correctly. The learning process in class is very fun, where students can discuss with their friends to insert random sentences correctly from the readings that have been distributed in envelopes. They can also read what the arrangement of the sentences they make and read in front of their friends. By using scramble technique, students can feel a different learning atmosphere from previous learning. As a result, this study uses scramble technique effectively in teaching reading skills.

There have been several previous studies that found similar results. Cut Marlin and Yusrawati their research 'Effectiveness of Using Discourse Scramble Technique in Improve Students Reading Ability'. Found that learning with the discover scramble technique could improve reading comprehension skills. This can be proven by the success of the process scramble technique. Students become more active and enthusiastic in participating in learning. Students are more online to express opinions, exchange ideas, and are no longer ashamed to ask questions. Ara Khadina conducted research about 'further developing reading comprehension through the technique of stacking scramble paragraphs'. Based on the results of observations and interviews in the first cycle, it can be seen that the increase in reading comprehension skills of randomized paragraphs with classical completeness. Eneng Ros Siti Saroh and Vismaia s. Damayanti conducted research about 'The Influence of Scrambling Skills on the Ability to Determine

Main Ideas and Retelling Learning Reading Comprehension'. They said that the scramble technique given to students could affect the ability to determine main ideas and paraphrases in learning reading comprehension, the results showed that the reading and writing abilities of students were generally different and had not yet reached the maximum level. Rachma Putri Kasimbar conducted research about 'The Effect of Using Scramble Technique for Reading and Understanding English Texts in Midwifery Students' so it can be said that the scramble technique for reading comprehension of midwifery students is effective. Arif Suratno 'Improving the Quality of students Reading Comprehension' the application of the discourse scramble technique has succeeded in improving the learning process and students' reading comprehension skills can be increased. Students become more active and enthusiastic in participating in learning, students are more online to express opinions, and group work goes well.

The results of the previous research above prove that the use of scramble technique is effective in teaching reading skills. Weaknesses in using scramble technique, students practice too much structure and lack of communication.

The relationship between test results and questionnaires is to compare the students' abilities before and after using scramble technique in narrative text learning. From the test results, it was supported by the results of the questionnaire, the students' scores increased and the students' responses to scramble techniques in improving their reading skills were strong.

Based on the research above, several researchers conducted research at the elementary school level. The research above concluded that the researcher applied scramble technique to improve the reading skills of the tenth graders of SMA PMDS

Putri Palopo. It can be seen from the research above that the Scramble technique is one way to teach reading skills. Each method can be applied in any way as long as it is suitable for students. The above research on how to use scramble technique in teaching English is similar to the previous research. Researchers used experimental methods. The research is different, this research focuses on improving students' reading skills through scramble technique.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion in the previous chapter,

1. Scramble technique is effectively used to improve reading skills in grade X IPS2 students at SMA PMDS Putri Palopo.
2. This can also be seen from the increase in pre-test (64,5), post-test (79,5) and t-test (5,658). Therefore, it can be concluded that reading using scramble technique is effective in teaching reading skills. So, hypothesis H_0 is not accepted, and hypothesis H_1 is automatically accepted. From the results of the questionnaire given, students easily absorb the scramble technique used by research in reading skills.

B. Suggestion

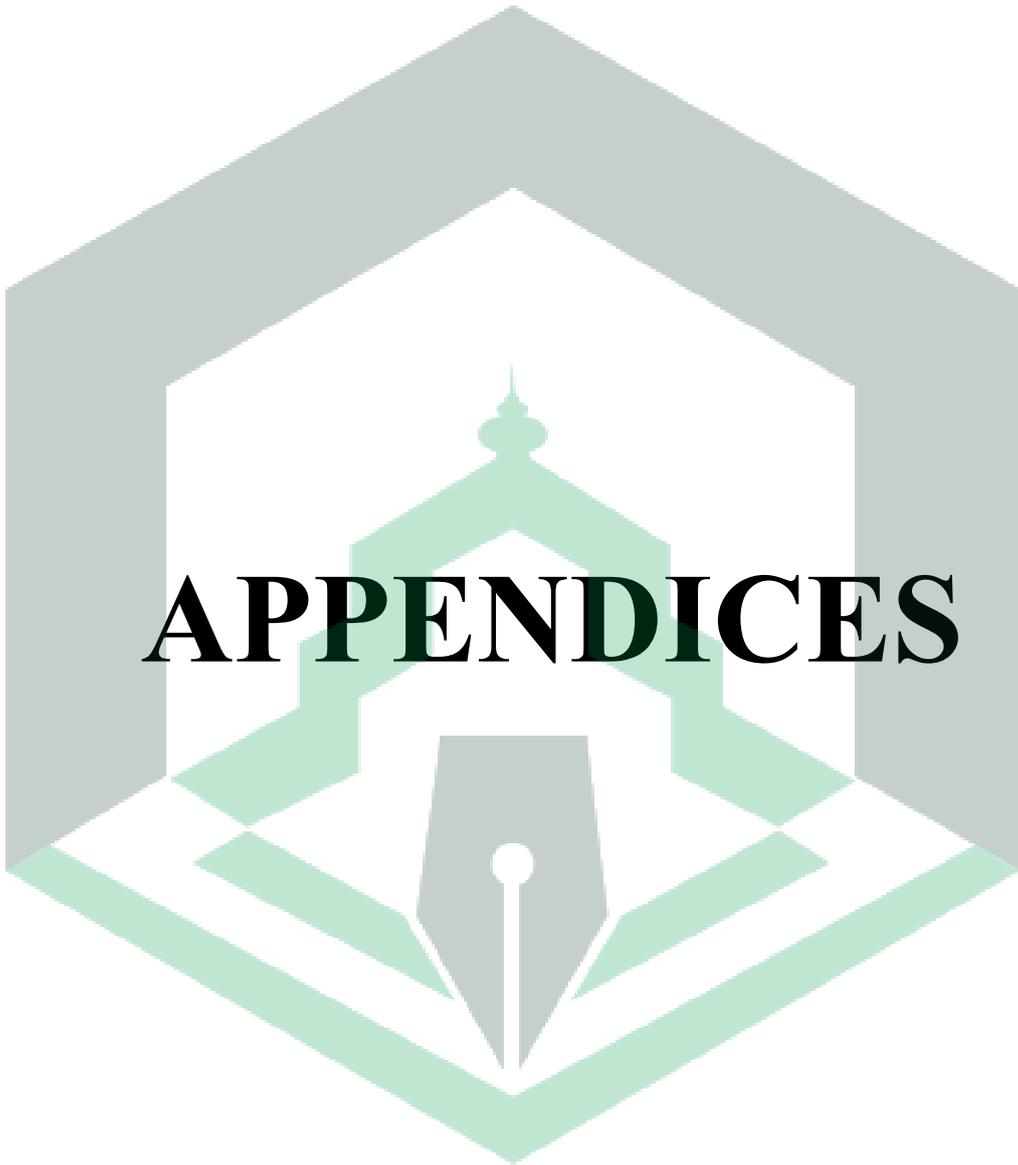
Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. English teachers can apply scramble technique in learning English, especially in increasing students reading skills.
2. It is recommended that students improve their mastery of English, especially reading skills.
3. The next researcher is expected to research to find other signs of reading strategies and other English skills.

