

**THE EFFECTIVENESS OF SCRAMBLE METHOD TO IMPROVE
READING COMPREHENSION FOR THE EIGHTH-GRADE
STUDENTS OF SMP NUSA PRIMA LAMASI**



IAIN PALOPO

A THESIS

Submitted as a part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Written By:

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ENGLISH EDUCATION RESEARCH PROGRAM

IAIN PALOPO
TARBIYAH AND TEACHERS FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2021

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STATE ISLAMIC INSTITUTE OF PALOPO

2021

THESIS APPROVAL

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The Author

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ABSTRACT

Hadiyah Sulpi Pukesti, 2020. **The Effectiveness of Scramble Method to Improve Reading Comprehension for the Eighth-Grade Students of SMP Nusa Prima Lamasi. Thesis.** English Education Program of Tarbiyah Faculty the State Islamic Institute of Palopo. Supervised by: Dr H. Rustan. S, S.Pd., M.Hum as the first consultant and Andi Tenrisanna Syam. S.Pd, M.Pd as the second consultant.

The objective of the research is to discover whether or not the use of scrambling method effectively improves students' reading comprehension. This research applied a pre-experimental method with one group pretest and posttest design. The number of samples was 21 students. The instrument of the research was a reading test. Reading test was given to know whether the students understand the material that has been given. The result of this research shows that the posttest mean score was higher than the average pretest score ($61.71 < 82.61$). It means that the scramble method is sufficient to improve the students' reading comprehension.

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Keywords: Reading Comprehension, Scramble Method, Pre-Experiment

CHAPTER I

INTRODUCTION

A. Background

Reading comprehension is the process of building meaning by regulating of complex processes which include reading words, word and world knowledge. Reading comprehension is the activity of combining information from previous experience to get a meaning¹. Reading comprehension is also defined as the reader's thought process so that the reader gets an idea and can understand it for their needs and goals²

Reading is not only related to the development of something that becomes information but also associated with one's ability to think. This ability will be the necessary development of emotional, moral, and verbal intelligence.³ Besides, this development will determine a person's mind for the future. Therefore, reading is essential for students to develop their knowledge and ways of thinking related to moral development, emotions, and verbal intelligence. In general, learning English in junior high schools follows the learning implementation plan and have the aim of teaching reading of foreign language is focus on the students' comprehension. Students do expect to be active in intensive reading skills; this

¹ Nindya Aprilia, "Improving Reading Comprehension Of The Eight Grade Students At Smpn 6 Yogyakarta Through Posse Strategy In The Academic Year Of 2014/2015" (Thesis (Unpublished): Faculty Of Languages And Arts State University Of ..., 2015).

² Riva Atul N U R Aida, "The Effectiveness Of Using Chunking A Text Strategy Toward Students' reading Comprehension In Recount Text Of The Second Grade Students At Mts Mujahidin Ngadiluwih Kediri In Academic Year 2018/2019" (2019).

³ Dita Yulianti, "Improving The English Reading Comprehension Ability Of Grade 8 Students At Smp Negeri 3 Gedangsari In The Academic Year Of 2013/2014 Through Extensive Reading Activities" (Yogyakarta State University, 2014).

activity requires students to read the text carefully and understand it to conclude the contents of the reading or book and then take the meaning of the text.

Junior high school students need reading comprehension because the learning materials used are already in full English. Lack of interest in reading makes the students difficult for answering text question that must do read. Son facts do found from the results of the Research at SMP NUSA PRIMA Lamasi. The eighth-grade students have just started an introductory English lesson where the reading text used is narrative. The student has difficulty in understanding narrative texts due to their lack of reading comprehension.

Can be overcome students; a method does need to have the comfort and ease of the students in learning the narrative text. Many ways can use to facilitate students to learn reading in narrative text. One of them is a scramble method. Scramble method is a learning method that can improve students' concentration of thought. They have to answer questions that do still arranged randomly. It does intend to train students to think creatively and quickly rearrange a text that does even placed randomly. Students more challenged in answering questions, keep concentrating in the classroom, and indirectly the classroom atmosphere becomes conducive during teaching and learning process.

Dorman (2014) stated that applying the scramble technique can increase students' interest, enthusiasm and enthusiasm in the learning process.⁴ Students can improve the ability to read students' understanding of aspects of paragraph order, main ideas, conclusions, and comprehension.

⁴ Elizabeth Dorman, "BUILDING TEACHERS' SOCIAL-EMOTIONAL COMPETENCE THROUGH MINDFULNESS PRACTICES," *Curriculum and Teaching Dialogue* 17, no. 1/2 (2015).

The author uses the scrambling method at a higher level, namely the junior high school level because primary schools are no longer teach English as the main subject. The use of the scramble method in junior high schools aims to improve students' reading comprehension.

Based on the statement above, the author intends to conduct research entitled "The Effectiveness of Scramble Method to Improve Students Reading Comprehension for the Eighth Grade of SMP NUSA PRIMA Lamasi".

B. Research Question

Based on the identification of the problem above, the research question is, as follows: Does the use of scramble method effectively improve students' reading comprehension?

C. The objective of the research

Based on the research question above, the objective of the research is to discover whether or not the use of scramble method effectively improves students' reading comprehension.

D. Significance of the Research

Theoretically, this research supports the theory, which does state that the scrambling method improves students' reading comprehension. Practically, the first advantage is for the students. Scramble method can increase students' interest, and it is useful in learning English, especially reading comprehension. Secondly, for English teachers, they can use the scrambling method in teaching English in the classroom, especially in understanding reading narrative texts.

Thirdly, this research can motivate the reader in learning narrative text. The author hopes that readers can apply the knowledge in real life to be more skillful.

E. Scope of the Research

By discipline, this research is under applied English language teaching. By content, this research discusses narrative text. By activity, The author uses the scramble method to teach reading.

F. Operational Definition of Terms

1. Reading comprehension

Reading comprehension is the process of understanding meaning and combining information that is already known by the reader. The necessary skills needed to understand an efficient reading are knowing the purpose and meaning of words, the ability to understand the importance of stories from the context of the discourse, to find references in them, the ability to conclude the contents of the reading, the ability to identify the main idea of reading, the ability to answer questions in a section in a lesson, the ability to recognize literary devices used in a passage and determine their pitch, to understand agents, objects, temporal and spatial reference points, casual and intentional inflexion, etc. submitted for statements, questions, orders, refraining etc.

2. Scramble Method

Scramble is a method of teaching by dividing a worksheet and answer sheet with alternative answers available. Scramble method is a learning method

that is usually applied by way of students do ask to solve puzzles, where the mysteries does arrange in such away. The arrangement can be through word riddles and sentence arrangement.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In writing this research, the author finds out some research that aimed at using the scramble method, namely:

Alimuddin Langke with the title "The Effectiveness of the Scramble Model in Learning Reading Understanding to Find Mind Ideas"⁵ This Research generally aims to determine the ability and the difference value of class VII SMP Al-Bayan Makassar in the experimental group in reading comprehension to find the main idea by applying the model (Scramble). The control group in reading comprehension class to find the main idea. This type of research is experimental research consisted of quantitative descriptive analysis and presented in tabular form through the calculation of average and percentage. Subjects in this Research were students of class VII A, amounting to 26 people and class VII B SMP amounted to 32 people in Al-Bayan Makassar This Research does conduct on the academic year 2013-2014. The results showed that reading comprehension achievement test to find ideas on classroom control, i.e., 79.03% and the experimental class increased to 82.85%. Besides, the allocation of time in the schedule provided is inadequate, but this problem can be adequately handled.

Langke taught the students' to find the main ideas in a text by using the scramble method. At the same time, the author uses the scramble method to teach

⁵ Alimuddin Langke, "KEEFEKTIFAN MODEL SCRAMBLE DALAM PEMBELAJARAN MEMBACA PEMAHAMAN UNTUK MENEMUKAN GAGASAN UTAMA," *Jurnal Ilmu Pengetahuan Sosial* 4, no. 1 (2015).

the narrative text. Langke applied quasi-experimental method while the author applied the pre-experimental method. Langke taught seventh-grade students while the author taught the-eighth grade students.

The Effectiveness of Using Scramble Pictures in Increasing Student Reading Ability⁶ state that of this research was to find out if there was a significant difference of students' reading comprehension after being through scrambled pictures and to investigate which aspect of reading skill was the most increased after the implementation of this research. The sample of this research was class VIII D of the second grade of SMP in the academic year 2013/2014. The result of the research showed that there is a significant difference in students' reading comprehension since $t\text{-ratio} > t\text{-table}$ ($22.893 > 2.045$). The average of the post-test score (63.23) is higher than that of pre-test (53.33), and it has gain 9.9, and the most increased aspect of reading skills is the finding main idea since the percentage is 32.22% (higher than other elements).

The difference between Ria Silvita Tanum, and this Research was Tanum used scramble method with pictures to teach reading. At the same time, the author did not combine the scramble method with pictures to teach the narrative text.

Novita Surya Dewi with the title "The Effect of Scramble Game towards the Ability to compose Sentences for Student with Intellectual Disability" for the VIII grade in SLB Lawang,⁷ Children with intellectual disability have limitations in

⁶ Ria Silvita Tanum, Cucu Sutarsyah, and Hartati Hasan, "THE EFFECTIVENESS OF USING SCRAMBLED PICTURES IN INCREASING STUDENTS'READING ABILITY," *U-JET* 3, no. 2 (2014).

⁷ Noverita Surya Dewi and Agung Kurniawan, "The Effect of Scramble Game Towards the Ability of Composing Sentences for Students with Intellectual Disability," *Journal of ICSAR* 1, no. 1 (2017): 81–84.

language acquisition mainly in processing vocabulary. The purpose of this research was to describe the effects of scramble games toward the capability of sentence composition for students with intellectual disability. This research showed there was a different capability of sentence composition for students with an intellectual disability before and after treatment with scramble game. It does show from the results of t arithmetic $< t$ table at the significant level of 0.05 is $0 < 1$. The conclusion of this research was the scramble game effect toward the capability of sentence composition for students with intellectual disability.

The difference between Noverita Surya Dewi with the title "The Effect of Scramble Game towards the Ability to compose Sentences for Student with Intellectual Disability". The purpose of this research was to describe the effects of scramble games toward the capability of sentence composition for students with intellectual disability. At the same time, the author uses the scramble method for the eighth grade to improve students' reading comprehension.

B. Literature Review

1. Definition Reading

Reading is a significant activity. One of them is a student. Reading does never separated from daily activities or teaching and learning process. Reading is the process of combining information from the background knowledge to build meaning.⁸

Reading is the process of building meaning through dynamic interactions between (1) reader knowledge; (2) information suggested by the

⁸ Wilda Prandika, "The Implementation of Flash Cards to Improve Irregular Verbs Mastery among the Eight Grade Students of SMPN3 Klaten," *Unpublished thesis*. Yogyakarta: Sanata Dharma University (2013).

reading; and (3) reading circumstances and situations. Reading is a process results of the negotiating meaning between the text and the reader carried out to reduce uncertainty about the meaning of a text.

Reading is a skill activity that allows us to gain knowledge and messages; recognize written words (written symbols); get (understand) the meaning; used to teach the pronunciation of the text. According to Gallet (2004: 7) in Siska (2014), reading is a continuous guessing process, and what people will do next is often more important than what do found in the text. In reading, students must be able to use what they know to understand what is unknown, whether these are ideas or simple words.

