THE COMBINATION OF SCRAMBLE WORD GAME AND MAKE A MATCH METHOD IN TEACHING NARRATIVE TEXT ON READING COMPREHENSION

THESIS

Submitted by

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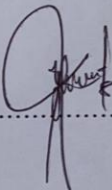**UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG**

2024

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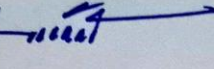
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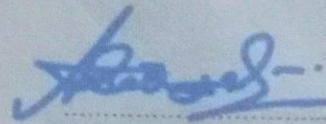
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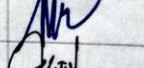
LEMBAR PENGESAHAN PERSETUJUAN REVISI SKRIPSI

PENDIDIKAN BAHASA INGGRIS
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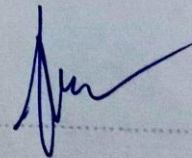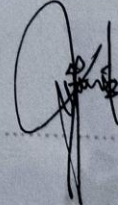Judul Skripsi : *The Combination of Scramble Word Game and Make a Match Method in Teaching Narrative Text on Reading Comprehension*

Tgl Ujian Skripsi : 16 November 2024

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DECLARATION AUTHENTICITY

I hereby declare that in this thesis, there are no works that have been previously submitted to obtain a bachelor's degree at any university, and to the best of my knowledge, there are also no works or opinions written or published by others, except those that are explicitly cited in this text and listed in the bibliography.

Sorong, November 21, 2024

My statement,

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148820320004

MOTTO & DEDICATION

MOTTO

"Believe that in every difficulty, there is surely ease, for Allah does not burden a soul beyond its capacity. Have faith and trust that Allah is always there for His servants."

DEDICATION

The author realized that they would not be able to complete the research and final report properly without guidance, advice, motivation, and assistance from various parties. On this occasion, the author expressed their utmost gratitude to:

1. Myself. Thank you for enduring and persevering until I reached this point. Thank you for your hard work all this time.

2. Mr. Syahril Syamsudin Rumodar and Mrs. Sugiarti were my parents who always supported and prayed for me in my education. I did not forget my brother, Jeremy Thulus Sidabutar, who was very understanding and always encouraged me.

3. To my friend Ezra Uliartha Sidabutar, who was the best support system, being a friend through all kinds of weather, ready to accompany me throughout the completion of the final report. Once again, thank you so much.

4. Thank you to my classmates who have always supported and encouraged
    me.

ACKNOWLEDGEMENTS

Assalamu'allaikum Warahmatullahi Wabaraktuh.

Alhamdulillah, praise be to Allah Swt. who has bestowed His grace, guidance, and blessings so that the writing of this thesis can be completed. The thesis entitled: "The Combination of Scramble Word Game and Make a Match Method in Teaching Narrative Text on Reading Comprehension" was submitted to meet the partial requirements for the Bachelor of Education degree. The researcher would like to express his deepest gratitude to Dr. Rustamadji, M.Si. as the rector of the University of Education Muhammadiyah Sorong and also to Roni Andri Pramita, M.Pd. as the dean of the Faculty of Language, Social and Sports Education.

My greatest gratitude and appreciation go to my supervisor, Nurteteng, M.Pd. For his guidance, advice, support, insightful comments, and extraordinary knowledge in completing this thesis, I am grateful to have been guided by him. I am very grateful to the head of the English Language Education program, who provided extensive assistance in completing my thesis. I will choose them to express my respect.

Sorong, November 13, 2024

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ABSTRACT

Juria Ulfah Rumodar /**148820320004. THE COMBINATION OF SCRAMBLE WORD GAME AND MAKE A MATCH METHOD IN TEACHING NARRATIVE TEXT ON READING COMPREHENSION** thesis. Faculty of Language, Social, and Sports Education. University Pendidikan Muhammadiyah Sorong. November, 2024.

One important element in learning English is reading comprehension. Every student must be able to understand the texts they read to grasp the meaning and content of those texts. One of the most prominent issues among students is related to reading comprehension. The aim of this research was to determine the impact on students' reading comprehension at SMA Negeri 1 Kabupaten Sorong by applying a combination of the scramble word game and make a match method. This study used a quantitative approach with 25 students from class X MIPA 1 at SMA Negeri 1 Kabupaten Sorong as subjects. The assessment instrument used by the author consisted of 20 multiple-choice questions based on narrative texts. After analyzing the results with a paired sample T-test, the alternative hypothesis stating that the application of the combined scramble word game and make a match method was accepted, while the null hypothesis was rejected. Additionally, the P value (0.000) was smaller than the significance level (0.05). This indicates that there was a significant difference in students' reading comprehension scores between the pre-test and post-test. It can be concluded that the combination of the scramble word game and make a match method had an impact on students' reading comprehension. Through the make a match method, students easily understood a text and creatively matched images with corresponding texts to form a complete story. This fostered cooperation and solidarity in each group. Meanwhile, through the scramble word game, students added new vocabulary that greatly helped in reading comprehension. The scramble word game itself was a word game in which letters were mixed up and then arranged to form a word. The implication of combining the scramble word game and the make-a-match method significantly enhances students' reading comprehension and vocabulary skills. This innovative approach fosters a dynamic classroom atmosphere, making learning more engaging and enjoyable. It is applicable across various educational levels, including elementary, junior high, and high school, with adjustments made to suit the text context for each age group. Students reported feeling happier and more relaxed during the learning process, indicating a positive impact on their overall educational experience.

Keywords: Make a Match Method, Reading Comprehension, Scramble Word Game

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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Reading comprehension was one of the crucial elements in the world of education. However, it also became one of the most challenging aspects that students faced in education. For instance, in order to comprehend this statement, one had to visually analyze the words, determine their phonological, orthographic, and semantic representations, and then connect the words using syntactic rules to comprehend the sentence's underlying meaning (Perfetti & Stafura, 2014a). Understanding a text was not just about reading. As it was widely known, understanding and reading were two different things. However, both played equally important roles in the world of education. Reading comprehension was the ability to understand, analyze, and comprehend the content of a text as well as to discern the writer's purpose. According to Grabe (2009), reading comprehension included the ability to recognize words quickly and efficiently, develop and use a large vocabulary, process sentences to build understanding, use various strategic processes and important cognitive skills, interpret and evaluate texts in a way that aligned with the reader's goals and needs, and process the text smoothly over a long period of time.

Based on the text above, the definition of reading comprehension according to experts was an activity where readers understood the meaning

and content of a text. In order to comprehend a text, one had to visually examine the words to ascertain their orthographic, semantic, and phonological representations. After that, syntactic principles needed to be applied to connect the words in order to understand the sentence's underlying meaning. The ability to use a variety of strategic processes and critical cognitive skills, quickly and effectively recognize words, acquire and apply a broad vocabulary, break down sentences into their most basic forms, and interpret and assess texts in light of the reader's objectives and needs were all components of reading comprehension.

For students to be successful in the educational process, reading comprehension was a necessary prerequisite (Johan G M and Ghasya D A V, 2018). According to Lestari et al. (2019), reading activities contributed greatly to students' acquisition of knowledge. In this case, the activity carried out was reading comprehension. Students who could not master reading skills well faced internal learning problems because almost every learning activity involved reading (Budiawan et al., 2020).

Reading comprehension was one of the most crucial aspects for a language learner. Based on the researchers above, reading comprehension was very important for students. Understanding a text was very influential in learning, as most of the learning consisted of reading. Every student had to be able to develop the ability to read comprehension. Without reading comprehension, students found it difficult to follow the lessons because they did not understand the content and purpose of the text they read.

Beside that, vocabulary had an interesting and intricate role in reading comprehension. One had to be able to decipher the printed information in order to create a mental image of the text or to comprehend its meaning (Zhang & Anual, 2008). In conclusion, research indicated that vocabulary was a good indicator of reading proficiency and that there were various degrees of dependable, consistent relationships between vocabulary knowledge and reading comprehension. Therefore, it was not surprising that vocabulary was an important component in the readability index. This suggested that a person's level of understanding of certain words impacted the overall level of understanding of the text (Kuhn & Stahl, 2003).

However, this did not rule out the possibility of problems faced by students in reading comprehension. Students' use of reading comprehension was influenced by a wide range of factors. In recent years, vocabulary had gained a lot of attention as a gauge of language ability. Word knowledge was thought to be the most important component of language proficiency and academic success due to its close relationship to text comprehension (Bernhardt, 2005). Based on the text above, the most significant issue in reading comprehension was the lack of vocabulary knowledge. Several studies specifically investigated the relationship between vocabulary and reading comprehension because the connection between vocabulary and reading comprehension was highly correlated and crucial. Insufficient vocabulary could result in a lack of understanding of the text being read.

Mastering a wide range of vocabulary was one of the supporting factors in reading comprehension.

Based on the results of observations conducted by researchers at SMA Negeri 1 in Sorong Regency during a two-month teaching assistance program from September 20, 2023, to November 20, 2023, the researchers found that one of the issues in student learning was reading comprehension. Tenth-grade students at SMA Negeri 1 in Sorong Regency experienced difficulty in comprehending a foreign language text, particularly English texts. Their reading comprehension ability was very low because one of their biggest problems was that they lacked vocabulary knowledge.

To solve the problem in reading comprehension, the researcher intended to combine the scramble word game and the make a match method. According to Amar Muzaki (2011), children enjoyed playing games at home and in school. Given how important games were to children in their daily lives, educators needed to be innovative (Puspitasari, 2016). Uki and Liunokas (2021) state that the make-a-match methodology was an intriguing method for reviewing previously provided materials. However, this method could also be used to teach new content by assigning notes and having students do homework to study the subject beforehand, so they were prepared when they arrived in class.

Make a Match had the potential to enhance students' learning activities both cognitively and physically. Because it involved gaming elements, this type of learning made it enjoyable and helped students better understand what

they were learning. This could have had an impact on their reading comprehension skills. Moreover, Puspitasari (2016) mentioned that this medium could be made into a game by matching the appropriate sentences and pictures. This could have been a fun way to influence and attract students' attention in the teaching and learning process regarding reading comprehension by matching sentences with appropriate pictures. One strategy to increase students' learning and thinking speed was the scramble word game (Huda M, 2003). Due to the deficiency in vocabulary as one of the accompanying elements of reading comprehension, researchers utilized the scramble word game to enhance students' vocabulary. Students using this method had to integrate their left and right brains. Scramble referred to a category of games that promoted vocabulary development and critical thinking. The goal of the word scramble game was for students to arrange scrambled words and letters to form meaningful words. With the scramble word game, students could increase their vocabulary. Based on the explanation above, the researcher combined the scramble word game and make a match method.

The reason the researcher combined the scramble word game and the make a match method is because both involve scrambling and pairing/matching, followed by arranging. Both methods aim to enhance students' reading comprehension and make learning enjoyable in the classroom. According to Uki & Liunokas (2021), children enjoy playing both at home and at school.

By incorporating games into the learning process, it becomes more engaging, and students do not feel bored during class.

1.2. Formulation of the Problem

Based on the research problem above, the researcher formulated the research question as follow:

"Does the combination of scramble word game and make a match method impact on the students's reading comprehension of tenth grade at SMA Negeri 1 Sorong Regency?"

1.3. Objective of the Research

The objective of this research aimed to determine whether or not scramble word game and make a match method impact on the reading comprehension of students in tenth grade at SMA Negeri 1 Sorong Regency.

1.4. Significance of the Research

The result of this research can give a contribution to teachers, English students and other researcher, as follows:

1.4.1. Teachers

This research is expected to help teachers offer learning in an atmosphere and can be used as a new method for use in the teaching and learning process in the classroom. In addition, this research aims to

improve teaching practices and skills in applying strategies to improve reading comprehension

1.4.2. Students

For English students, this research is expected to assist pupils improve their reading comprehension. The researcher expects that by combining the scramble word game and read and match procedures, students will gain a better understanding of the reading text and the meaning of many of the words in it.

1.4.3. Other Researcher

For other researchers, this research is likely to be valuable in assisting future researchers who wish to do research on comparable themes, as well as providing further evaluation information. Furthermore, it adds to our understanding of this research and serves as a foundation for future research.

1.5. Hypothesis of the Research

The hypothesis of the research of this research as followed :

1. Null Hypothesis (H0): The combination of Scramble Word Game and Make a Match Method doesn't impact the students' reading comprehension at SMA Negeri 1 Sorong Regency.

2. Alternative Hypothesis (Ha):The combination of Scramble Word Game

and Make a Match Method impact the students' reading comprehension at SMA Negeri 1 Sorong Regency.

