AN UNDERGRADUATE THESIS

THE USE OF JUMBLED SUMMARY TECHNIQUE TO IMPROVE READING ABILITIES OF NARRATIVE TEXT AMONG THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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THE USE OF JUMBLED SUMMARY TECHNIQUE
TO IMPROVE READING ABILITIES OF NARRATIVE TEXT
AMONG THE TENTH GRADE OF MA MA'ARIF NU 5
SEKAMPUNG EAST LAMPUNG

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Department

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ABSTRACT

By:
EKA WULANDARI

The primary goal of this research is to find out that jumbled summary technique can improve students' reading ability at the tenth grade of MA Ma'Arif NU 5 Sekampung the Academic Year of 2019/2020. In this research, the researcher implemented classrom action research (CAR) to improve students'reading abiliy by using jumbled summary technique. The subject of this research was students of tenth (X) IIS 2 grade class which consisted of 29 students'.

This research was essentially carried into four steps namely: planning, acting, observing, and reflecting which was conducted into two cycles consisted of six meetings. To collec the data the researcher used test, observation, and documentation. The reseach is conducted collaboratively with an English teacher of MA Ma'Arif NU 5 Sekampung.

The finding of the research shows that jumbled summay technique can be used as a teaching technique of reading. It was average score result of pre-test and post-test show that there were improve score. In post- test I 67 and post- test II 72, it improved 0,5. The reseacher concluded that the implementation of jumbled summary technique could improve students' reading ability at the tenth grade of MA Ma'Arif NU 5 Sekampung.

(**Key Words**: *reading ability, jumbled summary technique, classrom action*

research)

**PENGGUNAAN TEKNIK *JUMBLED SUMMARY*
DALAM TEKS NARATIF UNTUK MENINGKATKAN KEMAMPUAN
MEMBACA SISWA KELAS SEPULUH MA MA'ARIF NU 5
SEKAMPUNG**

ABSTRAK

Oleh:
EKA WULANDARI

Tujuan utama dari penelitian ini adalah untuk mnegetahui bahwa teknik *jumbled summary* dapat meningkatkan kemampuan pemahaman baca pada siswa kelas X (sepuluh) IIS2 MA Ma'Arif NU 5 Sekampung Tahun Akademik 2019/2020. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) untuk meningkatkan kemampuan pemahaman bacaan siswa kelas X (sepuluh) IIS2 yang terdiri atass 29 siswa.

Penelitian ini dilaksanakan kedalam empat langkah yaitu perencanaan, tindakan, pengamatan, dan refleksi yang dilakukan dalam dua siklus yang terdiri dari enam kali pertemuan. Dalam pengumpulan data, peneliti menggunakan, tes, observasi, dan dokumentasi. Peneliti ini bekrja sma dengan guru Bahasa Inggris MA Ma'Arif NU 5 Sekampung.

Hasil penelitian ini menunjukan bahwa teknik *jumbled summary* dapat digunkan sebagai teknik pembelajaran dalam membaca. Hal ini dibuktikan oleh hasil nilai rata – rata dari pre – test dan post – test yang menunjukan peningkatan. Pada post – test I 67 dan post – test II 72, terdapat peningkatan nilai sebanyak 0,5. Peneliti menyimpulkan bahwa penerapan teknik *jumbled summary* dapat meningkatkan kemampuan pemahaman bacaan siswa khusunya pada siswa kelas X IIS2 MA Ma'Arif NU 5 Sekampung Lampung Timur.

Kata Kunci: *Jumbled Summary, Teks Naratif, Penelitian Tindakan Kelas*

NOTIFICATION LETTER

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            of Eka Wulandari

To:
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Assalamu'alaikum Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the munaqosyah. Thank you very much.
Wassalamu'alaikum Wr.Wb

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Asslamualaikum. Wr. Wb

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatianya, kami ucapkan terimakasih.

Wassalammu'alaikum Wr. Wb.

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An Undergraduate Thesis entitled: **THE USE OF JUMBLED SUMMARY TECHNIQUE TO IMPROVE READING ABILITIES OF NARRATIVE TEXT AMONG THE TENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG.**

Written by Eka Wulandari, Student Number 14121287 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on September 30th, 2019 at 11.00 - 13.00.p.m

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    Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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The Writer

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MOTTO

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Read, and your Lord is very glorious.

Who was teaching wits pens

He is teaching the human with anything they don't know.

(QS. Al-alaq: 3-5)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents and family

My beloved friends and whom i love

My beloved almamater State Institute for Islamic Studies (IAIN)

of Metro

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Thanks to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, just because of His Mercy, the writer can finish this undergraduate thesis.

Moreover, Sholawat and Salam to our prophet Muhammad SAW, who has brought us from the drakness to the lightness in the world. Aamiin

In writing this undergarduate thesis, there were many helpful individuals what the writer could not mention one by one. Her deepest gratitude would be addressed to her beloved parents who always give the highly motivation.

My greatest acknowledgements go to both of advisors, Dr. Umi Yawisah, M.Hum as the first sponsor and Dr. Dedi Irwansyah,M.Hum as the second sponsor. May Allah SWT give them reward for supporting and guiding to finish this undergraduate thesis.

The writer realizes that this undergraduate thesis is inadequate. So that, the writer really needs your valuable comment, criticsm, and suggestion. Finally the writer apologizes for all mistakes in this undergraduate thesis in which it was made in writing.

Metro, September 2019
The Writer

EKA WULANDARI
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CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes familiar as the international language and also uses informal education. Almost all the countries in this world use and learn English as the main language in communication. Nowadays, people learn English when they start to attend pre-elementary school.

Realizing how important English is, Indonesia government decides to include English as a compulsory subject that should be taught Junior High School up to higher education. Nowadays, English is also learned by the students in Elementary school as local content.

There are four basics of the language that must be mastered by all language learners are listening, speaking, reading and writing. Listening and reading are receptive skills, speaking and writing are productive skills. All of the students have to learn both receptive and productive skills to complete the curriculums.

As a receptive skill, reading is one of the important skills which is taught in the school. The teacher has already known that reading is one of the four skills that very important to be taught to the students. It is very important because reading has the influence to other skills, for examples students know the meaning of the story, read the message, letter or an essay and how to comprehend or transferred the new knowledge to other in

English. Besides, reading has a big impact on their communication and interaction with others.

This curriculum at senior high school, the English Material is taught based on the text. The students have to understand a technique based on the text. The student should be analysis and identify the topic, main idea, generic structure and meaning of the text. The students' comprehend the text but they should be transferred the information and meaning of the text as new knowledge.

However, this objective is very hard to achieve. Most of the students' skills are far away from their learning target. The students still low in reading ability. The students difficult to analyze the text and difficult to get the main idea from the material and they are not active during the teaching-learning process. Furthermore, teaching English in a reading class is not enough using the teachers' instruction only. The teacher should choose a method that can attract the students' interest and encourage their involvement. Here, the researcher uses a structured Jumbled Summary Technique.

Jumbled summary requires students to actively follow and then reconstruct the points made in a discussion or a brainstorming activity. It means that it shows the students that their ideas were important and useful. As the discussion proceeds, the teacher (or a student) records the points made on the board. However, it is deliberately placed in a random argument.

At the end of the discussion, the students have to construct a logically ordered set of notes from this jumbled summary of brief points.

Based on the pre-survey that the researcher conducted in MA Ma'Arif Nu 5 Sekampung in January 23th 2019 the result of the students reading ability of tenth grade was not satisfied. Many students are still low in reading ability. The following Table 1 shows the students' reading ability score.

Table 1
The Data of Students' Reading Ability Pre-Survey Score Test of the
Tenth Grade of MA Ma'Arif NU 5 Sekampung

No	Score	Category	Frequency	Percentage
	>70	Pass	9	28 %
	<70	Fail	20	72 %
	Total		29	100%

The test result above explains that most of the students' achievement in reading ability is still far from the standard of criteria. The school passing grade of reading ability is 7.0. In order to get the good result in this research, the researcher decides the number of students who must get 7.0 is 70% of the entire sample. Thus the goal of teaching reading ability is able to get optimally.

There are some problems which obstruct students' in reading is the students' ability. The problems are: first, the students' are bored to read the text because is not interesting. Second, the students have limited

vocabulary so they are difficult to understand the reading text. Thirdly, the students' do not know the structure of the sentence, it makes the students' to work hard to translate the word in a sentence of the text come from student and teacher in the school. From the case, the researcher tries to propose an alternative solution to this problem. Therefore, the researcher is interested in applying the Jumbled Summary Technique on the reading ability.

B. Problem Identification

Based on the background above, the researcher assumes that there are some problems as follow :

1. The student is not interested in the reading technique.
2. The student face difficulties to identify the topic and the main idea.
3. The techniques which are used in the learning process cannot be enjoyed by the learners.
4. The students' reading ability is low.

C. Problem Limitation

From the problem identified above, the researcher limits the problem on the students' ability of narrative text. The researcher assumes that the low ability students' reading ability we used by jumbled summary techniques that teachers use less precise. So the researcher intends to apply the Jumbled Summary techniques in an effort to improve students' reading ability.

D. Problem Formulation

Based on the background of the study and problems identified above, the writer formulates the problem in this research as follows, the researcher would like to present the formulation of the problem :

Can the use of Jumbled Summary technique improve the students' reading ability in the narrative text at the tenth grade of MA MA'Arif NU 5 Sekampung?

E. The Objectives and Benefits of the Study

1. The Objective of The Study

   In accordance with the problem formulation, the objectives of present research as follow:

   a) To improve students' reading ability in the narrative text by using Jumbled Summary technique at the tenth grades of MA Ma'Arif NU 5 Sekampung.

   b) To improve the student in narrative text by using jumbled summary technique of MA Ma'Arif NU 5 Sekampung.

2. The Benefits of The Study

   a) For The Students

   As information to improve their knowledge about English lesson especially in reading ability.

b) For The Teacher

The benefit of using Jumbled Summary technique for the English teacher it as an inspiration for the teacher to improve the students' reading ability in a narrative text by Jumbled Summary technique.

c) For The Headmaster

It hopefully could be as a positive contribution and as information to improve the quality of learning English activity in the future, especially in MA Ma'Arif NU 5 Sekampung.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Ability

1. Theory of Reading Ability

Reading ability is an important factor in English foreign language or English source language learning process and should emphasize in the different level of education, for instance, reveals that an area concern and indeed one of the top priorities of English source language or English foreign language students after completing elementary English courses in reading ability.[1] For example, reading ability capacity builds on successful initial reading instruction and the fact that children who can read words accurately and rapidly have a good foundation for progressing well in reading.

Jane states that reading ability is important, not just for understanding text, but for broader learning, success in education, and employment.[2] That reading ability is a complex task, while requires in many different cognitive skills and abilities. Do anything like reading email, text and social networking sites easily when know how to understand some text.

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[1] Mohammad Reza Ahmadi, *"English Language Teaching: The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension,* (Published by Canadian Center of Science and Education, Malaysia, 2013). Vol. 6, p. 235.

[2] Jane Oakhill, *Understanding Teaching Reading Comprehension A handbook*, (London: Routledge, 2015) P. 1.

According to Kristi reading ability is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.[3] It means that reading ability builds the reader evolve their knowledge when they understanding what they read.

As another explanation, reading ability is usually a primary focus on instruction in the post-primary grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well. Instruction in oral language, vocabulary, and listening comprehension should be a focus on starting in preschool and continuing throughout the elementary grades.[4]

Based on the quotations above, it can be inferred that reading ability is the activities that require the readers to read meticulously and focus on the text to easily understand the total meaning of a reading selection based on the text.

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[3] Kristi L Santi, *Improving Reading Comprehension of Middle and High School Students. Library Cham Heidelberg New York*, (London: Dordrecht. 2015) P. 2.
[4] Catherine Snow Chair. *Reading for Understanding Toward R and D Program in Reading Comprehension,* (U.S : RAND, 2002) P.10.

2. Types of Reading

Reading has a variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. For considering assessment procedures, several types of reading ability. There are four types of reading as follow:

a. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some different terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemic symbols. Bottom-up processing is implied.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true or false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. A combination of bottom-up and top-down processing may be used.

c. Interactive

Included among interactive reading types are stretches of the language of several paragraphs to one page or more in which the reader

must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating to mean: the reader brings to the text a set of schema for understanding it, and intake is the product of the interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and description, excerpts from longer texts, questionnaires, memos, announcements and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

d. Extensive

Extensive reading as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to "extensive reading" as long stretches of discourse, such as long articles and books that are usually read outside a classroom hour. [5]

3. Reading Ability Strategies

There are four Reading ability Strategies as follows:

1) Identify the Purpose in Reading

Efficient reading consists of clearly identify the aim in reading something.[6] By doing it, you know what you are looking for and can weed out potential distracting information. Whenever you are teaching a

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[5] Brown, *Language Assessment Principles and Classroom Practices*, (Longman:Sanfransisco:2003).P. 189.

[6] _____, *Teaching by Principles An Interactive Approach to Language Pedagogy*,(Longman: Second Edition, 2012), p. 306.

reading technique, make sure students know their purpose in reading something.

2) **Skim the Text for Main Ideas**

Actually, there are two kinds of reading strategies for learners are skimming and scanning. Skimming consist of quickly running one's eyes across a whole text. Skimming gives the students benefit of being able to predict the purpose of the passage, the main topic, or message, and something that becomes supporting ideas. These strategies can make the students more focused when reading.

3) **Scan the Text for Specific Information**

The second in the most important category is scanning, or quickly searching for some piece of information in the content. The goal of scanning is to summary specific information without reading the whole a text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is main in dealing with genres like schedules and form, etc.