Cline et al. (2006: 2) in Frederick Cline (2006) states that reading is understanding the written text.⁹ Note-taking requires translating symbols and words from the writing system (including braille) into the spoken word. Understanding does determine by the purpose of reading, the context, the nature of the text, and the strategies and knowledge of the reader.

2. Definition of Reading Comprehension

There are many definitions of reading comprehension. Reading comprehension is the act of combining information in a passage with prior knowledge to construct meaning. Besides, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it

⁹ Cara Cahalan- Laitusis et al., "OBSERVATIONAL TIMING STUDY ON THE SAT REASONING TEST™ FOR TEST- TAKERS WITH LEARNING DISABILITIES AND/OR AD/HD," *ETS Research Report Series* 2006, no. 2 (2006): i-13.

concerning their own needs and purposes Khoiriyah (2010:1) in Ranur Aida (2019)¹⁰

(Wilma H, 2000:183) in F. Wilda (2013) state that comprehension is constructing meaning from the printed material. The developmental nature of comprehension is enhanced when the child interacts with others about aspects of the material after it has do heard. According to Smith and Johnson (1980) in Andi Suciarti Solong (2010) states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author.¹¹ Reading comprehension means understanding what has or have do read. Can be said that reading comprehension is the capability to understand its ideas of one passage.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. Reading comprehension refers to reading with comprehension. According to Jeannette Klingner "Reading comparison is the process of constructing meaning by coordinating several complex operations that include word reading, word and word knowledge, and fluency. The RRSg define reading comprehension as the process of simultaneously

¹⁰ AIDA, "THE EFFECTIVENESS OF USING CHUNKING A TEXT STRATEGY TOWARD STUDENTS'READING COMPREHENSION IN RECOUNT TEXT OF THE SECOND GRADE STUDENTS AT MTS MUJAHIDIN NGADILUWIH KEDIRI IN ACADEMIC YEAR 2018/2019."

¹¹ Ak Solong and A Suciarti, "Improving the Students' Reading Comprehension through Predicting Strategy at the Second Year of MTs. Aisyiah Sungguminasa Gowa" (Universitas Islam Negeri Alauddin Makassar, 2010).

extracting and constructing meaning through interaction and involvement with written language (Catherine in Nurul Salikhah, 2017).

3. Purpose of Reading

There are two main reasons why someone read, they are:

1. Reading for information

Reading is the activity which aims to get some information the reader s need. Reading do to obtain information out of the text to the general idea of what the text is about. For example, people read to find out about things as a natural phenomenon that innate characteristic of the human being too curious about the world around him.

2. Reading for pleasure

Purpose of reading in any language to inform ourselves about something we are interested in, or to the extent our experience of the world in which we like. Reading do to obtain information out of the text as such as possible for pleasure, for example, reading a novel for pleasure. It is done and other people's order and according to individual reader's wish, mood and preference, intellectual and cultural development, so in other words, the purpose of reading in any language is to inform ourselves about something we are interested in or to challenge our knowledge on certain matters.

Reading is not far from our wish to get pleasure and information. We were reading as a general idea to find out about things and inform ourselves about interest, experience in the world. Reading be able as a reference and knowledge.

4. Reading Process

Broadly speaking, the process of reading can be divided into three stages. The following are the three stages as revealed by M.R. Patel and Pravin M. Jain (2008: 114-116):

- a. The first stage is 'the recognition stage'. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- b. The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

5. Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.¹² Besides, Anderson et al. (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle.¹³ The ending resolves the problem.¹⁴

The verb to narrate means to tell, to give all account of. Writing a narrative is really just putting what happens to somebody on paper (Widayati, 2003) in Odita Nabela (2015).¹⁵ In the narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, the main character(s), setting, time, problem(s), solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably. According to Diana (2003) in

¹² Rebecca Wirfs-Brock and Alan McKean, *Object Design: Roles, Responsibilities, and Collaborations* (Addison-Wesley Professional, 2003).

¹³ Mark Anderson and Kathy Anderson, "Text Types in English 1-2 Australia: Macmillan Education Australia PTY" (Ltd, 2003).

¹⁴ J. L. Rebecca, "in *A Critical Handbook of Children's Literature* (Massachuset: Pearson Education, Inc., 2003).

¹⁵ Sri Widayati, "Pembelajaran Dan Evaluasi Writing," *Jakarta: Departemen Pendidikan & Kebudayaan Direktorat Jenderal Pendidikan Tinggi* (2003).

Odita Nabela (2015), a narrative text usually has a description of features and rhetorical steps.

Meyers (2005:52) in Niws Wat (2017) states that narrative is one of the most powerful ways of communicating with others in the use of graphic organizer method to teach the narrative text. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way. From the definition above, it said that narrative text is a story that tells us about something interesting that has the purpose of amusing and of entertaining for the readers.

The generic structures of narrative text are orientation, complication, the sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson, who argues that a narrative text includes:

- a. Orientation: The readers do introduce to the main characters and possibly some minor characters. Some indications do generally given of where the action does locate and when it is taking place.
- b. Complication: The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the

main characters and often serves toward them from reaching their goal.

- c. The sequence of events/climax: This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. It can mean the even in chronological order (the order in which they happen) or with the flashback—the audience does give the narrator's point of view.
- d. Resolution: In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although thesis, of course, possible in certain toes of narrative which leaves us wondering 'How did it end"?)
- e. Re-orientation: it is an optional closure of the event.

It shows that there are structures in narration that must be attended.

They are the structures of constructing narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and having a final conclusion that signals at the end of the story.

6. Scramble Method

Scramble is a method of teaching by dividing a worksheet and answer sheet with alternative answers available. The students are expected to look for answers to a problem that exists. Through scramble cooperative learning method, the students can be trained to be creative. Based on the explanation above, it can be concluded that this method is a method like a game that arrange random words, sentences, or discourse. Scramble method that is done

in groups. In this learning, the method needs cooperation among members of a group to help each group. The others 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.¹⁶

Scramble cooperative learning model is learning in groups by matching the question cards and answer cards that have been provided in accordance with the questions (Fadmawati in Atik Artiningsih, 2019). Meanwhile, according to Soeparno (1998:60) in Ni Km Triana Ramadani et al. (2016) argues that the scramble method, in essence, is language games that are activity to obtain certain skills encouragingly. Scramble learning models, have similarities with other learning models, students are randomly grouped based on high ability, medium, and low, or if possible, group members come from different races, cultures, ethnicities, genders. This statement was expressed by Lestari (2009) in Arum Wahyuningsih (2011)

According to Hesti Damayanti (2010: 3-4) in Fitra Sari et al. (2015), Scramble learning model is a learning model that uses emphasis exercises that are done in groups that require collaboration between group members with critical thinking so that it can be easier to find solutions to problems. Also explained by Daud, (2010) that the term scramble is derived from English which means "scramble, fight, struggle" scramble is an exercise in developing and increasing insight into vocabulary thinking. Scramble Cooperative learning model has the following weaknesses or shortcomings:

¹⁶“LANGKAH-LANGKAH MODEL PEMBELAJARAN SCRAMBLE” (n.d.), <https://modelpembelajaran1.wordpress.com/2016/02/20/langkah-langkah-model-pembelajaran-scramble>.

Strengths of scramble learning models:

1. In the scramble learning model, there are no students or group members who are passive or just silent; this is because each group member has the responsibility for the success of the group.

2. Scramble learning models make students more creative in learning and thinking, learning material more relaxed and without pressure because the scramble learning model allows students to learn while playing.

3. Scramble learning models can foster a sense of solidarity among group members.

4. The material given becomes impressive and is always remembered by students.

5. Scramble learning models also encourage students to be more competitive and passion for more advanced.

The weakness of the scramble cooperative learning model:

1. This learning model is difficult in terms of planning because it is not yet accustomed to students' habits in learning.

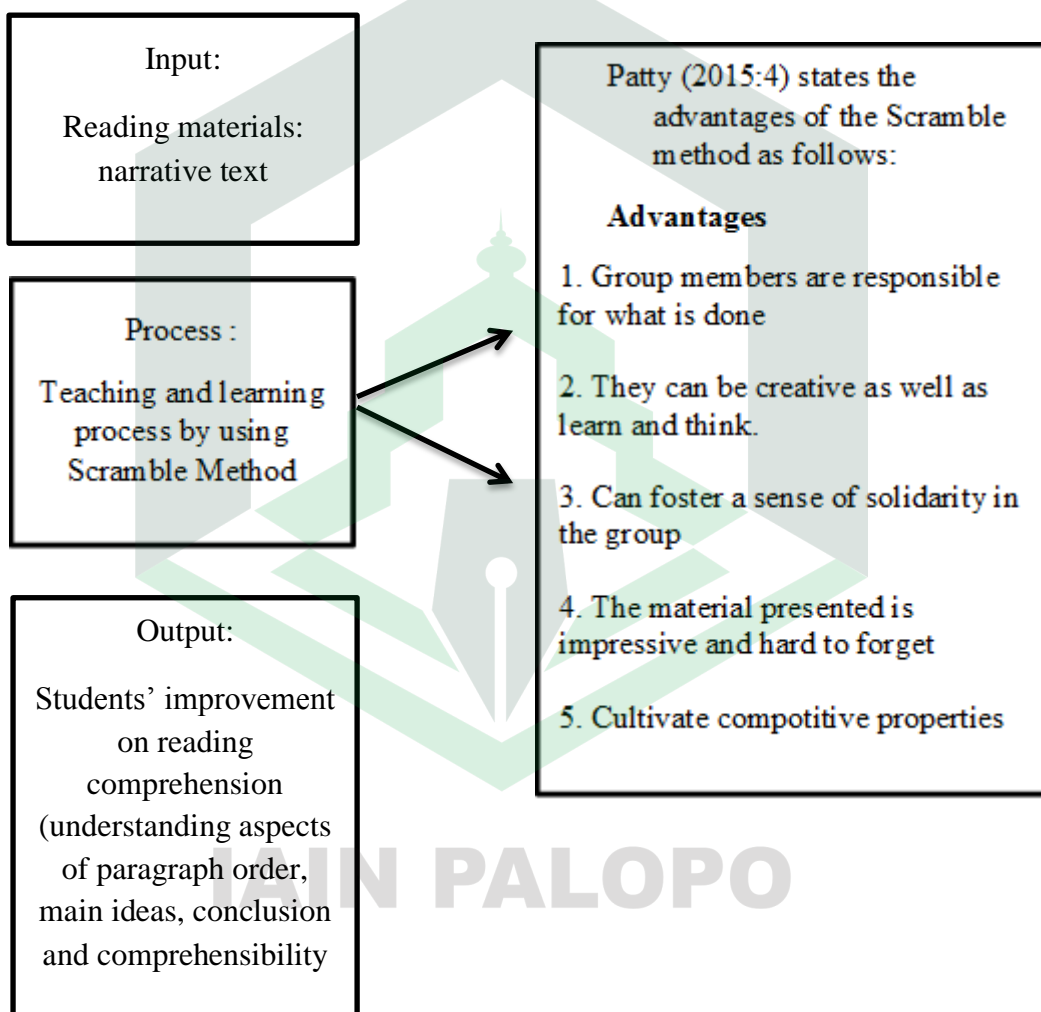
2. Requires a long time in implementation, so the teacher is difficult to adjust the time that has been set.