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Appendix 1 (Pre-test)

Read and following text, and then answer the comprehension questions.

Bawang Putih and Bawang Merah

Once upon a time, in a village lived a happy family. The family has a beautiful child named Bawang Putih. This happy life was disrupted when Bawang Putih's mother became seriously ill and eventually died. Bawang Putih was very sad, so was her father. Now Bawang Putih only lives alone with her father.

In that village, there lived a widow who had a child named Bawang Merah. Since Bawang Putih's mother died, Bawang Merah's mother often visited Bawang Putih's residence. He often brought food, helped Garlic clean the house or just accompanied Bawang Putih and her father to chat. Finally, the widow married Bawang Putih's father. Garlic's life is not lonely anymore. He got a new mother and sister, namely Bawang Merah. At first, the stepmother and stepbrother were very kind to Bawang Putih, but over time their true character began to show. They often scolded Bawang Putih and gave her heavy work when their father went to trade. Of course the father did not know because Bawang Putih never complained about the behavior of her mother and stepsisters.

One day, Bawang Putih's father became seriously ill and later died. Garlic lives with his mother and stepsisters. Day after day Bawang Putih was tortured by Bawang Merah and her mother. However, Bawang Putih accepted that life steadfastly. One day, Bawang Putih washed the clothes of her mother and brother in the river. There was one shirt that was washed away, Bawang Putih was chasing the clothes. He arrived at a house inhabited by an old woman on the bank of a river. The grandmother kept Garlic's clothes that were washed away. He wanted to hand over the clothes if Bawang Putih would help him clean the house. Bawang Putih immediately helped grandmother clean the house. The grandmother was impressed by Garlic's persistence in doing his job of cleaning the house. When finished, Bawang Putih said goodbye to her grandmother. The clothes were also handed over to Bawang Putih. The grandmother also gave a gift package to Bawang Putih for cleaning her house. The package should not be opened if it has not arrived home. With a rush, Bawang Putih returned to the house. When he got home he told his experience and opened the package that his grandmother had given him. It turned out that in the package there was a lot of glittering gold. Bawang Merah was jealous of Bawang Putih's luck.

The next day, because of a lot of jealousy, Bawang Merah did the same thing with what happened to Bawang Putih. She washed her clothes in the river and followed her until she was in front of grandma's house. Bawang Merah asked if Grandma saw clothes drifting in the river. Grandma also replied that she kept the clothes. The clothes will be given to Bawang Merah as long as Bawang Merah wants to help clean the house. Bawang Merah refused to clean the house and kept

asking for the clothes. The grandmother gave clothes and a package that looked the same as the package given to Bawang Putih. With a cheerful run Bawang Merah returned home and wanted to immediately open the package from her grandmother. After arriving home, Bawang Merah shouted for her mother. The mother and daughter immediately opened the package. However, inside the package was not shiny gold, but a snake that chased after his stepmother and Bawang Merah who ran away from Bawang Putih's house, away from the village where Bawang Putih lived.

Answer the following questions with the correct answer!

1. Who are the characters in the story?
2. What happened to the characters in the story?
3. Where does the story take place?
4. When did the story take place?
5. What events occur in the story?
6. What do you know about the characters in the story?
7. Can you name the characters in the story?
8. What happened to the characters in the story?
9. Why did the story happen?
10. How will the story end?

(Source: English Book SMA/SMK/MA Class X, Revised Edition 2017, the Ministry of Education and Culture of Republic of Indonesia)

Appendix 2 (Pos-test)

Read and following text, and then answer the comprehension questions.
Good luck!