4) **Analyze Vocabulary**

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. For example like look for prefixes, suffixes, roots, grammatical, and semantic context etc.[7] It means that if we have analyzed vocabularies which want to read, our comprehension reading is easy to understanding.

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[7] *Ibid.*, p. 310.

4. Reading Ability Models

Reading ability has three important models that should be emphasized in the reading ability process. These models facilitate reading ability and help readers to figure out texts and solve their problems while reading. These three models support first and second language learning cognitive processes. They influence both L1 and L2 reading research and can be distinguished from one another by its focus regarding how meaning is attained from print. These three models of reading ability are discussed in details as follows:

a. **The Bottom-Up Models**

The bottom-up model focuses on the text, teachers, readers begin by understanding the words, the letters and gradually improve toward larger linguistics chunks to sentences, and actually ending in meaning.

b. **The Top-Down Model**

The top-down model emphasizes on reading skills like prediction and summarizing as well as anticipating from texts. The top-down model affects both the first language (L1) and second language (L2) reading instruction in improving the importance of prediction, guessing from the text, and getting the gist of a text's meaning.

c. **The Interactive Model**

The interactive reading model refers to the reader that "takes into account the critical contributions of both lower-level processing skill (word identification) and higher-level comprehension and

reasoning skills (text interpretation)." So, reading comprehension is the result of meaning construction between the reader and the text, rather than simple transmission of the graphics information to the reader' mind. The purpose of this model stresses that a proficient reader simultaneously synthesizes the information available to him or her from several knowledge sources of either bottom-up or top-down in the period of the reading process. [8]

B. The Concept of Narrative Text

1. The Definition of Narrative Text

There are two main categories of texts, literary and factual. Within these, there are various text types. Each type has a common and usual way of using language. In this paper, the writer will only discuss the texts that are being used for his research, that is narrative text.

A narrative is a text that tells a story and, in doing so, entertains the audience.[9] Also, it's a narrative purpose in mainly to inform often contains large passage arranging the events in a story strictly in chronological order.

The narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humor, romance,

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[8] Mohammad Reza Ahmadi, *The Importance of Metacognitive.,* p. 239-240.
[9] Andreson and Anderson, *The Types in Englis Third Edition,* (South Yarra: Mcmillan,1998),p.3.

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crime, real-life fiction, historical fiction, mystery, science fiction, diary novel, and adventure. [10]

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features.

Chatman classified narrative text into four basic elements as follows: [11]

1) Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are my characters and secondary characters. A character is the single most important element in the narrative text. It describes the physics of the character such as age, weight, height, even personality traits including the strength and weaknesses. A character is the most important part of the story which will be more focus in it. He or she plays the role of the story.

2) Settings

Settings are what author writes to describe the reader where and when the story takes place. The settings address the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.

3) Plot

The plot includes a series of episodes or events written by the author to hold the reader 's attention and to build excitement as the story

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[10] *Ibid,*p.18.
[11] Chatman, S., and B. Attebery, *Reading Narrative Fiction,*(New York: McMillan,1993),p.23.

progresses. The plot contains an initiating event, starting the main character of the series of events toward problem-solving. A good writer will make the reader drown to the plot of the story that he writes. The writer will be as an actor of the story its self.

4) Conclusion

The writer up against the story by Jumbled Summary and telling the solution of the problems in the story. This is part is called by the conclusion.

2. The Purpose of Narrative Text

People write narrative text might be basically for pleasure, to gain and hold the reader interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience. This is one idea to Anderson's explanation the narrative is used to present a view of the world that entertains or informs the reader or listener. [12]

It also entertains the readers or listener by presenting a story. From the explanation above, it means that the social function of narrative text is to amuse the reader to a listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

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[12] Mark Anderson and Kathy Anderson, *Text Types*.,p.6.

3. The Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, a sequence of events, resolution, and coda.[13] A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes:

1) The orientation that sets the scene (when and where) and introduces participants/character (who).

2) Complication where a crisis and something happened unexpectedly.

3) Resolution when the crisis is resolved in which the characters finally sort out the competition.

4) A code which a closing to the narrative (an optional step).

4. The Example of Narrative Text

SNOW WHITE

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle. She lived with her Aunt and Uncle because her parents died.

One day she heard her uncle and aunt talking about leaving snow white in the castle because they both wanted to go to America and they didn't have enough money to take the snow white.

Snow White didn't want her uncle and aunt to do this so she decided it would be best if she runs away. The next morning she ran away from home when her aunt and uncle were having breakfast. She runs an away into the woods.

She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snoe White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, What is your name? Snow White ' My name is Snow White'.

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[13] *Ibid,* P.4.

Doc said, If you wish, you may live here with us'. Snow White said.' Oh, could (I)? thank you '. Then snow white told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

5. **The Linguistic Features of Narrative Text**

The language features usually found in a narrative are :

1) Specific characters

2) Time words that connect events to tell when they occur.

3) Verbs to show the actions that occur in the story.

4) Descriptive words to portray the characters and the setting.[14]

The language features shown above are being used by the narrator. The real ways are specific characters in every story. For instance, in the story of Snow White above, the specific character is Snow White. Time words are also used in that story, for example, " one day ......" And also the last two language features.

C. **The Concept of Jumbled Summary**

1. **The Definition of Jumbled Summary**

According to Jane Willis, Jumbled Summary is that get the learners to order some parts of the complete text.[15] It means that is not each in the right order, so the students have to read each part and decide in which order they would be best. Sequencing often requires quite deep linguistic processing of part of the text and an appreciation of the coherence of the whole meaning.

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[14] *Ibid*,p.8.
[15] Willis Jane, *A Framework for Task-Based Learning*, (Longman;1996), p.78.

Moreover, Anastasia holds that jumbled summary is required students to actively follow and then reconstruct the points made in a discussion or a brainstorming activity.[16] It means that it shows the students that their ideas were important and useful. As the discussion proceeds, the teacher (or a student) records the points made on the board. However are deliberately placed in a random argument. At the end of the discussion, the students have to construct a logically ordered set of notes from this jumbled summary of brief points.

Jumbled summary is that involves the teacher presenting randomly ordered key words and phrases from a lesson. The students' can reordering words in a sentence, or in a paragraph the text of the learner is to organise them text back into the right.

This procedure is particularly useful when a teacher wants to introduce a topic where she or he knows the students already processes a lot of relevant knowledge and experience. The students there was a discussion about different levels of government and their roles and she put appropriate words and phrases all over the board to as records of what had been raised.

From the quotations above, it can be conducted that Jumbled Summary is an apparently opposite variation this, but one that still leaves the intellectual activity in the maids of the students. Jumbled summary is that involves the teacher presenting randomly ordered key words and

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[16] Samaras P.Anastasia and Anne R. Freese, *Learning Communities in Practice*, (Canada;2008), p.16.

phrases from a lesson. The students' can reordering words in a sentence, or in a paragraph the text of the learner is to organise them text back into the right in this variation, the students brainstorm words relevant to a new topic and the teacher records them on the board, but does group them, however, she does not tell the students' what her grouping is the students have to work this out and insert appropriate subheadings.

2. How to Apply Jumbled Summary in Reading Ability

The following are how to apply Structured Jumbled Summary Technique in Reading Ability are as follows:[17]

1. Reorder a jumbled summary of a story. This prepares who for the next task of reordering the paragraphs which give a ruler account of the events. They then suggest a title for the story variation.

2. The story is supplied in the correct order. Learners first read a story and then reorder the jumbled summary, or

3. Each sentence in the summary is put on a separate card. The cards are distributed at random, one per larger. The students' memories their lines, call them out and reconstruct the story in the correct order.

4. The Advantages and Disadvantages Jumbled Summary

a. The Advantages of Jumbled Summary

The advantages jumbled summary follow:

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[17] Sheilis Joe, *Communication in the Modern Language Classroom*, (Council of Europe Press;1993), p.110.

1. The students enjoy the tactile nature of the exercise when cutting out is involved because the procedure highlights gaps in student understanding.

2. The requires a considerable amount of thinking and discussions promoted because the final sequence is not prescribed, the end product is individual and owned by the student.

3. Greater participation due to incorporating for students with different learning styles.

4. This technique may be suitable for use prior to, during, or after a topic has been studied.

b. Disadvantages of Jumbled Summary

There are disadvantages of Structured Jumbled Summary as follow: [18]

1. Jumbled Summary can be frustrating if a text is divided into too many sections. Before you finalize the texts for class use, try it out someone who has not read or heard the text.

2. Jumbled are rarely suitable for newspaper reports as events are seldom written in sequence.

3. Always give students credit for arriving at a possible ordering, even if this is not the original order.

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[18] Willis Jane, *A Framework for Task-Based Learning*, (Longman;1996), p.78

D. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follows:

1. The use of the jumbled summary technique can improve the students' reading ability at the tenth grade of MA Ma'Arif NU 5 Sekampung.

2. The use of the jumbled summary technique can improve the effectiveness of the learning process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology. It includes the setting of the research, an object of the research, action plan, data collection method, data analysis technique, and the indicator of success.

A. Setting and Subject of the Study

The setting of this research is at MA Ma' Arif NU 5 Sekampung in the Academic Year of 2019/2020 which locates in Sumber Gede Street Sekampung, East Lampung.

The subject of this research is the tenth-grade students, especially class tenth (X) IIS 2 of the MA Ma'Arif NU 5 Sekampung. The researcher will collaborate with English teacher at the tenth grade students of MA Ma'Arif NU 5 Sekampung. Her name is Ensi Dwi Eliawat, S.Pd. The researcher chose this class because most of the students in the class have a low score in English lesson, especially in reading. The researcher take information based on the surveys and interviews with a teacher of the tenth graders.

Table 2. The Number of Students X (IIS2) of MA Ma'Arif NU 5 Sekampung

No.	Grade	Sex		Total
		Female	Male	
1	X(IIS2)	16	13	29

B. The Object of The Study

The object of this study is reading ability. The researcher is collaborate with the English Teacher of MA Ma'Arif NU 5 Sekampug. The researcher uses the jumbled summary technique to improve the students' reading ability.

C. Action Plan

This research is classroom action research. Action research is a method tor improving and modifying the working system of a classroom in the school.[19] It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

According to Kumar, "action research can be defined as a method used to improve and modify the working system of the classroom in school".[20] In other words, research is the way to correct and improve the working system

or the process of teaching and learning in the classroom. Besides, McNiF states that action research is a name given to a particular way of researching your own language.[21] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Ary said that action research is a process to improve education by incorporating change and involves educators working together to improve their

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[19] Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261
[20] Yogesh Kumar Singh, *Fundamental of Research Methodological And Statistic*, (New Delhi: New Age International, 2006), p. 261
[21] McNiff Jean with Whitehead, *Action Research: Principles and Practice, Second Edition,* (London: Sagge Publication, 2002), p. 15

own practice.[22] It means that action research processes in education where is the teacher, not the usual thing that teacher do when thinking about teaching.

From the quotations above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The writer hopes that this action research can improve the students' reading ability in a narrative text by using the jumbled summary technique. This action research is conducted by using the cycle's process. Next, the writer is conduct the study following the procedures consist of planning, acting, observing and reflecting. It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

D. Research Procedures

In the classroom action research, the researcher will carry out the research in two cycles. The procedures of classroom action research include: planning, acting, observing, and reflecting.
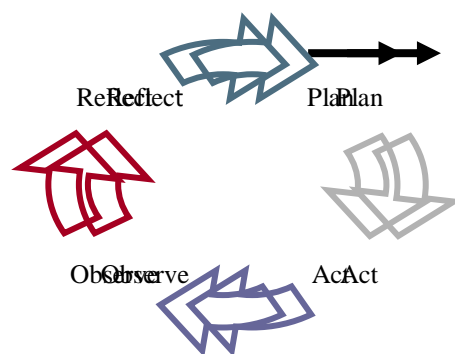
Figure 1. Mcniff's Action Research Cycles[23].

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[22] Donald Ary, *Introduction to Research in Education, Eighth Edition,* (Canada: Nelson Education 2010), p. 514

The Implementation of this classroom action research, in general, there are four steps including planning, acting, observation, and reflection. If the first cycle will not reach the requirement grade yet, the cycle must be reviewed in the second cycle.

Classroom Action Research (CAR) Cycles are:

1. Planning is the first step in each activity. "Researcher explain about what, why, when, where, who, and doing activities." Without planning, the researchers' activity will not be a focus. The planning will be a reference in doing action. In the planning, the researcher focus to make a lesson plan.

2. Acting doing action is the second step in the activity. "It is the realization from the planning that the researcher has made." Without the action, the planning is just imagination that never is real.

3. Observing is the activity of recording the event and action. Based on the observation, the researcher can determine whether is there anything that the researcher has to improve soon in order that action achieved the aim of the researcher wants. The observation is done in a teaching-learning process. The researcher observes the students' activity using notes. It is to know how far the students' reading ability.

4. Reflecting is the fourth step that the researcher did. The researcher will try to see and muse again something that the researcher has done. It is also to know whether there is an effect on the students' learning

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[23] McNiff Jean with Whitehead, *Action Research: Principles and Practice, Second Edition*,(London: Sagge Publication,2002), P.41.

process. By reflection, the researcher will know the strength and the weakness from the action that the researcher has done.

