

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

English is starting to be recognized as an international language and is also used in informal education Santi (2019:38). Realizing the importance of English, the Indonesian government has decided to make English a compulsory subject from high school to university.

According to Sukirah (2018: 52) currently English is studied as local content even in elementary schools. There are four basic languages that all language learners should master: listening, speaking, reading and writing. By reading students have the provision to support success. Because if students can read well, they will get new knowledge from all the subjects they study so that they can read well complete their assignments at school.

Reading comprehension means really understanding the contents of the text so that what is the topic of discussion is understood by the reader. Currently there is still a lack of student interest in reading skills, students usually only read without interpreting the text they have read. Many students are still not able to appreciate reading, for that there must be reinforcement given so that students can read and interpret each reading in narrative texts. Lack of information related to the benefits of reading comprehension will affect the way students read. In addition, it is necessary to be educated about the benefits and functions of reading comprehension itself.

Ability to read comprehension, students are required to be able understand the text read, can understand the contents of the reading, and look for cause-and-effect relationships. Students are expected to master the understanding of ideas which include; understand the main ideas or intentions contained in the text, supporting ideas, relationships between supporting ideas, drawing conclusions and appropriate reasoning Resmini (2020: 97)

English material in the junior high school curriculum is currently taught based on text. The students have to understand the techniques based on the text. Students must analyze and identify the topic, main idea, generic structure and meaning of the text. Students understand the text but they have to transfer the information and meaning of the text as new knowledge. However, this goal is very difficult to achieve. Most of the students' abilities are far from their learning targets. Students' reading ability is still low. The students find it difficult to analyze the text and find it difficult to get the main idea of the material and they are not active during the teaching and learning process.

As a receptive skill, reading is one of the important skills taught in school. Teachers already know that reading is one of the most important empathy skills they have to impart to their students Sukirah (2018:61). There are various aspects of reading comprehension, namely understanding simple meanings (lexical, grammatical and rhetorical), understanding signification or meaning, evaluation or assessment (content and form) and flexible reading speed Sukirah (2018: 43).

Based on preliminary observations and interviews with one of the teachers at SMP Negeri 10 Medan, it was shown that students' reading skills, especially narrative reading comprehension, were still low, especially in grade 8 because the material being taught was increasing. But the process and learning strategy is still low. The same as before, so that students are still difficult to understand. In addition, the pre-facilities in the teaching and learning process are also adequate so that students lack interest in learning and this causes students to have low scores and some are even below the KKM.

The ability to read comprehension is the basis and key to the success of a student in undergoing the educational process. The indicator aspects of reading comprehension skills used are the ability to collect reading content, the ability to summarize reading, the ability to answer questions based on reading content, and the ability to retell reading content. Knowledge acquisition is mostly done by students through reading activities, in this case reading comprehension.

The low students' skills in reading, especially reading comprehension, is caused by several factors, both from within the students themselves and from outside the students themselves. One thing that might be the cause is the lack of teacher variation in using this reading method. This is what causes students' reading comprehension skills to be low.

This is proven based on the results of the initial survey test on grade 8 students of SMP Negeri 10 Medan that there are still many grade 8 students who do not understand how to read narrative texts.

**Table 1.1 Precycle value results**

No.	Total Students	KKM	Precentage (%)
1.	9 students	> 75	28,1%
2.	23 students	< 75	71,9%

The test results above explain that most of the students' achievement in reading ability is still far from the standard criteria. The school pass score for KKM is 75. The results of this study, the researchers decided that the number of students who scored 70 was 90% of the total sample. This the purpose of teaching reading skills can be obtained optimally.

In the learning process at SMP Negeri 10 Medan, the teacher uses lecture and discussion learning methods. However, there are several problems that hinder students from reading, namely the ability of students. The problems are first, students get bored reading texts because they are not interesting, second, students' limited vocabulary makes it difficult for students to understand reading texts, third, students do not know sentence structure, this makes students work hard. translating words into sentences from texts that come from students and teachers at school.

Therefore, in this study the author's interest is in providing solutions to help students improve reading comprehension, especially in narrative texts. There are several interesting techniques for teaching reading, for example collaborating, demonstrating, games, songs, videos and others. This research was conducted by applying the right reading strategy, in this study the researcher used a jumbled summary strategy to help students learn the main elements of the story. The

researcher chose the right technique in teaching reading which would be an effective way to improve students' reading skills and also to motivate students in learning.

In addition, Irawati (2020: 48), states that Jumbled Summary means that the teacher presents a selection of vocabulary or phrases arranged randomly and asks students to arrange them in a logical order and make connections based on their understanding of the lesson. While the summary is a note in the reader's own words that provides the main points of writing such as newspaper articles, book chapters, or even the whole book. It is also possible to summarize something you have heard, such as a lecture, or something you have seen and heard, such as a film, a supportive connection between these communication processes makes many teachers Brookes (2021: 246).