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he was on a merchant's ship being raided by a band of pirates. With his bravery Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crew who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that he was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

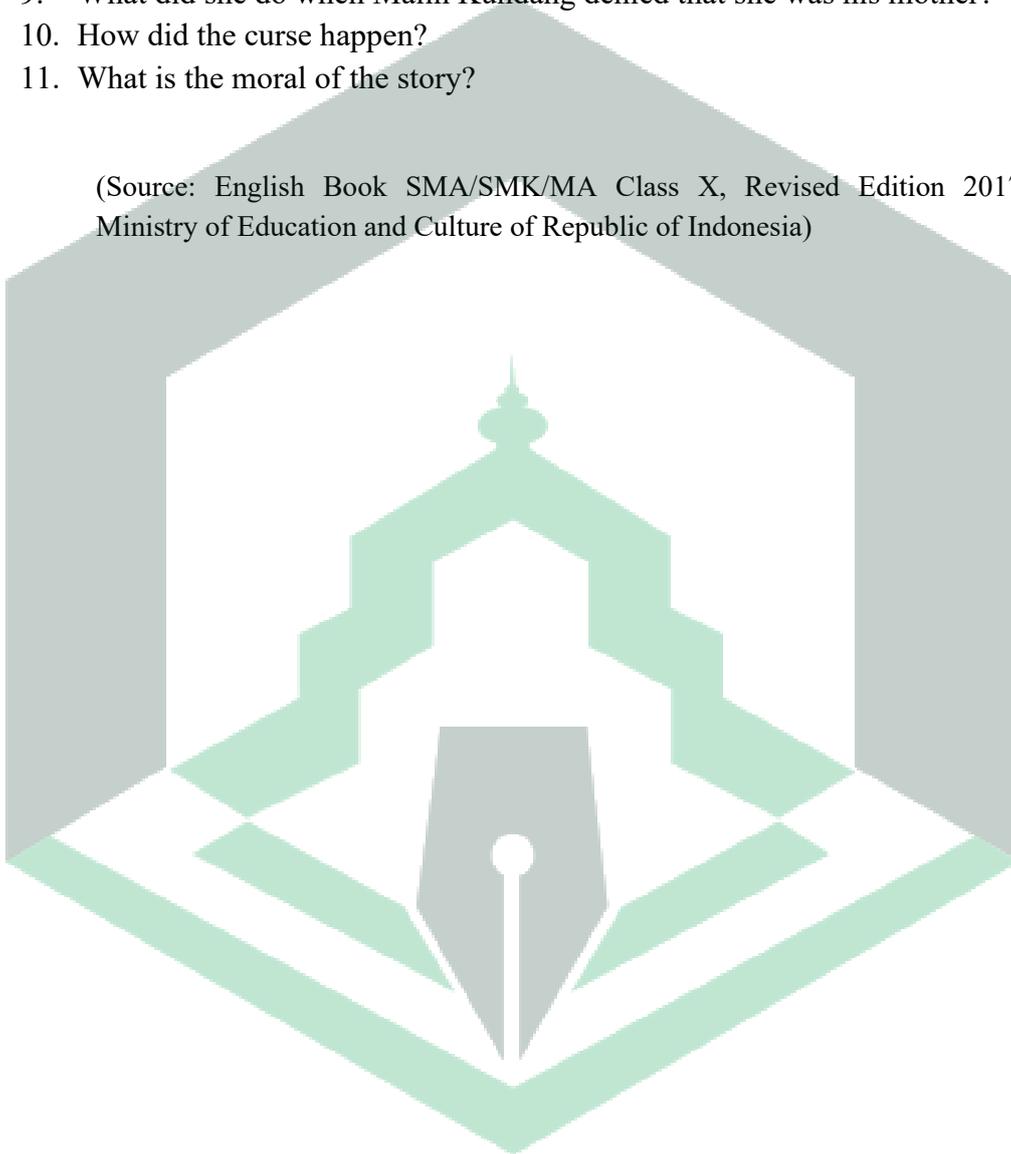
An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and ship crews denied that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Questions

2. Why did Malin Kundang and his mother have to live hard?
3. Give an example that Malin Kundang was healthy, diligent, and strong boy!
4. How did the merchant allow Malin Kundang to join him in the sail?
5. What happened many years after Malin Kundang joined the sail?

6. How did the local people react when they saw Malin Kundang landing on the coast?
7. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
8. What made Malin Kundang's mother sad and angry?
9. What did she do when Malin Kundang denied that she was his mother?
10. How did the curse happen?
11. What is the moral of the story?

(Source: English Book SMA/SMK/MA Class X, Revised Edition 2017, the Ministry of Education and Culture of Republic of Indonesia)



Appendix 3: Test Validation Sheet

Lembar Validasi Instrument Reading Test

LEMBAR VALIDASI

Petunjuk:

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang di pilih sesuai dengan ketentuan sebagai berikut:
 - 1 = Tidak Sesuai
 - 2 = Kurang Sesuai
 - 3 = Sesuai
 - 4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas		✓		
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda		✓	✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar		✓	✓	

Komentar dan Saran:

Perhatikan fences yg ada di pertanyaan. Perbaiki kalimat petunjuk yg ada di instrumen.

Reading test untuk Bawang Merah Bawang Putih, pertanyaan
no. 3, sebaiknya Where did the story take place?

.....
.....

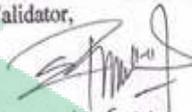
Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrument dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

28 Maret
Palopo, 2022

Validator,


Ermaeni, S.Pd., M.Hum.

Lembar Validasi Instrument Reading Test

LEMBAR VALIDASI

Petunjuk:

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang di pilih sesuai dengan ketentuan sebagai berikut:
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas		✓	✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

Perhatikan urutan abjad dan ditanyakan. Perhatikan kalimat dan huruf yang ada di instrument.