In the classroom action research, the researcher has to implement the good procedure as well. In this research, one of the procedure is the researcher has to conduct at least two cycles. If the first cycle is to fail, it will be continued in the second cycle and so on. It will be conducted for the purpose of increasing students' reading comprehension. The classroom action research that will be conducted by the researcher can be illustrated as follow:

1. **Cycle 1**

   a. **Planning**

   Planning is the first step and it is prepared before doing an action. In the planning, the researcher focuses to make a lesson plan. Here are planning steps: 1) The researcher and collaborator prepare the lesson plan, 2) The researcher and collaborator prepare the material, 3) The researcher and collaborator prepare source of learning, and 4) The researcher and collaborator prepare observation sheet.

   b. **Acting**

   Doing action is the second step in the activity. Without the action, the planning is just imagination that never is real. The researcher implemented the jumbled summary technique in the teaching-learning process. Those activities as follow:

1) Pre-teaching Activities: Praying and greeting the students, checking the attendant list, and asking the student condition.

2) While Teaching Activities: The teachers give reading text about narrative text or others, the teacher gives a list of questions based on the text, the teacher asks the students to answer the questions, discussing the students' answer, and the teacher explains how to get information easily (by using the jumbled summary technique).

3) Post Teaching Activities: Teacher and students make a conclusion of the material, for homework, the teachers ask the student to find out the narrative text and make summary based on the text, and the teacher gives greeting for the students.

c. **Observing**

In the third step, the researcher observed the students' activity, their participation, class situation during teaching and learning process, and teacher (research) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher also collected the data from the post-test and the result of students' activity.

d. **Reflecting**

In the fourth step, the researcher and the collaborator discussed the data that have been collected from all the activities from the acting step until observing step. In this step, the researcher and the collaborator analyzed the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of jumbled

summary run successful or unsuccessfully by identifying strength and weakness. If there still found the problems the researcher and collaborator conducted the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in the previous cycle.

2. **Cycle 2**

   It is the cycle I, if there are some unsuccessful students, the writer will conduct cycle 2. The result of cycle 1 is for evaluation material and for reflection for the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. It is the cycle 2 all of the students are successful, the second cycle must be stopped. The procedures of the research are:

a. **Re-Planning**

   1) The researcher studied the reflection result to obtain the problem-solving.

   2) The researcher revised and prepared the lesson plan based on the problem appeared in the previous cycle including teaching procedure, media, and relevant material to be applied in the acting step.

   3) The researcher rearranged the observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. **Acting**

   In the second step, it is regarded with the same step in the previous cycle in which the researcher and collaborator applied the revised plan such as

lesson plan, selected material, an instrument for evaluation to be implemented in teaching and learning process in the classroom.

c. Observing

In the third step, the researcher observed the student's activity, their participation, the class situation during teaching and learning process by using observation form and made note the overall activities to collect the data.

d. Reflecting

In the fourth step, the researcher and the collaborator discussed and analyzed about the data that have been collected from all the activities from the acting step until observing step to find out whether the implementation of jumbled summary technique run successful or unsuccessfully in cycle 2 and also compared the student's improvement from cycle one until cycle to find out the student's achievement. If there found good improvement based on the criteria of success that have been determined before, the researcher did not continue the action in the next cycle.

E. Data Collection Technique

Because this study aims to determine the jumbled summary technique can be used to improve students' reading ability. In this research, the researcher collected the data by using test, observation, and documentation.

1. Test

The test is a set of stimuli which given to the individual to obtain the response based on what is assessed.[24] In this research, the tests was divided into two parts: pre-test and post-test. First, a pre-test is presented to the students before implementing a jumbled summary technique to evaluate their skill at first. Second, post-test is presented to the students after they are taught reading ability by using the jumbled summary technique to find out the improvement before and after giving treatment. The researcher makes a comparison between both of the test; pre-test and post-test.

2. Observation

Observation as the data collecting method that has specific characteristic those others. It means that data collecting method by using observation used if the research connected with human, work process, sign and if the respondents are not big enough.

3. Documentation

Cohen, *et.a*l state that documentation or document is data collection technique that is useful in rendering more visible the phenomena under study for instance field note, dairy, and journal, record, biography, autobiography, directories, archive, photograph, book, article, and others.[25] The researcher used documentation to obtain the data about the school profile such as the history of the school, the number of teacher and staff officer and students at MA Ma'Arif NU 5 Sekampung. Besides,

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[24] Donald Ary, *et.al*, *Introduction to Research,* (Canada: Wadsworth, 2010) p. 201.
[25]Louis Cohen, *et.al*, *Research Methods in Education,* (New York: Routledge, 2007), p. 201

the documentation is used to visualize the classroom activity in the form of a photograph.

F. Research Instrument

The function of using research instrument is also to get the data that useful when the researcher has done to collect information in the field. The research instruments are:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided.

a. The instrument which was used in test includes the pre-test and post-test, as follows:

1) The pre-test was given before the experimental treatments. It was essayed test form. The pre-test was done to measure the students' reading ability in narrative text. The writer tasted the students' by asking them to read a narrative text and answer the questions.

2) Post-test at last, the writer have the post-test to know the students' reading ability by using the jumbled summary technique in narrative text. The post-test was like the pre-test where the students asked to read the narrative text by using jumbled summary technique and answer the questions, but the topic or text given in the post-test is different.

b. The instrument which is used in observation is observation guidance, as follow the writer observes the students' result of the test and the students' activity in the learning process.

c. The instrument which is used in the documentation method is documentation guidance, they are:

1) Documentation about the teacher and official employees in MA Ma'Arif NU 5 Sekampung in the Academic Year of 2018/2019.

2) Documentation about the students of MA Ma'Arif NU 5 Sekampung in the Academic Year of 2018/2019.

2. Instrument Calibration

Instrument calibration is screening or examination of items of instrument that is made by the researcher. In other words, it can be inferred that instruments calibration is a scale of measurement which has been used to screening or examination of items instrument that made up by the researcher. Validity has three distinct aspects; they are content validity, creation validity and construct validity. Moreover, in this research, the researcher sees from content and constructs validity and collaborate with the English teacher. The focus of content validity is on lesson plan and syllabus. It means, the items of the test should represent the material being used. Meanwhile, construct validity is concerned with whether the test is actually in line with the theory. It is evident that knowing the structure means that the students are able to construct or generate new ideas. The researcher collected the data by using the test.

3. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes the

description of places, people, objects, acts, activities, events, purposes, times and feelings.[26] In this research, the researcher used field note to find out the frequency or student's activity during the learning process.

G. Data Analysis Method

Data analysis was conducted by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. In gaining in the class percentage which passes the minimum mastery criteria (KKM) 70, uses the formula:

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

Remark:

P= the class percentage

F= Total percentage score

N= Number of the Students[27]

The formula to get the average score of pre-test and post-test.

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

Remark:

AD = Average score

$\sum X$ = Total number of students' score

N = Total of students[28]

H. Indicators of Succes

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[26] Donald Ary, *et.al, Introduction to Research.,* p. 526
[27] Yogesh Kumar Singh, *Research Methodology and Statistic*,p .276

Classroom action research (CAR) is regarded to be successful if it can pass the criteria that have been established and failed if it cannot pass the criteria. The indicators of student's successfulness in reading ability by using jumbled summary technique can be seen by the following criteria:

1. The criteria of student's improvement in the learning process by using the jumbled summary technique as follows:

   a. The students are able to find out the facts from the text.

   b. The students are able to find out the main idea from the text.

2. The criteria of student's improvement in the learning process as follows: It is regarded to be successful if 70% of entire students can achieve the improvement scores is the same as or more than 70 from Minimum Standard Criteria.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

In this chapter, the reseacher would like to present the result of this research explains to answere of problems formulation as follows: Can the use Jumbled Summary technique improve students' reading ability in the narrative text at the tenth grades of MA Ma'Arif NU 5 Sekampung.

1. Description of Research School

a. The History of MA Ma'Arif NU 5 Sekampung

MA Ma'Arif NU 5 Sekampung was built on July 25th 1983. The location is on Ma'Arif Campus Street Sumbergede Number 56 A Sekampung District East Lampung in Lampung Province. It was built by Ma'Arif NU Education Institution of Association Agent Committee in Sekampung District East Lampung;

The total of teachers and official employes of MA Ma'Arif NU 5 Sekampung in academic year of 2019/2020 are 52 that can be identified. That is 45 teachers and 7 staff of administration.

MA Ma'Arif NU 5 Sekampung has 613 students' that could be identified as follows:

Table 1

The Total of Students at MA Ma'Arif NU 5 Sekampung

No	Class	Total
1		207
2		201
3	I	205
Total		613

Source: Documentation of MA Ma'Arif NU 5 Sekampungin academic year 2019/2020

b. Vision and Mission of MA Ma'Arif NU 5 Sekampung

To prepare the school that has good standard of quality to face the challenges ahead, the alumni are expected to be able to overcome the challenges and global competitiveness by for casting on the vision and mission to realize good standard school which brings up Islamic values, science and technology. Creating good quality, religious, and competitive graduates.

The vision and mission of the MA Ma' Arif NU 5 Sekampung is as; Vision "Having good quality, Smart, Discipline and Religious". Mission " Building harmonious and democratic relationship, increasing knowledge and performance, increasing the implementation of education integrally, using facility and infrastructure optimally.

**B. The Use of Jumbled Summary Technique Improve the Students'
Reading Ability in Narrative Text**

This research used Classroom Action Research. It was conducted
in two cycles: cycle I and cycle II. Each cycle consisted of three meetings
and each meeting took 2 x 45 minutes. Each cycle included of planning,
acting, observing and reflecting. In this research the reseacher is an
English teacher and Ensi Dwi Eliawati as collabolator.

a. Pre – Test Activity

In this process before the process of cycle one, the researcher
conducted the pre-test on May 11th, 2019 at 08.35-09.55 a.m. and it
took about 80 minutes. The result of the students pre-test can be seen
on the:

Table 2
The Student's Pre-Test Result

No	Student's Score	Pre-Test Score
1	ANS	60
2	ADA	60
3	AR	60
4	ADK	70
5	AF	55
6	AA	50
7	DS	60
8	ES	55
9	ES	55
10	ESR	60
11	FM	70
12	FK	50
13	FA	55

14	GMM	55
15	HF	45
16	IY	65
17	INA	55
18	KA	45
19	LL	50
20	MA	70
21	MM	65
22	MF	60
23	MY	45
24	NNS	60
25	PAS	65
26	RM	50
27	RY	60
28	RAR	45
29	SF	50
Total Score		**1645**
Average		**57**
Highest Score		**70**
Lowest Score		**45**

Source : the result of students pre-test on May 11th

Table 3

The Frequency of The Students' Score at Pre- Test

Score	Frequency	Percentage
40 – 49	4	13.8%
50 – 59	11	37.9%
60 – 69	11	37.9%
70 – 79	3	10.4%
Total	29	100%

Source : the result of students pre-test on May 11th

Based on the result of student's pre-test score, it can be inferred that there is only 10.4% or 3 students for the score between the range of 70-79 who passed the Minimum Mastery Criteria (MMC) that is 70 while 89.6 % or 26 students for the score between the range of 40-69 did not pass the Minimum

Mastery Criteria (MMC) or less than 70. It indicates that the result of students reading ability was still low. That is the reason, why the researcher chooses jumbled summary technique to improve their reading ability in MA Ma'Arif NU 5 Sekampung.

1. **Cycle 1**

a. **Planning**

In this stage the researcher and collaborator plan to give material about reading. The researcher and collborator prepared several things related to teaching and learning process such as; prepare the lesson plan, prepare the material, made the instrument in cycle 1, prepare the media that used in learning reading, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher plan to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. **Acting**

Doing action is the second step in the activity. Without the action, the planning is just imagination that never is real. The researcher implemented the jumbled summary technique in the teaching-learning process. Those activities as follow:

1. Pre-teaching Activities: Praying and greeting the students, checkin the attendant list, and asking the student condition.

2. While Teaching Activities: The teachers give reading text about narrative text or others, the teacher gives a list of questions based on the text, the teacher asks the students to answer the questions, discussing the students' answer, and the teacher explains how to get information easily (by using the jumbled summary technique).

3. Post Teaching Activities: Teacher and students make a conclusion of the material, for homework, the teachers ask the student to find out the narrative text and make summary based on the text, and the teacher gives greeting for the students.

The action in cycle I consisted of 3 meetings. The first meeting I show result of the pre-test at 11th May 2019, there are 3 students have passed the Minimum Mastery Standard Criteria (MMC). The second meeting at 15th May 2019 was used to give treatment and the third meeting at 18th May 2019 was used to give post test 1.

1) The First Meeting

The first meeting was held on Monday, 13th May 2019 at 08.35-09.55 a.m. and it took about 80 minutes or 2×40 Minutes. In this meeting the researcher was as a teacher and Ensi Dwi Eliawati as the collaborator as well as an observer.

The beginning of teaching learning process the reseacher opened the class by greeting, praying and asking the students' condition. To know the ability of the students before giving an action, all of the students are given a pre test that must be done individually. The type of this

test is multiple choice tests that consist of 5 questions and esay 5 questions.

2) The Second Meeting

The second meeting was held on Wednesday, 15th May 2019 at 10.50-12.10 a.m. and it took about 80 minutes or 2×40 minutes. In this meeting the researcher was as a teacher and Ensi Dwi Eliawati as the collaborator as well as an observer.

Firstly, at the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the students the learning material.

Secondly, the researcher began to implement the step of jumbled summary technique in reading. For the first step the researcher explained to the students which consisted of the main idea, generic structure and the example of narrative text. After the presentation, the researcher built their background knowledge and their prediction about reading text's title. The researcher gave chance for all students to predict about the text by showing **"Snow White".**

After the students managed to guess the probable title, the researcher allowed to the students to look up or clarify the words that they did not know its meaning in dictionary by highlighting some of these difficult words to make them easy to comprehend the text.

