



**IMPROVING STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT THROUGH JUMBLED TEXTS**

**(An Experimental Research of the Second Grade Students of SMA N 3 Pati
in the Academic Year of 2010/2011)**

a final project
submitted in partial fulfillment of requirements for the degree of *Sarjana*
Pendidikan in English

by

Fanny Kartikasari

2201407085

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2011

ABSTRACT

Kartikasari, Fanny. 2011. *Improving Students' Reading Comprehension in Narrative Text through Jumbled Texts (An Experimental Research of the Second Grade Students of SMA N 3 Pati in the Academic Year of 2010/2011)*. Final Project, English Department. S1 Degree of Education. Advisors: I Drs. La Ode Musyaridun, II. Maria Johana Ari W. S.S., M.Si.

Key Word: *Jumbled Text, Students' Reading Comprehension, Experimental Research.*

The topic of the final project was the use of jumbled text as a strategy to develop the students' reading comprehension. The purpose of the experimental research was to know the improvement of students' reading comprehension in narrative text that was taught using jumbled text. The significant of the study is to provide an alternative strategy that can motivate students to improve their interest in reading narrative text.

The problem statements were how the students' ability in reading comprehension of narrative text for students who were taught using jumbled text was and whether jumbled text was effective or not to improve students' ability in reading comprehension of narrative text. In conducting this research, the writer had an objective to find out the students' ability in reading comprehension of narrative text for students who were taught using jumbled texts.

In order to achieve the objective of this research, the writer designed an experimental research. The experimental design used in this study was one group pre-test post-test design which was conducted on the second grade of SMA Negeri 3 Pati in the academic year of 2010/2011. There was one class used as the sample of the research. The class was XI IPS 4 that consisted of 33 students. The students acted as the experimental group to be taught reading comprehension using jumbled texts. Besides, there was another class that was used for try-out (XI IPA 2). There were three meetings during the experiment. Before the experiment, a pre-test was given to the experimental group. A post test was given after the experiment was done. The test consisted of 26 items of multiple choice types. The result of pre-test showed that the average score of pre-test was 73.7 while the average score of post-test was 85.

In analyzing the data, to find out the significance of the score increase between the pre-test and post-test, t-test was applied. After having the test of significance, the t -value (4.23) was higher than t -table (2.04). Based on the result above, it meant that the result of the post-test was higher than the result of the pre-test. Therefore, it can be concluded that there was an improvement in students' reading comprehension in narrative text after using jumbled text. Furthermore, the writer suggests that English teachers should use their technique variety in teaching reading comprehension of narrative text in order that the teaching and learning will be more attractive and enjoyable.