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Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrume nt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, ^{Sabtu} 21/5/2022

Validator,


.....
RUSNAGHI

Appendix 6: Sample of students' Questionnaire

ANGKET SISWA TERHADAP PEMBELAJARAN

Nama siswa : *Yusuf*
 Kelas : *8 IPS 1*
 Hari/Tanggal :

Pertanyaan

- Pada angket ini terdapat 7 pernyataan pertimbanglah baik-baik setiap pernyataan dalam kaitannya dengan materi yang baru dalam kelas pelajaran, dan tentukan kebenarannya.
- Berilah jawaban yang benar sesuai dengan pilihanmu dengan cara mencentokkan silang pada kotak nomor SS=4, S=3, TS=2, STS=1.
- Pertimbanglah setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabannya jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
- Catat responmu pada lembar jawaban yang tersedia, dan hasil pertanyaan-pertanyaan lain yang mungkin diberikan tentukan dengan lembar jawaban. Terima kasih.

Keterangan Pilihan jawaban:
 SS = Sangat Setuju
 S = Setuju
 TS = Tidak Setuju
 STS = Sangat Tidak Setuju

PERTANYAAN

No	Pertanyaan	Pilih jawaban			
		SS	S	TS	STS
1.	Apakah Scramble Technique mudah dipahami?	<input checked="" type="checkbox"/>			
2.	Apakah Scramble Technique sulit dipahami?	<input checked="" type="checkbox"/>			
3.	Setelah saya pelajari, manulaha saya sulit memahami Scramble teknik yang digunakan?	<input checked="" type="checkbox"/>			
4.	Apakah model pembelajaran Reading skills dengan teknik scramble mudah dimengerti oleh guru?		<input checked="" type="checkbox"/>		
5.	Apakah tugas yang diberikan sesuai dengan materi yang diajarkan, sehingga saya mudah untuk dipahami?	<input checked="" type="checkbox"/>			
6.	Apakah petunjuk belajar dalam Scramble Technique mudah jelas, sehingga memudahkan saya mengerjakannya dalam Reading skills?	<input checked="" type="checkbox"/>			
7.	Saya nyaman dengan model scramble untuk meningkatkan Reading skills?				<input checked="" type="checkbox"/>

ANGKET SISWA TERHADAP PEMBELAJARAN

Nama siswa : *Yusuf Alimuddin Fauzil*
 Kelas : *8 IPS 1*
 Hari/Tanggal :

Pertanyaan

- Pada angket ini terdapat 7 pernyataan pertimbanglah baik-baik setiap pernyataan dalam kaitannya dengan materi yang baru dalam kelas pelajaran, dan tentukan kebenarannya.
- Berilah jawaban yang benar sesuai dengan pilihanmu dengan cara mencentokkan silang pada kotak nomor SS=4, S=3, TS=2, STS=1.
- Pertimbanglah setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabannya jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
- Catat responmu pada lembar jawaban yang tersedia, dan hasil pertanyaan-pertanyaan lain yang mungkin diberikan tentukan dengan lembar jawaban. Terima kasih.

Keterangan Pilihan jawaban:
 SS = Sangat Setuju
 S = Setuju
 TS = Tidak Setuju
 STS = Sangat Tidak Setuju

PERTANYAAN

No	Pertanyaan	Pilih jawaban			
		SS	S	TS	STS
1.	Apakah Scramble Technique mudah dipahami?	<input checked="" type="checkbox"/>			
2.	Apakah Scramble Technique sulit dipahami?			<input checked="" type="checkbox"/>	
3.	Setelah saya pelajari, manulaha saya sulit memahami Scramble teknik yang digunakan?	<input checked="" type="checkbox"/>			
4.	Apakah model pembelajaran Reading skills dengan teknik scramble mudah dimengerti oleh guru?		<input checked="" type="checkbox"/>		
5.	Apakah tugas yang diberikan sesuai dengan materi yang diajarkan, sehingga saya mudah untuk dipahami?		<input checked="" type="checkbox"/>		
6.	Apakah petunjuk belajar dalam Scramble Technique mudah jelas, sehingga memudahkan saya mengerjakannya dalam Reading skills?		<input checked="" type="checkbox"/>		
7.	Saya nyaman dengan model scramble untuk meningkatkan Reading skills?	<input checked="" type="checkbox"/>			

Appendix 7: Questionnaire Validation

Lembar Validasi Instrument Angket siswa

LEMBAR VALIDASI

Petunjuk:

4. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
5. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang di pilih sesuai dengan ketentuan sebagai berikut:
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai

Bapak/Ibu dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:
Perbaikan nomor 2, harap diperbaiki.

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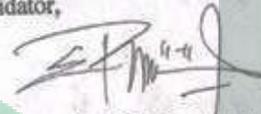
Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrument dinyatakan:

- d. Layak digunakan tanpa revisi
- e. Layak digunakan dengan revisi
- f. Tidak layak digunakan

Palopo, 28 Maret 2022

Validator,



Ermawati, S.Pd.T., M. Hum.