Then, after all the words had been clarified, the researcher began to open questioning session about the text that they did not understand. Then, after all had been comprehended, the students along with the researcher's guidance summarized and highlighted the point of the text to deepen their ability by shrinking the text into point.

The researcher ask the students to read the first stopping point and when they have reached it, they should go back an consider the prediction they made before, and say what actually happened. Then the researcher reviews the prediction and ask which ones are soming true so far. The students asked to read parts of the text that confirm their prediction.

Then the students should predict what they think will happen in next clock of the text, and offer prediction, with the evidence that led to their making those prediction. Then they should read on, check their prediction against what did happen, make new prediction, dictate evidence for those prediction and read for the last section.

The researcher explained narrative text to the students which consisted of essential bodies such as the definition, generic structures, and language features of narrative text. After the presentation, the researcher built their background knowledge and their prediction about reading text's title. The researcher gave chance for all students to predict about the text by showing "Snow White".

The time was up and the researcher closed the meeting.

3) The Third Meeting

After giving the treatment, the researcher gave a post-test I Saturday, 18th May 2019 at 08.35-09.55 a.m. in order to measure their ability. The post-test I instrument consisted of 10 questions in the form of 5 multiple choices and 5 essay (see the appendix) which has same indicators as the previous test and it had to be completed for 60 minutes only. The result of post-test I could be seen on the table below:

Table 4
The Result of Post - Test I

| NO | NAME | ANSWER | | Total | Result |
		TRUE	FALSE		(KKM / 70)
1	ANS	7	3	70	**Passed**
2	ADS	7	2	75	**Passed**
3	AR	7	3	70	**Passed**
4	ADK	8	2	80	**Passed**
5	AF	6	4	60	**Failed**
6	AA	6	3	65	**Failed**
7	DS	6	3	65	**Failed**
8	ES	5	4	55	**Failed**
9	ES	6	3	65	**Failed**
10	ESR	7	2	75	**Passed**
11	FM	8	2	80	**Passed**
12	FK	5	4	55	**Failed**
13	FA	7	3	70	**Passed**
14	GMM	7	3	70	**Passed**
15	HF	5	4	55	**Failed**
16	IY	7	3	70	**Passed**
17	INA	6	4	60	**Failed**
18	KA	6	4	60	**Failed**
19	LL	6	3	65	**Passed**

20	MA	8	2	80	**Passed**
21	MM	7	3	70	**Failed**
22	MF	7	3	70	**Passed**
23	MY	6	4	60	**Failed**
24	MNS	7	2	75	**Passed**
25	PAS	7	2	75	**Passed**
26	RM	6	4	60	**Failed**
27	RY	6	3	65	**Failed**
28	RAR	6	4	60	**Failed**
29	SF	6	3	65	**Failed**
Mean				**67**	
Lowest Score				**55**	
Highest score				80	

Source : the result of students post-test 1 on May 18th2019

The frequency of student's post test I score could be explained on the following table

Table 5
The Frequency of Post - Test I Score

Score	Frequency	Percentage
50 - 59	3	10.4%
60 – 69	12	41.34%
70 – 79	11	40%
80 – 89	3	8.2%
Total	29	100%

Source : the result of students pos-test 1 on May 18th 2019

Based on the result of student's post-test score, it could be inferred that there is 51.8% or 15 students for the score among the interval of 50-69 did not passed the Minimum Mastery Criteria (MMC) at least 70 while 48.2% or 14 students for the score among the interval of 70-89 passed the Minimum Mastery Criteria (MMC) or more than 70. In addition, the mean score of post-test I was 67. It indicated that the result of students reading ability is improved if it compared with the pre-test score that was 57 but

viewed from the indicator of success of this research that 70% of the total students have to pass the Minimum Mastery Criteria (MMC). It means that the result of post-test I was unsuccessful based on the indicator of success.

c. **Observing**

While the treatment is being executed, the student acitivities during the learning process are also being observed by the observer. In observation of the teacher's action, the researcher presented three meetings in cycle I of learning to find information of text in reading lesson. The reseacher explained narrative text and the strategy which can be used to read it. Although the researcher had explained the narrative text but the students still confused and get difficulty to find information of the text.

In doing the research the researcher also observed the students activities, there are:

a) Students pay attention to the teachers' explanation.

b) Students answer the question from teacher or other students.

c) Students give an idea.

d) Students finish the task timely.

Table 6

Observation Result of Student's Learning Activities at Cycle I

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	4	-	-	-		Excellent

2	3	11	37.9%	13	44.8%	Good
3	2	9	31.0%	9	31.0%	Enough
4	1	7	24.1%	7	24.1%	Low
5	0	2	6.9%	-	-	Low
Total		29	100%	29	100%	

The table above showed that not all of the students are active in learning process. The mean percentage of the student's learning activity in the first meeting the students did meeting 37.9% positive activity in learning process, 31% enough active and more then 31% not active in the class. Based on the result above, it could be inferred that the learning process is not successful compared with the indicator of success at least 70% passed the criteria.

d. Reflecting

At the end of this cycle, the researcher and the collaborator had analyzed and calculated all the processes like student's post-test I score and student's observation activities. First, the comparison of student's pre-test and post-test score is as follow:

Table 7
The Comparison between Pre-Test and Post-Test I Score

No	Student's Score	Pre-test Score	Post-test I Score	Improvement Score	Note
1	ANS	60	70	10	Improved
2	ADS	60	75	15	Improved
3	AR	60	70	10	Improved
4	ADK	70	80	10	Improved
5	AF	55	60	5	Improved
6	AA	50	65	15	Improved
7	DS	60	65	5	Improved
8	ES	55	55	0	Constant
9	ES	55	65	10	Improved
10	ESR	60	75	15	Constant

11	FM	70	80	10	Improved
12	FK	50	55	5	Improved
13	FA	55	70	15	Improved
14	GMM	55	70	15	Improved
15	HF	45	55	10	Improved
16	IY	65	70	5	Improved
17	INA	55	60	5	Improved
18	KA	45	60	15	Improved
19	LL	50	65	15	Improved
20	MA	70	80	10	Improved
21	MM	65	70	5	Improved
22	MF	60	65	5	Improved
23	MY	45	60	15	Improved
24	MNS	60	75	15	Improved
25	PAS	65	75	10	Improved
26	RM	50	60	10	Improved
27	RY	60	65	5	Improved
28	RAR	45	60	15	Improved
29	SF	50	65	15	Improved
Total Score		**16455**	**1945**	**290**	
Average		**57**	**67**	**10**	

The table above showed that the average score of students in post-test I is 67 and the average improving score is 10 point compared with the pre-test score and 48.2% or 14 students of the total students passed the Minimum Mastery Criteria (MMC) and 51.8% or 15 students did not fulfill the MMC. Besides, the majority score of the students is improve although there is also the students' score is constant. It could be concluded that the result is unsuccessful compared with the minimum mastery criteria that was 70 although there is an improving of student's score because the indicator of success could be achieved yet that was 70% of the total students have to pass the criteria.

Furthermore, from the result of observation sheet in cycle I, there are some problems identified. They are the following:

a) The students participation to follow the learning process did not run enthusiastically and uncontrolled.

b) The students still did not focus on the material.

c) The students participation in asking and answering the questions as well as in suggesting the idea were still low because they are ashamed to ask and to answer the question orally and thought the questions which given for them was difficult to be answered. So they would rather do other activities than answered it. In addition, not many of the students who gave their idea during the discussion.

Based on the analyzing above, the researcher and collaborator determined to continue the cycle 2 which consisted of planning, acting, observing, and reflecting in order to repair the weaknesses or the problems identified in cycle 1.

2. **Cycle 2**

Cycle II has four essential phases namely planning, acting, observing and reflecting. It will explain more details as follows:

a. **Planning**

Based on the reflection result in cycle 1 the researcher and the collaborator tried to repair some problems identified to be continued in cycle 2. The researcher and the collaborator rearranged some plans for the action based upon the problems that faced by the students to ward

reading ability which held in twice meetings. The plans which prepared by the researcher that would be used in teaching and learning process are lesson plan, learning material, media, observation sheet, and instrument.

b. Acting

Doing action is the second step in the activity. Without the action, the planning is just imagination that never is real. The researcher implemented the jumbled summary technique in the teaching-learning process. Those activities as follow:

1) Pre-teaching Activities: Praying and greeting the students, checking the attendant list, and asking the student condition.

2) While Teaching Activities: The teachers give reading text about narrative text or others, the teacher gives a list of questions based on the text, the teacher asks the students to answer the questions, discussing the students' answer, and the teacher explains how to get information easily (by using the jumbled summary technique).

3) Post Teaching Activities: Teacher and students make a conclusion of the material, for homework, the teachers ask the student to find out the narrative text and make summary based on the text, and the teacher gives greeting for the students.

The description of the teaching learning in cycle II was not different from the previous cycle. In every stage the teacher tried to make class alive. The teacher tried to make students enjoy the class. The description of the result in cycle II could be interpreted as follows:

1) The First Meeting

First meeting was held on Thursday, 13th June 2019 at 10.50-12.10 a.m. and it took about 80 minutes or 2 x 40 minutes. In this meeting the researcher as a teacher and Ensi Dwi Eliawati as the collabolrator as well as an observer.

Firstly, It was started by greeting and asking the students condition. To know the ability of the students before giving an action, all of the students are given a pre test that must be done individually. The type of this test is multiple choice tests that consist of 5 questions and essay 5 questions. Afterwards, the researcher gave the students the learning material.

Secondly, the researcher began to implement the step of jumbled summary technique. For the first step the researcher explained narrative text to the students which consisted of essential bodies such as the definition, generic structures, and language features of narrative text. After the presentation, the researcher built their background knowledge and their prediction about reading text's title. The researcher gave chance for all students to predict about the text by showing "Sura and Buya ".

Next, the researcher allowed to the students to look up or clarify the words that they did not know its meaning in dictionary to be clarified. The researcher also opened the questioning session about the text that they did not understand. Then, after all had been

comprehen, the students along with the researcher summarized and highlighted the point of the text. Then the students should predict what they think will happen in next clock of the text, and offer prediction, with the evidence that led to their making those prediction. Then they should read on, check their prediction againts what did happen, make new prediction, dictate evidence for those prediction and read for the last section.

2) **The Second Meeting**

Second meeting was held on Saturday, 15th June, 2019 at 08.35-09.55 a.m. and it took about 80 minutes or 2×40 minutes. In this meeting the researcher was as a teacher and Ensi Dwi Eliawati as the collaborator as well as an observer. The process on this meeting is quiet similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session. It was not only the teacher dominated in the process but also the students took the responsibility by speaking out and sharing about the text independently. Then, before the time was up the researcher give a feedback to streng then the students' understanding.

3) **The Third meeting**

After giving the treatment twice, the researcher gave a post-test II on Monday, 17th June 2019 at 10.50-12.10 a.m. in order to measure their ability. The post-test II instrument (See Appendix) consist of 10 questions in the form of 5 multiple choices and 5 essay which has the

same indicators with the previous test and completed for 60 minutes.

The result of post-test II as follow:

Table 8

The Student's Post - Test II Score at Cycle II

| NO | NAME | ANSWER | | Total | Result |
		TRUE	FALSE		(KKM/70)
1	ANS	7	2	75	**Passed**
2	ADS	8	2	80	**Passed**
3	AR	7	3	70	**Passed**
4	ADK	8	1	85	**Passed**
5	AF	7	3	70	**Passed**
6	AA	7	2	75	**Passed**
7	DS	7	2	75	**Passed**
8	ES	6	4	60	**Failed**
9	ES	7	3	70	**Passed**
10	ESR	8	1	85	**Passed**
11	FM	8	1	85	**Passed**
12	FK	6	4	60	**Failed**
13	FA	7	2	75	**Passed**
14	GMM	7	3	70	**Passed**
15	HF	6	4	60	**Failed**
16	IY	8	2	80	**Passed**
17	INA	6	4	60	**Failed**
18	KA	7	3	70	**Passed**
19	LL	6	4	60	**Failed**
20	MA	8	1	85	**Passed**
21	MM	7	4	70	**Passed**
22	MF	7	2	75	**Passed**
23	MY	7	4	70	**Passed**
24	MNS	8	2	80	**Passed**
25	PAS	7	3	70	**Passed**
26	RM	6	4	60	**Failed**
27	RY	7	3	70	**Passed**
28	RAR	6	4	60	**Failed**
29	SF	7	4	70	**Passed**

Mean	**72**
Lowest Score	**60**
Highest score	**85**

The frequency of student's post test II score could be detailed on the following table:

Table 9
The Frequency of Student's Post - Test II Score

Score	Frequency	Persentage
60 - 69	7	25%
70 – 79	15	51.8%
80 – 89	7	24%
Total	29	100%

Regarding to the result of student's post-test score, it could be seen that the mean score in post-test II is 72. Based on the indicator of success of this research that is 70 % of the total students could pass the score at least 70 so it could be inferred that 75.8% or 22 students from the total of students had passed the Minimum Mastery Criteria (MMC) in post-test II of cycle II. In addition, there is only 24% or 7 students did not pass the Minimum Mastery Criteria (MMC). Meaning to say, the cycle II is successfull.