The advantage of the Jumbled Summary Strategy is that the procedure is adaptable. Appealing to kinesthetic learners, enjoying the tactile nature of the exercise when cutting is involved. Tension procedures in students' understanding. This requires a lot of refreshing thought and discussion. Since the final order is not specified, the final product is individual and belongs to the student. This technique may be suitable for use before, during, or after a topic is learned. The novelty value alone drives interest in this activity Coffin (2019: 131).

As research conducted by Arif Fadli (2019:22) states that learning to read with the Jumble Summary Strategy has a significant influence on learning to read. Therefore, it is suggested that English teachers apply the Jumble Summary Strategy in teaching reading. This is in line with research conducted by Wardani (2020: 31) with the

results of the study it can be concluded that learning to read narrative texts using the jumbled summary strategy in grade ten is an effective learning strategy.

Based on the above, the researcher is interested in conducting research entitled "Using the Jumled Summary Strategy in Narrative Text to Improve Reading Comprehension of Grade 8 Students of SMP Negeri 10 Medan”.

### **1.2 The Problem of the Study**

Based on the background above, the problems that can be concluded are “does the use of jumbled summary strategy in narrative text to improve the students' ability in reading comprehension at 8<sup>th</sup> grade of SMP Negeri 10 Medan? “.

### **1.3 The Objective of the Study**

The purpose of this research is "To find out whether or not the use of jumbled summary strategy can improve reading comprehension of 8<sup>th</sup> grade students of SMP Negeri 10 Medan in narrative text".

### **1.4 The Scope of the Study**

The researcher limited this reading study to learning to read narrative texts in 8<sup>th</sup> of SMP Negeri 10 Medan.

### **1.5 The Significances of the Study**

Research must produce benefits for writers in particular and generally for readers. In the following, the benefits of the research results.

- a. For students, the results of this study can improve reading skills, especially narrative reading comprehension and can gain experience from reading narrative texts using the jumbled summary strategy.
- b. For teachers, it can be used as an alternative to selecting learning techniques to improve students' abilities in narrative reading comprehension.
- c. For schools, it can be used as an effort to improve the quality of teaching management and consideration for improving teacher performance
- d. For other researcher, it can be a reference, source of information and reference material for further research so that it can be further developed in other materials to improve the quality of learning.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Reading Comprehension**

##### **2.1.1 Definition of Reading Comprehension**

According to Hornby (2020:359) the word "understanding" is defined as follows:

(1) Understanding, (2) Exercises that teach students to understand the language.

Understanding is part of the communication process that brings the thoughts of the writer into the minds of the readers. Ahmadi (2018:12) states that comprehension is the core of reading because the purpose of reading and writing is to convey a message. Comprehension also involves discovering and interpreting the deep abstract structural relationships that underlie sentences.

Ahmadi (2018:17) defines reading is an activity that connects one thought with another. Reading activities aim to obtain information from reading material. If you want to learn language, especially English, you have to learn to read. Because reading is very important for information when learning English as a foreign language. Reading is the process of removing meaning from written words. This is the process of interpreting messages. This is an important skill in language teaching. It is a communication process involving writer and reader, encoder and decoder. In other words, reading is an activity whose main goal is to understand or construct meaning from written text.



Further, Mr. Brown (2020) explains that reading comprehension is first and foremost about developing important material or skills, which are used very effectively as a strategy for understanding what we read. In other words, the purpose of reading comprehension is reading comprehension. Reading comprehension activities also require reading comprehension skills to read texts and obtain information. Janette explains that reading comprehension is a process that encourages readers to respond to text.

The process is complicated because when reading the text it is very important to understand or understand the text. Understanding a text requires a lot of dialogue between readers and what they think before reading the text, not just variables related to the text itself. Based on the above understanding, reading comprehension seeks implicit information from the text or written language, and the reader understands the overall meaning of the selected reading text.

The word 'skill' in the Hornby (2020:153) is the ability to do something well. Competence, thus, is the ability to understand the text which demands the ability to understand the meaning of the text as a whole. Dexterity is something that happens automatically, without thinking, and happens the same way every time. Furthermore, skills are capacities acquired through conscious, systematic, and sustained effort to perform complex activities or professional functions involving ideas, objects, and people with fluency and adaptability, and abilities.

Based on the definition of above, the researcher concludes that reading comprehension skills can be defined as the reading process which the readers

understand the passage of the text, understand total meaning of the text, both implicit and explicit meaning and to be able answer the question about the text well.

### **2.1.2 Kinds of Reading Comprehension Skills**

Smart readers, for example:

1. Predict what will happen next in a story.
2. Understand the main ideas and supporting details of the text.
3. An understanding of the order, message, or structure of the text.
4. Understand the meaning of strange words in the text.
5. Summarize the nature of the reading material Irawati (2020:57).

