

**THE USE OF JUMBLED SUMMARY STRATEGY TO IMPROVE
STUDENTS' READING SKILL OF NARRATIVE TEXT TO THE TENTH
GRADE OF MADRASAH ALIYAH NEGERI 2 PALEMBANG**

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI PALEMBANG

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SURAT PERNYATAAN

Saya menyatakan dengan sebenar – benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

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ABSTRACT

The objective of this research was to find out whether or not there was significant improve student's reading skill of narrative text to the tenth grade of Madrasah Aliyah Negeri 2 Palembang. The population of this research was the tenth grade students of Madrasah Aliyah Negeri 2 Palembang with the total number 331 students. 41 students were selected as the sample in this study by using purposive sampling technique. They were divided into one group, experimental group. To conduct this research, pre-experimental design was applied. The instrument for collecting data was reading skill test that was distributed to the sample twice (pretest and posttest). There were 19 valid items of question in the form of multiple choices. The result of the test was analyzed statistically by using SPSS. The data from the test calculated was done by using sample t-test. The result of Paired sample t-test showed that the students in experimental group had significant improvement, it can be seen from the mean of scores in the posttest (95.00) higher than pretest (85.00). Based on the data, the researcher found that the lowest score 0 experimental student's pretest was 55 and the highest was 60, with the mean score of pretest was 70.00. The lowest score of experimental student's posttest was 60 and the highest 95, with the mean score of posttest was 82.07. Then, based on T-test the significance (2 tailed) was 0.00 lower than alpha value 0.05 and that t_{obtained} (15.097) was 15.097 was higher than t_{table} (0.357). The null hypotheses (H_{01}) was rejected and alternative hypotheses (H_{a1}) was accepted. It could be concluded that it was effective to teach reading narrative text by using jumbled summary strategy at the tenth grade students of Madrasah Aliyah Negeri 2 Palembang.

Keywords: *Reading Skill, Jumbled Summary Strategy, Narrative text.*

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CHAPTER 1

INTRODUCTION

In this chapter, the writer discusses (1) background, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background

Nowadays, English is one of international languages which is used by people in the world. Language is a tool of communication. There are two forms of communication; spoken and written. The purpose of communication is to send a message from the writer or speaker to reader or listener. It is used to communicate in many aspects such as in politics, economy, education, technology, science and culture (Saadila, 2012, p. 2). In Indonesia, English is a foreign language that is taught for the students of Junior or Senior High School even university students. As it is known, English has four skills; they are speaking, reading, writing and listening. Speaking and writing are productive skills, while reading and listening are receptive skills.

As Brown (2007, p. 115) stated that “reading is one of language skills process to obtain a lot of information and understand the idea found in the text. By reading, the students can acquire a valuable source of information that can improve their thinking to generate the ideas and solve the problems”.

However, reading comprehension is difficult. It is more stressed and involves higher order of thinking skill to catch and comprehend the information. Based on Brashdi (2002, p. 5), there are some aspects causing EFL students lack in reading comprehension such as unknown words, keeping the meaning in mind, and absence illustration. Reading means to understand and to get the information from written text. By reading, people can upgrade their knowledge. Reading is one of important four skills that must be mastered by the students because through reading activity, students are expected to be able to get more knowledge, information and pleasure.

Based on the observation done by the writer during the teaching practice of Madrasah Aliyah Negeri 2 Palembang on July 2019, the students of Madrasah Aliyah Negeri 2 Palembang found some problems in reading, they could not find the major elements of narrative text including setting, character, conflict or problem, the goal and resolution in the text. Because, they were not find detailed information from the text. To comprehend the content of the text, the students should not only have good mastery of English but also effective reading strategy. From reason above, the difficulties of reading problems come from the teaching technique that is used by teacher. In teaching, the monotonous technique such as the teacher gave a reading text and told them to read silently and the students were assisted to work individually. In fact in the class, some students felt sleepy, played hand phone, chatted with friends, and so forth when they were asked by teacher to read silently.