4) Observing

This phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who

were active in discussion would get reward to make the learning more fun and to stimulate the students more enthusiastic. For the observation sheet in detail could be seen in appendix for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 10

Observation Result of The Student's Learning Activities at Cycle II

No	Indicator	Cycle 1		Cycle 2	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	Pay Attention of the teacher explanation	66%	72%	72%	82%
2	Understanding the material	34%	48%	55%	65%
3	Active in group	42%	28%	48%	62%
4	The students able do the task	59%	73%	87%	100%

Table 11

The Frequency of Student's Activities Result in Cycle II

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	

1	4	-	-	9	31%	Excellent
2	3	18	62%	15	52%	Good
3	2	11	38%	5	17%	Enough
4	1					Low
Total		29	100%	29	100%	

According to the result of the observation above, it can be concluded that the learning process is successful. It can be infered that the learning process has done well and the students are active in the class than cycle 1.

5) **Reflecting**

The result of cycle II is better than cycle I. There is significant improvement in this cycle. The condition of the class is getting better than before. The students can focus on the material and did not make noisy in learning activity. The students more active during discussion occurred and the student more confident, bravest to present and express their idea.

Finally, the researcher concluded that the problems had been solved by used jumbled summary technique. The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that jumbled summary could improve the students' reading ability.

C. Discussion

1. The Result of The Students Learning

Data interpretation in this research is divided into two kinds of data. They are obtained from the result of pre-test, post test I and post-test II (the product

of learning) and the observation result of the student's learning activities (the process of learning). For description is as follows:

a. The Result of Student's Score at Cycle 1

In Classroom Action Research (CAR), the researcher presented pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choices and esay which completed for 60 minutes. The pre-test data showed that there is only 10.4 % or 3 students for the score between the range of 70-79 who passed the Minimum Mastery Criteria (MMC) that is 70 while 89.6 % or 26 students for the score between the range of 40-69 did not pass the Minimum Mastery Criteria (MMC) or less than 70. Besides, the lowest score is 45 and the highest score was 70 by the mean score was 57.

After the implementing the pre-test and calculating all the result, the researcher conducted the treatment in cycle I. The treatment is carried out in once meeting by teaching reading narrative text by using jumbled summary technique. Then in the end of the cycle I, the researcher gave post test I. The researcher obtained post test I through multiple choice and esay test completed for 60 minutes. It can be pointed out that there was 51.8% or 15 students for the score among the interval of 50-69 did not passed the Minimum Mastery Criteria (MMC) at least 70 while 48.2 % or 14 students for the score among the interval of 70-89 passed the Minimum

Mastery Criteria (MMC) or more than 70. Besides, the lowest score of post test I is 55 and the highest score is 80 by the mean score was 67.

By comparing the result of pre test and post test I, it had been obtained the mean score improvement both test is 10 point from 57 to 67. This is the table of illustration of cycle 1:

Table 12
**Table of the Result Score of Students' Pre - Test and Post - Test I**

No	Student's Score	Pre-test Score	Post-test I Score	Improvement Score	Note
1	ANS	60	70	10	Improved
2	ADS	60	75	15	Improved
3	AR	60	70	10	Improved
4	ADK	70	80	10	Improved
5	AF	55	60	5	Improved
6	AA	50	65	15	Improved
7	DS	60	65	5	Improved
8	ES	55	55	0	Constant
9	ES	55	65	10	Improved
10	ESR	60	75	15	Constant
11	FM	70	80	10	Improved
12	FK	50	55	5	Improved
13	FA	55	70	15	Improved
14	GMM	55	70	15	Improved
15	HF	45	55	10	Improved
16	IY	65	70	5	Improved
17	INA	55	60	5	Improved
18	KA	45	60	15	Improved
19	LL	50	65	15	Improved
20	MA	70	80	10	Improved
21	MM	65	70	5	Improved
22	MF	60	65	5	Improved
23	MY	45	60	15	Improved
24	MNS	60	75	15	Improved
25	PAS	65	75	10	Improved
26	RM	50	60	10	Improved

27	RY	60	65	5	Improved
28	RAR	45	60	15	Improved
29	SF	50	65	15	Improved
Total Score		**1645**	**1945**	**290**	
Average		**57**	**67**	**10**	

Source : the result of pre-tes and post-test 1

The table above showed that the average score of students in post-test I is 67 and the average improving score is 10 point compared with the pre-test score and 48.2% or 14 students of the total students passed the Minimum Criteria Mastery (MMC) and 51.8% or 15 students did not fulfill the Minimum Criteria Mastery (MMC).

Graph 1
The Average of the Students' Score on Pre -Test and Post-Test I
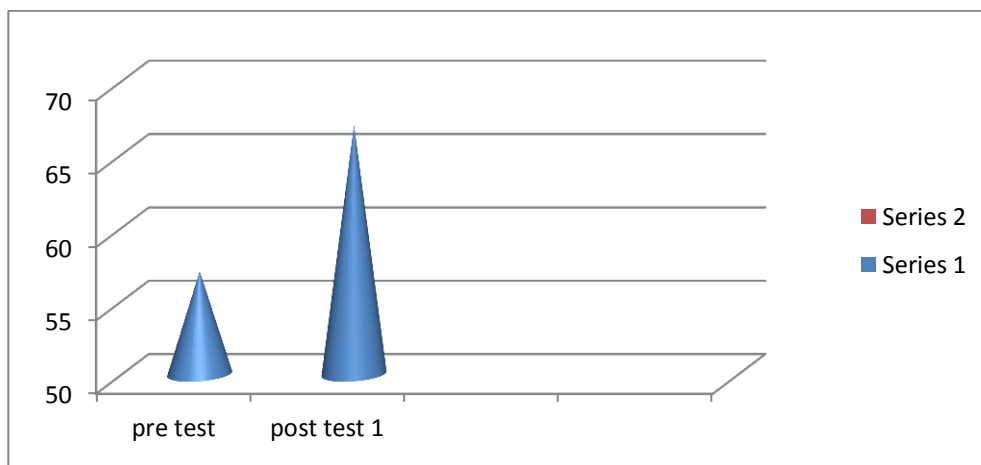
Source : the result of pre-tes and post-test 1

In this research, the researcher gave pre-test and post test. it aimed to know the studesnts' ability before and after treatment. From the average mark of pre-test and post-test above, it can be seen that there is an improvement of students' reading ability. The average mark in pre test 57 improve to 67 in post-test 1, so there is an improvement 10 point.

b. **The Result of Student's Score at Cycle II**

Teaching and learning process at cycle 2 is on climax situation. The students score is improve significantly and the condition of the class is conducive.

Table 13

The Comparison between Post-Test I Score and Post-Test II Score

No	Student's Score	Post-test I Score	Post-test II Score	Improvement Score	Note
1	ANS	70	75	5	Improved
2	ADS	75	80	5	Improved
3	AR	70	70	0	Constant
4	ADK	80	85	5	Improved
5	AF	60	70	10	Improved
6	AA	65	75	15	Improved
7	DS	65	75	10	Improved
8	ES	55	60	5	Improved
9	ES	65	70	5	Improved
10	ESR	75	85	10	Improved
11	FM	80	85	5	Improved
12	FK	55	60	5	Improved
13	FA	70	75	5	Improved
14	GMM	70	70	0	Constant
15	HF	55	60	5	Improved
16	IY	70	80	10	Improved
17	INA	60	60	0	Constant
18	KA	60	70	10	Improved
19	LL	65	60	-5	Declined
20	MA	80	85	5	Improved
21	MM	70	70	0	Constant
22	MF	65	75	10	Improved
23	MY	60	70	10	Improved
24	MNS	75	80	5	Improved
25	PAS	75	70	-5	Declined
26	RM	60	60	0	Constant
27	RY	65	70	5	Improved
28	RAR	60	60	0	Constant
29	SF	65	70	5	Improved

Total Score	1945	2075	130	
Average	67	72	5	

Source : the result of post-test 1 and post-test I

Based on the table above showed that the average score of students in post-test II is 72 and the average improving score is 5 point compared with the post-test I score and 75.8% or 22 students from the total of students had passed the Minimum Mastery Criteria (MMC) and 24% or 7 students did not pass the Minimum Mastery Criteria (MMC).

Graph 2
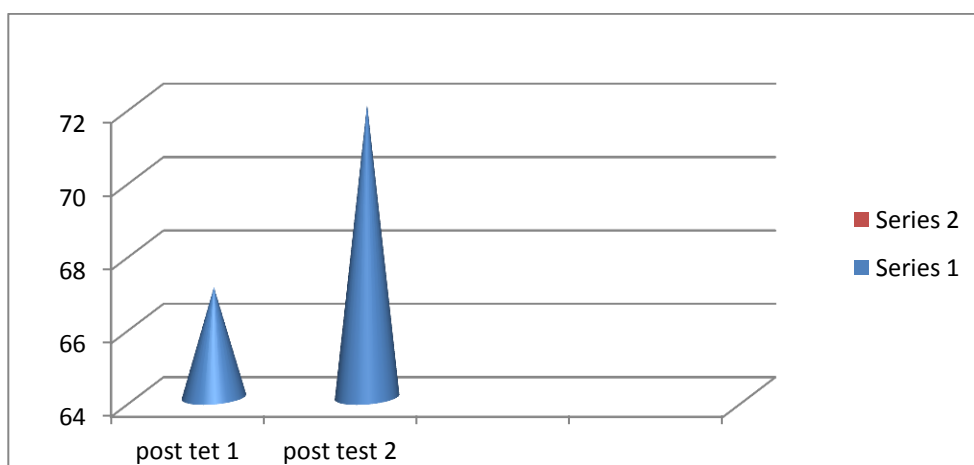**The Average of the Students' Score on Post-Test I and Post-Test II**

Table 14

The Comparison between Pre-test, Post-Test I and Post-Test II Result

No	Student's Score	Pre-test Score	Post-test I Score	Post-test II Score	Improvement Score	Note
1	ANS	60	70	75	5	Improved
2	ADS	60	75	80	5	Improved
3	AR	60	70	70	0	Constant
4	ADK	70	80	85	5	Improved
5	AF	55	60	70	10	Improved
6	AA	50	65	75	15	Improved

7	DS	60	65	75	10	Improved
8	ES	55	55	60	5	Improved
9	ES	55	65	70	5	Improved
10	ESR	60	75	85	10	Improved
11	FM	70	80	85	5	Improved
12	FK	50	55	60	5	Improved
13	FA	55	70	75	5	Improved
14	GMM	55	70	70	0	Constant
15	HF	45	55	60	5	Improved
16	IY	65	70	80	10	Improved
17	INA	55	60	60	0	Constant
18	KA	45	60	70	10	Improved
19	LL	50	65	60	-5	Declined
20	MA	70	80	85	5	Improved
21	MM	65	70	70	0	Constant
22	MF	60	65	75	10	Improved
23	MY	45	60	70	10	Improved
24	MNS	60	75	80	5	Improved
25	PAS	65	75	70	-5	Declined
26	RM	50	60	60	0	Constant
27	RY	60	65	70	5	Improved
28	RAR	45	60	60	0	Constant
29	SF	50	65	70	5	Improved
Total Score		**1645**	**1945**	**2075**	**130**	
Average		**57**	**67**	**72**	**5**	
Highest Score		**75**	**80**	**85**		
Lowest Score		**45**	**55**	**60**		

Based on the table above showed that the average score of students in post-test II is 72 and the average improving score is 5 point compared with the pre-test, post-Test I score and 75.8% or 22 students from the total of students had passed the minimum mastery criteria (MMC) and 24% or 7 students did not pass the minimum mastery criteria (MMC).

Graph 3

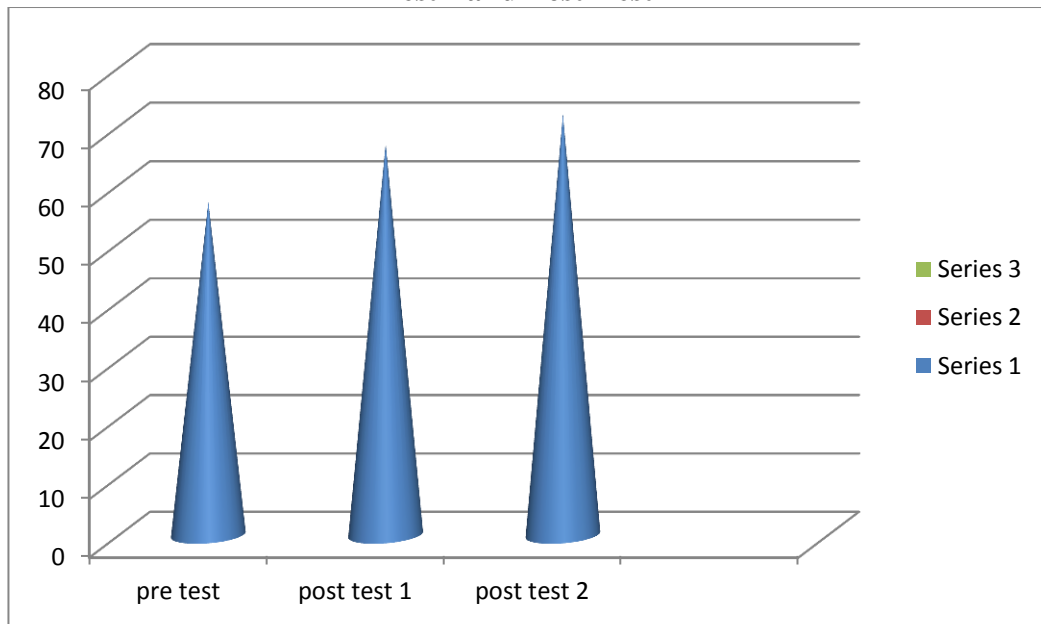**The Comparison of the Average Score of the Students at Pre -Test, Post -Test I and Post-Test II**