Reading comprehension is a skill in which the reader has to guess and answer questions, as well as hide the author's intent and purpose. After the reader reads the title of the text, students predict what will happen next in a story so that it is easy to understand the main ideas and supporting details. Thus, students can understand the message or structure, understand the meaning of foreign words in the text, and get the gist of the reading material. In this study, the researcher focused on the skills of understanding the message or structure of the text and understanding the main ideas and meanings of foreign words.

### **2.1.3 The Factors that Influences Reading Comprehension**

Reading comprehension is a cognitive process that requires many skills and strategies. Readers actively participate in the text, they think about many things while reading to understand the text. Several factors affect reading comprehension, such as

linguistic factors and non-verbal factors. Linguistic factors include lexical knowledge and metacognitive knowledge about second language structure, grammar and syntax.

While nonverbal factors include their previous knowledge and experience. Oakhil (2019:73) concluded that Lucy Hart has compiled a list, she briefly describes the factors that influence reading comprehension as follows:

#### 1. Prior knowledge

Prior knowledge plays an important role in reading comprehension. Initial knowledge or often called basic knowledge is very important for creating new knowledge, without prior knowledge written material will be meaningless. Prior knowledge is expressed verbally. The more knowledge that needs to be activated to be useful, the more likely the material is to be understood. Prior knowledge helps students understand what is written and make inferences or predictions about the text. This means that prior knowledge is very important in reading to get the feeling of reading.

#### 2. Vocabulary

Mastery of students' vocabulary affects their reading comprehension. Students can understand familiar words in relation to other words in the text. Vocabulary fluency includes recognizing the parts of words in speech, their definitions, useful contextual clues, and how they work in a sentence. These vocabulary strategies can help improve comprehension.

### 3. Mobility

Reading fluency helps students store information accurately, express it, and increase speed. Reading fluency develops through reading practice. As students become fluent readers, they spend less time trying to decipher the meaning of words or more time looking at the meaning of sentences as a whole. Over time, fluent readers develop the ability to respond to text in depth.

### 4. Active reading

Beginning readers often rely on experienced readers to guide them through texts. However, as readers grow, they will be able to track their own reading comprehension. Students can proactively guide their reading by targeting emerging reading comprehension problems. Students can solve reading comprehension problems by memorizing what they have read, asking their own questions, or evaluating texts.

### 5. Critical thinking

Students can actively respond to texts more effectively when they have critical thinking skills. As students read, they can identify main ideas and supporting details, the sequence of events, and the general structure of the text. Students will also be able to identify literary devices and their influence on texts. Having critical thinking skills helps students deepen their understanding of texts, leading to positive reading experiences.

## **2.2 The Concept of Narrative Text**

### **2.2.1 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. Also, the statement noted by Chatman (2020:242) stated that 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, crime, real-life fiction, historical fiction, mystery, science fiction, diary novel, and adventure.

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 (2020:257) classified narrative text into four basic elements as follows:

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 contains an initiating event, starting the main character of the series of events toward problem-solving. A good writer will make the reader drawn 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.

### **2.2.2 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. Douglas Brown (2020:231) explained that 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.

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.

### **2.2.3 The Generic Structures of Narrative Text**

Joe (2020:59) divided the generic structures of narrative text are orientation, complication, a sequence of events, resolution, and coda. 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).

### **2.2.4 The Linguistic Features of Narrative Text**

The language features usually found in a narrative are Joe (2020:71) :

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.

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.

## **2.3 Jumbled Summary**

### **2.3.1 The Definition of Jumbled Summary**

According to Jane Willis in Oxford University Press (2020:374), Jumbled Summary is that get the learners to order some parts of the complete text. 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.

Moreover, Anastasia (2019:31) holds that jumbled summary is required 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 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 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.

### **2.3.2 The Advantages and Disadvantages Jumbled Summary**

Acording to Joe (2020:35) there are advantages and disadvantages of jumbled summary. The advantages jumbled summary are as follows:

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.

In addition there are advantages of jumled summary, according to Joe (2020:43) disadvantages of jumled summary are: Jumbled Summary as follow :

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.

### **2.3.3 Procedure in Jumbled Summary Strategy**

Here's how to implement the Jumbled Summary strategy in reading ability as follows:

1. Rearrange the jumbled story summary. This prepares who for the next assignment reorders the paragraphs giving the ruler's account of the event. They then suggested titles for story variations.
2. Stories are presented in the correct order. Learners first read the story and then rearrange the jumbled summary, or
3. Each sentence in the summary is put on a separate card. Cards are dealt randomly, one by one is bigger. Students memorize their dialogues, pronounce them and reconstruct the story in the correct order.

### **2.3 Previous Study**

In this study, the researcher summarizes relevant previous research. The first research is “Using the Jumbled Summary Strategy to Improve Narrative Text Reading Skills for Grade X Students of Madrasah Aliyah Negeri 2 Palembang” written by Rati Arjanaiti (2020:6). This research was conducted because the skills in reading narrative texts of class X students of Madrasah Aliyah Negeri 2 Palembang were still low. To conduct this research, a pre-experimental design was applied using the theory from Sugiyono (2016). The instrument for data collection was in the form of a reading skills test which was distributed to the sample twice (pretest and posttest). The test results were analyzed statistically using SPSS. The data from the test calculation results was carried out using a sample t-test. The results of the Paired sample t-test showed that students in the experimental group experienced a significant increase. This can be seen from the average score on the posttest (95.00) higher than the pretest (85.00).