1.6. Operational Definition

For this research, the researcher be limited the research using three variables as follows:

1.6.1. Scramble Word Game

Scramble is the category for video games that enhance language development and critical thinking. The purpose of the scramble word game is to have pupils arrange scrambled words and letters to form meaningful words. To help students come up with a solution, the words were randomized.

1.6.2. Make a Match Method

Make a match is a method of pairing text with an image that matches the existing text. So, students must understand the content of a text in order to be able to pair text and images. It involved having them search for matching cards as they study ideas or subjects in a fun and relaxed environment.

1.6.3. Reading Comprehension

Reading comprehension is one of student's ability to understand the meaning and message that contained in a text. The researcher used

narrative text in this study. It hope, after this experiment, will improve

reading comprehension and student's vocabulary.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature of review. It consists of literature for this research, the preview of this research, and the conceptual framework.

2.1. Reading Comprehension

2.1.1. Definition of Reading Comprehension

According to (Ahmadi, 2012), reading comprehension is a collaborative mental exercise including a reader's linguistic knowledge (global knowledge) and subject-specific information. When readers' prior knowledge is triggered throughout the reading comprehension process, they engage with the content. Every instructor aspires to enhance the various abilities of children at different school levels, and reading comprehension is seen as the objective of reading and the desired diversion (Al-Rimawi & Al Masri, 2022a). Comprehension is a "creative, multifaceted process" that relies on four language skills: phonology, syntax, semantics, and pragmatics (Gilakjani et al., 2012). (Rahmani & Sadeghi, 2011) define reading comprehension as the capacity to identify a text or message. This recognition is a result of the way printed words communicate with one another and activate information that is not contained in the text or message. Rapid word comprehension is a prerequisite for reading comprehension. When word understanding is difficult, students' capacity to comprehend what is read

is hampered because they have to expend too much mental energy analyzing individual words.

Reading comprehension is one of the most complicated human activities. To comprehend a phrase, one must visually process the words, identify their phonological, orthographic, and semantic representations, then connect them using syntax rules to understand the underlying meaning (Perfetti & Stafura, 2014b). Understanding the underlying meaning of a sentence is not sufficient. According to (Feng et al., 2011), effective reading requires integrating meaning across phrases, utilizing relevant previous knowledge, making inferences, identifying text structure, and considering the author's goals and intentions.

2.1.2. Classification of Reading Comprehension

Because there was a lot of overlap between the comprehension skill levels, the classification of those skills to levels was criticized heavily. As a result, Aukerman & Aukerman proposed grouping comprehension skills into patterns. These patterns emphasize how knowledge is formed and are equally important, with each style being closely related to the others. Accordingly, the literal style, the inferential pattern, the assimilation pattern, the applied pattern, the critical pattern, and the emotional pattern are the six styles into which these two scientists have divided comprehension skills (Al-Rimawi & Al Masri, 2022b)

As a result, the following classification of reading comprehension skills was made based on information provided by (Nagah and Hafez) (2002):

1. Literal comprehension: understand concepts stated in the text, recognize idiomatic and lexical phrases, recognize and retain details, and adhere to directions.

2. Inferential understanding: by drawing conclusions about parallels and divergences, cause-and-effect connections, implicit meanings within the text, and the intentions and motivations of the author.

3. Creative understanding: This entails answering the question, attempting to simulate it, adding to it, supplementing it (offering ideas and different approaches that might produce better outcomes), resolving related issues using the readings, finishing a text, and formulating an original viewpoint.

2.1.3. Types of Genre in Reading Comprehension

Diverse genres are compiled in diverse ways by (Nadirah et al., 2020), including analytical exposition, anecdotes, reports, hortatory exposition, narratives, discussions, news thing, procedures, explanations, and descriptive. They then separate those kinds into humanities and technological categories. technical documents pertaining to technical work or workshops, such as arguments, metal work, reports, and so forth. The following are the descriptions of each genre:

1. Analytical Exposition

   This kind is used to persuade readers of the significance of a certain topic. literature that expresses the author's opinions about numerous items, locations, or occurrences in his immediate environment without urging the reader to take any particular action.

2. Anecdotes

   Sharing tales of odd or humorous occurrences is the social purpose of anecdotes. Anecdotal texts are primarily meant to amuse readers or listeners by telling tales of unusual, humorous, or fascinating incidents.

3. Report

   A report is just a description that uses both general and particular language to classify and describe items.

4. Hortatory Exposition

   Hortatory exposition is a type of writing that is meant to persuade the readers of something or not.

5. Narrative

   This text's purpose is to amuse, entertain, and deal in various ways with real or imagined experience, or as a reconstruction of an event.

6. Discussion

   Content that displays contentious conversations, such as arguments for and against a problem or issue that exists in society, is referred to as discussion content.

7. News Thing

   Actual content that informs readers or daily newspapers about events of the day that are seen as newsworthy or important is known as news thing content.

8. Procedures

   Procedure text is literature that serves as a guide to assist us in completing a task or creating something.

9. Explanation

   The processes involved in the creation of social, scientific, cultural, and natural phenomena are described in explanatory literature. The goal of an explanatory text is to explain "why" and "how" a phenomenon happens.

10. Descriptive

   Genres are used to characterize specific individuals, groups, or objects. In order to help readers grasp the information they are seeking, descriptive texts give a thorough explanation.

   In this research, the researcher will use narrative text as the genre for reading comprehension. Why did the researcher choose narrative text? This is because narrative text is widely discussed in the field of education, especially in high schools. With diverse stories such as fairy tales and folktales, narrative text becomes engaging for students, making reading comprehension crucial for understanding the content, purpose, and meaning of a text.

2.2. Scramble Word Game

2.2.1. Definition of Sramble Word Game

(Tang & Nurkidam, 2021) says Teachers can facilitate active language learning among their pupils by assigning games to them. According to Huda (2013), scramble is a teaching strategy that helps pupils focus and think more quickly when looking up words. According to (Ibad, 2018a), scrambled words are made up of random word combinations. Choose a word or sentence since the goal of the puzzle or game is to solve the words or sentences. (YAWIJAYA et al., 2023) describes Scramble as a game in which players arrange words and randomly placed letters to form meaningful words. This game is used to enhance vocabulary thinking insight.

2.2.2. Advantage of Scramble Word Game

The According to (Ibad, 2018b)), Scramble is a useful teaching method that focuses on English language proficiency, especially writing, by enabling students to piece together disorganized words into well-written, understandable sentences. When teaching English, especially noun phrases, the teacher can benefit greatly from using this strategy. Some benefits include: Jumbled or scrambled words can be used to gauge how well a teacher teaches an exam and can assist students in creating coherent sentences or phrases out of the mixed

words. (Dahm, 2018) uses scrambled or jumbled word technique because this technique has many advantages, they are:

1) The teacher can gauge the test case's efficacy by employing this method.

2) For altered classes, jumbled or scrambled words are a collection of unit tests and mutation tests.

3) Additionally, it helps stimulate the interest of learners in organizing it.

2.2.3. Disadvantage of Scramble Word Game

There in addition to the advantage of using the scramble word game, of course, the game has several disadvantages (Fahriani, 2020).

1) The learning process is time-consuming.

2) It is complex in terms of terms.

3) The learning approach is difficult to.

4) There may be noise in the classroom.

2.2.4. Steps of Scramble Method

This is the steps in using scramble method (Yulizar, 2020):

1) Preparation

The teacher gets ready the materials, objects, and media that will be used during the lesson in this step. Question and answer cards are the media that is used; the answers are provided in a nice and random manner beforehand. As many cards as the group has divided up are prepared by the teacher. The teacher sets up the

items that facilitate learning, such as arranging the chair so that it matches the group's division or checking that the students are ready for their studies, among other things.

2) The Core Activity

This stage involves having a discussion in each group about the subject and then looking for the question card with the proper answer. Prior to it, the responses were given in a random manner.

3) The Action Detail

impact the outcomes of students' education. An illustration of an action detail would be:

   a. An enrichment activity would be assigning the same task using a different item.

   b. If the original teks composition cannot be shown logically, the activity completes it.

   c. The task modifies the reading content (making it simpler to read).

   d. Consult a dictionary to understand new words, then apply them to sentences.

   e. Fix any grammatical errors that you may have spotted in the exercise article.

   Importantly, in this model, students practice critical thinking skills in addition to understanding and identifying logical and well-written texts. The items are appropriate in terms of language, truth,

and sentence structure accuracy; the symbol can be students' conversation and interest.

2.3. Make a Match Methode

2.3.1. Defintion of Make a Match Methode

(Prabowo Utomo & Ismail Sriyanto, 2018) describes the "Make a Match" method as a card matching game in which students find pairs of cards related to a lesson topic in a lighthearted manner under a set time restriction. Moreover, (Sarwoniroh & Kedunguter, 2015) states that the make a match learning model involves a learning process in which each student receives a card and promptly seeks a matching pair corresponding to that card. It is a card-based learning process. One side has question cards, and the other side has the question's response (Farih, 2018b). Students that use this paradigm are more likely to participate actively in the learning process. In the event that students are looking for a romantic partner while concurrently studying a certain subject in a comfortable setting. Any subject and any class level can use this strategy.

2.3.2. Advantage of Make a Match Method

One advantage of the make a match learning model is that students can find pairs while learning in an enjoyable environment. Students become more active, and it can be applied to all subjects and educational levels, fostering dynamic collaboration among students in a

more enjoyable setting. Another advantage of the make a match learning model, as stated by (Mulyatiningsih, 2014), includes the following:

1) Creating an active and enjoyable learning environment.

2) The delivered learning material captures more student attention.

3) Capable of improving student learning outcomes and achieving educational completeness.

4) Encourages student collaboration.

2.3.3. Disadvantage of Make a Match Method

According to (Budi Riyanto 2023) there are some disadvantage of using make a match method, including:

1) Teachers' supplies need to be updated, especially in terms of tools and materials for activities.

2) Before the activity commences, students should be given guidance.

3) Some students play around with it.

4) Good classroom management is required.

5) Disruption may occur in a class with many students.

2.3.3. The Procedures of Make a Match

Both the teacher and the pupils must be familiar with the processes or procedures of this technique in order for the goal of teaching reading using make-a-match to be successful. According to (Destrian et al., 2022) the procedures as follows:

1) The instructor splits the class into two groups.

2) The instructor makes a deck of cards with various subjects on them.

3) Each pupil receives a single card.

4) Each student considers the response to the question from the card that they are holding.

5) Each student searches for a pair whose card fits into its card.

6) A point is awarded to any student who completes their card before the deadline.

2.3.4. The Procedure of Using the Combination Scramble Word game and Make a Match Method

The Scramble Word Game and Make a Match method can both be enjoyable elements when combined with the learning process to make the classroom experience more engaging for students. This has prompted researchers to integrate both aspects, namely the Scramble Word Game and Make a Match method, into the reading comprehension learning process. The steps are as follows:

1) The researcher explains the material and rules before starting to apply the games and method.

2) Students are divided into several groups, with each group consisting of 4-5 members.

3) The researcher distributed scrambled words to each group.

4) Students are required to arrange the randomly shuffled words into meaningful sentences.

5) After obtaining the correct words, students step forward to the front of the class and affix the words they have found onto Manila paper prepared by the researchers. This activity has a designated time, and groups that acquire more words will earn points.

6) After the time is up, students will review the vocabulary they have obtained. This can serve as an additional vocabulary enhancement for the students.

7) After playing the scramble word game, the researcher will proceed by implementing the 'make a match' method. Here, making a match involves pairing shuffled texts and pictures. The researcher will distribute shuffled texts and pictures to each group.

8) Students must comprehend the text to be able to match it with the corresponding picture.

9) The vocabulary obtained from playing the scramble word game may appear in the text, making it easier for them to understand a text.

10) After matching the pictures and texts, each group will retell the content of the text or story that has been matched to review their comprehension.

11) After that, the researcher will distribute to each group several cards, where one card contains a question, and the other card contains the answer to the question card. The questions and

answers on the cards are still related to the text they have worked

on before to further ensure how well they have understood the text.

2.4. Previous Study

In conducting this research, the researcher found previous studies about make a match in teaching reading comprehension. Here are previous studies that have a relation with this research :

The first thesis entitled *"Improving Students' Reading Comprehension By Using Make A Match Technique At The Eight Grade Students' Of Mts Al Fattah Banyuurip Ujungpangkah Gresik"* by (Farih, 2018a)). This research was conducted at MTs Al Fattah Banyuurip Ujungpangkah Gresik and aimed to determine whether the use of Make a Match Technique can improve students' reading comprehension in descriptive texts at the eighth grade students. Twenty-three students were the study's subject. Classroom Action Research (CAR) design was employed in this research. Pre-test, post-test, and observation checklists were employed in the research. The researcher utilizes an observation checklist and exam to determine how much the students have improved their reading comprehension.