3. This learning model is difficult to implement if the criteria for learning success are still determined by students' abilities.

4. Because using the game method, this learning model often causes noise that can disturb the class.

C. Conceptual Framework

The focus of this research is the ability of the seventh-grade students of SMP NUSA PRIMA LAMASI to determine students' skills in reading comprehension using the scramble method. The conceptual framework in this research does show in the diagram below:



From the diagram above, the author taught narrative texts by using the scramble method.

The author used the scramble method in teaching and learning process. Reading materials consisted six narrative texts entitled "The story snow white", "A Donkey and A Lapdog", "The Fox and the Grapes", "The Lion and The Mouse", "Dull Monkey Who Wanted to be a King", and last "Ana and the Frog". The author divided four groups. Every group should be reading the narrative text after they were reading the text; every groups took question card then find the right answer in the answer cards. Then, they adhered the question card and the answer card on the wall. Question and answer card consisted of ten items.

Reading assessment aspects included paragraph order, main ideas, conclusions, and comprehensibility.

D. Hypothesis

This hypothesis is a temporary answer to the expected results. The hypothesis in this research is explained as follows:

Null Hypothesis (H_0): The use of the scramble method does not effectively improve students' reading comprehension.

Alternative Hypothesis (H_1): The use of the scramble method effectively improves students' reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

The author used pre-experimental. The author followed basic experimental steps but did not use a control group. Pre-experimental Research served as the precursor, or preparation phase taking place before any true experimental research. This research used pre-experimental design because they provided little or no control of extraneous variables in the form of one-group pre-test and post-test design. This research used to pre-test and post-test to see the result of the treatment. The one group pre-test and post-test design involved a single group that is pretested (O), exposed to a treatment (X), and then tested again (O). The success of the treatment determined by comparing pre-test and post-test scores (Gay).

The design of One Group Pre-test-Post-test is as follows:



Where:

Y_1 = Pretest

X = Treatment

Y_2 = Post-test¹⁷

¹⁷ Sugiyono, *METODE KOMBINASI MIX METHOD* (Bandung: Alfabeta, 2013).

B. Population and Sample

1. Population

The population of this research was the eighth-grade student of SMP NUSA PRIMA Lamasi. There was one class, class VIII consisted of 21 students. Total numbers of the population were 21 students.

2. Sample

Based on the population above, the author used a purposive sampling technique. Purposive sampling was intentional sampling in accordance with the required sample requirements. By using purposive sampling, it expected that the sample criteria obtained truly in accordance with the research to be conducted. The sample in this research was class VIII consisted of 21 students, where there were 14 male and seven female. The classes taught by the teacher in the academic year 2020/2021.

C. Variables of the Research

1. Dependent Variable

The dependent variable is the improvement of students' reading comprehension. Reading comprehension refers to the ability to understand written text.

2. Independent Variable

The independent variable is a scramble method. Scramble method is a unique and generally pleasing way for readers who are less able to understand reading and answer questions from the reading content.

D. The instrument of the research

The instrument was a reading test. The form of the test was an essay. There were ten items and used a narrative text titled is "The Ant and The Dove" for the pretest. Then, there were ten items and used a narrative text titled is "Fox and The Cat" for posttest.

E. The procedure for Collecting Data

1. Pretest

The pretest was given to measure the students' skill in reading and their achievement before they treated by the author.

2. Treatment

The treatment in teaching reading narrative text by using the scramble method consisted of sixth meetings. The steps explained as follows:

a. The first meeting

1. The author explained to the students about the definition of narrative text, the purpose, kinds, generic structure and example of narrative text.
2. Then, the author explained about scramble method. Then, the author made small groups according to the pretest. The groups were randomly created.
3. After that, the author gave a narrative text entitled "The story snow white."
4. Then, the author gave 25 minutes for students to read text narrative and understand the text with their partner.

5. After completion, the author asked students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
 6. The author checked the answers of each group to score.
- b. The second meeting
1. The author gave a narrative text entitled "A Donkey and A Lapdog."
 2. Then, the author gave 25 minutes for students to read text narrative and understand the text with their groups.
 3. After completion, the author asked students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
 4. The author checked the answers of each group to score.
- c. The third meeting
1. The author gave a narrative text entitled "The Fox and the Grapes."
 2. Then, the author gave 25 minutes for students to read text narrative and understand the text with their groups.
 3. After completion, the author asked students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

4. The author checked the answers of each group to score.

d. The fourth meeting

1. The author gave a narrative text entitled "The Lion and The Mouse."

2. Then, the author gave 25 minutes for students to read text narrative and understand the text with their groups.

3. After completion, the author asked students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

4. The author checked the answers of each group to score.

e. The fifth meeting

1. The author gave a narrative text entitled "Dull Monkey Who Wanted to be a King."

2. Then, the author gave 25 minutes for students to read text narrative and understand the text with their groups.

3. After completion, the author asked students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

4. The author checked the answers of each group to score.

f. The sixth meeting

1. The author gave a narrative text entitled "Ana and The Frog."

2. Then, the author gave 25 minutes for students to read text narrative and understand the text with their groups.
3. After completion, the author asked students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
4. The author checked the answers of each group to score.

3. Posttest

The posttest was the final evaluation when the material taught on that day. The author gave a posttest with the intention of whether students have understood and understood about the material that was just taught that day. The benefit of having this posttest to get a picture of the abilities achieved after the end of the delivery of learning.

F. The technique of Data Analysis

The classic principles of classroom assessment applied to your attempt to assess reading comprehension. Be specific which micro or macro skill you are assessing; identify the genre of written communication that was being evaluated and choose carefully among the range of possibilities from the simple perceiving letter or word all the way to extensive reading. In assessing reading, some attention should be given to the high strategies for reading are being examined. Finally reading assessment implied differentiating bottom-up from the top-down task, as well focus on form versus on meaning .

Table 3.1. Reading Assessment

| | Poor 1 pts | Fair 2 pts | Good 3 pts |
|------------|---|--|--|
| Main Idea | Misidentifies the main idea, or fails to identify the main idea. | Identifies the main idea, but cannot identify supporting details. | Identifies the main idea as well as supporting details. |
| Vocabulary | Attempts to decode unfamiliar word in the text, but does not independently interpret meaning. | Decodes unfamiliar word, but is not always able to interpret meaning from context. | Interpret the meanings of unfamiliar words. |
| Context | Cannot identify Contextual references to Interpret meaning. | Identifies minimal contextual references to interpret meaning. | Identifies most contextual references to interpret meaning |
| Sequence | Cannot identify keywords or sequential textual passages. | Identifies sequential elements of message, but has trouble with the reorganization of the sequential elements. | Exhibits the ability to identify sequentially elements as well as the ability to recognize the elements into a sequential order. |
| Inference | Cannot conclude inferred messages nor identify prose inferred messages. | Identifies limited inferred messages, or recognize, but misinterprets the inference. | Can identify when the message is inferred and can conclude. ¹⁸ |

1. Calculating the students' score by using the following formula:

¹⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco, California: Pearson Longman, 2003).

$$\text{Scoring} = \frac{\text{Total score of student} \times 100}{\text{Maximum Score}}$$

Classifying students score by using percentage:

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

Where:

P = Percentage

F = Frequency

N = Number of Sample

2. After collecting the data of the students, the author classified the score of the students. To classify the students' score, there are six classifications which were used as follows:

Table 3.2. The Classification Score for Test

| | | |
|---|----------|------------------------------------|
| A | 90-100 | Excellent |
| B | 80-89 | Good |
| C | 70-79 | Adequate |
| D | 60-69 | Inadequate/unsatisfactory |
| E | Below 60 | Failing/unacceptable ¹⁹ |

3. Calculating the mean score of the student reading test standard deviation and T-test by using SPSS 20

¹⁹ Ibid.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The author achieved the data in the form of a score. The score divided from the test. The pretest was held on 14th September 2020. The author gave a pretest to students and conducted treatment in the experimental class (VIII) that was held on 14th September 2020 until 25th September 2020. The last posttest held on 28th September 2020. The author will discuss the findings of the results of students' reading comprehension in the experiment class treated.

1. The Analysis Student's Reading Score in Pretest

a. The Mean Score of the Students in Pretest

In this section, the author showed the score of the students, reading comprehension in the pretest. The author calculates the score by SPSS 20 and would present them in tables. The pretest was conducted to measure the students' reading in the experiment class before giving a treatment by using the Scramble Method. The following are the description of the students' score in the pretest. It tabulated by the following table:

Table 4.1. The Students' Pretest of Experimental Class

| NO | Respondent | Pretest of Experimental Class |
|----|------------|-------------------------------|
| 1 | R1 | 63 |
| 2 | R2 | 60 |

| | | |
|----|-----|----|
| 3 | R3 | 57 |
| 4 | R4 | 60 |
| 5 | R5 | 57 |
| 6 | R6 | 60 |
| 7 | R7 | 63 |
| 8 | R8 | 66 |
| 9 | R9 | 60 |
| 10 | R10 | 57 |
| 11 | R11 | 60 |
| 12 | R12 | 63 |
| 13 | R13 | 60 |
| 14 | R14 | 60 |
| 15 | R15 | 73 |
| 16 | R16 | 60 |
| 17 | R17 | 63 |
| 18 | R18 | 57 |
| 19 | R19 | 67 |
| 20 | R20 | 63 |
| 21 | R21 | 67 |

Based on table 4.1 Shown that the data result indicates that the students' pretest score of experimental. The data of pretest score of the experimental class showed that the data showed, 1 student achieved score 73, 2 students achieved

score 67, 1 student achieved score 66, 5 students achieved score 63, 8 students achieved score 60, 4 students' achieved score 57.

The author calculated by using SPSS 20 to find out the mean score of the students in the pretest. The result of the analysis can be seen in the table descriptive statistic as follows:

Table 4.2. The Mean Score of Students' in Pretest

| | | |
|---|----------------|---------|
| N | Valid | 21 |
| | Missing | 0 |
| | Mean | 61.7143 |
| | Std. Deviation | 4.01426 |
| | Minimum | 57.00 |
| | Maximum | 73.00 |

Table 4.2 shows the pretest mean score in the experimental class. The pretest means the score was 61.71. The value of standard deviation is 4.01426. The minimum score is 57. The maximum amount is 73.

b. The scoring classification and rate percentage of the students

In this classification, the author presents the frequency and share of the students' pretest of experimental class. It shows the improvement of the students in practical class before giving a treatment by using the scramble method. The following table to be the data achieved from the practical after giving treatment:

Table 4.3. Rate Percentage of Students' Scoring in Pretest

| No | Classification | Score | Pretest of Experimental class |
|----|----------------|-------|-------------------------------|
|----|----------------|-------|-------------------------------|

| | | | Frequency | Percentage |
|---|---------------------------|--------|-----------|------------|
| 1 | Excellent | 90-100 | 0 | 0% |
| 2 | Good | 80-89 | 0 | 0% |
| 3 | Adequate | 70-79 | 1 | 5% |
| 4 | Inadequate/unsatisfactory | 60-69 | 16 | 76% |
| 5 | Failing/unacceptable | 50-59 | 4 | 19% |
| | Total | | 21 | 100% |

Table 4.3 showed the data of pretest in the experimental class. The data pretest of experimental were 1 student (5%) inadequate classification, 16 students (76%) in inadequate/unsatisfactory and 4 students (19%) in failing/unacceptable classification. And no student has an excellent classification and good classification.