Table 14
The Percentage of Students' Score at Post-Test Cycle I and Post-Test Cycle II

No	Post -Test 1			Post-Test 2			
	Score	Frequency	Percentage	Score	Frequency	percntage	Category
1	55	3	10.3%	55		-	Low
2	60	6	20.6%	60	7	24.1%	Low
3	65	6	20.6%	65	-	-	Low
4	70	7	24.1%	70	10	34.4%	Average
5	75	4	13.8%	75	5	17.2%	High
6	80	3	10.3%	80	3	10.3%	High
7	85		-	85	4	13.8%	High
Total			100%			100%	
Average			67			72	

From the table above can be seen that there is 48.2 % of students got
score ≥70 in post- test 1, improved to 75.8 % in post- test II. Its mean that
there is an improving from post-test I to post-test II. The average of the
students score in post test 2 was 72, its better than post test 1. The students

could achieve target, the target is 70% of the students got score ≥70 and they could understand the material and more active to convey their idea than before, it means that they can improve their reading ability.

c. **The Result of Student's Learning Activity of Cycle I and Cycle II**

This observation sheet result is gotten when the learning process happened by the researcher. The result of the students' activities in Cycle I and Cycle II can be seen in this table as follow:

Table 15
The Result of the Students' Activity in Cycle I and Cycle II

No	Name	Cycle 1		Cycle 2	
		Meeting 1	**Meeting 2**	**Meeting 1**	**Meeting 2**
1	ANS	3	3	3	3
2	ADS	3	3	3	4
3	AR	2	2	3	3
4	ADK	3	3	3	4
5	AF	2	1	3	4
6	AA	3	2	3	3
7	DS	2	3	3	4
8	ES	1	1	2	3
9	ES	2	3	2	3
10	ESR	3	3	3	4
11	FM	3	3	3	4
12	FK	2	2	2	3
13	FA	2	2	3	3
14	GMM	2	1	2	4
15	HF	1	1	2	2
16	IY	3	3	3	3
17	INA	1	2	2	3
18	KA	1	1	2	3
19	LL	0	2	3	2
20	MA	3	3	3	4
21	MM	2	2	2	3

22	MF	3	3	3	3
23	MY	1	1	2	2
24	MNS	3	3	3	4
25	PAS	3	3	3	3
26	RM	1	2	3	2
27	RY	2	3	2	3
28	RAR	0	1	3	2
29	SF	1	2	2	3
Total		58	64	76	91
Average		2	2.2	2.6	3.1

Source: the result of students activities in cycle 1 and II

Graph 4
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
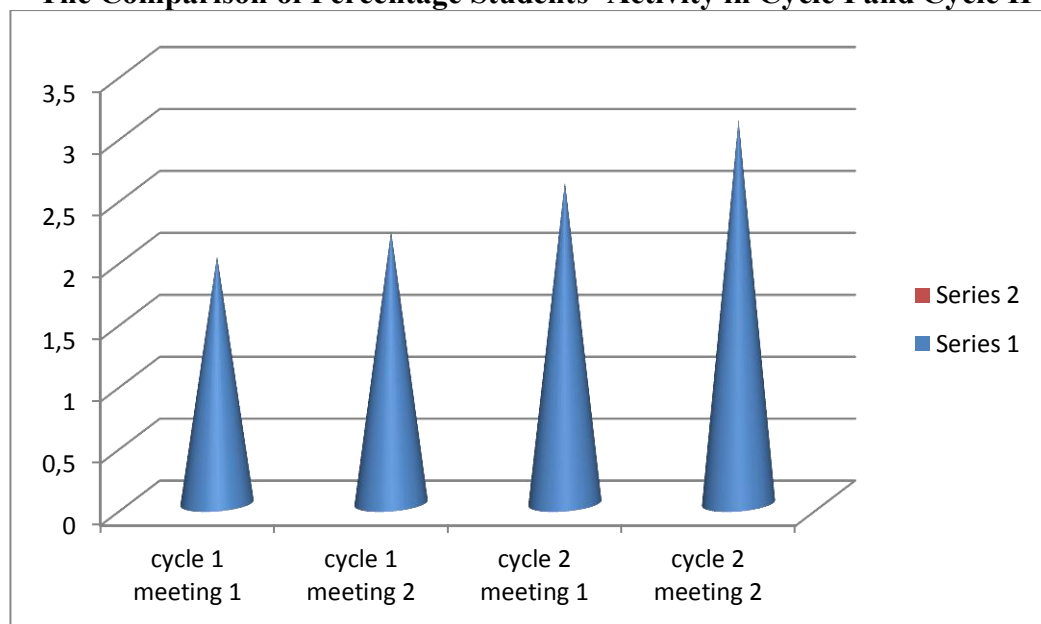
Based on the graph of above, it could be inferred that the improvement percentage from cycle I to cycle II improved significantly. It means that the learning process is successfull by using jumbled summary technique to improve reading ability.

Related this research until cycle II, the result score and the result activities of the students is achieved the target that is decided on indicator

of success 70% from students got minimum score 70. Based on the result of this research was known that more than 70% from the students got minimum score 70. So, it can be concluded that this research is finish and didn't need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

This section is concern with the conclusion, and seuggestion. In this writing explore about the brief result of this research, the short experiences that the researcher get and little bit suggestion. All of them explain more clearly as below.

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to conclude that the narrative text reading ability could be improved by using jumbled summary technique. Therefore, jumbled summary tehnique can be effective method and it could be as alternative way in teaching reading, because the method easy to use, simple for implementing. So, it made the students easier to understand the material and it can improve the students' motivation in English studying. Then, it could be improve students' narrative text reading ability. Using jumble summary can improve the activity of students learning process.

Based on the average of the students' score of MA Ma'Arif NU 5 Sekampung the result of test, observation sheet, and the student's activity in the implementation of cycle I and II were very active. It was supported by the students' score from pre test on cycle I which only 3 students of 29 students more than (10%) who got score more than 70. Improved became less than 50% (14 students) got score more than 70 at post test on cycle I. At the second cycle the students' reading comprehension improved from less then 50% (14 students) became more than 75% (22 students) who got score more than 70 on post test. It concluded the result of cycle II had already reached the indicator that was 70%

students got score 70 or more. Based on the data at the field, jumbled summary technique can improve students' reading ability, especially at the tenth grade of MA Ma'Arif NU 5 Sekampung in the Academic Year of 2019/2020 with good result.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. The students are suggested to be active in learning process especially English reading subject.

2. The students are suggested to improve their reading ability through jumbled summary technique.

3. The teachers are suggested to use jumbled summary technique as teaching techique because this media is effective to improve the students' reading ability.

4. English teachers are hoped to create easy situation and activity in the classroom. It means that it can simulate students' interest during learning process.

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APPENDIXES

SILABUS

Mata Pelajaran   : **BAHASA INGGRIS - WAJIB**
Kelas   : **X**
Kompetensi Inti   :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris	eks naratif lisan dan tulis berbentuk legenda	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur	6 x 2 JP	• Buku mata Pelajaran Bahasa Inggris kelas

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks,	**sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan	guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.	teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan		X • Kamus Bahasa Inggris • Audio CD/ VCD /DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www .daily english.com • http:/ /americanenglish.state.gov /files/ ae/res ource

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	akhir cerita *Unsur kebahasaan* (1) Kata-kata terkait karakter, watak, dan setting dalam legenda (2) Modal auxiliary verbs. (1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika	• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan	unsur kebahasaan dalam teks naratif **Pengamatan (observations):** kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian		_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	mempresentasikan secara lisan (6) Rujukan kata *Topik* teladanan tentang perilaku dan nilai-nilai luhur dan budaya.	dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa	menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft,		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu	**Mengamati** • Siswa mendengarkan/ membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan	**Pengamatan (observations):** kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa	2 x 2 JP	• <u>Audio CD/ VCD /DVD</u> • <u>www.youtube</u> • <u>SUARA GURU</u> • <u>Koran/ majalah berbahasa Inggris</u> • <u>www.dailyenglish.com</u> • <u>http://americanenglish.state.gov/files/ae/resource_files</u> • <u>http://learnengli</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16.	. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Keteladanan tentang perilaku yang	tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan	dalam proses pembelajaran dalam setiap tahapan rtofolio • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan**		sh.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menangkap makna lagu sederhana.	menginspirasi.	menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	**Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE I

Satuan Pendidikan   : MA MA'ARIF NU 5 Sekampung

Mata Pembelajaran   : Bahasa Inggris

Kelas/Semester   : X/ 2

Materi Pokok   : Narrative Text

Alokasi   : 4 x 45 menit

A. Kompetensi Inti

KI 3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, proseduralberdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang diplajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

KD 3.8   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaanya.

KD 4.8   Menyajikan teks Narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative.*

3.8.2 Mengidentifikasi berbagai informasi dalam teks narrative.

3.8.3 Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.

4.8.1 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.

4.8.2 Menyimpulkan pesan moral dari teks narrative.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.

2. Mengidentifikasi bebagai informasi dan masalah yang di alami tokoh dalam teks narrative.

3. Mengidentifikasi fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.

4. Menyimpulkan pesan moral yang terdapat dalam teks narrative secara lisan dan tulisan.

E. Materi Pembelajaran

a) Pengertian Narrative Text

Narrative text is the tex that telling chronology an event. It is way to present a story that tells true or fictional.

b) Fungsi Narrative Text

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deal with probelmatic events which lead to a crisis and then find resolution.

c) Struktur teks dari teks Narrative

a. Orientation

It introduces the setting of the story. It includes the participants, the time and the place.

b. Complication

It shows a prolem arises followed y other probloems.

c. Resolution

　　It contains the solution to the problem.

d) Unsur kebahasaan

　　a. The use noun phrases (a beautiful princess, a huge temple)

　　b. The use of connectives (first, before, that, then, finally)

　　c. The use of adverbial phrases of time and places (in the market, three days ago)

　　d. The use of simple past tense (She cried lodly)

　　e. The use of thinking verbs, feeling verbs, verbs of sense (She felt hungry; she thought she was clever, she smelt something burning).

e) Unsur intrinsik

　　a. Plot: What is going happen?

　　b. Setting: Where will the story take place? When will the story take place?

　　c. Characterisation: Who are the main characters? What do they look like?

　　d. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?

　　e. Theme: what is the theme/message the writer is attempting to communicate.

f) Contoh teks narrative

Snow White

　　Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

　　Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little

cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

H. Pendekatan dan Metode

1. Pendekatan   : Ilmiah (Scientific)
2. Metode   : *Observation, Discussion, Question and Answer*

G. Media/Alatdan Sumber Pembelajaran

1. Media/Alat

    a. Papan Tulis

    b. Spidol

    c. Teks narrative

2. SumberPembelajaran

    a. Hidayat, Seto. et.al. *Bahasa Dan Sastra Inggris, Jakarta: CV. Mediatama,* 2013.

    b. Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK Semester 2

H. KegiatanPembelajaran

 Pertemuan ke-1

  1. Pendahuluan (10 Menit)

   a. Guru masuk kelas dan mengucapkan salam.

   b. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.

c. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.

d. Guru memeriksa kehadiran peserta didik.

2. Kegiatan Inti

   a) Mengamati

   1) Guru menjelaskan mengenai materi teks narrative.

   2) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.

   3) Guru meminta peserta didik untuk mengamati teks narative.

   4) Guru meminta peserta didik untuk mencoba untuk menemukan informasi-infromasi penting dari dalam teks dalam waktu beberapa menit.

   5) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan berasama-sama karakter dan setting cerita yang terdapat dalam teks narrative.

   6) Peserta didik mengamati nilai moral dari teks narative tersebut.

   b) Menanya

   Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

   c) Mengumpulkan Informasi

   Secara individu, peserta didik mencari dan mengumpulkan informasi-informasi yang terdapat dalam teks narrative.

   d) Mengasosiasi

   Guru dan selurug peserta didik berdiskusi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

   e) Mencoba

   1) Guru memberikan teks narrative kepada peserta didik.

2) Guru meminta kepada peserta didik untuk mengumpulkan informasi dari teks dalam waktu beberapa menit dengan menggunakan tehnik jumbled summary.

3) Peserta didik membacakan di depan kelas informasi-informasi yang telah mereka dapatkan dari teks.

3. Penutup

a) Refleksi

1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.

2) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.

3) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

b) Menyimpulkan

1) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.

2) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.

3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.

4) Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan ke-2

1. Pendahuluan (10 Menit)

a. Guru masuk kelas dan mengucapkan salam.

b. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.

c. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.

d. Guru menanyakan kesulitan peserta didik dalam menemukan informasi di dalam teks dengan cepat.

2. Kegiatan Inti

a) Mengamati

1) Guru menjelaskan ulang mengenai materi teks narrative.

2) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.

3) Guru memberikan penjelasan ulang mengenai tehnik jumbled summary dan cara penggunaannya dalam membaca teks narrative.

4) Guru meminta peserta didik untuk mengamati teks narative.

5) Guru meminta peserta didik untuk mencoba tehnik jumbled summary untuk mengumpulkan informasi-infromasi penting dari dalam teks.

6) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan karakter dan setting cerita yang terdapat dalam teks narrative.

7) Peserta didik mengamati nilai moral dari teks narative tersebut.

b) Menanya

Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c) Mengumpulkan Informasi

Secara kolaboratif, peserta didik mencari dan mengumpulan informasi-informasi yang terdapat dalam teks narrative.

d) Mengasosiasi

Peserta didik berdiskusi dengan anggota kelompoknya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

e) Mencoba

1) Guru menyiapkan beberapa teks dengan judul yang berbeda.