The second thesis is entitled "*Teaching Reading Comprehension By Using Make A Match Method Of The Tenth Grade Students In Man Palopo"* by (Andy Mitrayani, 2018). With a particular focus on tenth grade students at MAN Palopo, Andi Mitrayani's research aims to determine how well the Make a Match method works in enhancing students' reading comprehension. Through the use of the Make a Match approach, the research seeks to address

the difficulties students encounter in understanding English reading materials and to offer a solution. By carrying out this research, the author hopes to further the field of teaching English by offering information on a practical strategy for improving students' reading comprehension.

The third research is entitled *" The Use Of Scrambled Word Game On Students' Vocabulary*(Sakinah Dewi et al., 2022). Because the teacher merely assigns the worksheet and doesn't provide any engaging activities, studying vocabulary might be tedious. Because of this, the instructor needs to use a suitable medium that will engage the students and provide a pleasurable learning experience. Scramble word game are one of the educational tools. The purpose of this research is to look into how using word scrambling games affects students' ability to remember language. The SMP Negeri 3 Cikembar first-graders make up the research's population. There are ten pupils in class VII-B who serve as samples in total. The sample is selected using a straightforward random sampling method. The researcher used a single group pretest-posttest design and the pre-experimental approach in this study. The pupils receive two treatments, a pre-test, and a post-test from the writer. Students' vocabulary in descriptive texts is measured with a vocabulary test.

The present study shares similarities and differences with other research pertaining to the same issue namely, inadequate reading comprehension skills. This research uses techniques like the make-a-match method to teach reading comprehension, just like previous studies. There are, however, some distinctions as well. Unlike earlier research, this research employs the

scramble word game and the make a match method to address reading comprehension problems associated with inadequate vocabulary abilities. Using the make a match method, the researcher incorporates the scramble word game within the instructional procedures as well. This study tries to improve vocabulary while also concentrating on reading comprehension.

2.5. Conceptual Framework

In this research, the researcher how to know the combination of scramble word game and make a match method to improve reading comprehension. The conceptual framework underlying this research is given in the following figure:

```
┌─────────────────────────┐
│   The Students Reading   │
│      Comprehension       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Tenth Grade X MIPA 1  │
│   (Sample of the research)│
└─────────────────────────┘
            │
            ▼
     ┌──────────────┐
     │   Pre-Test   │
     └──────────────┘
            │
            ▼
  ┌────────────────────┐
  │  Experimental Class │
  └────────────────────┘
            │
            ▼
     ┌──────────────┐
     │   Post-Test  │
     └──────────────┘
            │
            ▼
┌─────────────────────────────┐
│  The Impact of Scramble Word │
│  Game and Make a Match Methode│
│    in Reading Comprehension  │
└─────────────────────────────┘
```
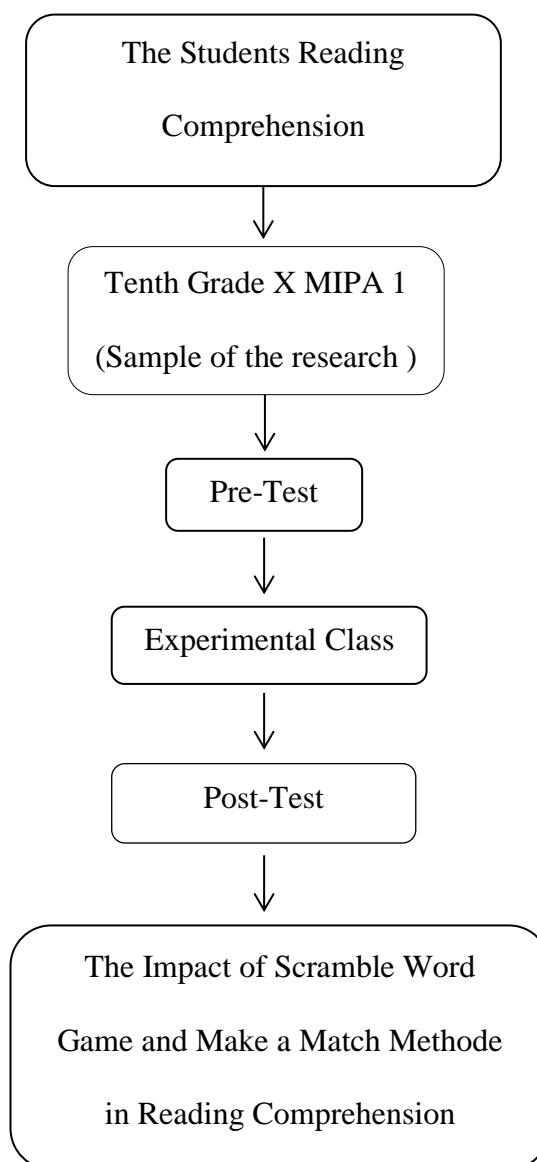
This research focuses on teaching reading comprehension to tenth-grade students at SMA NEGERI 1 Sorong Regency because students are lack of reading comprehension. Lack of vocabulary is also a fundamental issue in this research, causing students to struggle in comprehending English lessons. Therefore, the researcher intends to combine the scramble word game and make a match method. The researcher used Pre-test and Post-test as data collection techniques. The researcher conducted teaching using the scramble word game and make a match method to determine whether this technique has an impact or not. If this technique proves to be impactful, it could be a beneficial method for teachers and students in learning reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The experimental research was used as a research method by the researcher. Harahap (2020) defined experimental research as a study aimed at determining the presence or absence of a result of something positioned on the subject of the investigation. Therefore, the researcher used a pre-test and post-test one-group design employing an experimental research design. To determine the pupils' level of reading comprehension, the researcher gave them a pre-test. The students then put the treatment into practice by applying the make-a-match method and the scramble word game as teaching strategies. Lastly, a post-test was administered to the pupils. To ascertain whether this had an impact on their reading comprehension, the researcher used the post-test.

Table 3.1 One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Where:

O_1 : Pre-test (giving the reading comprehension test)

X   : Treatment (teaching using the combination of scramble word game and make a match method)

O_2 :   Post-test   (giving   the   reading   narrative   test)

3.2. Research Variable

There were two variables in this research: independent variables and dependent variables. Both variables were identified in this study as follows:

a. The independent variable was one that was caused by or affected antecedent variables. The treatment variable had to be one of the independent variables. The experimental manipulation or treatment was administered to one or more groups. The independent variables in this research were the scramble word game and the make-a-match method.

b. The dependent variable was a response or criterion variable that was thought to be caused or influenced by independent treatment conditions and any other independent variables. The dependent variable in this research was student reading comprehension.

3.3. Setting of The Research

3.3.1. Location of This Research

The researchers conducted their research in the tenth grade at SMA Negeri 1, Sorong Regency, Jl. Nusantara No. 1 MAJARAN, Majaran, Kec. Salawati, Kab. Sorong, Papua Barat Daya.

3.3.2. Time of Research

The research was conducted over 6 meetings, with 1 meeting for the pre-test, 4 meetings for the treatment, and 1 meeting for the post-test. It was conducted between 12 February 2024 and 29 February 2024.

3.4. Population and Sample Research

3.4.1. Population

The population from which to gather data for this study was chosen by the researcher. Population was defined as "a group of individuals who have the same characteristic" by Creswell (2008). Considering this statement, the population in this research was the tenth-grade students at SMA Negeri 1 Sorong Regency. There were five classes of tenth grade at SMA Negeri 1 Sorong Regency: tenth Language, tenth MIPA 1, tenth MIPA 2, tenth IPS 1, and tenth IPS 2.

Table 3.2 Students Population of Tenth Grade at SMA Negeri 1 Sorong Regency

Tenth Grade	Amount of Students
X BAHASA	7
X MIPA 1	25
X MIPA 2	24
X IPS 1	21
X IPS 2	22

Total	**99**

3.4.2. Sample

Based on the population above, the sample of this research consisted of a class at the same level, namely the tenth grade. In this research, the researcher selected only one class, namely class ten MIPA 1, which consisted of 25 students, to follow the combination of the scramble word game and the make-a-match method in teaching narrative text for reading comprehension. The sample distribution could be seen in the following table:

Table 3.3 Students Sample

Levels Class	Gender		Amount of Students
	Male	Female	
Tenth Grade of MIPA 1	**11**	**14**	**25**
Total	**25**		

3.5. Research Instrument

Tools were required in order to gather data. In a study, research equipment was crucial. Fransisca & Wijoyo (2020) stated that research instruments were used as tools for data collection. A set of questions was commonly used in research studies and was given to each respondent who

was observed and subsequently joined the study sample. The researcher employed twenty multiple-choice question items regarding the texts that had been read. The researcher chose four narrative texts and assigned five multiple-choice questions to each text in order to create the 20 questions. Historical folktales and fairytales were among the subjects covered in the narrative texts.

3.6. Technique of Collecting Data

In this research the researcher collected the data which consisted of :

3.6.1. Pre-Test

The purpose of the pre-test was to assess students' achievement and reading comprehension prior to their entrance in the pre-experimental class. The researcher provided 20 questions regarding the text that was read in the pre-test. In the first meeting, this test was given.

3.6.2. Post-Test

The purpose of the post-test was to determine how well the scramble word game and make-a-match method had improved reading comprehension and to identify areas for improvement. The post-test consisted of twenty questions regarding the text read by the students. In the final meeting, this test was given.

3.7. Technique of Data Analyst

The data of this research was analyzed using the following procedure:

3.7.1. Scoring the Student's Reading Comprehension

In testing the students' reading comprehension, the researcher used a test that consisted of 20 multiple-choice questions. The scoring followed the table below.

Table 3.4 Test Scoring Rubric

Test item	Scoring rule		Amount
	True	False	
Multiple-choice	20	0	20

Guideline assessment: Maximun score = 20

Student's score: <u>Total Score</u> × 100

 Maximun Score

Table 3.5 Classifications Scoring of Reading Comprehension

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49

5	Very Poor	10-29

According to brown cited in Intan Alfi (2015)

3.7.2. Normality Test

Finding out if the data collected from each variable had a normal distribution was the goal of this normality test. The K-S test, or the Kolmogorov-Smirnov method, was used in this normalcy test. When evaluating the results of the normality test, the Kolmogorov-Smirnov (K-S) method was used to determine whether the data was derived from a population with a normal distribution if the significance value was > 0.05 or from a population with a non-normal distribution if the significance value was < 0.05.

3.7.3. Paired Sample T-Test

A paired sample t-test is a test for two samples of paired data. The same sample was used for this test but handled differently. Typically, the investigator sought to compare data collected both prior to and following therapy (post-test). The researcher utilized SPSS version 20 to analyze the data.

Decision-making of paired sample t-test method are:

1) If the P-Value was a significance value < 0.05, then Ho was rejected, and Ha was accepted. This meant that the scramble word game and make-a-match method impacted the students'

reading comprehension in the tenth grade of MIPA 1 at SMA Negeri 1 Sorong Regency.

2) If the P-value was a significance value > 0.05, then Ho was accepted and Ha was rejected. This meant that the scramble word game and make-a-match method did not impact the students' reading comprehension in the tenth grade of MIPA 1 at SMA Negeri 1 Sorong Regency.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings and the elaboration through discussion of those data based on the conducted research. The findings of the research consist of the data that had been collected through reading text test.

4.1. Findings

This analysis describes detail explanation of the rate percentage of pre-test and post-test, mean score and standard deviation, and inferential analysis in pretest and posttest.

4.1.1. The Students' Reading Comprehension in Pretest and Posttest

Table 4.1 The Students' Reading Comprehension Score of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	0	0	3	12,5
2	Good	70-89	0	0	18	75
3	Fair	50-69	8	33,4	3	12,5
4	Poor	30-49	14	58,3	0	0
5	Very Poor	10-29	2	8,3	0	0
	Total		**24**	**100**	**24**	**100**

Table 4.1 shows the rate percentage student reading comprehension levels in pretest and posttest. In pretest there are 2 (8,3%) students get very poor scored, there are 14 (58,3%) students get poor scored, there

are 8 (33,4%) student get fair scored. In the post-test, there were 3 (12,5%) student who scored fair, 18 (75%) who scored good, and 3 (12,5%) who scored very good. It can be stated, after given treatment by the researcher occurs increased of the students' score than previously.