2. The Analysis Students' Reading Score in Post-test

a. The Mean Score of the Students in Post-test

In this section, the author shows the students' correct answer in posttest, the mean score and standard deviation of the student, and the rate percentage of students' reading score in posttest. The author calculated the score by using SPSS 20 and present them in the tables. For more clearly, at first, the author showed the students' correct answer score in posttest. It is tabulated by the following:

Table 4.4. The students' posttest of experimental class

| No | Respondent | Posttest of Experimental Class |
|----|------------|--------------------------------|
| 1 | R1 | 76 |
| 2 | R2 | 80 |
| 3 | R3 | 76 |
| 4 | R4 | 80 |
| 5 | R5 | 87 |
| 6 | R6 | 87 |
| 7 | R7 | 87 |
| 8 | R8 | 76 |
| 9 | R9 | 80 |
| 10 | R10 | 83 |
| 11 | R11 | 80 |
| 12 | R12 | 87 |
| 13 | R13 | 83 |
| 14 | R14 | 87 |
| 15 | R15 | 90 |
| 16 | R16 | 80 |
| 17 | R17 | 80 |
| 18 | R18 | 83 |
| 19 | R19 | 90 |
| 20 | R20 | 80 |
| 21 | R21 | 83 |

Based on table 4.6 Showed that the data result indicates that the students' posttest score. The data of posttest score showed that the 2 students achieved score 90, 5 students achieved score 87, 4 students achieved score 83, 7 students achieved score 80, and 3 students achieved score 76

The author calculated by using SPSS 20 to find out the mean score of the students in posttest. The result of the analysis can be seen in the descriptive table statistic below:

Table 4.5. The Mean Score of Students' in Post-test

| | | |
|---|----------------|---------|
| N | Valid | 21 |
| | Missing | 0 |
| | Mean | 82.6190 |
| | Std. Deviation | 4.38721 |
| | Minimum | 76.00 |
| | Maximum | 90.00 |

Table 4.5 showed there was a difference between the student's mean score of posttest. The mean score was 82.6190. It means the standard deviation of the pretest was lower than the standard deviation in posttest ($82.6190 > 61.7143$).

b. The scoring classification and rate percentage of the students.

The author took the scoring students of the reading test to find out the rate percentage of the students from the criteria of classifying level the students score and then classify their score into table classification as follow:

Table 4.6. Rate Percentage of Students' Scoring in Post-test

| No | Classification | Score | Posttest Of Experimental |
|----|----------------|-------|--------------------------|
|----|----------------|-------|--------------------------|

| | | | class | |
|-------|---------------------------|--------|-----------|------------|
| | | | Frequency | Percentage |
| 1 | Excellent | 90-100 | 2 | 10% |
| 2 | Good | 80-89 | 16 | 76% |
| 3 | Adequate | 70-79 | 3 | 14% |
| 4 | Inadequate/unsatisfactory | 60-69 | 0 | 0% |
| 5 | Failing/unacceptable | 50-59 | 0 | 0% |
| Total | | | 21 | 100% |

Table 4.7 showed the data of posttest. The data pretest of experimental were 1 student (5%) inadequate classification and 16 students (76%) in inadequate/unsatisfactory classification. At the same time, the data posttest were 2 students (10%) in excellent classification and all students inadequate and inadequate/unsatisfactory.

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3. The Mean Score of Students' in Pre-test and Post-test

The author also presents the total mean score and standard deviation of in pretest and posttest, and then compare both of them. The result is shown in the table descriptive statistic as follows:

Table 4.7. The Mean Score and Standard Deviation of Pretest and Post-test

| | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----------------|-----------------|
| Pair 1 | posttest | 82.6190 | 4.38721 | .95737 |
| | pretest | 61.7143 | 4.01426 | .87598 |

Table 4.7 shows that the standard deviation in pretest were 4.01 and in posttest were 4.38. It also shows that mean score of the students' pretest were 61.71, and the mean score of students in posttest was 82.61. The result of the table above shows that the mean score of students in posttest was higher than the mean score of students in the pretest. The author concludes that using the scramble method was effective in improving reading comprehension.

4. Analysis of the Hypothesis of Acceptability

The author used t_{test} and calculated by using SPSS 20 to know whether the pretest and posttest are significantly different and also to know the acceptability of hypothesis. The result could be seen in the following tables:

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Table 4.8. The Paired Sample Test of Pre-test and Post-test

| Paired Differences | | | | T | Df | Sig. (2-tailed) |
|--------------------|----------------|-----------------|---|-------|----|-----------------|
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | |
| | | | Lower | Upper | | |
| | | | | | | |

| | | | | | | | | | |
|------|------------|-------|---------|---------|---------|---------|-------|----|------|
| Pair | posttest - | 20.90 | 4.97900 | 1.08651 | 18.6383 | 23.1711 | 19.24 | 20 | .000 |
| 1 | pretest | 476 | | | 5 | 8 | 0 | | |

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 21, df = 20. The probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that the students have better achievement after they are taught by using the scramble method.

5. Student Score of Experimental

a. Students' Pretest and Posttest result

Table 4.9. The Students' Pretest Result

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 0 | 0 |
| Fair | 2 | 17 | 81% |
| Poor | 1 | 4 | 19% |

Table 4.9. Shows that there were 21 students before giving treatment.

There were seventeen students (81%) who got the fair score and four students (19%) who got the poor score.

Table 4.10. The Students Posttest Result

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 18 | 86% |
| Fair | 2 | 3 | 14% |
| Poor | 1 | 0 | 0 |

Table 4.10. Shows that there 21 students after giving treatment. There were eighteen students (86%) who got a good score and three students (14%) who got a fair score.

b. Students Pretest Result in Terms of Content

Table 4.11. Students' Pretest Result in Terms of the Main Idea

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 5 | 24% |
| Fair | 2 | 12 | 57% |
| Poor | 1 | 4 | 19% |

Table 4.11. Shows that students' reading comprehension in the pretest, especially in main idea criteria most of the students got a fair score. There were five students (24%) got a good score. There were twelve students (57%) got a fair score, and there were (19%) got a poor score.

Table 4.12. Students' Pretest Result in Terms of Vocabulary

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 0 | 0 |
| Fair | 2 | 19 | 90% |
| Poor | 1 | 2 | 10% |

Table 4.12. Shows that students' reading comprehension in the pretest, especially in vocabulary criteria, most of the students got a fair score. There were nineteen students (90%) got a fair score. There were two students (10%) got a poor score.

Table 4.13. Students' Pretest Result in Terms of Context

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 2 | 10% |
| Fair | 2 | 5 | 24% |
| Poor | 1 | 14 | 67% |

Table 4.13. Shows that students' reading comprehension in the pretest, especially in context criteria, most of the students got the poor score. There were two students (10%) got a good score. There were five students (24%) got a fair score, and fourteen were (67%) got a poor score.

Table 4.14. Students' Pretest Result in Terms of Sequence

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 5 | 24% |
| Fair | 2 | 13 | 67% |
| Poor | 1 | 3 | 14% |

Table 4.14. Shows that students' reading comprehension in the pretest, especially in sequence criteria, most of the students got a fair score. There were five students (24%) got a good score. There were thirteen students (67%) got a fair score, and three were (14%) got a poor score.

Table 4.15. Students' Pretest Result in Terms of Inference

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 1 | 5% |
| Fair | 2 | 4 | 19% |
| Poor | 1 | 16 | 76% |

Table 4.15. Shows that students' reading comprehension in the pretest, especially in inference criteria, most of the students got the poor score. There was one student (5%) got a good score. There were four students (19%) got a fair score, and three were (76%) got a poor score.

c. Students' Posttest Result in Terms of Content

Table 4.16. Students' Posttest Result in Terms of the Main Idea

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 18 | 86% |
| Fair | 2 | 1 | 5% |
| Poor | 1 | 2 | 10% |

Table 4.16. Shows that in the main idea assessment, most of the students got increasing in the main idea there were eighteen students (86%) got a good score. There was one student (5%) got a fair score, and there was two students (10%) got a poor score.

Table 4.17. Students' Posttest Result in Terms of Vocabulary

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 0 | 0 |
| Fair | 2 | 19 | 90% |
| Poor | 1 | 2 | 10% |

Table 4.17. Shows that in the vocabulary assessment, there is no increase in vocabulary nineteen students (90%) got the fair score, and there were two students (10%) got poor score.

Table 4.18. Students' Posttest Result in Terms of Context

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 9 | 43% |
| Fair | 2 | 7 | 33% |
| Poor | 1 | 5 | 24% |

Table 4.18. Shows that in the context assessment, most of the students got increasing in context there were nine students (43%) got a good score. There were seven students (33%) got a fair score, and there was five students (24%) got a poor score.

Table 4.19. Students' Posttest Result in Terms of Sequence

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 14 | 67% |
| Fair | 2 | 6 | 29% |
| Poor | 1 | 1 | 5% |

Table 4.19. Shows that in the sequence assessment, most of the students got increasing in sequence there were fourteen students (67%) got a good score. There were six students (29%) got a fair score, and there was one student (5%) got a poor score.

Table 4.20. Students' Posttest Result in Terms of Inference

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Good | 3 | 2 | 10% |
| Fair | 2 | 5 | 24% |
| Poor | 1 | 14 | 67% |

Table 4.20. Shows that in the inference assessment, there is no increase in inference. There were two students (10%) got a good score. There were five students (24%) got a fair score, and there were fourteen (67%) got a poor score.

B. Discussion

In observation, the English teacher of grade VIII at SMP Nusa Prima Lamasi said that the students were lacking in reading comprehension and answering questions on the narrative text. Due to lack of practice in reading and answering questions. They are also inactive when they were given the narrative text questions. Therefore, the researcher used the scramble method to make students more active and creative, and students can understand the narrative text easily because it is read in groups, they can ask questions with their group friends to understand the narrative text. The result of the data analysis showed that the use of the scramble method effectively improves students' reading comprehension; it can be seen from the result of students' pretest-posttest.

In the student pre-test result, 17 students received fair classification (81%), which in Brown classification score for test students were inadequate classification and four students received poor classification (19%) which is the classification score for test Brown students are at an inadequate/unsatisfactory. This happens to students who have not been given treatment who are taught using the scramble method. Students still cannot answer the questions on the pre-test by understanding the narrative text. After being given treatment with the scramble method, there was an increase in the student post-test result score. Eighteen students received good classification (86%) where the classifications score for a test by Brown students was in good classification; 3 students received fair classification (14%) where the classification score for a test by Brown students was adequate. Classification and none of the students were in poor classification in the student post-test results.

In the student post-test results in terms of the main idea, five students received good classification (24%) wherein the classification score for a test by Brown students were in good classification, 12 students received fair classification (57%) of which In the classification score for a test by Brown students are inadequate classification, and four students get poor classification (19%) in which the classification score for a test by Brown students is inadequate/unacceptable. At the pre-test, there were students who understood how to determine the main idea because in the previous learning students had been taught by their English teacher, but still there were students who did not understand how to determine the main idea. After being given treatment using the scramble method, there was an

increase in the students' post-test results in terms of the Main Idea. Eighteen students got good classification (86%) where the classification score for a test by Brown students was in good classification; there was one student who got fair classification (5%) where the classification score for a test by Brown students was adequate. Classification and two students received poor classification (10%) in which the classification score for a test by Brown students was inadequate/unsatisfactory.