Furthermore, research was carried out by "Teaching Reading by Using the Jumbled Summary Strategy" written by Sari (2019: 38). This research was conducted because the method of teaching reading at the school was less varied and wanted to understand the difference between using a mixed summary and not. This research is an experiment using the theory of Fremaan (2000). The tool in this study was a multiple choice reading test. This test is valid because of the material taught to students before taking the test. To check the reliability of the test, the researcher used the semi-separated test formula. After that, the data were analyzed using the t-test formula suggested by Gay, Mills, and Airasian (2011). From the data analysis, the t count is 3.214 while the t table is 2.021 which means that the t count is greater than the t table. So it can be concluded that talking to read using the Jumble Summary Strategy has a significant influence on learning to read.

The last research is Wulandari's research (2019: 48) entitled "Using the Jumbled Summary Technique to Improve the Ability to Read Narrative Texts for Class X MA Maarif NU 5 Sekampung Lampung Timur". This research was conducted because the students' reading comprehension skills were still low. The main objective of this study is to find out that technical summaries can improve reading comprehension skills in class X (ten) IIS2 MA Ma'Arif NU 5 Sekampung Academic Year 2019/2020. This type of research is classroom action research (CAR) based on the theory of MC Taggart (1988) to improve the reading comprehension skills of class X (ten) IIS2 consisting of 29 students. This research was carried out in four steps, namely planning, action, observation, and reflection which were carried out in two cycles

consisting of six meetings. Then a qualitative and quantitative analysis was carried out based on the pretest and posttest scores according to the KKM. The results of this study indicate that the jumbled summary technique can be used as a learning technique in reading. This is evidenced by the results of the average value of the pre-test and post-test which shows an increase. In post-test I 67 and post-test II 72, there was an increase in value of 0.5.

**Table 2.1 Research GAP relevant research**

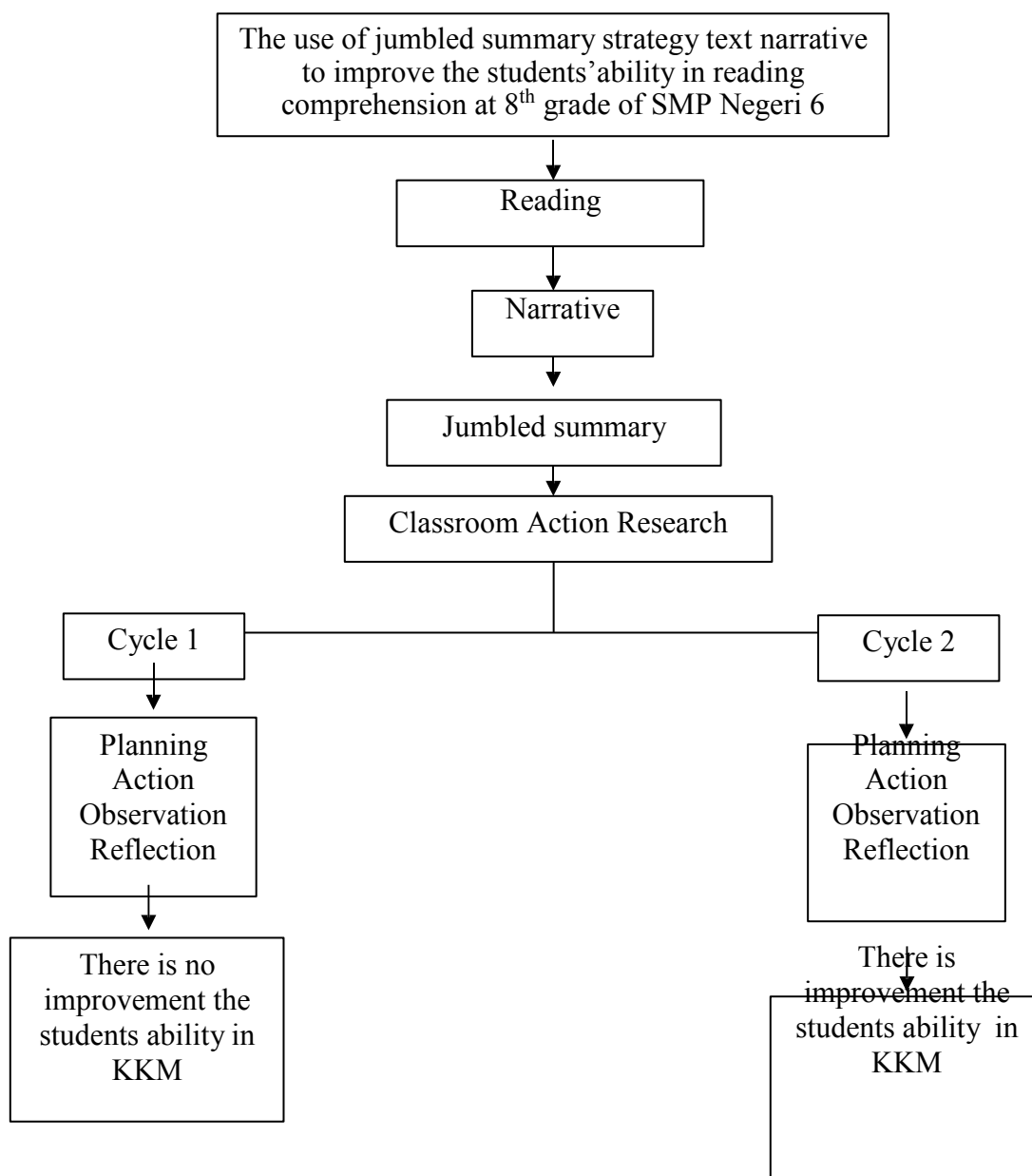
Title	Similarities	Differences
"The Use of Jumbled Summary Strategy to Improve Students' Reading Skill of Narrative Text to the Tenth Grade of Madrasah Aliyah Negeri 2 Palembang" Rati Arjanaiti (2020:6)	The similarities between this research and this research are the same research objectives and data collection, namely by using pre-test and post-test to see the difference. With the data collection techniques carried out can show the actuality of the resulting data.	In this research, classroom action research will be carried out using qualitative and quantitative data collection techniques. The difference between this research and the research that will be conducted lies in the object, time, and theory. There are also differences in the theory used. Arjanaiti's research does not use theory as a basis, only uses concepts, including the concept of students' reading comprehension.
"Teaching Reading by Using	The purpose and method of	While the difference is the type