4.1.2. Mean Score and Standard Deviation

Table 4.2 Mean Score and Standard Deviation

Paired Samples Statistics					
Mean			N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	41.04	24	9.997	2.040
	POSTTEST	76.25	24	9.237	1.885

The table 4.2 show that the mean score of students in pre-test is 41.04 with standard deviation is 9.997. While, in post-test is 76.25 with standard deviation 9.237. It indicated that the mean score of the students in post-test is higher than pretest.

4.1.3. Normality Test

Table 4.3 Mean Score and Standard Deviation

Tests of Normality					
Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

PRETEST	.148	24	.186	.966	24	.559
POSTTEST	.167	24	.081	.956	24	.372

a. Lilliefors Significance Correction

The table above used to know whether the data is distributed normally or not. In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pre-test the significant score is 0.559 and in post-test the significant score is 0.372 So, in both in pre-test and post-test the data is distributed normally because the significant score is higher 0.05.

4.1.4. T-Test Result

Table 4.4 Paired Sample Test

<table>
<tr><th colspan="10">Paired Samples Test</th></tr>
<tr><th colspan="2"></th><th colspan="5">Paired Differences</th><th></th><th></th><th></th></tr>
<tr><th colspan="2"></th><th></th><th></th><th></th><th colspan="2">95% Confidence Interval of the Difference</th><th></th><th></th><th>Sig. (2-</th></tr>
<tr><th colspan="2"></th><th>Mean</th><th>Std. Deviation</th><th>Std. Error Mean</th><th>Lower</th><th>Upper</th><th>t</th><th>df</th><th>tailed)</th></tr>
<tr><td>Pair 1</td><td>PRE-TEST - POST-TEST</td><td>-35.208</td><td>9.264</td><td>1.891</td><td>-39.120</td><td>-31.296</td><td>-18.619</td><td>23</td><td>.000</td></tr>
</table>

The data analysis above used to know whether there is significant different score between pre-test and post-test or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pre-test and post-test

because the P-Value (0.000) is smaller than the alpha (0.05). From the data above, we can see that the T is -18.619, df 23. It mean that the alternative hypothesis (Ha) states that using the Scramble Word Game and Make a Match Methods in teaching reading comprehension has an impact and is acceptable, while null hypothesis (H0) is rejected as seen from the result of the pre-test and post-test scores. In other words, it can be stated that after treatment, there is a significant difference between pre-test and post-test.

4.2. Discussion

In this section, the researcher discusses the findings according to the scope of the study. The discussion is about teaching reading comprehension by combining scramble word game and make a match method to students of class X MIPA at SMA Negeri 1 Sorong Regency.

The new findings of this research were, first, the combination of two methods for teaching reading comprehension, namely the combination of the scramble word game and make a match method, whereas previous research focused solely on one method, which was the make a match method for teaching reading comprehension. In this study, the researcher attempted to combine the make a match method and the scramble word game, which impacted the reading comprehension of students in class X MIPA 1 at SMA Negeri 1 in Sorong Regency.

The second new finding of this research was the procedure for combining the scramble word game and make a match method, which was conducted in

the classroom during the learning process. First, applied the scramble word game. After forming the groups, involved the teacher distributing different historical folktales or fairytales and several scrambled vocabulary words to each group, consisting of images and text. In the next stage, students were given 10 minutes to correctly arrange the scrambled words on Manila paper while looking for the meanings of those words. The vocabulary provided was, of course, related to the story they received. Within 10 minutes, students had to compete to collect as many words as possible. This way, students acquired new vocabulary that greatly assisted them in understanding the content of the story, which was later matched with images. After that, the students matched the question cards and answer cards that corresponded to the story they received in each group. Finally, in the last step, each group of students retold the story they had worked on together.

The differences and similarities between the findings of this study and previous research were noted. This study not only used the make a match method for teaching reading comprehension but also combined it with the scramble word game to see the impact on students' reading comprehension. The difference was that the previous study by Andi Mitrayani (2018) used the make a match method to teach reading in order to improve reading comprehension. The similarity between the findings of this study and those of previous research was that both used the make a match method.

The fourth new finding in this study focused on examining the impact on students' reading comprehension of narrative texts in the tenth grade MIPA 1

at SMA Negeri 1 Sorong Regency, which was notable. The researcher utilized narrative text with the theme of fairy tales. The researcher chose the story because it was more familiar to students and easier to understand. This was balanced because students' reading skills were still weak, and they could easily comprehend the text. The difference from the previous research by Siti Fatimah Zahroh (2019) aimed to improve students' reading comprehension through the make a match technique on descriptive texts in the eighth grade at SMP N 1 Sendangagung. However, both studies shared a commonality in that they utilized the make a match method.

The fifth new finding of this study not only used the scramble word game but also combined it with the make a match method to help students discover new vocabulary, which facilitated their understanding of a text. The difference between the findings of the previous research by Salfa Umasagi et al. (2018) was that it focused on improving students' vocabulary in the seventh grade at MTS LKMD SAWA. A similarity between the previous research findings and those of this study was that both utilized the scramble word game.

The other new finding of this study showed that, in addition to creating a fun and active classroom atmosphere, the make a match method combined with the scramble word game also fostered students' creativity. During the learning process, students were trained to discuss with their group members, which enhanced teamwork and solidarity also become more confident to come forward and tell stories in front of the class. The use of the scramble

word game combined with the make a match method in the classroom also increased students' interest in learning English. In contrast, the findings from previous research conducted by Ria Wahyu Setianingsih et al. (2021) indicated that the application of the make a match method in the classroom improved students' reading comprehension and created a pleasant classroom atmosphere, making students more active.

The justifications and interpretations of the research findings on the reading comprehension pretest and post-test results for the experimental class are further elaborated in the discussion. By examining the post-test results, the effects of the combination of the Scramble Word Game and Make a Match method can be verified based on the previously mentioned findings. The research findings show that when the treatment was applied, the students' average post-test scores increased. The students' average pre-test score, which was previously classified as 41,04 (poor), increased to 76,25 (good) in the post-test, demonstrating this.

Several advantages and disadvantages that the researchers discovered after implementation scramble word game and make a match method in this study. Some of the advantages of implementing this method are that it can improve students' reading comprehension, students become more active in class, be more creative, enhance the solidarity between team, students enjoy the learning process in class and enjoy learning in groups. Additionally, students also get a lot of new vocabulary through scramble word games and through the texts they have worked on.

The disadvantages of implementing this method are that it takes quite a lot of time during the learning process, some students play around with it, disruptions can occur in a class with many students, Students became noisier during the learning process, and more materials were needed when implementing both methods and teachers have to be more creative in preparing teaching materials before entering the class.

In conclusion, the novelty of this research was the combination of the scramble word game and the make-a-match method in teaching reading comprehension. It examined the impact on students' reading comprehension after applying this combination of methods. Teaching reading comprehension used narrative texts, such as historical stories and fairy tales, as these were more familiar, easier to understand, and engaging. Additionally, students became more creative, developed good teamwork, and gained more confidence to perform in front of the class.

The implication of combining the scramble word game and the make-a-match method was to provide a positive impact on students' reading comprehension, such as improving their skills from previous levels. Not only reading comprehension, but the use of this combination can also help enhance the students' vocabulary. The use of the scramble word game greatly helped students add new vocabulary. The mixed-up letters made the students think in order to arrange the letters into a word. As a result, the students added to their vocabulary, which certainly helped with their reading comprehension.It created a more dynamic classroom atmosphere with a new teaching method.

This approach was applicable not only in high school but also in elementary and junior high school, as long as the text context was adjusted to each educational level. Students felt happier and more relaxed during the learning process in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion relating to this research.

5.1. Conclusion

Based on the findings and discussion above, it can be described The Combination Of Scramble Word Game And Make A Match Method In Teaching Narrative Text On Reading Comprehension in tenth MIPA 1 at SMA Negeri 1 Kabupaten Sorong, with the following:

1. First, The results of the paired T-test are considered quite significant. Therefore, the alternative hypothesis (Ha) which states that scramble word game and make a match method have an impact in teaching reading comprehension is accepted.

2. Second, learning has a positive impact by using scramble word games and make a match method. Students can improve their understanding of reading, enjoy learning, and acquire a lot of new vocabulary.

3. Third, the combination of scramble word game and make a match method applied to students can create a new atmosphere in the classroom. So this makes students more enthusiastic about learning and active in class during the learning process.

4. Fourth, Used the scramble word game and make a match method in the learning and teaching process of reading comprehension can increase the score in the text narrative.

5. Fifth, By using the make a match method, students are eager to match the pictures with the existing text in order to find out the entire content of a story and students more be creative.

6. Sixth, because the last step of implementing the make a match method is to retell the contents of a story that they have worked on together through the make a match method in front of the class, students can become more confident when standing in front of the class and their friends.

5.2. Suggestion

Based on the results of the research and the advantages of using the scramble word game and make a match method in reading comprehension for students of SMA Negeri 1 Sorong Regency, especially Tenth MIPA 1 Grade, researchers would like to provide some suggestions:

1. For the Teacher

In order to keep students interested in their english lessons, teachers at SMA Negeri 1 Sorong Regency, particularly in the tenth MIPA 1 grade, might employ a range of instructional strategies, including scramble words, make-a-match, and other interactive exercises. Select instructional materials that are level-appropriate, clear, and tangible. Focus vocabulary and text comprehension, and give pupils exercise often so that

their understanding can be evaluated. Engage students in group work to practice speaking and listening skills.

2. For the Student

    Students must be more diligent in reading literature in English and increase their English vocabulary. find out unknown vocabulary together in a fun way such as playing games about vocabulary. By increasing vocabulary, it will be easier to understand the content of a reading or improve reading comprehension.

3. For Other Researchers

    Therefore, the researcher would like to recommend the findings of this study to other researchers as a reference for further research with various samples and different contexts. The researcher acknowledges that the findings of this study are still far from perfect, and hopes that future researchers can develop this research further.

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APPENDIX

Appendix 1. Surat Izin Penelitian.

a. Surat izin penelitian

FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Mariyat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya

Nomor   : 083/I.3.AU/SPm/FABIO/B/2024   Sorong, 21 Februari 2024
Lamp.   : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala Sekolah SMA Negeri 1 Kabupaten Sorong
Di_
        Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.
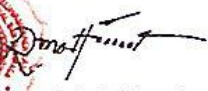
Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama   : Juria Ulfah Rumodar
NIM   : 148820320004
Semester   : VIII (Delapan)
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : " The Combination of Scramble Word Game and Make a Match Method in Teaching Narrative Text on Reading Comprehension."

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 26 Februari – 23 Maret 2024.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

www.fabio.unimudasorong.ac.id   PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

Appendix 2. Result Pretest and Posttest Students Answer

Pre-Test

A. Antonius Nibra

PRE TEST OF NARRATIVE TEXT AT SMA NEGERI 1 KABUPATEN SORONG

School	: SMA Negeri 1 Kabupaten Sorong
Education Units	: Senior High School (SMA)
Number and From of Questions	: 20 Multiple Choice
Time Allocation	: 2 Hour (2 × 40 Minutes)

Name: Antonius Nibra

Class: X MIPA 1

Subject: Bahasa Inggris

Day/Date: 28 - 02 - 2024

30

B: 6
S: 14

Choose the correct answer from the multiple choice questions below!

The following text is for question 1-5!

The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put my full speed," he said.

"I challenge any one here to race with me," he said again arrogantly.

The Tortoise said gently, "I accept your challenge Hare."

"Are you joking?" asked the Hare; "I could dance round you all the way during the race."

"Keep your boasting words until you've won," answered the Tortoise. "Shall we race now?"

So a course was fixed and a start was made not long after that. The Hare darted almost out of sight at once, but soon stopped and then, to show his contempt for the Tortoise, he lay down to have a nap. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post and he could not run up in time to win the race.

Then the Tortoise said: "Slow but steady progress wins the race."

1. What is the title of the story above?
   a. The Hare and The Turtle
   b. The Rabbit and The Snail
   c. The Hare and The Tortoise
   d. The Rabbit and The Tortoise

2. What was the Hare boasting about before the race?
   a. His strength
   b. His speed
   c. His intelligence
   d. His agility

3. What does the Hare do during the race that leads to his downfall?
   a. He stops to eat
   b. He stops to rest and takes a nap
   c. He takes a wrong turn
   d. He starts boasting again

4. What did the Hare do when he woke up from his nap during the race?
   a. He resumed running immediately
   b. He sprinted to catch up with the Tortoise
   c. He realized he had won the race

d. He saw the Tortoise nearing the finish line

5. What lesson does the fable teach?
    a. Slow and steady wins the race
    b. Speed is the only factor in winning
    c. Arrogance leads to failure
    d. Napping during a race is acceptable

The following text is for question 6-10!