It has been discussed in Chapter II scramble method is one method that can be used in teaching reading narrative text, and it can improve students reading comprehension. This statement in line with some research findings namely: Alimuddin Langke (2015) concluded that the use Scramble method effective to be implemented in improving the students' reading comprehension and students' interested to learning reading. Ria Silvita Tanum (2014) concludes that use of the scramble method in teaching narrative text reading is effective in improving students' reading comprehension. Novita Surya Dewi (2017) concluded that the scramble game affects the capability of sentence composition for students with intellectual disability.²⁰

In this case, the author found that teaching reading comprehension in the narrative text by using the scramble method of SMP Nusa Prima Lamasi; the students got a significant improvement in their score reading narrative text. It was supported by the significant result of pre-test that was lower (0%) than the post-test (76%).

²⁰ <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/4213>

Therefore, it could be stated that the scramble method in teaching-learning of reading has solved the students' reading problem and increase the students' reading comprehension for the eighth-grade students of SMP Nusa Prima Lamasi. So, the hypothesis proposed in this research which says "The effectiveness of scramble method to improve student's reading comprehension" is accepted.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research results, the author concluded that the use of the scramble method could improve students' reading comprehension in narrative text effectively, this is because there is a significant difference in the learning outcomes of students who learn reading comprehension through the scramble method with students who take learning without the scramble method. This is evidenced by the data analysis; the posttest means the score was higher than the average pretest score (61.7143 < 82.6190). Based on data analysis, it can be concluded that learning to read narrative text using the scramble method is effective. It can be proven that the students' posttest scores were higher than the students' pretest scores.

B. Suggestion

Based on the conclusion of the research, the author suggests for the following parties: the teacher

1. Teachers need to apply the scramble method in teaching reading comprehension of the narrative text so that the teaching and learning process becomes more active and enjoyable in class. This pleasure should be the main goal which is expected to have a good impact on students. Teaching reading comprehension using the scramble method improves

students' reading comprehension and motivates students to read more. Authors suggest that teachers try to use the scramble method in teaching because it encourages students to read and understand the text.

2. Students should remain more active in learning to read. Students must pay attention to the teacher so that they can improve their reading skills. To solve the problem of reading comprehension of narrative text, they must use the scramble method in the learning process. So that the learning process can be successful, they must be active in the classroom.

3. Authors realize that this thesis is still far from a perfect thesis, and because of that; constructive good criticism and suggestions are expected for the perfection of the thesis. Authors hope that the results of this research can be useful for readers. Hopefully, this thesis is useful for readers, and readers will have more information about using the scramble method. In this research, the next author is expected to be able to conduct research to find significant scramble methods in understanding other English.

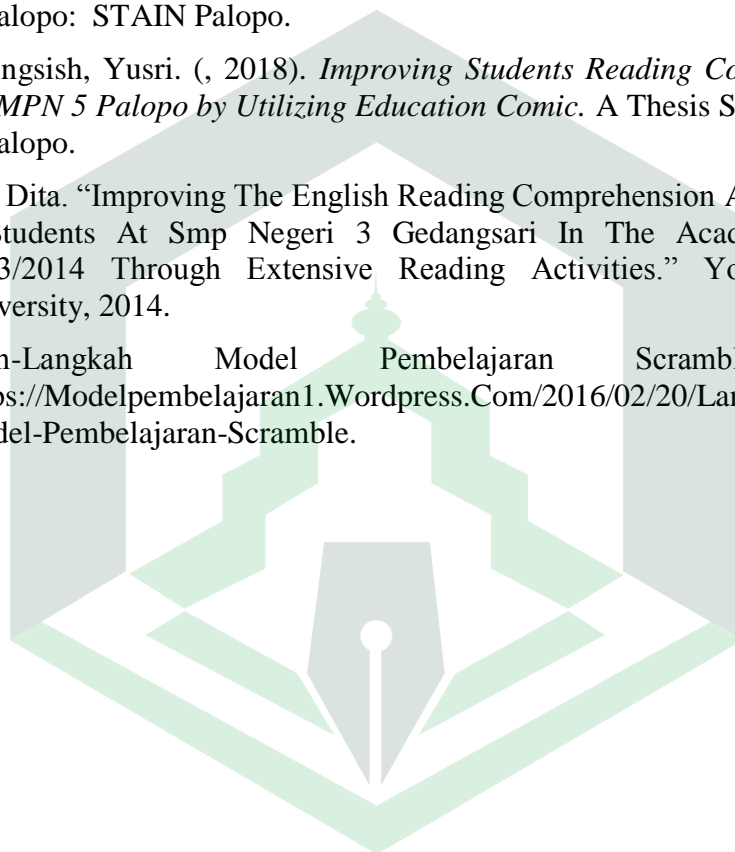


IAIN PALOPO

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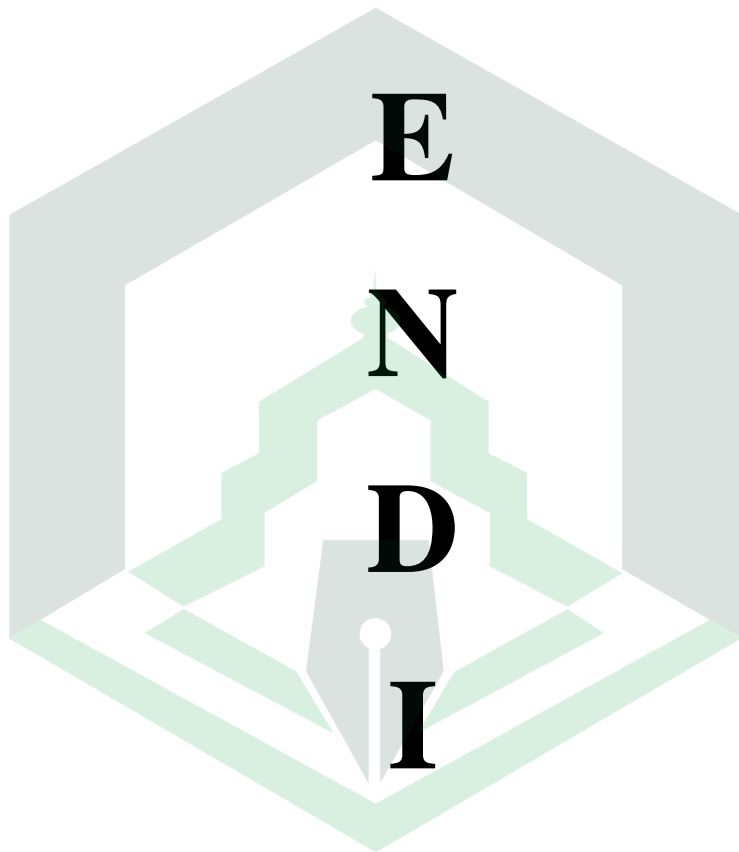
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IAIN PALOPO

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S

LESSON PLAN

Subject : English (Reading Comprehension)

Class : VIII (Eight)

Time Allocation : 6 x 90 JP (6 meetings)

A. LEARNING OBJECTIVE

Through the scramble method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas, conclusions, and comprehensibility.

B. LEARNING ACTIVITIES: 1st meeting (90 minutes)

1. The teacher open the class by giving greetings.
2. The teacher introduces herself and checks student attendance.
3. The teacher explains to the students about the definition of narrative text, the purpose, kinds, generic structure and example of narrative text.
4. Then, the teacher will explain about scramble method. Then, the teacher makes small groups according to the pre-test. Where groups are randomly created.
5. After that, the teacher give narrative text entitled “The story snow white”
6. Then, the teacher gives 25 minutes for students to read and understand the text with their partner.
7. After completion, the teacher asks students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
8. The teacher checks the answers of each group to score and the teacher close the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LEARNING MATERIALS

Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

The story Snow White

Once upon a time...In earlier times there lived a, who named Snow White . He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

Instruction: Read and understanding the following of narrative text. Students answers questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

Pre-test. Reading Comprehension Questions,

Questions 1–10 are about the following text narrative.

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Answer the questions below based on the text above with the scramble answers provided!

1. What is the text tell about?

Answer :.....

2. Translate the words “water, spring, hot, hunter” into Indonesian

Answer :.....

3. Translate the words “ant, dove” into Indonesian

Answer :

4. Complete the following sentence! One hot day.....

Answer :

5. Why did ant climb up the grass?

Answer :

6. Who did help the ants?

Answer :

7. What happen if the ant falls into the water?

Answer :

8. What will happen after the dove helped the ant?

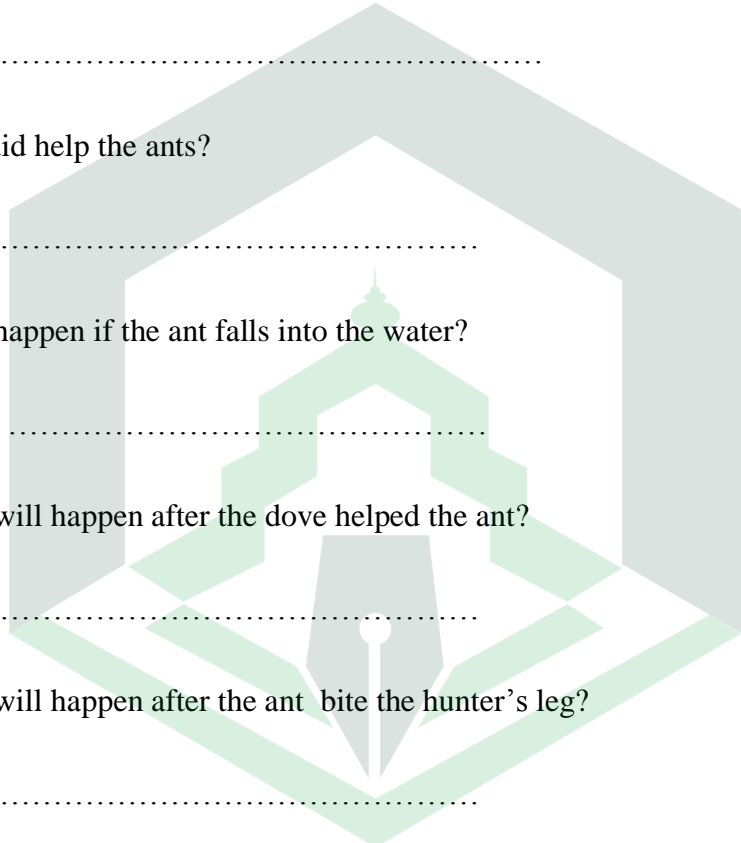
Answer :

9. What will happen after the ant bite the hunter's leg?

Answer :

10. What is the moral message that can be taken from the text above?

Answer :



IAIN PALOPO

Choose the answer provided (scramble answer) to answer the question above !

One hot day an ant was seeking for some water

The ant and the dove that help each other

Semut, Merpati

For some water

She could have sunk

There is a hunter

The Dove

Air, musim, panas, pemburu

One good deed deserves another's good

The hunter dropped his net



IAIN PALOPO

The story Snow White

Once upon a time...In earlier times there lived a, who named Snow White. He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

Answer the questions below based on the text above with the scramble answers provided!