<p>Jumbled Summary Strategy" Sari (2019:38).</p>	<p>data collection are the same, namely using the pretest-posttest. The object of the study is also the same, namely in grade 8 junior high school students. With the data collection techniques carried out can show the actuality of the resulting data.</p>	<p>of research used. Sari's research used experiments while this study used classroom action research. There are also differences in the theory used. The research conducted by Septiana does not use theory as a research basis, but only uses concepts. The concept used is the jumbled summary strategy concept. This research also only examines the development of reading learning and does not have a research focus.</p>
<p>"Using the Jumbled Summary Technique to Improve the Ability to Read Narrative Texts for Class X MA Maarif NU 5 Sekampung Lampung Timur" (Wulandari, 2019)</p>	<p>The research method with this research is the use of the same method, with the data collection techniques carried out, showing the actuality of the data produced.</p>	<p>The difference is that Wulandari's research examines reading skills without the need to know how students understand, while this study examines reading comprehension which focuses on students' understanding of the content in reading the narrative text. Another difference lies in the theory, validity technique, object and place of research.</p>

## 2.4 Conceptual Framework

Reading is one of the four language skills that have an important role in language life. As with learning in schools from elementary to tertiary levels, reading is one of the abilities that every student must have in addition to the other three skills, namely writing skills, listening skills, and speaking skills.

Reading comprehension is the reader's understanding of a reading and in reading activities the reader does not just read but must be able to understand the content contained in the reading. In reading lessons so that students don't feel bored with monotonous learning activities, a teacher needs to have the right method to make learning to read easier and more fun. As time goes by, the methods used in learning also continue to develop. One of them is the jumbled summary method, which is a method by making a summary of the text, so that students can better understand what is read. Here is a chart of the frame of mind :



**Figure 2.1 Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research uses classroom action research with qualitative and quantitative approaches consisting of planning, action, observation and reflection. Creswell (2018:577) defines classroom action research as a systematic procedure carried out by teachers or people working in the field of education) to collect information, and then improve, the way teachers plan, teach, and the way students learn. Then, Creswell also stated that classroom action research includes research with a qualitative approach, although the data collected can be in the form of quantitative data and qualitative data. This activity is carried out in two cycles, each cycle consisting of four meetings. Cycle one will observe students' competence in reading comprehension using a jumbled summary strategy. After finding the results of the first cycle, the researcher will proceed to the second cycle.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

According to Arikunto (2017:173) the population is the entire research subject. If the researcher wants to examine all the elements in the research area, then the research is a population study.

The population in this study will be students in class 8A SMP Negeri 10 Medan which totaled 32 students.

### 3.2.2 Sample

According to Sugiyono (2018:229), the sampling technique or commonly referred to as sampling is the process of selecting a number of elements from the population under study to be sampled, and understanding the various characteristics or characteristics of the subjects being sampled, which can later be generalized from the population elements.