The Story of Thumbelina

Once upon time, there was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child.

One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days latter, the seed grew up into a large beautiful flower.

Surprisingly, the woman saw a little girl inside the flower. The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small.

6. What did the poor woman receive from the fairy godmother?
    a. A magic wand
    b. A barleycorn seed
    c. A flower pot
    d. A golden ring

7. Where did the poor woman plant the barleycorn seed?
   a. In the garden
   b. In a flower pot
   c. In the forest
   d. In a meadow

8. How did the woman name the little girl she found inside the flower?
   a. Daisy
   b. Rose
   c. Thumbelina
   d. Lily

9. How big was Thumbelina when the woman found her?
   a. As big as a tree
   b. As big as a house
   c. As long as a thumb
   d. As tall as a mountain

10. What is the title of the folktale above?
    a. The Story of Thumbelina
    b. The Story of Barleycorn
    c. The Story of Poor Woman
    d. The Story of Fairy

The following text is for question 11-15!

The Legend of Roro Jonggrang

This story tells of a competition between Roro Jonggrang and a king named Bandung Bondowoso. After defeating Bandung Bondowoso in battle, Roro Jonggrang requested that Bandung Bondowoso build a thousand temples overnight as a condition for their marriage.

With the help of supernatural beings, Bandung Bondowoso almost completed the task. However, because Roro Jonggrang did not want to marry Bandung Bondowoso, he tried to thwart Bandung Bondowoso's action. Roro Jonggrang tricked him by ordering the villagers to cook and light a fire so that the sun would rise earlier, so that Bandung Bondowoso failed to complete the task.

11. What was the outcome of the battle between Roro Jonggrang and Bandung Bondowoso?
    a. Roro Jonggrang defeated Bandung Bondowoso
    b. Bandung Bondowoso defeated Roro Jonggrang
    c. Both Roro Jonggrang and Bandung Bondowoso agreed to a truce
    d. The battle ended in a stalemate

12. Why did Roro Jonggrang request Bandung Bondowoso to build a thousand temples overnight?
    a. As a gesture of reconciliation
    b. As a condition for their marriage
    c. To demonstrate his supernatural powers
    d. To atone for his past misdeeds

13. How did Bandung Bondowoso almost complete the task of building a thousand temples overnight?
    a. Through the assistance of supernatural beings
    b. By using advanced construction techniques

c. By employing a large workforce

d. By working tirelessly throughout the night

14. Why did Roro Jonggrang trick Bandung Bondowoso into failing to complete the task?

a. Because she wanted to marry him

b. Because she wanted to prove her love for him

c. Because she did not want to marry him

d. Because she wanted to test his determination

15. What is the title of the story above?

a. The Legend of Sangkuriang

b. The Legend of Bandung Bondowoso

c. The Legend of Roro Jonggrang

d. The Legend of Malin Kundang

The following text is for question 16-20!

Timun Mas

Long ago, there lived a husband and wife farmer. They really want to have children, but never get one. One day, a giant gave them magic cucumber seeds. If planted, the seed will produce a beautiful baby girl.

After the baby girl was born, they gave her the name Timun Mas. Timun Mas grew into a beautiful girl. However, on her 17th birthday, a giant came to fulfill his promise. Timun Mas' father gave Timun Mas a cloth bag filled with salt, chilies, cucumber seeds and shrimp paste. Timun Mas ran to save herself from the giant.

The giant chased Timun Mas. Timun Mas uses magical objects in her cloth bag to fight the giant. She sprinkles salt to make an ocean, throws chilies to make thorns, scatters cucumber seeds to make a cucumber garden, and throws shrimp paste to make a mud lake.

Finally, the giant drowned in the mud lake. Timun Mas returned home and lived happily with her parents.

16. What did the giant give to the husband and wife farmer?
    a. Magic corn seeds
    b. Magic cucumber seeds
    c. Magic potato seeds
    d. Magic pumpkin seeds

17. What did Timun Mas use to fight the giant?
    a. Salt, chilies, cucumber seeds, and shrimp paste
    b. Rice, beans, carrots, and tomatoes
    c. Apples, oranges, bananas, and grapes
    d. Flour, sugar, eggs, and milk

18. How old was Timun Mas when the giant came?
    a. 10 years old
    b. 12 years old
    c. 15 years old
    d. 17 years old

19. What did Timun Mas scatter to make a cucumber garden?
    a. Salt
    b. Chilies
    c. Cucumber seeds
    d. Shrimp paste

58

20. How did the giant meet his end?
    a. He got lost in the forest
    b. He fell into an ocean made of salt
    c. He was trapped by thorns made from chilies
    d. He drowned in a mud lake made from shrimp paste

B. Khafid Mulyadin

PRE TEST OF NARRATIVE TEXT AT SMA NEGERI 1 KABUPATEN SORONG

School	: SMA Negeri 1 Kabupaten Sorong
Education Units	: Senior High School (SMA)
Number and From of Questions	: 20 Multiple Choice
Time Allocation	: 2 Hour (2 × 40 Minutes)

Name:	Khafid Mulyadin
Class:	X MIPA 1
Subject:	Bahasa Inggris
Day/Date:	28 - 02 - 2024

40

B : 8
S : 12

Choose the correct answer from the multiple choice questions below!

The following text is for question 1-5!

The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put my full speed," he said.

"I challenge any one here to race with me," he said again arrogantly.

The Tortoise said gently, "I accept your challenge Hare."

"Are you joking?" asked the Hare; "I could dance round you all the way during the race."

"Keep your boasting words until you've won," answered the Tortoise. "Shall we race now?"

So a course was fixed and a start was made not long after that. The Hare darted almost out of sight at once, but soon stopped and then, to show his contempt for the Tortoise, he lay down to have a nap. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post and he could not run up in time to win the race.

Then the Tortoise said: "Slow but steady progress wins the race."

1. What is the title of the story above?
   a. The Hare and The Turtle
   b. The Rabbit and The Snail
   c. The Hare and The Tortoise
   d. The Rabbit and The Tortoise

2. What was the Hare boasting about before the race?
   a. His strength
   b. His speed
   c. His intelligence
   d. His agility

3. What does the Hare do during the race that leads to his downfall?
   a. He stops to eat
   b. He stops to rest and takes a nap
   c. He takes a wrong turn
   d. He starts boasting again

4. What did the Hare do when he woke up from his nap during the race?
   a. He resumed running immediately
   b. He sprinted to catch up with the Tortoise
   c. He realized he had won the race

d. He saw the Tortoise nearing the finish line

5. What lesson does the fable teach?
    a. Slow and steady wins the race
    b. Speed is the only factor in winning
    c. Arrogance leads to failure
    d. Napping during a race is acceptable

The following text is for question 6-10!

The Story of Thumbelina

Once upon time, there was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child.

One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days latter, the seed grew up into a large beautiful flower.

Surprisingly, the woman saw a little girl inside the flower. The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small.

6. What did the poor woman receive from the fairy godmother?
    a. A magic wand
    b. A barleycorn seed
    c. A flower pot
    d. A golden ring

7. Where did the poor woman plant the barleycorn seed?
   a. In the garden
   b. In a flower pot
   c. In the forest
   d. In a meadow

8. How did the woman name the little girl she found inside the flower?
   a. Daisy
   b. Rose
   c. Thumbelina
   d. Lily

9. How big was Thumbelina when the woman found her?
   a. As big as a tree
   b. As big as a house
   c. As long as a thumb
   d. As tall as a mountain

10. What is the title of the folktale above?
    a. The Story of Thumbelina
    b. The Story of Barleycorn
    c. The Story of Poor Woman
    d. The Story of Fairy

The following text is for question 11-15!

The Legend of Roro Jonggrang

63

This story tells of a competition between Roro Jonggrang and a king named Bandung Bondowoso. After defeating Bandung Bondowoso in battle, Roro Jonggrang requested that Bandung Bondowoso build a thousand temples overnight as a condition for their marriage.

With the help of supernatural beings, Bandung Bondowoso almost completed the task. However, because Roro Jonggrang did not want to marry Bandung Bondowoso, he tried to thwart Bandung Bondowoso's action. Roro Jonggrang tricked him by ordering the villagers to cook and light a fire so that the sun would rise earlier, so that Bandung Bondowoso failed to complete the task.

11. What was the outcome of the battle between Roro Jonggrang and Bandung Bondowoso?
    a. Roro Jonggrang defeated Bandung Bondowoso
    b. Bandung Bondowoso defeated Roro Jonggrang
    c. Both Roro Jonggrang and Bandung Bondowoso agreed to a truce
    d. The battle ended in a stalemate

12. Why did Roro Jonggrang request Bandung Bondowoso to build a thousand temples overnight?
    a. As a gesture of reconciliation
    b. As a condition for their marriage
    c. To demonstrate his supernatural powers
    d. To atone for his past misdeeds

13. How did Bandung Bondowoso almost complete the task of building a thousand temples overnight?
    a. Through the assistance of supernatural beings
    b. By using advanced construction techniques

c. By employing a large workforce

d. By working tirelessly throughout the night

14. Why did Roro Jonggrang trick Bandung Bondowoso into failing to complete the task?

   a. Because she wanted to marry him

   b. Because she wanted to prove her love for him

   c. Because she did not want to marry him

   d. Because she wanted to test his determination

15. What is the title of the story above?

   a. The Legend of Sangkuriang

   b. The Legend of Bandung Bondowoso

   c. The Legend of Roro Jonggrang

   d. The Legend of Malin Kundang

The following text is for question 16-20!

Timun Mas

Long ago, there lived a husband and wife farmer. They really want to have children, but never get one. One day, a giant gave them magic cucumber seeds. If planted, the seed will produce a beautiful baby girl.

After the baby girl was born, they gave her the name Timun Mas. Timun Mas grew into a beautiful girl. However, on her 17th birthday, a giant came to fulfill his promise. Timun Mas' father gave Timun Mas a cloth bag filled with salt, chilies, cucumber seeds and shrimp paste. Timun Mas ran to save herself from the giant.

The giant chased Timun Mas. Timun Mas uses magical objects in her cloth bag to fight the giant. She sprinkles salt to make an ocean, throws chilies to make thorns, scatters cucumber seeds to make a cucumber garden, and throws shrimp paste to make a mud lake.

Finally, the giant drowned in the mud lake. Timun Mas returned home and lived happily with her parents.

16. What did the giant give to the husband and wife farmer?
    a. Magic corn seeds
    b. Magic cucumber seeds
    c. Magic potato seeds
    d. Magic pumpkin seeds

17. What did Timun Mas use to fight the giant?
    a. Salt, chilies, cucumber seeds, and shrimp paste
    b. Rice, beans, carrots, and tomatoes
    c. Apples, oranges, bananas, and grapes
    d. Flour, sugar, eggs, and milk

18. How old was Timun Mas when the giant came?
    a. 10 years old
    b. 12 years old
    c. 15 years old
    d. 17 years old

19. What did Timun Mas scatter to make a cucumber garden?
    a. Salt
    b. Chilies
    c. Cucumber seeds
    d. Shrimp paste

20. How did the giant meet his end?
    a. He got lost in the forest
    b. He fell into an ocean made of salt
    c. He was trapped by thorns made from chilies
    d. He drowned in a mud lake made from shrimp paste

C. Natalia Sunuk

PRE TEST OF NARRATIVE TEXT AT SMA NEGERI 1 KABUPATEN SORONG

School   : SMA Negeri 1 Kabupaten Sorong

Education Units   : Senior High School (SMA)

Number and From of Questions   : 20 Multiple Choice

Time Allocation   : 2 Hour (2 × 40 Minutes)

Name:	Natalia Sunuk
Class:	X MIPA 1
Subject:	Bahasa Inggris
Day/Date:	28 - 02 - 2024

69.

B : 12
S : 8

Choose the correct answer from the multiple choice questions below!

The following text is for question 1-5!

The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put my full speed," he said.

"I challenge any one here to race with me," he said again arrogantly.

The Tortoise said gently, "I accept your challenge Hare."

"Are you joking?" asked the Hare; "I could dance round you all the way during the race."

"Keep your boasting words until you've won," answered the Tortoise. "Shall we race now?"