1. What is the text tell about?

Answer:.....

2. Translate the words “Aunt, Uncle, Parents, leaving” into Indonesian

Answer:.....

3. Translate the words “Day, home, Breakfast” into Indonesian

Answer:.....

4. Complete the following sentence! In the wood she

Answer:.....

5. Where will Snow White's uncle and aunt go?

Answer:.....

6. Where did snow white go when she escaped from the castle?

Answer:.....

7. What did Snow White find in the middle of the forest?

Answer:.....

8. How many dwarves live in the cottage?

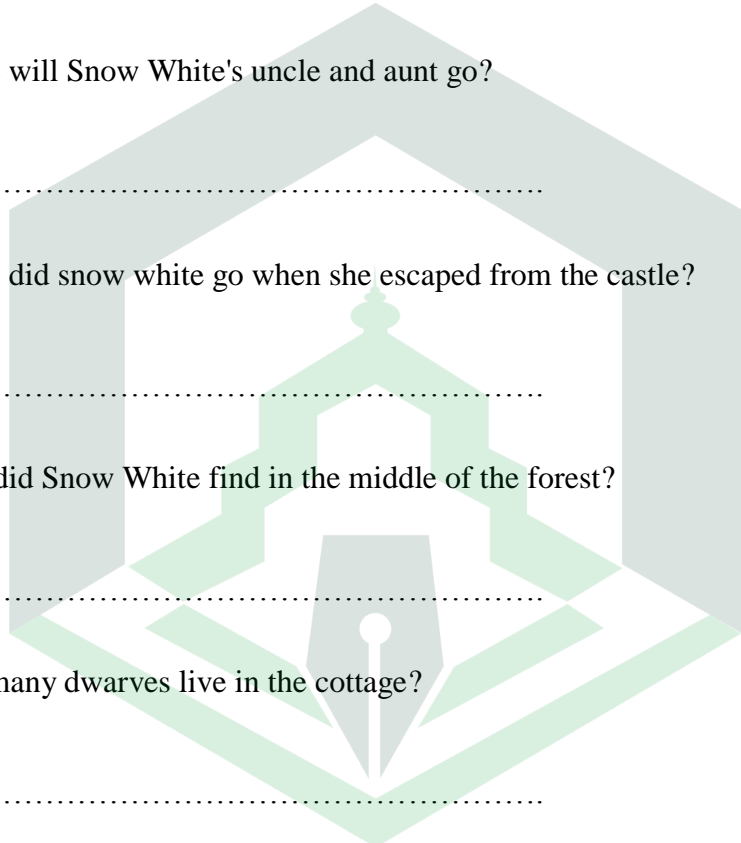
Answer:.....

9. What do dwarves do when they see Snow White?

Answer:.....

10. What is the moral message that can be taken from the text above?

Answer:.....



IAIN PALOPO

Choose the answer provided (scramble answer) to answer the question above !

In the wood she felt very tired and hungry.

Bibi, Paman, Oarng tua, Hidup,

Snow White and the seven dwarves are now living happily ever after

America,

Hari, Rumah, Sarapan, , ,

She saw this cottage,

He fled into the wood

Sevent,

Selfish desire is dangerous

The dwarf said: " What is your name ? ,



IAIN PALOPO

LESSON PLAN

Subject : English (Reading Comprehension)

Class : VIII

Time Allocation : 6 x 90 JP (6 meetings)

A. LEARNING OBJECTIVE

Through the scramble method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas, conclusions, and comprehensibility.

B. LEARNING ACTIVITIES: 2nd meeting (90 minutes)

1. The teacher open the class by giving greetings and checks student attendance.
2. The teacher reviews previous meeting material and give narrative text entitled "A Donkey and A Lapdog."
3. Then, the teacher gives 25 minutes for students to read and understand the text with their groups.
4. After completion, the teacher asks students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
5. The teacher checks the answers of each group to score and the teacher close the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LEARNING MATERIALS

Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

A Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First, I will frisk about and chase my tail, just as the dog does". Tought the donkey. And the danced about the room, flinging up his hooves until the table toppled over and dishes went flying. "Now I will sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from thid mad beast!" the terrified farmer bellowed. Then his servants came sunning and, with shouts and blows, drove the donkey back to the stable. "I suppose I'm a fine donkey", the donkey lamented "but, I will never be a lapdog!"

Intruccion: Read and understanding the following of narrative text. Students answers questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

A Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First, I will frisk about and chase my tail, just as the dog does". Thought the donkey. And the danced about the room, flinging up his hooves until the table toppled over and dishes went flying. "Now I will sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from third mad beast!" the terrified farmer bellowed. Then his servants came sunning and, with shouts and blows, drove the donkey back to the stable. "I suppose I'm a fine donkey", the donkey lamented "but, I will never be a lapdog!"

Answer the questions below based on the text above with the scramble answers provided!

1. what the text tell about?

Answer :.....

2. Translate the words "Farmer, Dog, Donkey" into Indonesian

Answer :

3. Translate the words “Wood, Market, Sleep” into Indonesian

Answer :

4. Complete the following sentence! “First, I will frisk about and chase my.....”

Answer :

5. Who does makes donkey jealous?

Answer :

6. Why do donkey envy dog?

Answer :

7. What donkey do to farmer?

Answer :

8. What do farmer do when donkeys dance?

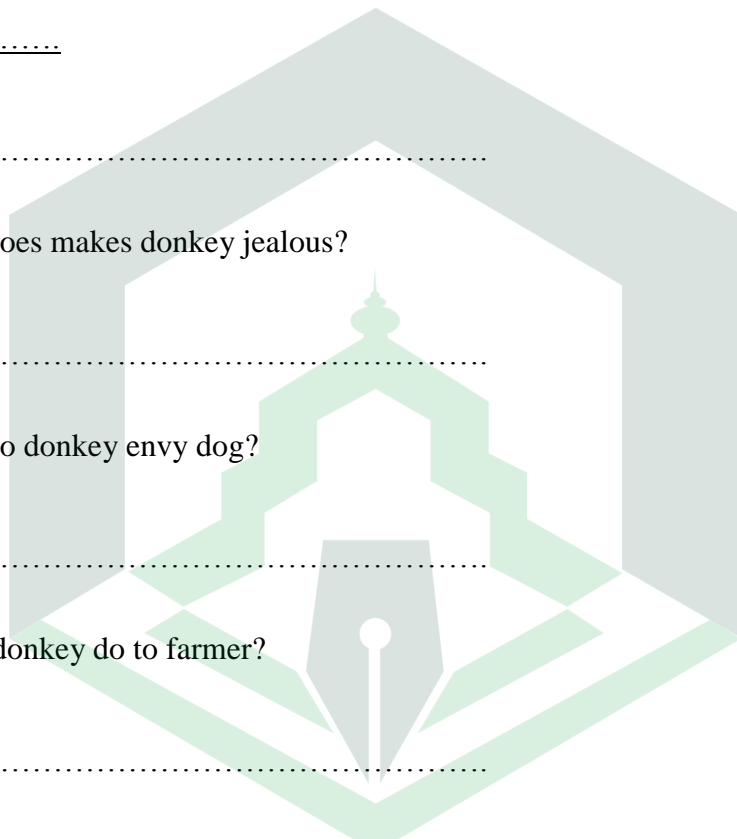
Answer :

9. How does the servant drive the donkey?

Answer :

10. What is the moral message that can be taken from the text above?

Answer :



IAIN PALOPO

Choose the answer provided (scramble answer) to answer the question above !

“First, I will frisk about and chase my tail, just as the dog does”,

A Donkey and A Lapdog,

Kayu, Pasar, Tidur y,

A Dog,

Petani, Anjing, Keledai,

Into the house where the farmer sat at supper,

A little dog that he keeps constantly by his side,

The terrified farmer bellowed,

What's right for one may be wrong for another.

With shouts and blows, drove,



IAIN PALOPO

LESSON PLAN

Subject : English (Reading Comprehension)

Class : VIII

Time Allocation : 6 x 90 JP (6 meetings)

A. LEARNING OBJECTIVE

Through the scramble method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas, conclusions, and comprehensibility.

B. LEARNING ACTIVITIES: 3rd meeting (90 minutes)

1. The teacher open the class by giving greetings and checks student attendance.
2. The teacher reviews previous meeting material and give narrative text entitled "The Fox and the Grapes"
3. Then, the teacher gives 25 minutes for students to read and understand the text with their groups.
4. After completion, the teacher asks students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
5. The teacher checks the answers of each group to score and the teacher close the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LEARNING MATERIALS

Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

The Fox and The Grapes

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk away.

Intruction: Read and understanding the following of narrative text. Students answers questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

IAIN PALOPO

The Fox and The Grapes

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst,” quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed.

Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk away.

Answer the questions below based on the text above with the scramble answers provided!

1. What the text tell about?

Answer :

2. Translate the words “afternoon, fox, forest ” into Indonesian

Answer :

3. Translate the words “jump, grape, said” into Indonesian

Answer :

4. Complete the following sentence! “Just the thing to quench my.....”

Answer :

5. Why does the fox want to take the grape?

Answer :

6. What did the fox do to take the grape?

Answer :

7. What did the fox do after a few tries?

Answer :

8. What was the fox pointing to when she gave up?

Answer :

9. What the fox said after giving up?

Answer :

10. What is the moral message that can be taken from the text above?

Answer :

Choose the answer provided (scramble answer) to answer the question above !

Just the thing to quench my thirst," quoted the fox,

Fox and grape, **IAIN PALOPO**

Sore, rubah, hutan,

Just the thing to quench fox thirst,

Melompat, Anggur, Berkata

Again the fox took a few paces backward, ran, and tried

Taking a few steps backward, the fox jumped,

The fox turned up his nose,

It's easy to hate what you can't have

Said, "They're probably sour anyway",



IAIN PALOPO

LESSON PLAN

Subject : English (Reading Comprehension)

Class : VIII

Time Allocation : 6 x 90 JP (6 meetings)

A. LEARNING OBJECTIVE

Through the scramble method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas, conclusions, and comprehensibility.

B. LEARNING ACTIVITIES: 4th meeting (90 minutes)

1. The teacher open the class by giving greetings and checks student attendance.
2. The teacher reviews previous meeting material and give narrative text entitled "The Lion and The Mouse"
3. Then, the teacher gives 25 minutes for students to read and understand the text with their groups.
4. After completion, the teacher asks students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
5. The teacher checks the answers of each group to score and the teacher close the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LEARNING MATERIALS

Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

The Lion and The Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, "You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion".

Intruction: Read and understanding the following of narrative text. Students answers questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

The Lion and The Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, "You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion".

Answer the questions below based on the text above with the scramble answers provided!