Another study done by Mujur (2015) the problems are; first, the students are bored to read a text because it 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 sentence; it makes the students to work hard to translate the word in sentence of the text.

Related to Jacks (2006, p. 129) opinion, jumbled summary means teacher presents randomly ordered key words and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding. The study was done by Mujur (2015) who applied the use of jumbled summary strategy in narrative text to improve the students' reading comprehension of SMAN 5 Bulukumba. The study show that there was an improvement of students' score from the first cycle to the second cycle. The researcher concluded that jumbled summary strategy could improve students' reading skill in narrative text. Another study done by Nusfiansa (2017) with the title the effect of using jumbled summary strategy on students' ability in writing recount text at State Senior High School 11 Pekanbaru. There was a significant effect on students' writing ability in recount text.

Therefore, in this research the writer was interested in providing a solution to help the students improve their reading comprehension, especially on narrative text. There are some interesting techniques to teach reading, for instance, collaborating, demonstrating, game, song, video and others. This research was conducted by applying an appropriate reading strategy, in this research the writer used jumbled summary strategy to help students to learn

major elements of the story. The writer chose an appropriate technique in teaching reading that would be an effective way to increase the student's reading skill and also to motivate students in learning.

In addition Dees (2010, p. 48), states that Jumbled Summary means the teacher presents a selection of randomly ordered vocabulary words or phrases and asks the students to assemble them in a logical order and make connections based on their understanding of the lesson.

Meanwhile a summary is a record in a reader's own words that gives the main points of a piece of writing such as a newspaper article, the chapter of a book, or even a whole book. It is also possible to summarize something that you have heard, such as a lecture, or something that you have seen and heard, such as a movie, supportive relationship between these communication process lead many teachers (Tierney, 1991, p. 246).

The Advantages of Jumbled Summary Strategy, this procedure is adaptable. Appeals to kinesthetic learners, students enjoy the tactile nature of the exercise when cutting out is involved. The procedure highlights gaps in students understanding. It requires a considerable amount of thinking and discussion is promoted. Because the final sequence is not prescribed, the end product is individual and owned by the students. This technique may be suitable for use prior to, during, or after a topic has been studied. The novelty value alone promotes interest in this activity (Mujur 2015).

Based on the fact above, the writer was interested in conducting the research in Madrasah Aliyah Negeri 2 Palembang, the writer focused on the

use of Jumbled Summary Strategy as one of the techniques to improve the students in reading skill of narrative text. The writer was interested in conducting a research entitled “The Use of Jumbled Summary Strategy to Improve Students’ Reading Skill of Narrative Text to The Tenth Grade of Madrasah Aliyah Negeri 2 Palembang”.

1.2 Problems of the Study

1.2.1 The Limitation of the Study

This study was limited on improve student’s reading skill of narrative text to the tenth grade of Madrasah Aliyah Negeri 2 Palembang.

1.2.2 Formulation of the Problem

The problem of this study was formulated as follow: “Was there any significant improve student’s reading skill of narrative text to the tenth grade of Madrasah Aliyah Negeri 2 Palembang?”

1.3 Objective of the Study

The objective of this study was to find out whether or not there was any significant improvement on reading skill of narrative text of the tenth grade students of Madrasah Aliyah Negeri 2 Palembang by jumbled summary strategy.

1.4 Significance of the Study

The result of this study could be benefits to students, teachers, writer herself and the other they are as follows:

1. For the students

For the students, this study can improve their reading and motivation in their reading. They can use jumbled summary strategy in learning English to find out the information from the texts of narrative text.

2. For the teachers

This study was expected to give contribution and improve the knowledge of teachers in the teaching reading skill through jumbled summary strategy. Hopefully, in the future they can use jumbled summary strategy which has been approved its effectiveness in teaching reading narrative text.

3. For the writer herself and other

Hopefully, the result of this study could give the experience in conducting the research for the other. It was also expected that this research could give the other valuable knowledge for the researchers as a teacher of English in the future.

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