Lembar Validasi Instrument Angket siswa

LEMBAR VALIDASI

Petunjuk:

4. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
5. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang di pilih sesuai dengan ketentuan sebagai berikut:
5 = Tidak Sesuai
6 = Kurang Sesuai
7 = Sesuai
8 = Sangat Sesuai
6. Bapak/Ibu dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

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Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrume nt dinyatakan:

- d. Layak digunakan tanpa revisi
- e. Layak digunakan dengan revisi
- f. Tidak layak digunakan

Palopo,..... 2022

Validator,



.....
RUSMABW

Appendix 8: RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Pesantren Modern Datok Sulaiman (PMDS) Putri
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / Genap
Materi : Teks Naratif
Alokasi Waktu : 2x30 menit

1. Kompetensi Inti

- KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
- KI4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

2. Kompetensi Dasar

- KD 3.8 : Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legenda sederhana, sesuai dengan konteks penggunaannya.
- KD 4.8 : Mengkaji teks naratif pendek dan sederhana terkait legenda secara lisan maupun tulisan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

3 Indikator Pencapaian Kompetensi

- 4.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.
- 4.8.2 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.
- 2.8.1 Menceritakan teks *narrative*

4 Tujuan Pembelajaran

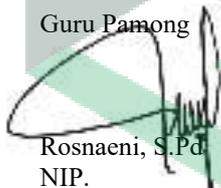
Dengan disajikan sebuah teks singkat yang sudah di potong, siswa menyusun teks singkat tersebut dan membacanya.

5 Kegiatan Pembelajaran (Pertemuan ke 1-6)

Kegiatan Awal 15 Menit	<ul style="list-style-type: none">• Guru membuka pelajaran dengan mengucapkan salam, menyapa siswa, menanyakan kabar, melakukan absensi dan membaca Al-Qur'an.• Guru mengajukan beberapa pertanyaan terkait teks naratif.• Siswa menyampaikan pendapat tentang pertanyaan terkait
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	<p>teks naratif</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang tujuan pembelajaran pada siswa. • Guru menjelaskan mengapa siswa harus mempelajari materi tersebut.
Kegiatan Inti 30 menit	<ul style="list-style-type: none"> • Membentuk sebuah kelompok diskusi (dengan sebuah game). • Guru membagikan sebuah kotak yang berisikan bacaan yang sudah teracak (dipotong). • Setiap siswa harus membaca beberapa kalimat yang berbeda. • Siswa dapat menggunakan kamus offline/online mencari kosa kata tersulit. • Siswa berdiskusi dalam kelompok didampingi guru. • Siswa menyusun sebuah teks yang sudah dibagikan sejak awal, menyusunnya bersama kelompok. • Siswa membaca dengan pengucapan, kefasihan dan jeda yang baik dan percaya diri berdasarkan urutan bacaan yang sudah siswa susun. • Guru mendokumentasikan dengan kamera HP dan melakukan penilaian
Kegiatan Penutup 5 Menit	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi seputar fungsi sosial, struktur teks dan unsur kebahasaan teks naratif. • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

Guru Pamong


Rosnaeni, S.Pd
NIP.

Mahasiswa(i) IAIN Palopo


Nuralqariyah reski Ismuawwal
NIM. 17 0202 0214

Mengetahui,
Kepala Sekolah




... S.Pd., M.Pd

The Lake Toba

1. One day the boy was eating all the food from their parents. The young man was very upset saying: “basic offspring of fish!” That statement by itself his wife. With thus unlock the secrets of their promise has been violated.
2. A long time ago, there lived a young orphan farmer in the northern part of the island of Sumatra. The area is very dry. Syahdan, the young man lived from farming and fishing. One day he was fishing a fish so beautiful. The color is golden yellow.
3. Fascinated by her beauty, the young farmer’s daughter asked her to be his wife. The proposal is accepted on condition that the young man would not tell its origin from the farmer youth fish the terms agreed. After a year, the couple blessed with a boy. He has a bad habit that is never satiated. He ate all the food.
4. His wife and son disappeared mysteriously. The land of their former footing springs. The water that flows from the spring growing bigger and bigger. And being a vast lake. The lake is now called Lake Toba.
5. So holding, the fish turned into a lovely princess. The daughter of a woman who was condemned for violating a ban. He willed turn into a kind of creature that first touch. Therefore, human touches it, it turns into a princess.

Jawaban yang benar:

2, 5, 3,1, and 4

Sangkuriang

1. Until one day, Dayang Sumbi found out that Sangkuriang was her son and tried to annul the marriage. Sangkuriang went berserk and kicked the canoe or boat, so that later the boat formed a mountain which is now known as Mount Tangkuban Perahu.
2. Unbeknownst to their son, they both have a dog named Tumang. The dog is the incarnation of Sangkuriang's father or the husband of Dayang Sumbi.
3. When Sangkuriang wandered alone leaving his hometown, and forgetting everything, including about his mother. After many years, Sangkuriang returned to his hometown and did not recognize anything, including his mother. He also fell in love with Dayang Sumbi and did not know that Dayang Sumbi was his mother.
4. The story begins when a woman named Dayang Sumbi has a child named Sangkuriang.
5. Dayang Sumbi did not even know that Sangkuriang was her son. Sangkuriang also proposed to Dayang Sumbi, Dayang Sumbi accepted.
6. Dayang Sumbi asked Sangkuriang to get Dayang Sumbi's thread that was left behind, when he returned, Sangkuriang was not alone with Tumang. It turns out that Tumang was abandoned by Sangkuriang on purpose. Hearing this Dayang Sumbi was furious and threw Sangkuriang out.