1. What the text tell about?

Answer :

2. Translate the words "Please, King, Lion" into Indonesian

Answer :

3. Translate the words "Great, Angry, See" into Indonesian

Answer :

4. Complete the following sentence! Sometimes later the Lion was caught.....

Answer :

5. What did the mouse say to the lion?

Answer :

6. Why did the lion let the mouse go?

Answer :

7. What happened to the lion some time later?

Answer :

8. What make the mouse know that the lion was trapped?

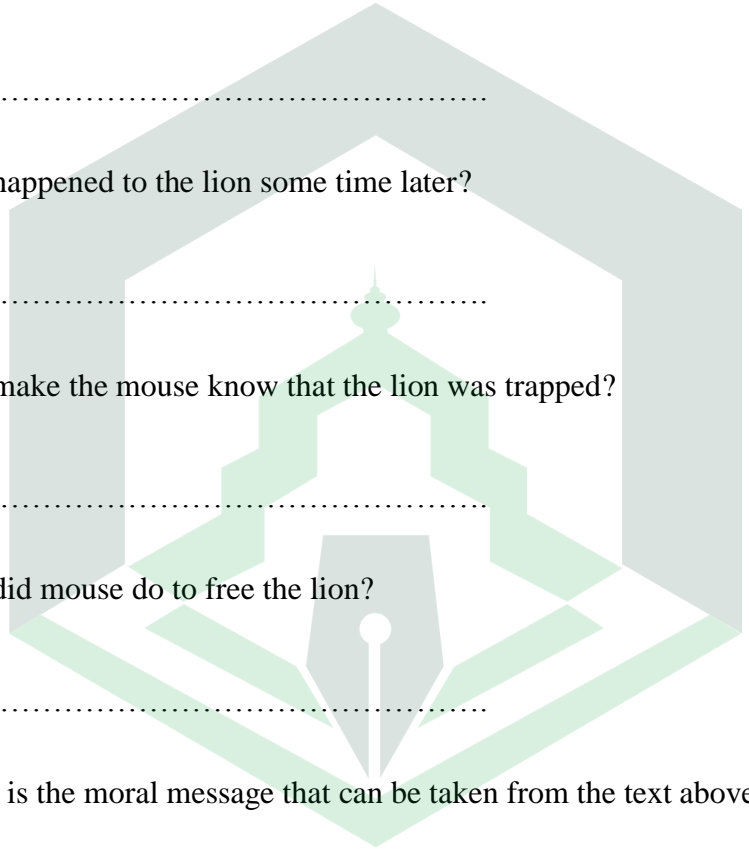
Answer :

9. What did mouse do to free the lion?

Answer :

10. What is the moral message that can be taken from the text above?

Answer :



IAIN PALOPO

Choose the answer provided (scramble answer) to answer the question above !

Sometimes later the Lion was caught in a net laid by some hunters,

Mohon, Raja, Singa

The Lion and The Mouse help each other,

Hebat, Marah, Lihat,

The Lion thought that it was such an amusing idea,

Please, King,

Soon the forest echoed with angry load roars,

The Lion was caught in a net laid by some hunters,

Don't underestimate people's abilities

The Little Mouse heard the Lion and ran to see what was wrong,



IAIN PALOPO

LESSON PLAN

Subject : English (Reading Comprehension)

Class : VIII

Time Allocation : 6 x 90 JP (6 meetings)

A. LEARNING OBJECTIVE

Through the scramble method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas, conclusions, and comprehensibility.

B. LEARNING ACTIVITIES: 5th meeting (90 minutes)

1. The teacher open the class by giving greetings and checks student attendance.
2. The teacher reviews previous meeting material and give narrative text entitled “Dull Monkey Who Wanted to be a King”
3. Then, the teacher gives 25 minutes for students to read and understand the text with their groups.
4. After completion, the teacher asks students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
5. The teacher checks the answers of each group to score and the teacher close the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LEARNING MATERIALS

Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

Dull Monkey Who Wanted to be a King

Once upon a time, a happy monkey danced at gatherings of animals, and they are all very pleased with his performance that they elected him their king. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the spot, said that he had found a shop in the woods, but do not use it, he had been saving for him as treasure trove of his kingdom, and counseled him to seize it.

The monkey approached carelessly and was caught in a trap, and on his accusing the Fox deliberately took him into a trap, he replied, "Oh Monkey, and you, with your mind like you, will be the King of animals?"

Instruction: Read and understanding the following of narrative text. Students answers questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

IAIN PALOPO

Dull Monkey Who Wanted to be a King

Once upon a time, a happy monkey danced at gatherings of animals, and they are all very pleased with his performance that they elected him their king. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the spot, said that he had found a shop in the woods, but do not use it, he had been saving for him as treasure trove of his kingdom, and counseled him to seize it.

The monkey approached carelessly and was caught in a trap, and on his accusing the Fox deliberately took him into a trap, he replied, “Oh Monkey, and you, with your mind like you, will be the King of animals?”

Answer the questions below based on the text above with the scramble answers provided!

1. What the text tell about?

Answer :

2. Translate the words “Happy, Animal, Monkey” into Indonesian

Answer :

3. Translate the words “Said, Wood, Main” into Indonesian

Answer :

4. Complete the following sentence! “Oh Monkey, and you, with your mind like.....”

Answer :

5. Who is envy of monkey?

Answer :

6. What did foxes do to monkey?

Answer :

7. What did the fox find in the forest?

Answer :

8. What happened to the monkey when he wanted to take the meat?

Answer :

9. What did the monkey say to the fox?

Answer :

10. What is the moral message that can be taken from the text above?

Answer :



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Choose the answer provided (scramble answer) to answer the question above !

Oh Monkey, and you, with your mind like you, will be the King of animals?

Dull Monkey Who Wanted to be a King in forest,

Bahagia, Hewan, Monyet,

Fox,

Kata, Kayu, Utama

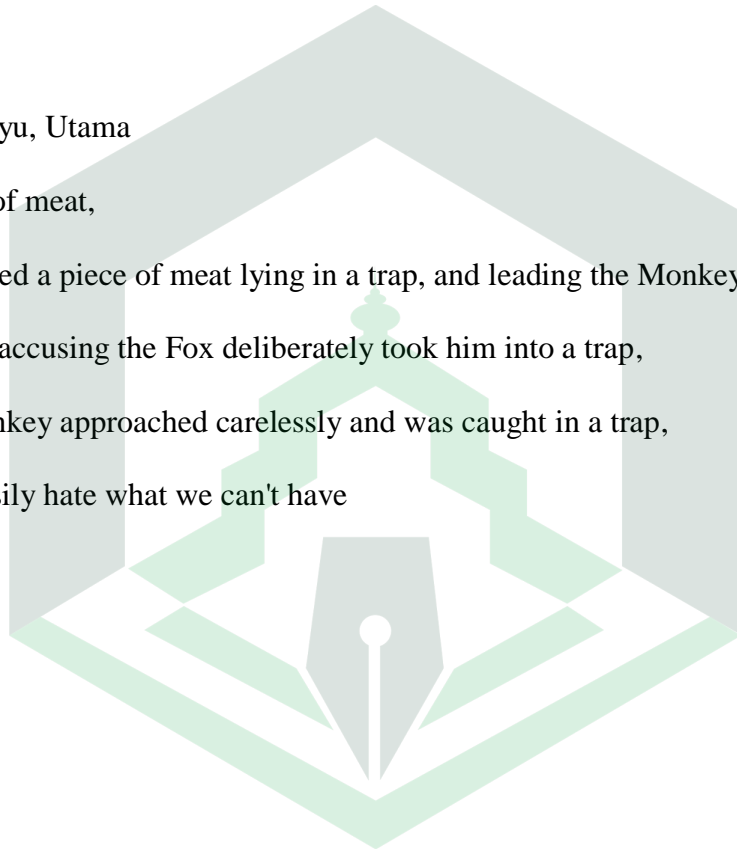
A piece of meat,

Discovered a piece of meat lying in a trap, and leading the Monkey to the spot,

Monkey accusing the Fox deliberately took him into a trap,

The monkey approached carelessly and was caught in a trap,

Don't easily hate what we can't have



IAIN PALOPO

LESSON PLAN

Subject : English (Reading Comprehension)

Class : VIII

Time Allocation : 6 x 90 JP (6 meetings)

A. LEARNING OBJECTIVE

Through the scramble method in learning narrative text students are expected to improve reading comprehension, understand aspects of paragraph order, main ideas, conclusions, and comprehensibility.

B. LEARNING ACTIVITIES: 6th meeting (90 minutes)

1. The teacher open the class by giving greetings and checks student attendance.
2. The teacher reviews previous meeting material and give narrative text entitled "Ana and The Frog".
3. Then, the teacher gives 25 minutes for students to read and understand the text with their groups.
4. After completion, the teacher asks students to answer questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.
5. The teacher checks the answers of each group to score and the teacher close the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LEARNING MATERIALS

Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

Ana And The Frog

Ana loved playing in the fields. Her parent had a rice field near their house, which they usually went to everyday.

There, Ana could play near a small stream, where he could wet his feet. Ana liked hunting small animals.

He liked to hunt for crickets, frogs, and fireflies. One day, she caught a frog and then put it in a jar. When she was about to pick up the frog, the frog looked at him and said: "I will become a Prince if you kiss me"

Finally, Ana kissed the frog and she became a prince. Then they became a good friend.

Instruction: Read and understanding the following of narrative text. Students answers questions from the text by taking question cards and answer cards and then sticking them on the board that has been provided alternately for each group by scrambling.

IAIN PALOPO

Ana And The Frog

Ana loved playing in the fields. Her parent had a rice field near their house, which they usually went to everyday.

There, Ana could play near a small stream, where he could wet his feet. Ana liked hunting small animals.

He liked to hunt for crickets, frogs, and fireflies. One day, she caught a frog and then put it in a jar. When she was about to pick up the frog, the frog looked at him and said: "I will become a Prince if you kiss me"

Finally, Ana kissed the frog and she became a prince. Then they became a good friend.

Answer the questions below based on the text above with the scramble answers provided!

1. What the text tell about?

Answer :

2. Translate the words "Frog, Parent, House" into Indonesian

Answer :

3. Translate the words "Crickets, Prince, Friend" into Indonesian

Answer :

4. Complete the following sentence! He liked to hunt for crickets.....

Answer :

5. Where does Ana usually play?

Answer :

6. What is Ana's favorite activity?

Answer :

Table 4.9. The Students' Pretest Result Answer

.....

8. What animal did Ana put in the jar?

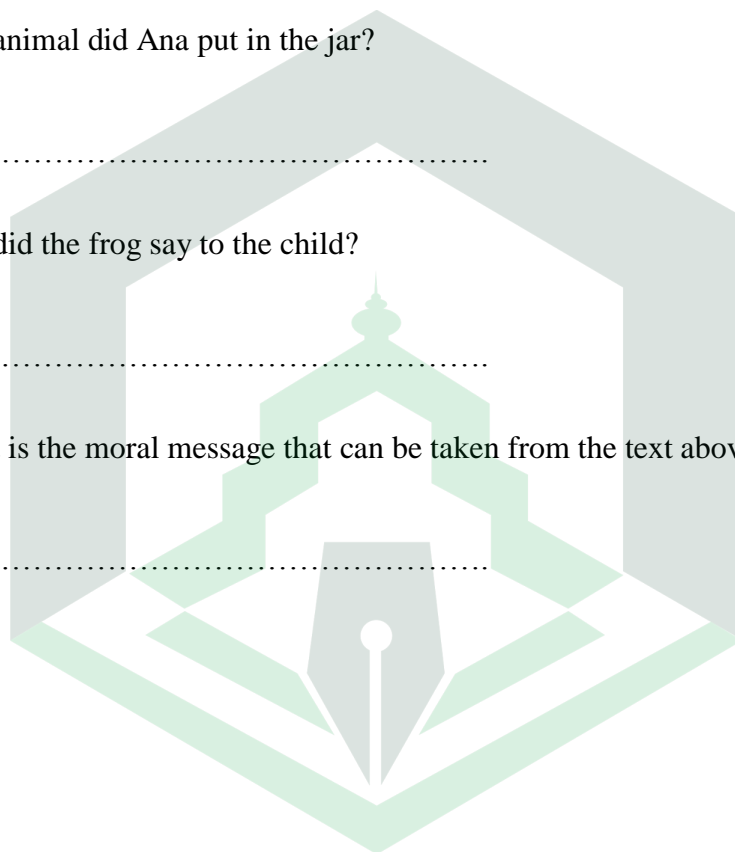
Answer :

9. What did the frog say to the child?

Answer :

10. What is the moral message that can be taken from the text above?

Answer :



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Choose the answer provided (scramble answer) to answer the question above !