So a course was fixed and a start was made not long after that. The Hare darted almost out of sight at once, but soon stopped and then, to show his contempt for the Tortoise, he lay down to have a nap. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post and he could not run up in time to win the race.

Then the Tortoise said: "Slow but steady progress wins the race."

1. What is the title of the story above?
   a. The Hare and The Turtle
   b. The Rabbit and The Snail
   c. The Hare and The Tortoise
   d. The Rabbit and The Tortoise

2. What was the Hare boasting about before the race?
   a. His strength
   b. His speed
   c. His intelligence
   d. His agility

3. What does the Hare do during the race that leads to his downfall?
   a. He stops to eat
   b. He stops to rest and takes a nap
   c. He takes a wrong turn
   d. He starts boasting again

4. What did the Hare do when he woke up from his nap during the race?
   a. He resumed running immediately
   b. He sprinted to catch up with the Tortoise
   c. He realized he had won the race

d. He saw the Tortoise nearing the finish line

5. What lesson does the fable teach?
    a. Slow and steady wins the race
    b. Speed is the only factor in winning
    c. Arrogance leads to failure
    d. Napping during a race is acceptable

The following text is for question 6-10!

The Story of Thumbelina

Once upon time, there was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child.

One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days latter, the seed grew up into a large beautiful flower.

Surprisingly, the woman saw a little girl inside the flower. The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small.

6. What did the poor woman receive from the fairy godmother?
    a. A magic wand
    b. A barleycorn seed
    c. A flower pot
    d. A golden ring

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7. Where did the poor woman plant the barleycorn seed?
   a. In the garden
   b. In a flower pot
   c. In the forest
   d. In a meadow

8. How did the woman name the little girl she found inside the flower?
   a. Daisy
   b. Rose
   c. Thumbelina
   d. Lily

9. How big was Thumbelina when the woman found her?
   a. As big as a tree
   b. As big as a house
   c. As long as a thumb
   d. As tall as a mountain

10. What is the title of the folktale above?
    a. The Story of Thumbelina
    b. The Story of Barleycorn
    c. The Story of Poor Woman
    d. The Story of Fairy

The following text is for question 11-15!

The Legend of Roro Jonggrang

This story tells of a competition between Roro Jonggrang and a king named Bandung Bondowoso. After defeating Bandung Bondowoso in battle, Roro Jonggrang requested that Bandung Bondowoso build a thousand temples overnight as a condition for their marriage.

With the help of supernatural beings, Bandung Bondowoso almost completed the task. However, because Roro Jonggrang did not want to marry Bandung Bondowoso, he tried to thwart Bandung Bondowoso's action. Roro Jonggrang tricked him by ordering the villagers to cook and light a fire so that the sun would rise earlier, so that Bandung Bondowoso failed to complete the task.

11. What was the outcome of the battle between Roro Jonggrang and Bandung Bondowoso?
   a. Roro Jonggrang defeated Bandung Bondowoso
   b. Bandung Bondowoso defeated Roro Jonggrang
   c. Both Roro Jonggrang and Bandung Bondowoso agreed to a truce
   d. The battle ended in a stalemate

12. Why did Roro Jonggrang request Bandung Bondowoso to build a thousand temples overnight?
   a. As a gesture of reconciliation
   b. As a condition for their marriage
   c. To demonstrate his supernatural powers
   d. To atone for his past misdeeds

13. How did Bandung Bondowoso almost complete the task of building a thousand temples overnight?
   a. Through the assistance of supernatural beings
   b. By using advanced construction techniques

c. By employing a large workforce

d. By working tirelessly throughout the night

14. Why did Roro Jonggrang trick Bandung Bondowoso into failing to complete the task?

    a. Because she wanted to marry him

    b. Because she wanted to prove her love for him

    c. Because she did not want to marry him

    d. Because she wanted to test his determination

15. What is the title of the story above?

    a. The Legend of Sangkuriang

    b. The Legend of Bandung Bondowoso

    c. The Legend of Roro Jonggrang

    d. The Legend of Malin Kundang

The following text is for question 16-20!

Timun Mas

Long ago, there lived a husband and wife farmer. They really want to have children, but never get one. One day, a giant gave them magic cucumber seeds. If planted, the seed will produce a beautiful baby girl.

After the baby girl was born, they gave her the name Timun Mas. Timun Mas grew into a beautiful girl. However, on her 17th birthday, a giant came to fulfill his promise. Timun Mas' father gave Timun Mas a cloth bag filled with salt, chilies, cucumber seeds and shrimp paste. Timun Mas ran to save herself from the giant.

The giant chased Timun Mas. Timun Mas uses magical objects in her cloth bag to fight the giant. She sprinkles salt to make an ocean, throws chilies to make thorns, scatters cucumber seeds to make a cucumber garden, and throws shrimp paste to make a mud lake.

Finally, the giant drowned in the mud lake. Timun Mas returned home and lived happily with her parents.

16. What did the giant give to the husband and wife farmer?
    a. Magic corn seeds
    b. Magic cucumber seeds
    c. Magic potato seeds
    d. Magic pumpkin seeds

17. What did Timun Mas use to fight the giant?
    a. Salt, chilies, cucumber seeds, and shrimp paste
    b. Rice, beans, carrots, and tomatoes
    c. Apples, oranges, bananas, and grapes
    d. Flour, sugar, eggs, and milk

18. How old was Timun Mas when the giant came?
    a. 10 years old
    b. 12 years old
    c. 15 years old
    d. 17 years old

19. What did Timun Mas scatter to make a cucumber garden?
    a. Salt
    b. Chilies
    c. Cucumber seeds
    d. Shrimp paste

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20. How did the giant meet his end?
   a. He got lost in the forest
   b. He fell into an ocean made of salt
   c. He was trapped by thorns made from chilies
   d. He drowned in a mud lake made from shrimp paste

A. Siti Wulandari

POST TEST OF NARRATTIVE TEXT AT SMA NEGERI 1 SORONG REGENCY

School   : SMA Negeri 1 Kabupaten Sorong

Education Units   : Senior High School (SMA)

Number and Form of Questions   : 20 Multiple Choice

Time Allocation   : 2 Hour (2 x 40 Minutes)

Name:	Siti Wulandari
Class:	x MIPA 1
Subject:	
Day/Date:	20 Maret 2024

(70)

B : 14
S : 6

Choose The Correct Answer From The Multiple Choice Questions Below!

The following text is for question 1-5!

The Ant and the Grasshopper

Once upon a time, in a sunny meadow, there lived an ant and a grasshopper. The ant was diligent and hardworking, always busy gathering food and storing it for the winter. But the grasshopper was carefree, spending his days singing and dancing in the warm sunshine.

As the days grew colder and the food became scarce, the grasshopper realized he had nothing to eat. Hungry and desperate, he went to the ant's home and asked for help. The ant, who had plenty of food saved up, welcomed the grasshopper and shared his provisions with him.

The grasshopper learned a valuable lesson about the importance of hard work and preparation. From that day on, he vowed to be more like the ant, working hard during the summer months to prepare for the winter ahead.

And so, the ant and the grasshopper became good friends, living harmoniously in the meadow, each contributing in their own way to ensure their survival through the changing seasons.

1. What was the ant's attitude towards work?
    a. Lazy
    (b) Diligent and hardworking
    c. Carefree
    d. Uninterested

2. What is the title of the story above?
    (a) The Ant and the Horse
    b. The Ant and the Grasshopper
    c. The Grasshopper and the Monkey
    d. The Grasshopper and the Fish

3. Why did the grasshopper go to the ant's home?
    a. To ask for help because he was hungry
    (b) To invite the ant for a dance
    c. To play a trick on the ant
    d. To steal food

4. What lesson did the grasshopper learn?
    a. The importance of friendship
    b. The joy of singing and dancing
    (c.) The value of hard work and preparation
    d. The dangers of being lazy

5. How did the ant and the grasshopper live together after the incident?
    a. They became enemies
    b. They ignored each other
    (c.) They became good friends
    d. They lived separately

The following text is for question 6-10!

Jack and the Magical Goose

Once upon a time, in a faraway kingdom, there lived a kind-hearted farmer named Jack. Jack had a magical goose that laid golden eggs every day. With the gold from these eggs, Jack and his family lived comfortably.

One day, a mischievous thief stole the magical goose from Jack's farm. Jack was heartbroken and didn't know what to do. Determined to get his goose back, Jack set out on a journey to find the thief. After traveling for days, Jack finally found the thief's hideout deep in the forest. Using his wit and cleverness, Jack managed to sneak into the thief's lair and retrieve his magical goose.

Filled with joy, Jack returned home with his precious goose. From that day on, Jack and his family lived happily ever after, cherishing the magic of their golden eggs and the bond they shared with their beloved goose. And the thief learned that stealing never leads to true happiness.

6. What did Jack have that made his family live comfortably?
   a. A magical cow
   b. A magical goose
   c. A magical horse
   d. A magical sheep

7. Why was Jack heartbroken one day?
   a. His farm was destroyed
   b. His family moved away
   c. His goose stopped laying eggs
   d. His magical goose was stolen

8. What did Jack do after his magical goose was stolen?
   a. He gave up and cried
   b. He set out on a journey to find the thief
   c. He bought a new goose
   d. He blamed his family

9. Where did Jack finally find the thief's hideout?
   a. In the city
   b. In the mountains
   c. In the forest
   d. By the river

10. What is the title of the story above?
    a. Jack and The Magical Cow
    b. Jack and The Stealer
    c. Jack and The Magical Goose
    d. Jack is a Kind Farmer

The following text is for question 11-15!

The Legend of Surabaya

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 the 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 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. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

11. What were the names of the two animals?
    a. Sura and Goat
    b. Sura and Baya
    c. Shark and Crocodile

d. Sura and River

12. Where did Sura and Baya live?
   a. In the forest
   b. In the sea
   c. In the desert
   d. In the mountains

13. What caused Sura and Baya to separate and live in different places?
   a. They found better homes
   b. They were tired of each other
   c. They had a fight over food
   d. They wanted to explore new territories

14. What was the border between Sura's and Baya's territories?
   a. The forest
   b. The mountain
   c. The river
   d. The beach

15. Why did Sura go to the land one day?
   a. To find a friend
   b. To look for food in the river
   c. To escape Baya's territory
   d. To enjoy the sunshine

The following text is for question 16-20!

The Princess and The Pea

A prince longed to get married. There were many fine girls in the kingdom, but his mother, the queen, insisted that he wait for a real princess. One night, a princess came to the castle gate. Her carriage had broken down, and she needed shelter for the night.

The prince fell in love with her, but his mother wanted proof that she was a real princess. The queen slipped a single dried pea under a dozen mattresses on the bed. Only a real princess would be tender enough to feel it.

The princess tossed and turned that night, and woke up confused and upset because of the pea. The Queen was impressed with the princess. He knew that the princess was a real princess. Only then did the queen approve of her son's happy marriage.

16. What did the queen insist her son, the prince, wait for before getting married?
    a. A beautiful girl
    b. A real princess
    c. A wealthy maiden
    d. A kind-hearted woman

17. Why did the princess come to the castle gate?
    a. To visit the queen
    b. To seek shelter for the night
    c. To meet the prince
    d. To explore the castle grounds

18. What test did the queen use to determine if the princess was real?
    a. She asked her to solve a riddle
    b. She checked her birth certificate
    c. She placed a dried pea under mattresses
    d. She examined her royal attire

19. How did the princess feel the next morning?
    a. Refreshed and energized
    b. Sore and bruised

c. Excited and thrilled

d. Confused and upset

20. What was the queen's reaction when she saw the condition of the princess the next morning?

a. She scolded her

b. She laughed at her

c. She was impressed

d. She was concerned

B. Aurelya Cahya Ramadhani

POST TEST OF NARRATTIVE TEXT AT SMA NEGERI 1 SORONG REGENCY

School   : SMA Negeri 1 Kabupaten Sorong

Education Units   : Senior High School (SMA)

Number and Form of Questions   : 20 Multiple Choice

Time Allocation   : 2 Hour (2 x 40 Minutes)

Name: Aurelya Cahya Ramadhani	
Class: X MIPA 1	
Subject: Bahasa Inggris	
Day/Date: wenesday, 20 march 2024	

85

B: 17
S: 3

Choose The Correct Answer From The Multiple Choice Questions Below!

The following text is for question 1-5!

The Ant and the Grasshopper

Once upon a time, in a sunny meadow, there lived an ant and a grasshopper. The ant was diligent and hardworking, always busy gathering food and storing it for the winter. But the grasshopper was carefree, spending his days singing and dancing in the warm sunshine.