Jawaban yang benar:

4, 2, 6, 3, 5 dan 1

The Golden Slug (Keong Mas)

1. Hearing the news, Jambean was very sad but she volunteered herself to be killed by her father. She told that she wanted to be dumped into a dam and did not burry under the ground after the death. The mother agreed and did all of her wants. In the dam, her body and head suddenly turned into the golden slugs.
2. Both widows then secretly held and did not let the girl to get into the snail anymore. The girl apparently was Jambean who had been killed by her father. Both widows then allowed her to stay with them. Because of their versatility in weaving, she got her famous back and made a handsome prince attracted. In the end, she married the prince and lived happily.
3. One day, his parents died, but he did not care and continued to spend money as well as before. Because his life was so extravagant, all the treasure that he had was running out and he became an unemployed person. Many people sympathized with him and offered a job. But every time he got the job, he just dallied and it made him always be fired. Several months later, there was a wealthy widow who interested him. He married the widow and of course, he was very happy to be living in luxury again.
4. The widow had a daughter who was very diligent and clever to weave. Her name is Jambean, a beautiful girl and had been famous because of her weaving. However, Galoran did not like the girl, because the girl often scolded him because of his laziness. Finally, he threatened to torture and kill Jambean. He revealed the plan to his wife and the wife was very sad to hear of the threat.
5. In the ancient time, lived a young man named Galoran. He was respected because of his wealth and honor. His parents were nobleman so he could live with luxury. However, he was very wasteful and every day just squandered the wealth of his parents.
6. Several years later, there are two widows who were looking for firewood. They were kindred, the first widow named Mbok Sambega Rondo and the second called Mbok Rondo Sembagil. When looking for the firewood in the jungle, they were very surprised because of finding the beautiful golden slugs. They brought it and maintained at home.
7. Once they brought the snails, there was always a miracle every day. Their kitchen was always filled with the delicious food when they came home from work. They were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hid in the back of the

house. A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

Jawaban yang benar
5, 3, 4, 1, 6, 7 dan 2

Lutung Kasarung

1. While in the forest he had many friends, namely animals who were always kind to him. Among these animals there is a mysterious black hairy monkey. But it was the monkey who cared the most for Purbasari. Lutung Kasarung always cheers Purbasari by bringing him beautiful flowers and fruits with his friends.
2. Purbasari has an older brother named Purbararang. He did not approve of his younger brother being appointed to replace their father. "I'm the eldest daughter, my father should have chosen me as his successor," Purbararang grumbled to her fiancé, Indrajaya. His anger that has peaked makes him have the intention of harming his sister. He met a witch to cast a spell on Purbasari. The witch put a spell on Purbasari so that at that moment Purbasari's skin suddenly became black spots. Purbararang now has a reason to cast away her sister. "A cursed person like her doesn't deserve to be a Queen!" said Purbararang.
3. At that time, Lutung Kasarung immediately meditated. Suddenly a miracle happened. Lutung Kasarung turned into a dashing young man with a very handsome face, more than Indrajaya. Everyone was shocked to see what happened and cheered with joy. Purbararang finally admits his defeat and his mistakes all this time. He apologized to his sister and begged not to be punished. The kind-hearted Purbasari forgave them. After that incident finally they all returned to the Palace.
4. Long ago in the Pasundan Tatar there was a kingdom led by a wise king, he was known as Prabu Tapak Agung. Prabu Tapa Agung had two beautiful daughters, namely Purbararang and his sister Purbasari. At the end of his life, Prabu Tapak Agung appointed Purbasari, his youngest daughter, as a successor. "I'm too old, it's time for me to abdicate," said Prabu Tapa.
5. Then he ordered a Patih to exile Purbasari to the forest. Arriving in the forest, the patih was still kind enough to make a hut for Purbasari. He also advised Purbasari, "Be strong, Princess. This ordeal will definitely end, the Almighty will always be with Putri." "Thank you uncle," said Purbasari.
6. On a full moon night, Lutung Kasarung behaves strangely. He walked to a quiet place and meditated. He is asking something to the Gods. This proves that Lutung Kasarung is not an ordinary creature. Not long after, the land

near the Lutung cracked and a small lake was created, the water was very clear. The water-containing drugs that are very fragrant.

7. The next day Lutung Kasarung met Purbasari and asked him to bathe in the lake. "What are the benefits for me?", thought Purbasari. But he wanted to comply. Shortly after he threw himself. Something happened to his skin. Her skin became clean as before and she became beautiful again. Purbasari was very surprised and happy when he looked in the mirror in the lake.
8. At the palace, Purbararang decided to see his sister in the forest. He left with his fiancé and the guards. When he reached the forest, he finally met his sister and looked at each other. Purbararang couldn't believe seeing his younger brother back to normal. Purbararang does not want to lose face, he invites Purbasari to have a long hair fight. "Whoever has the longest hair, he wins!" said Purbararang. At first Purbasari didn't want to, but because of constant pressure, he served his brother. It turns out that Purbasari's hair is longer. "Okay, I lost, but now let's have a handsome match for our fiancé, this is my fiancé," said Purbararang as he approached Indrajaya. Purbasari getting worry and confused. Finally he glanced and pulled Lutung Kasarung's hand. Lutung Kasarung jumped up and down as if to calm Purbasari. Purbararang laughed out loud, "So the monkey is your fiancé?".
9. Purbasari became a queen, accompanied by a young man of her dreams. The young man who had always accompanied him in the forest in the form of a langur.

Jawaban yang benar:

4, 2, 5, 1, 6, 8, 3 dan 9

Si Pitung

1. Pitung is a pious young man from Rawa Belong. He diligently studied the Koran in Haji Naipin. Finished learning the Koran he was trained in martial arts. After years of religious knowledge and the ability to master the martial increased.
2. Kumpeni also use violence to force people to testify. One day, kumpeni and wealthy landlords managed to get information about family Pitung. So they seized both her parents and the Hajj Naipin. With a heavy ordeal finally they get the information about where and confidential Pitung are immune.
3. Armed with all that information, police were ambushed Pitung kumpeni. Of course Pitung and his friends fight. But unfortunately, information about the immune secret Pitung already open. He was pelted with rotten eggs and

shot. Thus he was killed, Pitung still regarded as a defender of the common people.