2) Masing-masing kelompok akan dibagikan satu judul teks.

3) Guru akan meminta mereka untuk mengumpulkan informasi dari teks dengan menggunakan tehnik jumbled summary.

4) Peserta didik mendiskusikan dari informasi yang telah mereka dapatkan.

5) Guru meminta peserta didik dari masing-masing kelompok untuk menyebutkan struktur teks, unsur kebahasaan, dan nilai moral yang terdapat di dalam teks.

3. **Penutup**

    a) **Refleksi**

    1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.

    2) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.

    3) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

    b) **Menyimpulkan**

    1) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.

    2) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.

    3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.

    4) Bersama-sama menutup pelajaran dengan berdoa.

I. **Penilaian Hasil Belajar**

   1. **Teknik**
      - Tes unjuk kerja

   2. **Bentuk**
      - Tes Reading Narrative Skill

   3. **Instrumen**
      - Terlampir

   4. **Rubrik penilaian**

Explain	Score
Right Answer	2
Wrong Answer	0

The total of score is the right answer x 2

The score maximum is 100

The value of student = **The Result of Score** X 100

The Score Maximum

Sekampung,   Mei 2019

Collaborator   Researcher

ENSI DWI ELIAWATI, S.Pd   EKA WULANDARI

NPM. 14121287

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE II

Satuan Pendidikan   : MA MA'ARIF NU 5 Sekampung

Mata Pembelajaran   : Bahasa Inggris

Kelas/Semester   : X/ 2

Materi Pokok   : Narrative Text

Alokasi   : 4 x 45 menit

F. Kompetensi Inti

KI 3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, proseduralberdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang diplajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

G. Kompetensi Dasar

KD 3.8   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaanya.

KD 4.8   Menyajikan teks Narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

H. Indikator Pencapaian Kompetensi

3.8.4 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative.*

3.8.5 Mengidentifikasi berbagai informasi dalam teks narrative.

3.8.6 Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.

4.8.3 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.

4.8.4 Menyimpulkan pesan moral dari teks narrative.

I. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

5. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.

6. Mengidentifikasi bebagai informasi dan masalah yang di alami tokoh dalam teks narrative.

7. Mengidentifikasi fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.

8. Menyimpulkan pesan moral yang terdapat dalam teks narrative secara lisan dan tulisan.

J. Materi Pembelajaran

1. The elephant went to the rat king and told him about the trapped elephants

2. The elephant herd was totally set free, they danced with love and thanked to the rats.

3. Once upon a time there lived a ground of mice under a tree in peace.

4. One day elephant hunter came to the jungle and trapped a group of elephants in huge nets, then the elephant king suddenly remembered the king of rats

5. The Rat king immediately took his entire group of rat and they cut open the nets which had trapped the elephant herd.

6. Then the king of rats decided approach the elephant chief and request him to guide his herd through another road and so the life of the rats were saved.

7. However, a group of elephants crossing the jungle unknowingly destroyed the all the rats home. Many of them were even crushed to death.

The best arrangement is....

A. 3-7-6-4-1-5-2   B. 3-7-1-4-2-5-6   C. 3-7-2-4-1-5-6

B. D.3-7-1-4-2-5-6   E. 3-7-2-4-5-1-6

I. Pendekatan dan Metode

3. Pendekatan   : Ilmiah (Scientific)
4. Metode   : *Observation, Discussion, Question and Answer*

H. Media/Alatdan Sumber Pembelajaran

3. Media/Alat
   d. Papan Tulis
   e. Spidol
   f. Teks narrative
4. SumberPembelajaran
   c. Hidayat, Seto. et.al. *Bahasa Dan Sastra Inggris, Jakarta: CV. Mediatama,* 2013.
   d. Modul Pengayaan Bahasa Inggris Untuk SMA/MA dan SMK/MAK Semester 2

I. KegiatanPembelajaran

Pertemuan ke-1

1. Pendahuluan (10 Menit)

e. Guru masuk kelas dan mengucapkan salam.
f. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.
g. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.
h. Guru memeriksa kehadiran peserta didik.

2. Kegiatan Inti

f) Mengamati

7) Guru menjelaskan mengenai materi teks narrative.

8) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.

9) Guru meminta peserta didik untuk mengamati teks narative.

10) Guru meminta peserta didik untuk mencoba untuk menemukan informasi-infromasi penting dari dalam teks dalam waktu beberapa menit.

11) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan berasama-sama karakter dan setting cerita yang terdapat dalam teks narrative.

12) Peserta didik mengamati nilai moral dari teks narative tersebut.

g) **Menanya**

Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

h) **Mengumpulkan Informasi**

Secara individu, peserta didik mencari dan mengumpulkan informasi-informasi yang terdapat dalam teks narrative.

i) **Mengasosiasi**

Guru dan selurug peserta didik berdiskusi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

j) **Mencoba**

4) Guru memberikan teks narrative kepada peserta didik.

5) Guru meminta kepada peserta didik untuk mengumpulkan informasi dari teks dalam waktu beberapa menit dengan menggunakan tehnik jumbled summary.

6) Peserta didik membacakan di depan kelas informasi-informasi yang telah mereka dapatkan dari teks.

4. **Penutup**

c) **Refleksi**

4) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.

5) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.

6) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

d) Menyimpulkan

5) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.

6) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.

7) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.

8) Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan ke-2

1. Pendahuluan (10 Menit)

    e. Guru masuk kelas dan mengucapkan salam.

    f. Guru dan peserta didik berdoa bersama sebelum memulai pelajaran.

    g. Guru menanyakan keadaan peserta didik dengan menggunakan bahasa inggris.

    h. Guru menanyakan kesulitan peserta didik dalam menemukan informasi di dalam teks dengan cepat.

3. Kegiatan Inti

f) Mengamati

    8) Guru menjelaskan ulang mengenai materi teks narrative.

    9) Peserta didik menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.

    10) Guru memberikan penjelasan ulang mengenai tehnik jumbled summary dan cara penggunaannya dalam membaca teks narrative.

    11) Guru meminta peserta didik untuk mengamati teks narative.

    12) Guru meminta peserta didik untuk mencoba tehnik jumbled summary untuk mengumpulkan informasi-infromasi penting dari dalam teks.

    13) Dengan bimbingan dan arahan dari guru peserta didik mendiskusikan karakter dan setting cerita yang terdapat dalam teks narrative.

    14) Peserta didik mengamati nilai moral dari teks narative tersebut.

g) Menanya

Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

h) Mengumpulkan Informasi

Secara kolaboratif, peserta didik mencari dan mengumpulan informasi-informasi yang terdapat dalam teks narrative.

i) Mengasosiasi

Peserta didik berdiskusi dengan anggota kelompoknya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

j) Mencoba

6) Guru menyiapkan beberapa teks dengan judul yang berbeda.

7) Masing-masing kelompok akan dibagikan satu judul teks.

8) Guru akan meminta mereka untuk mengumpulkan informasi dari teks dengan menggunakan tehnik jumbled summary.

9) Peserta didik mendiskusikan dari informasi yang telah mereka dapatkan.

10) Guru meminta peserta didik dari masing-masing kelompok untuk menyebutkan struktur teks, unsur kebahasaan, dan nilai moral yang terdapat di dalam teks.

4. Penutup

c) Refleksi

4) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.

5) Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas yang terkait dengan materi.

6) Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

d) Menyimpulkan

5) Peserta didik bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.

6) Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.

7) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.

8) Bersama-sama menutup pelajaran dengan berdoa.

J. Penilaian Hasil Belajar

5. Teknik

- Tes unjuk kerja

6. **Bentuk**

   - Tes Reading Narrative Skill

7. **Instrumen**

   - Terlampir

8. **Rubrik penilaian**

Explain	Score
Right Answer	2
Wrong Answer	0

The total of score is the right answer x 2

The score maximum is 100

The value of student = **The Result of Score** X 100

                     The Score Maximum

Sekampung,   Juni 2019

Collaborator   Researcher

ENSI DWI ELIAWATI, S.Pd   EKA WULANDARI

                                                  NPM. 14121287

NAME   :

CLASS   :

Rearrange these sentences to make a good narrative text. Choose the correct answer by crossing (x) a, b, c, d or e!

No. 1

1. One upon a time, there reigned in East Java a king named Sindureja.
2. Sidupaksa had a very beautiful wife.
3. He had a prime minister named Sidupaksa.
4. They lived in complete happiness.
5. Each day she tried to think a way to separate Sidupaksa from his wife.
6. Sidupaksa loved his wife deeply.
7. However, Sidupaksa's mother didn't like her daughter-in-law.

The best arrangement is …

A.1-3-2-6-4-7-5   B.1-4-6-3-7-5-2   C.1-2-4-7-6-3-5   D.1-6-5-3-2-4-7   E.1-6-4-3-7-5-2

No.2.

1. The pigeon saw this and wanted to help her.
2. The ant climbed on to the grass and saved to the dry land.
3.   Once upon a time there was once a very happy pigeon.
4. He picked up a blade of grass and dropped it quite close to the ant.
5. He liked to splash in the water of the stream.
6. One day an ant fell into the stream accidentally.

The correct arrangement of the sentences above is ….

A. 3-5-4-1-6-2   B. 3-6-5-2-4-1   C. 3-5-6-1-4-2   D. 3-5-4-1-2-6   E. 6-1-4-3-5-2

No.3

1. He had some beautiful daughter.

2. It rolled into the well and began to cry.

3. Since that time it always stay close to the princess.

4. One day she played with her golden ball.

5. There was a frog that was willing to help her.

6. The youngest daughter was the most beautiful.

7. A hundred years ago there lived a king.

The correct arrangement of the sentences above is ….

A. 7- 3 - 6 - 4 -1 - 5 - 2   B. 7-1- 6- 4-2- 5 - 3   C. 6 - 4 -5 -3 -7 -2 -1

D. 7 - 4 - 1 - 6 - 3 -5 - 2   E. 7- 2 -4 -5 -3 -6 -1

No.4

1. She couldn't walk, so my father brought her home.

2. He also promised that he would buy a cushion for him.

3. I am Really happy because I have a pet now.

4. The cat was badly injured and her legs hurt.

5. My father was on his way home from the office when he saw a cat.

6. After I put a bandage, my father said that I could have her as my pet

7. I call my pet Ginger and I will take care of her

8. At home, we cleaned the cat and put a bandage on her injured leg.

The correct arrangement of the sentences above is ….

A. 5-8-6-7-2-1-4-3   B. 5-2-1-4-7-6-8-3   C. 5-1-8-2-4-7-6-3

D. 5-4-1-8-6-2-7-3

E 5-4-7-6-2-1-8-3

No.5

1. The crow did over and over.

2. Then it carried a stone and put it into the jar.

3. Finally, it succeeded to drink and felt happily.

4. Once upon a time, there was a crow. It wanted to drink water.

5. It did until the water is high enough to drink.

6. However, the crow couldn't reach the water

The best arrangement is…

A. 4-6-2-1-5-3   B. 4-6-5-2-1-3   C. 4-1-6-2-5-3   D.4-2-6-5-1-3

E. 4-6-3-1-3-5

Text for number 1 -5

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

1. What is the title of a narrative text above?

2. How many characters in the story?

3. What is seen Baya?

4. Why are they fighting?

5. What lessons can we learn in the story?

NAME   :

CLASS   :

Rearrange these sentences to make a good narrative text. Choose the correct answer by crossing (x) a, b, c, d or e !

No.1

1. The King of Kuripan was very wise.

2. Many princes wanted to marry her.

3. Once upon a time in Lombok, there was a Kingdom named Kuripan.

4. The best one would be Mandalika's husband.

5. To choose the one that would be the son in law, the King had an arrow shooting competition.

6. He had a daughter, named Mandalika who was very beautiful.

The best arrangement is….

A. 3-1-2-6-4-5 B 3-6-2-5-4-1 C. 3-1-6-2-4-5 D.3-6-1-2-5-4 E.3-1-6-2-5-4

No. 2

1. The crow felt very happy because the red ant helped him free.

2. One day, a crow flew to a tree overlooking the river. Looking down, he saw a red ant struggling in the water.

3. The next day, a hunter spotted the crow and took aim. The ant was nearby and saw what about to happen. It crawled up the hunter's leg and bit it. The gun shot went off in the wrong direction.

4. It pecked off a leaf and dropped it into the river. The ant crawled into it and floated safely.

The best arrangement is…

A. .3-1-2-4   B. 2-3-4-1   C. 2-4-3-1   D. 4-2-1-3   E. 2-4-1-3

No. 3

1. Baby Bear cried out "some one was sleeping in my bed and here she is"
2. When they went upstairs, they found out that Goldilocks was sleeping.
3. Once there were three bears that lived in a house located in the wood; a papa bear,mama bear, and a baby bear.
4. She jumped out of bed and ran of the house to go to her home.
5. They decided to take a walk before breakfast to let their porridge cool.
6. Goldilocks woke up when she saw the three bears.

The best arrangement is…

A. 1-6-3-5-2-4   B. 6-5-3-2-1-4   C. 3-5-2-1-6-4   D.3-1-4-5-2-6
E.3-5-2-4-6-1

No. 4

1. One night a fairy godmother came and made the doll alive. Gapetto was very happy.However, Pinocchio was very naughty. He often played truant or he stole in the store. He lied frequently.
2. Once there was a famous toy maker. He is Gapetto. He lived alone at his house. One day he made a beautiful doll, named Pinocchio. He liked the doll very much.
3. Finally, the fairy godmother blessed him. She changed him into a real boy. Pinocchio and his father lived happily forever.
4. one day a magician took him away. From that moment Pinocchio was in a very dangerous adventure. Gapetto tried to help him. Until one day they met inside the belly of a whale. Pinocchio realized that his father loved him very much. "I am sorry for making a lot of troubles for you, Dad," Pinocchio said. Since then he became a good boy.