In this study, the number of samples was determined using the slovin formula as follows:

$$n : \frac{N}{1+N(e)^2}$$

$$n : \frac{32}{1+32(0,1)^2}$$

$$n : \frac{32}{1+32(0,01)}$$

$$n : \frac{32}{1+0,32}$$

$$n : 1,32$$

$$n : 24,2 \text{ (24 respondents)}$$

Information:

n = sample size/number of respondents

N = Population size

E = Percentage of tolerance for accuracy of sampling error; e = 0,1

Then, the sample in this study will be 24 students in the 8<sup>th</sup> grade at SMP

Negeri

10

Medan.

### **3.3 Instrument of Collecting Data**

The function of using research instruments is also to obtain useful data when researcher have collectes information in the field. In this study, there are two ways of collecting data, namely qualitatively (based on experience) and quantitatively (based on numbers). The qualitative data collection instrument in this study used field notes through observation and documentation data. While the instrument used in this research quantitatively is a test. To obtain data related to research problems, researcher will design with predetermined indicators. The stages of how to collect data using this research instrument are as follows:

1. Test

The test is a set of stimuli given to individuals to obtain responses based on what is assessed Donald Ary (2020:137). In this study uses tests of active participation and students' understanding in the assessment carried out in cycle I and cycle II.

- a. The instruments to be used in the test include 2 things, namely active participation of students and students' understanding in reading narratives. The following is the rating table:

**Table 3.1 The Students' Active Participation**

No	The students active participation	Score	Indicator
1	Very Active	4	Students respond the material very actively
2	Active	3	Students respond to the material actively
3	Fairly Active	2	Students respond the material just one or twice
4	Not Active	1	Students just sit down without doing something.

**Table 3.2. Rubric of Main Ideas and Sequence Details**

Literal Comprehension	Criteria	Score	Clasification
Main Ideas	Main idea does not capture the central point of the text. Main idea is not accurate, and does not include all important information	(0-49)	Poor
	Main idea does not fully capture the central point of the text. Main idea is not quite accurate, and may not include all important information.	(50-69)	Fair

	Main idea mostly captures the central point of the text. Main idea is mostly accurate, and includes almost all important information.	(70-89)	Good
	Main idea captures the central point of the text. Main idea is accurate, and includes all important information.	(90-100)	Excellent
Sequence	Response is written in the student's own words.	(0-49)	Poor
Details	Response is written mostly in the student's own words. May contain minor inaccuracies.	(50-69)	Fair
	Much of the response is copied directly from the text. May contain major inaccuracies.	(70-89)	Good
	May contain few, incorrect or irrelevant details.	(90-100)	Excellent

## 2. Observation

According to Sugiyono (2018:229) observation is a data collection technique that has specific characteristics when compared to other techniques. Observations are also not limited to people, but also other natural objects. In this study, researcher uses observation sheets, namely structured guidelines.

Observation grids are used as a guide for researcher when carrying out observations.

Observation, as a means of collecting qualitative data, includes paying close attention to and systematically recording what you see and hear, taking place in a special setting Haryono (2020:97). Observation is also made for data collection to photograph how far the effect of the action has reached the target. Observation is carried out by people who are actively involved in the process of implementing the action.

This observation can be carried out with observation guidelines in the form of field notes, observation of actions in class (Satori, 2020). Observation is very suitable for recording qualitative data, for example behavior, activities, and other processes. Field notes as a form of observation can be qualitative data. Classroom observations are usually recorded in the form of field notes. Field notes are written observations about what you see happening in your classroom Aan Komariyah (2017:81).

In formal research, observation is made to collect valid and reliable data that can be used as material in answering research questions. In CAR, observations are made mainly to monitor the process and the impact of learning needed to be able to organize corrective steps.

The benefits of observation in Classroom Action Research will be realized by careful feedback or feedback, namely in the following ways: (1) based on field notes which are written systematically and carefully; (2) based

on factual data; (3) the interpretation is given for the first time by the observed teacher. There are three main phases in making observations, namely as follows: (1) Planning meeting. In the planning meeting, the presenting teacher and observers discuss the lesson plans that will be implemented in the Classroom Action Research. Materials that need to be discussed include: how the presentation of the learning steps is carried out and how the researcher will begin by collecting data through observation; (2) Class observations. In this phase the observers and teachers as researchers make observations or observations of the learning process in the classroom which includes observations of students, class atmosphere, teacher-student interaction, student-student interaction, and other matters related to Classroom Action Research; (3) Feedback discussion. Teachers and researchers study together the results of observations or successes to make field notes and discuss the next steps.

Field notes are observation instruments that will be used in Classroom Action Research (CAR) to provide notes about what happened during the observation which includes descriptions of places, people, objects, actions, activities, events, purposes, times and feelings. In this study, researchers used field notes to find out the frequency or activity of students during the learning process

Sugiyono

(2018:237).