4. With the assistance of his friends of the Rais and Jii, Pitung began planning the robbery of the employer and the wealthy landlords. Rampokannya results were distributed to the poor. In front of a starving family home laid Sepikul rice. Families who wrapped it provides compensation payable moneylenders. And orphaned children parcel dikiriminya clothes and other gifts.
5. At that time the Dutch were colonized Indonesia. Pitung pitied the plight experienced by young people. Meanwhile, kumpeni (the name for the Netherlands), a group of employer and the landlord lives wallowing in luxury. Homes and their fields guarded by thugs who ferociously.
6. Pitung success and his friends because of two things. First, it has a high martial arts and dikabarkan they are immune to bullets. Second, people do not want to tell where Pitung is now. However, the robbery victim Pitung rich with kumpeni always trying to persuade people to open my mouth.

**Jawaban yang benar:
1, 5, 4, 6, 2 dan 3**

Timun Mas

1. When the 3rd time Buta Ijo came their moms and dads had prepared something for him. They gave Timun Emas numerous bamboo needles, seeds of cucumber, clothing and also salt."Timun, take these things", "Just what are these points?", " These are your tools. Buta Ijo will chase you. He will eat you active. So run as rapid as you can. As well as if he will certainly capture you spread this to the ground. Now go!"
2. Timun Emas was terrified so she ran as quickly as she could. When Buta Ijo arrived she was much from home. He was very upset when he recognized that his victim had actually left. So he went to chase her. He had a sharp nose so he knew what direction his victim ran.
3. Long time ago in the island of Java, Indonesia, lived a few farmer. They had actually wed for some years however they had no children. So they hoped to a beast called Buta Ijo to give them kids. Buta Ijo was a ferocious and powerful beast. He granted their dream on one condition. When their kids had grown up, they had to sacrifice them to Buta Ijo. He liked consuming fresh meat of person. The farmers consented to his problem. Several months later on the other half was expectant.
4. However soon Buta Ijo understood and also began running again. When he was just a number of steps behind Timun Emas threw her bamboo needles. Quickly they transformed into dense bamboo trees. Buta Ijo discovered

it tough to pass. It took him time to damage the thick bamboo woodland. Meanwhile Timun Emas can run further.

5. Finally when Timun Emas was almost captured she tossed her salt. Quickly the land where Buta Ijo stood turned into ocean. Buta Ijo was sunk and also passed away quickly. Timun Emas was appreciative to god and also came back to her home.
6. Timun Emas was just a lady while Buta Ijo was a monster so he could easily capture her up. When he was just numerous actions behind Timun Emas quickly spread the seeds of cucumber. In secs they turned into numerous vines of cucumber. The worn down Buta Ijo was really thirsty so he ordered and ate them. When Buta Ijo was busy consuming cucumber Timun Emas can flee.
7. She gave birth to a beautiful baby lady. They called her Timun Emas. The farmers mored than happy. Timun Emas was extremely healthy as well as a very wise lady. She was likewise very attentive. When she was a teen Buta Ijo concerned their home. Timun Emas was terrified so she fled to conceal. The farmers then informed Buta Ijo that Timun Emas was still a youngster. They asked him to hold off. Buta Ijo agreed. He guaranteed to come again. The following year Buta Ijo returned. But again and again their parents said that Timun Emas was still a youngster.
8. Buta Ijo chased her once more. When he almost capture her again and again Timun Emas tossed her clothing. This moment it developed into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. Yet Buta Ijo can conquer it and also continued chasing her.

Jawaban yang benar:
3, 7, 1, 2, 6, 4, 8 dan 5

Appendix 10 : Documentation



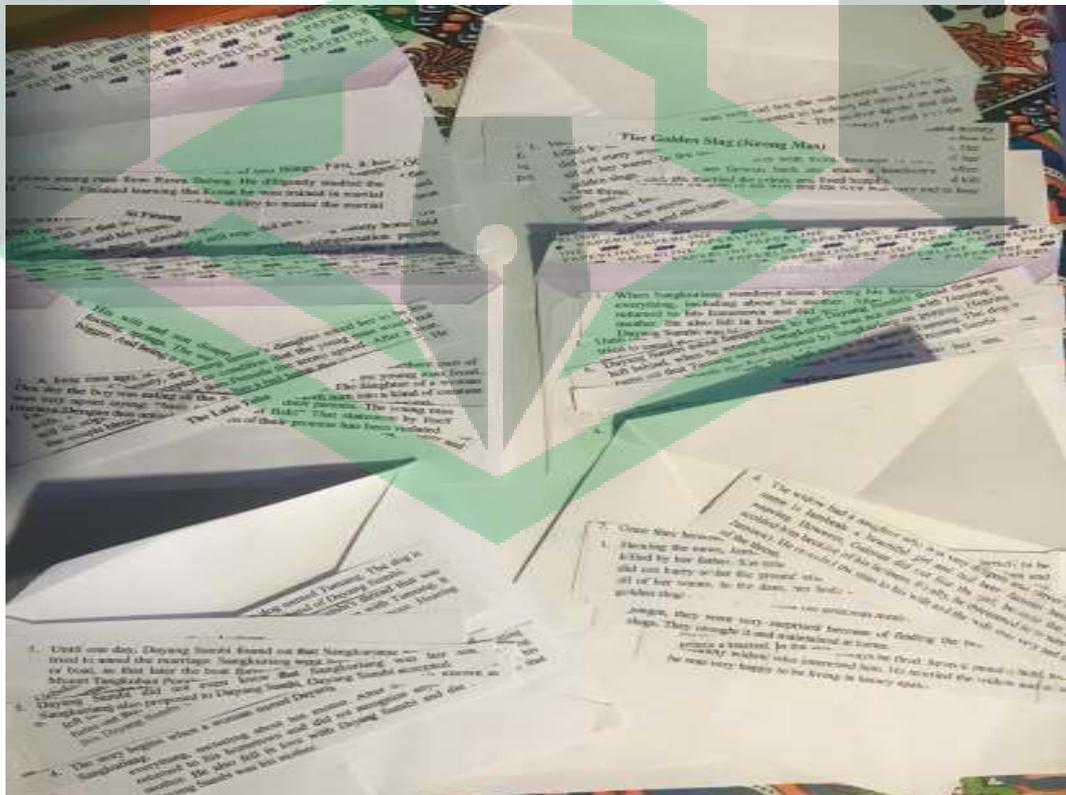
Picture 1 : Give students a paper to do the pre-test