The best arrangement is….

A. 2-1-4-3   B. 2-4-1-3   C. 4-1-2-3   D. 4-2-1-3   E. 2-4-3-1

No.5

1. Snow white knew about her evil plan. She escaped into a forest. There she made a friend with seven dwarfs.

2. The queen turned into a witch. Snow white did not realize it. The witch gave her poisoned apple. As a result, Snow White was put into sleep for years.

3. Long time ago, in the Neverland, there lived a very beautiful princess, Snow white.The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

4. Fortunately, in the end, Prince Charming received her with a kiss. They lived together happily ever after.

The best arrangement is….

A. 3-1-2-4   B .3-1-4-2   C. 3-2-1-4   D .3-2-4-1   E .3-4-2-1

Text for number 1 -5

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the witer?
2. To tell the plot, the writers uses…………..
3. Why Snow White ran away to the woods?
4. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
5. Where did Snow White live after she ran away to the woods?

NAME :

CLASS :

Rearrange these sentences to make a good narrative text. Choose the correct answer by crossing (x) a, b, c, d or e!

No.1

1. The elephant went to the rat king and told him about the trapped elephants

2. The elephant herd was totally set free, they danced with love and thanked to the rats.

3. Once upon a time there lived a ground of mice under a tree in peace.

4. One day elephant hunter came to the jungle and trapped a group of elephants in huge nets, then the elephant king suddenly remembered the king of rats

5. The Rat king immediately took his entire group of rat and they cut open the nets which had trapped the elephant herd.

6. Then the king of rats decided approach the elephant chief and request him to guide his herd through another road and so the life of the rats were saved.

7. However, a group of elephants crossing the jungle unknowingly destroyed the all the rats home. Many of them were even crushed to death.

The best arrangement is....

C. 3-7-6-4-1-5-2   B. 3-7-1-4-2-5-6   C. 3-7-2-4-1-5-6   D.3-7-1-4-2-5-6

E. 3-7-2-4-5-1-6

No. 2

1. The word was Catano.

2. One day after he had been trying so many times to make the bird say Catano, The man really got very angry.

3. The parrot was standing proudly and screaming at the last old chicken:" Say Catano or I'll kill you."

4. Once upon a time, a man had a wonderful parrot.

5. The man felt excited having the smatest parrot but he could not understand why the parrot would not say Catano.

6. He picked the parrot and throw it into the chicken house as they were as stupid as the chicken and he continued to humble," You know, I will cut the chicken and the parrot if you cannot say Catano."

7. The parrot could say every word, except one word

The correct arrangement is.......

A.5-7-1-4-2-6-3   B. 2-6-3-7-1-5-4   C. 7-1-5-2-6-3-4   D. 4-7-1-5-2-6-3

E. 1-4-7-5-2-6-3

No.3

1. But no matter how hard it tried, it could not manage to pick them.

2. A generous monkey noticed this, and threw him down a bunch.

3. But the wife turned the crocodile against the monkey" if that monkey lives on bananas, then its liver must be big and sweet," she said.

4. The crocodile ate its fill and also left some of the bananas for its wife.

5. A crocodile was trying to pick the bananas which grew on a palm trees near its pool.

The correct arrangement is....

A.1-5-2-4-3   B. 5-1-2-4-3   C. 1-5-4-2-3   D. 1-2-5-4-3   E. 5-2-1-4-3

No.4

1. At the further of the wood was another pretty cottage.

2. There was once a sweet maid who lived in a pretty cottage.

3. She gave her a red clockwith a hood which she always wear

4. Where grandmother lived in.

5. Everybody loved this little girl, her grandmother loved her most of all.

6. So, people called her Red Riding Hood

The best arrangement is....

A.1-2-4-3-5-6   B. 2-1-3-4-5-6   C.2-1-4-5-3-6   D. 1-2-3-4-5-6

E. 2-3-1-4-5-6

No.5

1. Finally, one of the frog listened to what the other frogs were saying and gave up. He fell down and died.

2. When the other frog saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comment and tried to jump up out of the pit with all their might.

3. The other frog continued to jump as hard as he could. Once again the crowd of frogs yelled at him to stop the pain and just die.

4. The other frog kept telling them to stop, that they were as good as dead.

5. He jumped ever harder anf finally made it out. When he went out, The other frogs said," didn't you hear us, the frog explained to them that he was deaf. He thought they were encouranging him the entire time.

6. A group of frog were travelling through the woods, and some of them fell intoa deep pit

The best arrangement is....

A.6-2-4-3-1-5   B.6-2-4-1-5-3   C. 6-2-4-1-3-5   D.6-2-1-4-3-5   E.6-2-1-3-4-5

Text for number 1 -5

Princess Teja Nirmala and Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot

his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
5. The similarity between fairy and human according to the text.

FIELD NOTE CYCLE I

Saturday, 11th May 2019

1. Give pre – test for the students.
2. Many of the students were confused with the material was given.
3. Many of the studnets are noisly with their friends.
4. Most of the students did the test confuselly.

Moday, 13th May 2019

1. The researcher gave the explenation of the material.
2. Many of the students who were noisly didn't gave pay attention by the researcher explenation.
3. Some the students did not understanding about the material.

Saturday, 15th May 2019

1. The researcher gave the explenation of the material.
2. Many of the students who were noisly didn't gave pay attention by the researcher explenation.
3. The researcher divided the students giving them question and answere.
4. Some the students did not understanding about the material.

Saturday, 18th May 2019

1. Give post – test I to the students with the kinds of test was multiple choises and essay.
2. Some of the students were confidence to do the taks.
3. Some of the students completed the minimum mastery criteria (MMC), but many students uncomplated the score.

FIELD NOTE CYCLE II

Thursday,13th June 2019

1. Explain the matrial.
2. Some of students were still confused about the material.
3. The students didn't give pay attention by the researcher explenation.

Saturday, 15th June 2019

1. Explain the matrial.
2. Some of students were still confused about the material.
3. The students give pay attention more about the teacher explanation.
4. The students were more entusiastic than before in this meeting

Monday, 17th June 2019

1. The teacher give post – test II afrer giving treatment
2. Most of the students passed the minimum mastery criteria (MMC).

DOCUMENTATION

Students Pre- Test

Treatment in Cycle I

Treatment in Cycle II

Nomor : B-0273/In.28.1/J/TL.00/01/2019
Lampiran : -
Perihal : **IZIN** *PRA-SURVEY*

Kepada Yth.,
KEPALA MA MA`ARIF NU 5 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**EKA WULANDARI**
NPM	:	14121287
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF JUMBLED SUMMARY TECHNIQUE TO IMPROVE READING ABILITIES OF NARRATIVE TEXT AMONG THE TENTH GRADES OF MA MA`ARIF NU 5 SEKAMPUNG

untuk melakukan *pra-survey* di MA MA`ARIF NU 5 SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Januari 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

SURAT IZIN PRA-SURVEY

Nomor: 099/421.3-MAMNU.5/I/2019

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro, tanggal 16 Januari 2019 Nomor B-0273/ln.28.1/J/TL.00/01/2019 tentang Izin Pra-Survey, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur memberikan izin kepada:

Nama   : EKA WULANDARI
NPM   : 14121287
Program Studi   : Tadris Bahasa Inggris (S1)
Judul Skripsi   : The Use Of Jumbled Summary Technique To Imprve Reading
                  Abilities Of Narrative Text Among The Tenth Grades Of Ma
                  Ma'arif Nu 5 Sekampung

Untuk melaksanakan Pra - Survey di MA Ma'arif NU 5 Sekampung, Lampung Timur, Tanggal 23 Januari 2019.

Demikian surat izin penelitian ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di   : Sekampung
Tanggal   : 23 Januari 2019
Kepala Madrasah

FITRIYANTO, S.Ag

Nomor : B-1199 /In.28.1/J/PP.00.9/5/2019   03 Mei 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Dr. Dedi Irwansyah, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Eka Wulandari
NPM	:	14121287
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Of Jumbled Summary Technique To Improve Reading Abilities Of Narrative Text Among The Tenth Grades Of MA Ma'arif NU 5 Sekampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-1383/In.28/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**EKA WULANDARI**
NPM	:	14121287
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA MA'ARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF JUMBLED SUMMARY TECHNIQUE TO IMPROVE READING ABILITIES OF NARRATIVE TEXT AMONG THE TENTH GRADES OF MA MA'ARIF NU 5 SEKAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 13 Mei 2019

Mengetahui,
Pejabat Setempat

FERIYANTO, S.Ag.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Nomor   : B-1384/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MA`ARIF NU 5
SEKAMPUNG
di-
          Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1383/In.28/D.1/TL.01/05/2019, tanggal 13 Mei 2019 atas nama saudara:

Nama	: **EKA WULANDARI**
NPM	: 14121287
Semester	: 10 (Sepuluh)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA`ARIF NU 5 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF JUMBLED SUMMARY TECHNIQUE TO IMPROVE READING ABILITIES OF NARRATIVE TEXT AMONG THE TENTH GRADES OF MA MA`ARIF NU 5 SEKAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH MA'ARIF NU 5
STATUS : TERAKREDITASI.A NOMOR : 077a/BAP-SM/12LPG/RKO/2013
NSM : 131218070009 / NPSN : 10816318

Alamat : Jl. Kampus Sumbergede 56 A, Sekampung Lampung Timur 34182 Telp. 0725 - 7850794

SURAT IZIN RESEARCH
Nomor: 006/421.3-MAMNU.5/VII/2019

Berdasarkan surat dari Institut Agama Islam Negeri Metro, tanggal 22 Mei 2019 Nomor B-183/In.28/D.1/TL.01/05/2019 tentang Izin Research, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur memberikan izin kepada:

Nama   : EKA WULANDARI
Npm   : 14121287
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Telah mengadakan Research pada Tanggal 15 Juli 2019 dalam rangka pembuatan Skripsi dengan judul :

"THE USE OF JUMBLED SUMMARY TECHNIQUE TO IMPROVE READING ABILITIES OF NARRATIVE TEXT AMONG THE TENTH GRADES OF MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG"

Demikian surat Research ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di   : Sekampung
Tanggal   : 18 Juli 2019
Kepala Madrasah

FITRIYANTO, S.Ag

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-744/In.28/S/OT.01/08/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama   : Eka Wulandari

NPM   : 14121287

Fakultas / Jurusan   : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121287.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Agustus 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Wulandari

NPM : 1412128.

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : Teaching Poetry Writing A Five-Canon Approach

Metro,
(Ketua Jurusan TBI)

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Wulandari

NPM : 1412128.

Fakultas : Tarbiyah.

Angkatan : 2014.

Telah menyerahkan buku berjudul : Teaching Poetry Writing A Five Canon Approach.

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari　　　　　　　　　Jurusan　 : TBI

NPM　: 14121287　　　　　　　　　　　Semester　: X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	kamis 31,-14	✓		- Table of Contents - Revision Bibliography. - Revision cover.	
2.	Senin 4-2-19	✓		- revision is OK - ACC for seminar	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari   Jurusan : TBI
NPM : 14121287   Semester : X/2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	31/Jan/2019		✓	- Chapter III has been revised - I have checked and revised the reference. Chapter I, II, III are well-prepared. The student can. Continue to Seminar Proposal. ACC for Seminar proposal.	

Mengetahui,
Ketua Jurusan TBI,

Ahmad Sabhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari   Jurusan : TBI
NPM : 14121287   Semester : X / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat, 10/5-19	✓		ACC for Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari   Jurusan   : TBI

NPM : 14121287   Semester   : X

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	senin 10/05/19		✓	Research Instruments ACC. 10/5/19	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II

Dr. Dedi Irwansyah, M.Hum
NIP. 19971223 200604 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari   Jurusan : TBI

NPM : 14121287   Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Selasa 10/5-19	✓		- Revise Chaper 4.."acting", Tabel Conten, Abstract, cover. Acknowledgments.	
2.	Kamis 12/5-19	✓		- Revise Abstract. - Revise Acknowledgments - Revise cover.	
3.	Senin 16/5-19	✓		- Revision is OK - ACC for seminar Munagosyah	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari   Jurusan : TBI

NPM : 14121287   Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	21/08/19		✓	Chapter IV should provide the answer of the problem formulation	
2.	23/08/19		✓	Chapter IU & V Please revise according	
5	26/08/19		✓	Please understand every single word in the undergraduate thesis	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Wulandari   Jurusan   : TBI

NPM : 14121287   Semester   : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	4/9/2019		✓	· Chapter IV and V Acc - I need to see the bibliography and appendixes , cu .	
2	9/9/19		✓	Ace for Munaqosyah	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

CURRICULUM VITAE

Eka Wulandari was born in Sumber Jaya, July 13, 1996. She is the first daugther of happy couple Bapak. Imam Khoiri and Ibu. Sukowati. She has a younger brother, his name is Ahmad Riyan Permadi. She graduated from Elementary School of SDN 01 Tanjung Serayan for six years and finished in 2008.

Then she continued her study in Junior High School of SMP N 1 Marga Tiga for three years. After graduating, she decided to study in MA Ma'Arif NU 5 Sekampung and finished in 2014. Then, She enrolled to English Department of IAIN Jurai Siwo Metro.