**Table 3.3 Observation sheet instrument grid**

Data Source	Indicator	Results	
		Yes	No
Students	<ol style="list-style-type: none"> <li>1. Understanding of simple meanings (lexical, grammatical, rhetorical)</li> <li>2. Conduct an evaluation or assessment (content, form)</li> <li>3. Flexible reading speed</li> <li>4. Detailed understanding of the contents of the text</li> <li>5. Smooth disclosure</li> <li>6. Accuracy of diction</li> <li>7. Accuracy of sentence structure</li> <li>8. The significance of narrative</li> </ol>		
Teacher	<ol style="list-style-type: none"> <li>1. Open lesson</li> <li>2. Explain learning objectives</li> <li>3. Presentation of reading comprehension material on narrative text</li> <li>4. The use of the summarized summary method in reading comprehension of narrative texts</li> <li>5. Do an evaluation</li> <li>6. Conclude</li> <li>7. Closing the lesson</li> </ol>		



The text of the observation report is a text that contains a general description or a report in the form of the results of the observations. The observation report text is also called a classification text because it contains a classification of the types of things based on certain criteria. The end result of the observation is a report in which there is a conclusion from the observer about the results of the observations. The results of the observations will be descriptive.

### 3. Documentation

Sugiyono (2018:476) states that documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. Researchers use documentation to obtain data about profiles school such as school history, number of teachers and staff as well as students at SMP Negeri 10 Medan. In addition, documentation is used to visualize class activities in the form of photographs. The instrument to be used in the documentation method is documentation guidance, namely:

- a. Documentation of teachers and staff at SMP Negeri 10 Medan for the 2022/2023 Academic Year.
- b. Documentation of students of SMP Negeri 10 Medan for the 2022/2023 Academic Year.

### **3.4 Procedure of Collecting Data**

Because this study aims to determine the jumbled summary technique that can be used to improve students' reading skills. In this study, researchers collected data with preliminary observations and then collected data using tests. The test is a series of stimuli given to individuals to obtain responses based on what is assessed Donald Ary (2020:165). In this study used active sensitivity tests and students' understanding in the assessment carried out in cycle I and cycle II. The research procedures will be divided into two cycles; they are cycle one and cycle two. Each cycle consists of planning, action, observation and reflection.

#### **3.4.1 Cycle I**

##### **1. Planning**

- a. Researcher was prepared material about reading gives to students.
- b. Researcher was made the first, second, third, and fourth RPP about reading materials.
- c. The researcher was made an observation check list to observe student activities.
- d. Researcher was created research instruments.

##### **2. Action**

Researcher was conducted two cycles, where each cycle consists of four meetings. Each meeting, the researcher given the reading material Jumbled arrangement. The action of each meeting was described as follows:

- a. The researcher was asked the students to form small groups and distribute the reading texts.
- b. The researcher was introduced the topic and explain how to understand the text through jumbled summary strategy.
- c. The students was tried to understand and read the text through jumbled summary strategy.
- d. Students was discussed their answers with other students in their group.
- e. Researchers was checked student answers and give assignments.
- f. The researcher was asked the students to form small groups and distribute the reading texts.
- g. The researcher was introduced the topic of the text and explain how to summarize the text.
- h. The researcher was asked students to try to make a summary.
- i. Students was discussed their summaries with other students.
- j. Researchers was checked student answers and give assignments.
- k. The researcher was asked the students to form small groups and distribute the reading texts.
- l. The researcher was introduce the topic and explain how to understand the text through jumbled summary strategy.
- m. The students was tried to organize and read the text through jumbled summary strategy.

- n. Students was discussed their answers with other students in their group.
- o. Researchers was checked student answers and give assignments.
- p. The researcher was asked students to form small groups and share the reading text
- q. The researcher was introduced the topic of the text and explain how to summarize the text.
- r. The researcher was asked students to try to make a summary.
- s. Students was discussed their summaries with other students.
- t. Researchers was checked student answers and give assignments.

### 3. Observation

Researchers was observed student activity in the learning process by using an observation checklist to determine student participation or activity (active or inactive)

### 4. Reflection

After collecting the data, the researcher would evaluate the teaching and learning process, then would reflect by looking at the observations, whether the process of teaching and learning to read through the Jumbled Summary Strategy is not successful. The criteria are based on the results of the first action test, and the researcher continues this strategy in the next cycle (cycle II).

### 3.4.2 Cycle II

#### 1. Planning

- a. Researcher was continued the activities that have been carried out in cycle I
- b. The researcher was fixed the weaknesses in cycle 1
- c. The researcher was re-planned the learning process scenario from the reflection results of cycle 1
- d. The researcher was made an observation checklist to observe student activities
- e. The researcher was made research instruments

#### 2. Action

Cycle II consists of four meetings. At each meeting, the researcher provided reading material using the jumbled summary strategy in action. The actions of each meeting will be described as follows:

- a. The researcher was asked the students to form small groups and distribute the reading texts.
- a. The researcher was introduced the topic and explain how to understand the text through jumbled summary strategy.
- b. Students was tried to understand the text and read it.
- c. Students was discussed their answers with other students in their group.
- d. Researchers was checked student answers and give assignments.