Picture 2: controlling the class so that students focus on their post-test



Picture 3: Control the class and divide groups of students to work on treatment



Picture 4: Media scramble narrative text



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan, Telp : (0471) 320040

ASLI

IZIN PENELITIAN
 NOMOR : 373/IDPMPTSP/IV/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Nasional Ilmu Pengajaran dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2007 tentang Otonomi Daerah
3. Peraturan Menteri Nomor 1 Tahun 2010 tentang Peraturan Guru Kewirausahaan Penelitian
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penyelenggaraan Kewirausahaan Penyelenggaraan Penelitian dan Magang yang Menjadi Unsur Pemerintah Kota Palopo dan Kewirausahaan Perizinan dan Nonperizinan yang Menjadi Unsur Pemerintah yang Berikan Pelayanan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: NURA QARIYAH RES-0 ISMIAWIAI,
Jenis Kelamin	: Perempuan
Alamat	: BTN, Myka Prima B Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 17 0202 0214

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan judul

IMPROVING STUDENTS' READING SKILL USING SCRAMBLE TECHNIQUE AT THE TENTH GRADE OF SMA PMDS PUTRI PALOPO

Lokasi Penelitian : SMA PEBANTREN MODERN DATOK SULAIMAN (PMDS) PUTRI PALOPO

Waktunya Penelitian : 14 April 2022 s.d. 14 Juli 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menjalani semua peraturan perundang-undangan yang berlaku, serta menghormati Adat istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bila ada penegasan izin kiranya tidak menaati ketentuan-ketentuan tersebut diatas.

Dengan Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Ditandatangani di Kota Palopo
 Pada tanggal 18 April 2022
 o.n. Kepala (Tugas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



SUBINA SH
 Pejabat : Penata Tertinggi
 N.P. : 19730215 200804 2 018

YEMBUHAN :

1. Kepala Badan Kepegawaian Prov. Sulsel.
2. Walikota Palopo
3. Bupati 1421-2803
4. Walikota Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kepegawaian Kota Palopo
7. Instansi terkait tempat dilaksanakannya penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMAS DATOK SULAIMAN PALOPO



Jln. Dr. Ramelan Telp. (0471) 21476 Fax: 0471-21476 Email: kasipend@palopo2goan7.com Kota Palopo kode pos 91914

Akreditasi A

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 085/DS-009.02/V/2022

Yang beranda tangan di bawah ini :

N a m a : Hijaz Thaha, S.Pd.
NIP : 19710623 199702 1 002
Jabatan : Kepala Sekolah

Menerangkan bahwa :

N a m a : NURAIQARIYAH RESKI ISMUAWWAL
NIM : 17 0202 0214
Fakultas : Tarbiyah dan Ilmu Keguruan
IAIN Palopo

Adalah benar telah melaksanakan penelitian di UPT SMAS Datok Sulaiman Palopo sesuai dengan surat izin penelitian dari Pemerintah Kota Palopo Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 21/IP/DPMP/TSP/2022 tanggal 18 April 2022, lama penelitian tanggal 14 April 2022 s/d 14 Juli 2022 di UPT SMAS Datok Sulaiman Palopo untuk kepentingan Penulisan Skripsi dengan judul "IMPROVING STUDENTS' READING SKILL USING SCRAMBLE TECHNIQUE AT THE TENTH GRADE OF SMA PMDS PUTRI PALOPO".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 24 Mei 2022

Kepala Sekolah,



Hijaz Thaha, S.Pd.

NIP. 19710623 199702 1 002

BIOGRAPHY



Nuralqariyah Reski Ismuawwal was born in Palopo, on 01 November 1999 he is the first child of the couple Mr. Syawaluddin and mother Nurissah Makkasau, he has a sister named Anisya Aisya Virya. Furthermore, for the writer's education, in 2005 the writer graduated from school at SDN 25 Sabbamparu and continued his education at MtsN Model Palopo and graduated in 2014. In the same year, the writer continued his education at SMA Negeri 6 Palopo and graduated in 2017. In 2017 the writer continued his education with an undergraduate degree at the English Language

Department of IAIN Palopo. His article was "Improving Students' Reading Skills Using Scramble Technique at the Tenth Grade of SMA PMDS Putri Palopo".