As the days grew colder and the food became scarce, the grasshopper realized he had nothing to eat. Hungry and desperate, he went to the ant's home and asked for help. The ant, who had plenty of food saved up, welcomed the grasshopper and shared his provisions with him.

The grasshopper learned a valuable lesson about the importance of hard work and preparation. From that day on, he vowed to be more like the ant, working hard during the summer months to prepare for the winter ahead.

And so, the ant and the grasshopper became good friends, living harmoniously in the meadow, each contributing in their own way to ensure their survival through the changing seasons.

1. What was the ant's attitude towards work?

   a. Lazy
   b. Diligent and hardworking
   c. Carefree
   d. Uninterested

2. What is the title of the story above?

   a. The Ant and the Horse
   b. The Ant and the Grasshopper
   c. The Grasshopper and the Monkey
   d. The Grasshopper and the Fish

3. Why did the grasshopper go to the ant's home?

   a. To ask for help because he was hungry
   b. To invite the ant for a dance
   c. To play a trick on the ant
   d. To steal food

4. What lesson did the grasshopper learn?

   a. The importance of friendship
   b. The joy of singing and dancing
   c. The value of hard work and preparation
   d. The dangers of being lazy

5. How did the ant and the grasshopper live together after the incident?

   a. They became enemies
   b. They ignored each other
   c. They became good friends
   d. They lived separately

The following text is for question 6-10!

Jack and the Magical Goose

Once upon a time, in a faraway kingdom, there lived a kind-hearted farmer named Jack. Jack had a magical goose that laid golden eggs every day. With the gold from these eggs, Jack and his family lived comfortably.

One day, a mischievous thief stole the magical goose from Jack's farm. Jack was heartbroken and didn't know what to do. Determined to get his goose back, Jack set out on a journey to find the thief.After traveling for days, Jack finally found the thief's hideout deep in the forest. Using his wit and cleverness, Jack managed to sneak into the thief's lair and retrieve his magical goose.

Filled with joy, Jack returned home with his precious goose. From that day on, Jack and his family lived happily ever after, cherishing the magic of their golden eggs and the bond they shared with their beloved goose. And the thief learned that stealing never leads to true happiness.

6. What did Jack have that made his family live comfortably?
   a. A magical cow
   b. A magical goose
   c. A magical horse
   d. A magical sheep

7. Why was Jack heartbroken one day?
   a. His farm was destroyed
   b. His family moved away
   c. His goose stopped laying eggs
   d. His magical goose was stolen

8. What did Jack do after his magical goose was stolen?
   a. He gave up and cried
   b. He set out on a journey to find the thief
   c. He bought a new goose
   d. He blamed his family

9. Where did Jack finally find the thief's hideout?
   a. In the city
   b. In the mountains
   c. In the forest
   d. By the river

10. What is the title of the story above?
    a. Jack and The Magical Cow
    b. Jack and The Stealer
    c. Jack and The Magical Goose
    d. Jack is a Kind Farmer

The following text is for question 11-15!

The Legend of Surabaya

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 the 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 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. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

11. What were the names of the two animals?
    a. Sura and Goat
    b. Sura and Baya
    c. Shark and Crocodile

d. Sura and River

12. Where did Sura and Baya live?

    a. In the forest

    b. In the sea

    c. In the desert

    d. In the mountains

13. What caused Sura and Baya to separate and live in different places?

    a. They found better homes

    b. They were tired of each other

    c. They had a fight over food

    d. They wanted to explore new territories

14. What was the border between Sura's and Baya's territories?

    a. The forest

    b. The mountain

    c. The river

    d. The beach

15. Why did Sura go to the land one day?

    a. To find a friend

    b. To look for food in the river

    c. To escape Baya's territory

    d. To enjoy the sunshine

The following text is for question 16-20!

The Princess and The Pea

A prince longed to get married. There were many fine girls in the kingdom, but his mother, the queen, insisted that he wait for a real princess. One night, a princess came to the castle gate. Her carriage had broken down, and she needed shelter for the night.

The prince fell in love with her, but his mother wanted proof that she was a real princess. The queen slipped a single dried pea under a dozen mattresses on the bed. Only a real princess would be tender enough to feel it.

The princess tossed and turned that night, and woke up confused and upset because of the pea. The Queen was impressed with the princess. He knew that the princess was a real princess. Only then did the queen approve of her son's happy marriage.

16. What did the queen insist her son, the prince, wait for before getting married?
   a. A beautiful girl
   b. A real princess
   c. A wealthy maiden
   d. A kind-hearted woman

17. Why did the princess come to the castle gate?
   a. To visit the queen
   b. To seek shelter for the night
   c. To meet the prince
   d. To explore the castle grounds

18. What test did the queen use to determine if the princess was real?
   a. She asked her to solve a riddle
   b. She checked her birth certificate
   c. She placed a dried pea under mattresses
   d. She examined her royal attire

19. How did the princess feel the next morning?
   a. Refreshed and energized
   b. Sore and bruised

c. Excited and thrilled

d. Confused and upset

20. What was the queen's reaction when she saw the condition of the princess the next morning?

a. She scolded her

b. She laughed at her

c. She was impressed

d. She was concerned

C. Silvia Putri F. Zahra

POST TEST OF NARRATTIVE TEXT AT SMA NEGERI 1 SORONG REGENCY

School	: SMA Negeri 1 Kabupaten Sorong
Education Units	: Senior High School (SMA)
Number and Form of Questions	: 20 Multiple Choice
Time Allocation	: 2 Hour (2 x 40 Minutes)

Name: Silvia Putri F. Zahra	
Class: X MIPA 1	
Subject: B. Inggris P	
Day/Date: Wed, 20, 03, 2024	

B:18
S:2

Choose The Correct Answer From The Multiple Choice Questions Below!

The following text is for question 1-5!

The Ant and the Grasshopper

Once upon a time, in a sunny meadow, there lived an ant and a grasshopper. The ant was diligent and hardworking, always busy gathering food and storing it for the winter. But the grasshopper was carefree, spending his days singing and dancing in the warm sunshine.

As the days grew colder and the food became scarce, the grasshopper realized he had nothing to eat. Hungry and desperate, he went to the ant's home and asked for help. The ant, who had plenty of food saved up, welcomed the grasshopper and shared his provisions with him.

The grasshopper learned a valuable lesson about the importance of hard work and preparation. From that day on, he vowed to be more like the ant, working hard during the summer months to prepare for the winter ahead.

And so, the ant and the grasshopper became good friends, living harmoniously in the meadow, each contributing in their own way to ensure their survival through the changing seasons.

1. What was the ant's attitude towards work?
   - a. Lazy
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   - d. Uninterested

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3. Why did the grasshopper go to the ant's home?
   - a. To ask for help because he was hungry
   - b. To invite the ant for a dance
   - c. To play a trick on the ant
   - d. To steal food

4. What lesson did the grasshopper learn?
   - a. The importance of friendship
   - b. The joy of singing and dancing
   - c. The value of hard work and preparation
   - d. The dangers of being lazy

5. How did the ant and the grasshopper live together after the incident?
   - a. They became enemies
   - b. They ignored each other
   - c. They became good friends
   - d. They lived separately

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The following text is for question 6-10!

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Once upon a time, in a faraway kingdom, there lived a kind-hearted farmer named Jack. Jack had a magical goose that laid golden eggs every day. With the gold from these eggs, Jack and his family lived comfortably.

One day, a mischievous thief stole the magical goose from Jack's farm. Jack was heartbroken and didn't know what to do. Determined to get his goose back, Jack set out on a journey to find the thief.After traveling for days, Jack finally found the thief's hideout deep in the forest. Using his wit and cleverness, Jack managed to sneak into the thief's lair and retrieve his magical goose.

Filled with joy, Jack returned home with his precious goose. From that day on, Jack and his family lived happily ever after, cherishing the magic of their golden eggs and the bond they shared with their beloved goose. And the thief learned that stealing never leads to true happiness.

6. What did Jack have that made his family live comfortably?
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7. Why was Jack heartbroken one day?
   a. His farm was destroyed
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8. What did Jack do after his magical goose was stolen?
   a. He gave up and cried
   b. He set out on a journey to find the thief
   c. He bought a new goose
   d. He blamed his family

9. Where did Jack finally find the thief's hideout?
   a. In the city
   b. In the mountains
   c. In the forest
   d. By the river

10. What is the title of the story above?
    a. Jack and The Magical Cow
    b. Jack and The Stealer
    c. Jack and The Magical Goose
    d. Jack is a Kind Farmer

The following text is for question 11-15!

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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. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

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    b. Sura and Baya
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   c. In the desert
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13. What caused Sura and Baya to separate and live in different places?
   a. They found better homes
   b. They were tired of each other
   c. They had a fight over food
   d. They wanted to explore new territories

14. What was the border between Sura's and Baya's territories?
   a. The forest
   b. The mountain
   c. The river
   d. The beach

15. Why did Sura go to the land one day?
   a. To find a friend
   b. To look for food in the river
   c. To escape Baya's territory
   d. To enjoy the sunshine

The following text is for question 16-20!

The Princess and The Pea

A prince longed to get married. There were many fine girls in the kingdom, but his mother, the queen, insisted that he wait for a real princess. One night, a princess came to the castle gate. Her carriage had broken down, and she needed shelter for the night.

The prince fell in love with her, but his mother wanted proof that she was a real princess. The queen slipped a single dried pea under a dozen mattresses on the bed. Only a real princess would be tender enough to feel it.

The princess tossed and turned that night, and woke up confused and upset because of the pea. The Queen was impressed with the princess. He knew that the princess was a real princess. Only then did the queen approve of her son's happy marriage.

16. What did the queen insist her son, the prince, wait for before getting married?
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    b. A real princess
    c. A wealthy maiden
    d. A kind-hearted woman

17. Why did the princess come to the castle gate?
    a. To visit the queen
    b. To seek shelter for the night
    c. To meet the prince
    d. To explore the castle grounds

18. What test did the queen use to determine if the princess was real?
    a. She asked her to solve a riddle
    b. She checked her birth certificate
    c. She placed a dried pea under mattresses
    d. She examined her royal attire

19. How did the princess feel the next morning?
    a. Refreshed and energized
    b. Sore and bruised

c. Excited and thrilled

d. Confused and upset

20. What was the queen's reaction when she saw the condition of the princess the next morning?

a. She scolded her

b. She laughed at her

c. She was impressed

d. She was concerned

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMA NEGERI 1 KABUPATEN SORONG
Mata Pelajaran   : Bahasa Inggris Peminatan
Kelas/Semester   : X MIPA 1/Genap
Materi Pokok   : Narrative Text
Alokasi Waktu   : 2 jam (40 menit x 2)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
• Mengetahui struktur *narrative text.*
• Memahami penulisan *narrative text.*
• Mampu menjawab soal tentang *narrative text.*
• Mampu mengetahui *language features of narrative text.*

B. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
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	**3.10** Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

masalah.	
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.1 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media**   : Buku cetak guru,buku catatan siswa, kertas manila, potongan gambar dan teks narrative teks
- **Alat/Bahan**   : Papan tulis dan spidol
- **Sumber Belajar** : Buku cetak "Lively English" kelas X.

D. Model/Metode Pembelaaran

- **Pendekatan** : Saintifik
- **Strategi**   : Menerangkan, tanya-jawab dan penugasan
- **Metode**   : Metode ceramah dan pembelajaran kooperatif

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Kegiatan Inti (60 Menit)
Peserta didik diberi catatan melalui papan tulis lalu setelah itu guru akan menjelaskan terkait materi yang dicatat.
Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait materi

yang belum dipahami.
Untuk melihat sejauh mana pemahaman para peserta didik terkait materi ***narrative text,*** peserta didik akan diberi tugas terkait materi tersebut.
Guru akan mengaplikasikan scramble word game dan make a match methode untuk melatih kemampuan pemahaman membaca siswa.
Guru akan membagikan peserta didik dalam beberapa kelompok dan membagikan lembar kerja soal berupa potongan teks dan gambar yang berkaitan dengan materi yang nantinya akan dipasangkan oleh siswa menjadi suatu cerita narrative yang utuh.
Kemudian perwakilan siswa dari setiap kelompok akan maju kedepan kelas untuk menceritakan kembali cerita yang telah mereka susun menggunakan make a match.
Kegiatan Penutup (10 Menit)
Guru membuat rangkuman/kesimpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan lalu menutup kelas dengan mengucapkan salam.