- e. The researcher was asked the students to form small groups and distribute the reading texts.
- f. The researcher was introduced the topic of the text and explain how to summarize the text.
- g. The researcher was asked students to try to make a summary.
- h. Students was discussed their summaries with other students.
- i. Researcher was checked student answers and give assignments.
- j. The researcher was asked the students to form small groups and distribute the reading texts.
- k. The researcher was introduced the topic and explain how to understand the text through jumbled summary strategy.
- l. Students was read the text.
- m. Students was discussed their answers with other students in their group.
- n. Researcher was checked student answers and give assignments.
- o. The researcher was asked the students to form small groups and distribute the reading texts.
- p. The researcher was introduced the topic of the text and explain how to summarize the text.
- q. The researcher was asked students to try to make a summary.
- r. Students was discussed their summaries with other students.
- s. Researchers was checked student answers and give assignments.

### 3. Observation

Researcher was observed student activity in the learning process by using an observation checklist to determine student participation or activity (active or inactive).

### 4. Reflection

After collecting the data, the researcher was evaluated the teaching and learning process, then would reflect by looking at the observations, whether the process of teaching and learning to read through the jumbled summary strategy is not successful. Criteria based on the results of the second action test.

## **3.5 Technique of Analysis Data**

Data analysis according to Sugiyono (2018:482) is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, breaking into units, synthesizing, compiling into in patterns, choose what is important and what will be learned, and draw conclusions so that it is easily understood by oneself and others. The data collected in this study were both qualitative and quantitative. The data obtained from data collection carried out by researchers will be analyzed as follows :

## 1. Qualitative data

This study uses qualitative analysis. Qualitative data analysis was used to analyze data from observations of teacher and student activities. This qualitative data analysis is presented in the form of a description of the data that has been obtained during the research activities. According to Creswell (2018:473) the qualitative research method is a type of method for describing, exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian issues. The data processing process is in a descriptive form according to Sugiyono (2018: 91-99) which is described in the following stages:

### a. Data reduction

The data obtains from the field is quite a lot, for this reason it is necessary to record it carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection and look for it if needed

### b. Data Presentation

Presentation of data is done in order to organize the results of the reduction by way of compiling a narrative set of information that has been obtained from the results of the reduction, so that it can provide the possibility of drawing conclusions and taking action. This



organized data is described so that it is meaningful both in the form of narration, graphics and tables. In research, the presentation of data will make it easier to understand what happened, plan further work based on what has been understood. In presenting data other than using narrative text, it can also be in the form of graphs, matrices, networks and charts.

c. Conclusion Drawing/Verification of Data

Drawing conclusions and verification is to provide conclusions on the results of interpretation and evaluation. This activity also includes finding the meaning of the data and providing explanations. Furthermore, verification activities are carried out, namely activities to find the validity of the conclusions and compatibility of the meanings that emerge from the data. Then the data will be presented descriptively.

2. Quantitative Data

To process quantitative data for measuring reading comprehension, according to Creswell (2018:491), quantitative research is an approach to test objective theory by examining the relationships between variables. These variables, in turn, can be measured using instruments, so data counts can be analyzed using statistical procedures. The data got from cycle I and cycle II will be analyzed through the following steps:

b. Scoring the students answer:

$$\text{Score: } \frac{\text{the correct answer}}{\text{total number of item}} \times 100$$

c. After collecting the data of the students, the researcher classified the score of the students. The researcher classified the score of the students into the following criteria :

- 1) 96 to 100 is classified as excellent
- 2) 86 to 95 is classified as very good
- 3) 76 to 85 is classified as good
- 4) 66 to 75 is classified as fairly good
- 5) 56 to 65 is classified as fair
- 6) 36 to 55 is classified as poor
- 7) 0 to 35 is classified as very poor

d. Furthermore, an assessment of student completeness will be carry out. According to the Ministry of National Education (2018:72), a class is said to be classically completed if 85% of all students have achieved the Minimum Completeness Criteria (KKM). With learning it is necessary to hold a presetage calculation for the number of students who have completed or have fulfilled the KKM, namely 70, classical completeness data processing is calculated using the Percentages Correction formula as follows :

$$S = \frac{R}{N} \times 100$$

Where :

S: The value sought/expected

R: Total score of items/questions answered correctly

N: Ideal maximum score of the test.

The data analysis techniques will use to find out increasing student learning outcomes in this study namely by compare the percentage of learning completeness in the application of the model direct learning with verse card media in cycle I and cycle II.

- e. The percentage of learning completeness will be calculate by means compare the number of students who complete learning with the number of students as a whole (maximum student) then multiplied by 100%. From the table classification, the researcher calculated the value of percentage got test through the following formula:

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

Where :

P = Percentage

F = Frequency (observed scores)

N = Number of Samples