He liked to hunt for crickets, frogs, and fireflies,

Ana and the frog became a good friend,

Jangkrik, Pangeran, Teman,

Ana could play near a small stream,

Katak, Orang tua, Rumah

Crickets, frogs, and fireflies,

Ana liked hunting small animals,

I will become a Prince if you kiss me,

Frog,

Love animals is a good act



IAIN PALOPO

Post-Test Reading Comprehension Questions,

Questions 1–10 are about the following text narrative.

Fox and A Cat

One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.

“I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”.

“Well, maybe someday, when I have the time, I may teach you a few of the simpler ones”, replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know”, said the cat. “Which one of your hundred tricks are you going to use?”.

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Answer the questions below based on the text above with the scramble answers provided!

1. What is the text tell about?

Answer :.....

2. Translate the words “Conversation, Clever, Trick, Hear” into Indonesian!

Answer :

3. Translate the words “Fox, Cat” into Indonesian!

Answer :

4. Complete the following sentence! Just then they heard the.....

Answer :

5. Who they will stay away by using tricks?

Answer :

6. What will happen when a pack of dog arrives?

Answer:.....

7. What does a fox do when a pack of dogs arrives?

Answer :

8. What does the cat say to the fox when a pack of dogs arrives?

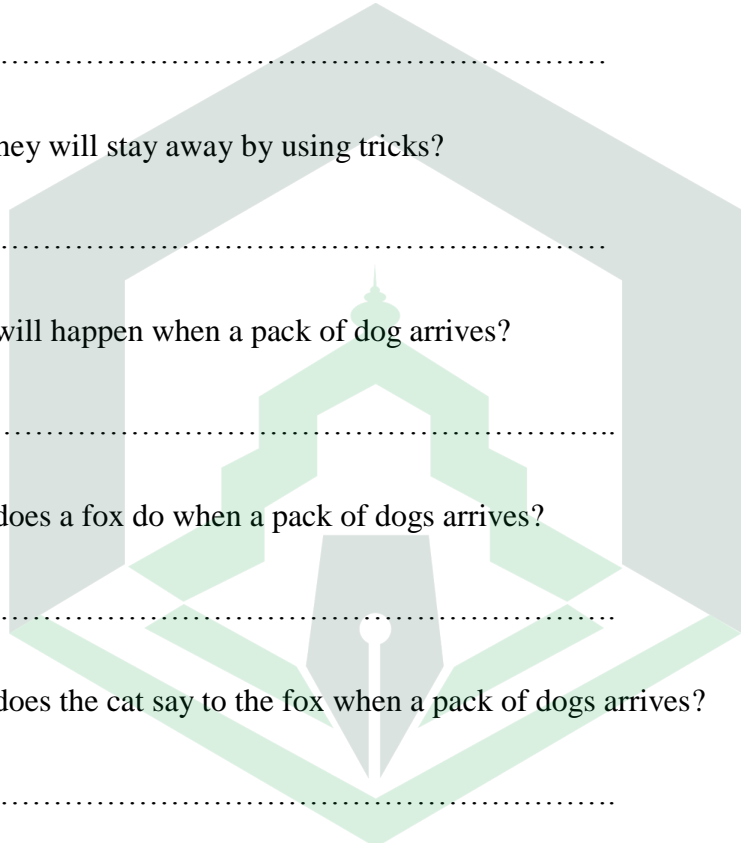
Answer :

9. What a pack of dogs does to a fox?

Answer :

10. What is the moral message that can be taken from the text above?

Answer :



IAIN PALOPO

Choose the answer provided (scramble answer) to answer the question above !

They fell upon the fox and tore her to pieces.

Percakapan, Pintar, Trik, Dengar

“This is the trick I told you about, the only one I know”, said the cat

Fox

seekor kucing dan rubah sedang bercakap-cakap

Fox and Cat have tricks

Dogs

They they will pounce fox and cat

One plan executed will be better than a hundred plans that are still in doubt.

seekor kucing dan rubah sedang bercakap-cakap

IAIN PALOPO

The fox sat silently under the tree, wondering which trick she should use

Nama : Maria donesia
Kelas : 8

Pre-test

Reading Comprehension Questions,

Questions 1–10 are about the following text narrative.

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

1. What is the text tell about?

Answer : The Ant and The Dove 3

2. Translate the words "water, spring, hot, hunter" into Indonesian

Answer : air, musim semi, panas, hunter 2

3. Translate the words "ant, dove" into Indonesian

Answer: *The ant* 3

4. Complete the following sentence! One hot day.....

Answer: *an was seking* 1

5. Why did ant climb up the grass?

Answer: *some water* 2

6. Who did help the ants?

Answer: *Dove* 3

7. What happen if the ant falls into the water?

Answer: *ant* 1

8. What will happen after the dove helped the ant?

Answer: *for love* 1

9. What will happen after the ant bite the hunter's leg?

Answer: *Not long After* 1

10. What is the moral message that can be taken from the text above?

Answer: *Fell* 1

IAIN PALOPO
00/11

Nama : Sarah Rahayu
Kelas : 8.

Post-Test

Reading Comprehension Questions,

Questions 1–10 are about the following text narrative.

Fox and A Cat

One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.

“I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”.

“Well, maybe someday, when I have the time, I may teach you a few of the simpler ones”, replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know”, said the cat. “Which one of your hundred tricks are you going to use?”.

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

1. What is the text tell about?

Answer: Fox and cat have tricks

2. Translate the words "Conversation, Clever, Trick, Hear" into Indonesian!

Answer: ..Percakapan, Pintar, trik, Dengar. 3

3. Translate the words "Fox, Cat" into Indonesian!

Answer: ..Rubah ~~and~~ kucing 3

4. Complete the following sentence! Just then they heard the.....

Answer: ..Barking of a pack of dogs in the distance 3

5. Who they will stay away by using tricks?

Answer: ..Dogs. 3

6. What will happen when a pack of dog arrives?

Answer: ..they will pounce fox and cat 3

7. What does a fox do when a pack of dogs arrives?

Answer: ..wondering which trick she should use 2

8. What does the cat say to the fox when a pack of dogs arrives?

Answer: ..The only one I know 2

9. What a pack of dogs does to a fox?

Answer: ..They fell upon fox and tore her to pieces 3

10. What is the moral message that can be taken from the text above?

Answer: ..one plan executed. 1

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Explain about Reading Narrative Text and explain about scramble method



Give Pretest and Next Treatment The First Meeting

(Think Individual about the Topic)



Make Group and Discussion about the Reading Text





Practice Scramble Method



IAIN PALOPO



PA OPO



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 277/PENELITIAN/21.08/DPMPSTSP/IX/2020
Lamp : -
Sifat : Biasa
Perihal : ***Izin Penelitian***

Kepada
Yth. Ka. SMP Nusa Prima Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1269/In.19/FTIK/HM.01/09/2020 tanggal 10 September 2020 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Hadiah Sulpi Pukesti
Tempat/Tgl Lahir : Cendana Hitam / 20 Februari 1998
Nim : 16 0202 0078
Jurusan : Pendidikan Bahasa Inggris (PBI)
Alamat : Dsn. Wonosari
Desa Cendana Timur
Kecamatan Tomoni Timur

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE EFFECTIVENESS OF SCRAMBLE METHOD TO IMPROVE STUDENTS READING COMPREHENSION FOR THE EIGHT GRADE AT SMP NUSA PRIMA LAMASI

Yang akan dilaksanakan di **SMP NUSA PRIMA LAMASI**, pada tanggal **14 September 2020 s/d 14 Oktober 2020**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
Pada tanggal : 14 September 2020
Plt. Kepala Dinas



Drs. H. MUSTAFA RAHIMA, MM
Pangkat : Pembina Tk. I IV/b
NIP : 19631231 199303 1 094

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Insitut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Hadiah Sulpi Pukesti;
5. Arsip.



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NUSA PRIMA LAMASI
Alamat, Jl.Sadar Desa To'Pongo Kec.Lamasi Kab.Luwu 91952
Email : smpnusaprimalamasi@gmail.com



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 032/SMP-NP.L/X/2020

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Nusa Prima Lamasi memberikan keterangan kepada :

Nama : **HADIAH SULPI PUKESTI**

NIM : 16 0202 0078

Alamat : Dsn. Wonosari Desa Cendana Timur Kecamatan Tomoni Timur

Benar-benar telah selesai mengadakan penelitian , pada tanggal **14 Oktober 2020** di instansi kami sehubungan dengan penyusunan skripsi dengan judul **"THE EFFECTIVENESS OF SCRAMBLE METHOD TO IMPROVE STUDENTS READING COMPREHENSION FOR THE EIGHT GRADE AT SMP NUSA PRIMA LAMASI"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Luwu, 14 Oktober 2020
Kepala Sekolah,



IAIN PALOPO

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0304/TAHUN 2020
TANGGAL : 11 NOPEMBER 2020
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

- I. Nama Mahasiswa : Hadiah Sulpi Pukesti
NIM : 16 0202 0078
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : The Effectiveness of Scramble Method to Improve Reading Comprehension for the Eighth-Grade Students of SMP Nusa Prima Lamasi
- III. Tim Dosen Penguji :
Ketua Sidang : Amalia Yahya, S.E., M.Hum.
Penguji (I) : Wahibah, S.Ag., M.Hum.
Penguji (II) : Syamsudarni, S.Pd.I., M.Ed.
Pembimbing (I) : Dr. H. Rustan S., M.Hum.
Pembimbing (II) : Andi Tenri Sanna Syam, S.Pd., M.Pd.



IAIN PALOPO

CURRICULUM VITAE



Hadiyah Sulpi Pukesti was born in Cendana Hitam 10th February 1999 as the first child of a happy and simple family. Her father's name is Sumardi and her mother's name is I Gusti Ayu Mustika. She has one brother (Saddam Harits Imam) who always supports him to continue his studies. She started her studies at 174 Gunung Sari Elementary School (SD) and graduated in 2010. Then he continued her studies at SMP Negeri 1 Tomoni Timur and graduated in 2013. After that in 2014 she entered SMA Negeri 1 Tomoni Timur and graduated in 2016 In the same year, he continued her studies as a student of the English Education Study Program at State Islamic Institute of Palopo. She finished her studying at the State Islamic Institute of Palopo (IAIN) in 2021.

IAIN PALOPO