F. Penilaian Hasil Pembelajaran
- **Penilaian Pengetahuan** berupa tes tertulis uraian, dan observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian Keterampilan** berupa penilaian unjuk kerja kelompok.

Appendix 4 : Photo Documentation

A. Pre-test (28 Febuari 2024)

B. Treatment (01 Maret 2024)

C. Treatment (06 Maret 2024)

D. Treatment (08 Maret 2024)

E. Treatment (15 Maret 2024)

F. Post-test (20 Maret 2024)

A. Scramble Word Game

KELOMPOK 1

W I S E Bijak

K I N G D O M
kerajaan

T R I E D capek
di Coba

B E A U T I F U L
Cantik / Indah

A N G R Y Marah

R E V E N G E
Pembalasan dendam

R I V E R
Sungai

FF

V I L L A G E
DESA

L A U G H
FERTAWA

D A W N FAJAR

C A V E Goa

K I D N A P
MENCULIK

Q U I C K L Y
DENGAN CEPAT

R Y A D
BARISAN

C U P B O A R D
Lemari

S H O C K E D → terkejut
Terkejut

S M A L L
kecil

A R R I V E
tiba

P R E T N D
berpura - pura

W O O D C U T T E R
Penebang

F L O W E R
Bungo

W O R K | T R E A S U R E
BEKERJA HARTA KARUN

W O O D | S P E L L
KAYU MENGEJA / MANTRA

C A V E | R O B B E R
GOA PERAMPOK / PENCURI

G R E E D Y
TAMAK

S W O R D
PEDANG

106

Kelompok 5

English	Indonesia
MOUNTAIN	Gunung
QUALITY	kualitas
FOREST	Hutan
LEAVE	Meninggalkan
FIGHTING	Bertarung
VICTORY	menang
IRON	Besi
TRHON	Duri
CROAL	Buaya
SHOUT	berteriak

English	Indonesia
DULL	Membosankan
RANGED	Mengatur
A LOCK	kunci
DIRTY	Kotor
CLASE	Tenang
A PLACE	Sebuah Tempat
SOLDIER	Tentara
WORRIED	Khawatir
CATIVE	Katif

English	Indonesia
SNOW	Salju
WINTER	Musim Dingin
DUSK	~~Satuan~~ senja
FAIRY	Pery
ETERNAL	Abadi
FLOWER	Bunga
SHEPHERD	gembala
ICEBERG	gunung es
THREAD	benang
FERTILE	subur

English	Indonesia
ILLNESS	Penyakit
FIREWOOD	kayu bakar
SNEAKED	~~............~~ Menyelinap
ROOF	Atap
BONE	Tulang
CAGE	kurungan
FIND	Menemukan
FURNACE	Perapian
TRAPPED	Terjebak
MYOPIC	~~.....~~ rabun

Kelompok 3.

English	Indonesia
TEMPLE	Kuil
STONE	batu
PRINCE	~~Raja~~ Pangeran
ATTACK	menyerang
ANGRY	marah
KINGDOM	kerajaan
MIDNIGHT	tengah malam
PRINCESS	~~Raja~~ Putri
ANNOYED	terganggu
SPIRIT	toh

English	Indonesia
GIANT	RAKSASA
PEANUT	KACANG
CAREFULLY	Dengan hati-hati
PALACE	Istana
BEANSTALK	Pohon Kacang
STEAL	Mencuri
CLIMB	Mendaki
PEACH	Persik

English	Indonesia
ALONE	Sendiri
BEAT	mingalahkan
DIG	menggali
TREASURE	harta karun
SHOVEL	Sekop
BARK	Kulit Pohon
BESIDE	Di Samping
NEIGHBOR	TETANGGA

English	Indonesia
LIFE	Hidup
LANE	Jalur
WEAK	Lemah
CHOP	Mencacah
CIGARETTE	Rokok
DWARF	Kerdil
ROPE	Tali

KELOMPOK 4

F A M I L Y	
keluarga	
S E A	
Laut	
T U B E R S	
Akar	
W I F E	
Istri	
H U S B A N D	
SUAMI	
H U N G R Y	
Lapar	
C R E A T U R E	
Mahluk	
M E R M A I D	

V I L L A G E
DESA

S T E P M O T H E R
Ibu Tiri

S E R V A N T
Pelayan

K I N D
Baik hati

W I T C H
Penihis

N E E D L E
Jarum

J O U R N E Y
perjalanan

A F R A I D
khawatir

D A W N
subuh

P R E T E N D
pura - pura

P L A C E
Tempat

H U G
Peluk) Memeluk

D A U G H T E R
Anak perempuan

W I T C H
Penyihir

D I S A P P E A R
Menghilang

L O S T
Terse / hilang

R I V E R
Sungai

H E S I T A T E D
Ragu-Ragu

I N V I T E D
diundang

I N S I D E   The 1
didalam

D I L I G E N T
RAJIN

W A L K
BERJalan

G R E A S Y
BERMINYAK

P R I S O N
PENJara

S A L E
Penjualan

M O L E
TAI LaLat

E X P L A I N
menJELuskan

J U D G E
HaKIM

B U C K E T
Keranjang EMBER

S T E A M
merebus

B. Make a Match Result

BLUE FLOWERS AND ICE CASTLE

What did Erian choose to request from the Fairy Queen, and how did she respond?	⟹	*Erian chose to ask for the blue flower the Queen held, and the Fairy Queen gladly gave it to him.*
What surprising quality did the blue flowers possess when planted by Erian and Dayana?	⟹	*The blue flowers grew rapidly and could produce thread, which could be woven into fine fabric.*
What did Erian see when he got to the tip of the iceberg?	⟹	*When he came to the top of the iceberg, Erian saw a sparkling ice castle.*
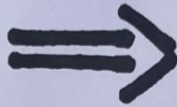
Little Red Riding Hood And The Big Bad Wolf

Page 1

Once upon a time, there was a small house on the edge of a very dense forest. That morning the atmosphere was very cool. It was the birthday of the little girl who lived in the house.

The little girl was making cakes with her mother. Her mother told her that the little girl had to deliver cookies to her sick grandmother.

The mother also gave a gift to her daughter. Out of curiosity, The girl opened. It turned out that the contents were a red hood, the girl's favorite color.

Page 2

The girl immediately put a hood on her head and hugged her mother. She looks very beautiful in that red hood.

In the afternoon her mother asked the girl to give mother's cake to her grandmother.

The girl in the red hood walked towards her grandmother's house on the side of the forest.

Page 3

When entering the forest, suddenly a wolf appeared in front of by the girl.

The girl asked the wolf if he knew about her grandmother's house, and the wolf replied that he did not. Then the wolf told the girl to pick bluebell flowers for the girl's grandmother. Surely her grandmother will like it.

The girl agreed to pick bluebell flowers. When the Wolf saw the girl go the other way, the wolf immediately ran to the house of the girl in the red hood.

Page 4

In front of his house the clever wolf exclaimed that he pretended to be the girl to be opened by the grandmother.

When the door was opened, the grandmother was shocked because it was a wolf and not her grandchild.

The wolf locked the grandmother in the cupboard and covered her mouth so that it was silent. The wolf tells her that soon the grandchildren of the grandmother will arrive and the two of them will be eaten by the evil wolf.

Page 5

The evil wolf put on grandma's clothes, lay down on the mattress and pulled the blanket to cover his nose. He pretended to be the grandmother of the girl in the red hood.

Meanwhile, the girl in the red hood was still busy picking bluebell flowers. He also chose cauliflower flowers and blooming lily. Once she had enough, she prepared to go to her grandmother's house.

After walking for a long time, she never found her way to her grandmother's house. The girl in the red hood was lost. She met with a woodcutter to ask for directions. The woodcutter showed the direction to the girl in the red hood.

Page 6

After arriving in front of her grandmother's house, she knocked on the door.

The girl in the red hood came into the house and put her things on a table. She noticed her grandmother lying on the bed who unbeknownst to the girl was a wolf in disguise.

The wolf threw down the blanket, then jumped up and pounced on the poor red hooded girl.

The red hooded girl's hand managed to hold Wolf's head so that it could not eat it. The girl cried out for help even though it was impossible for someone to pass on this side of the forest.

Fortunately, the woodcutter who was still around the grandmother's house heard the sound of cries for help from the red hood girl. He broke down the door and immediately beat the Wolf to death.

Then from inside the cupboard came a very low and limp sound of blowing. It turned out to be her grandmother.

The girl in the red hood and the woodcutter helped the grandmother out of the cupboard. The girl then hugged her grandmother.

The grandmother and the girl in the red hood thanked to the woodcutter for helping her twice, the first time showing the way and the second time rescuing from the Wolf.

They enjoy a cake made by mother the girl in the red hood together.

7

8

LITTLE RED RIDING HOOD AND THE BIG BAD WOLF

What was the outcome of the encounter with the wolf, and how did the story end?

⇒

The woodcutter arrived in time, defeating the wolf and saving the girl with the red hood. The real grandmother was rescued from the cupboard, and they all expressed gratitude by enjoying the cake made by the girl's mother.

What gift did the little girl receive from her mother?

⇒

The little girl received a red hood, her favorite color.

How did the wolf deceive the grandmother upon arriving at her house?

⇒

The wolf pretended to be the little girl, tricking the grandmother into opening the door. It then locked the real grandmother in the cupboard.

COMPOK 1

THE ORIGIN OF THE CITY OF BANYUWANGI

Once upon a times, a kingdom stood in the eastern region of Java island. This kingdom had a just and wise king, and a son named Raden Banterang who enjoyed hunting.

One day, while hunting, Raden Banterang spotted a large deer. He chased the deer deep into the forest.

Feeling tired, Raden Banterang took a moment to rest by the riverside. As he was about to drink, he was startled by the arrival of a beautiful girl. Raden Banterang gathered his courage and asked for her name.

It turned out that the beautiful girl's name was Surati. She was a princess from the Klungkung Kingdom who was escape from enemies who had destroyed her kingdom. Out of sympathy, Raden Banterang invited the princess to return to the his kingdom.

Because of Princess Surati's kind and friendly nature, Raden Banterang fell in love with her and married her.

When Surati went to the market, she met a man. The man was dressed in rags. Putri Surati was happy because the man was her older brother, Rupaksa.

Rupaksa persuades Putri Surati to take revenge on Raden Banterang. Raden Pantrang turned out to be the person who killed their father. But Putri Surati refused and Rupaksa was very angry. Before leaving, Rupaksa gave him a red headband and ordered Princess Surati to put the headband under the pillow.

Following her brother's instructions, Princess Surati placed the headband under the pillow. Raden Banterang was out hunting, so Surati couldn't tell him what had happened. She waited for his return to share the story with him.

While in the forest, Raden Banterang met a man dressed in rags. The man said that Putri Surati was planning revenge as proof that Putri Surati kept a red headband under her pillow. The headband was a gift from the man Princess Surati hired to kill him.

Raden Banterang hurried home to meet his wife. He didn't believe the man in the forest earlier. But how surprised he was when he found a headband under the pillow. It turned out his wife really intend to kill him, like the story of the man in the forest.

Raden Banterang dragged Princess Surati to the riverbank. He intended to drown Princess Surati without listening to her explanation.

Princess Surati continued to plead, but her husband still ignored her. So Princess Surati swore, "If the river water is clear and fragrant, it means Princess Surati is innocent. But if it remains cloudy and smells bad, it means Princess Surati is indeed guilty."

Raden Banterang drew his keris. Princess Surati's body plunged, and the river water turned clear and fragrant. Raden Banterang looked at Princess Surati's body. It turned out his wife was innocent because of the pleasant fragrance. Finally...the river was named Banyuwangi. Banyuwangi means fragrant water. Later, this name was used as the name of a city, namely the Banyuwangi city.

How did Surati propose to prove her innocence to Raden Banterang, and what was the outcome?

Surati proposed that if the river water turned clear and fragrant, it would prove her innocence, while if it remained cloudy and smelled bad, it would indicate her guilt. The outcome was that the river water turned clear and fragrant, proving Surati's innocence

What did Rupaksa, Surati's brother, give her before leaving, and what was its significance?

Rupaksa gave Surati a red headband and instructed her to place it under the pillow. This headband was meant to frame Surati for plotting revenge against Raden Banterang

Who was the princess from the Klungkung Kingdom, and why did she flee her kingdom?

The princess was named Surati, and she fled her kingdom due to enemies who had destroyed it

Appendix 6 : Surat Keterangan Selesai Penelitian

PEMERINTAH KABUPATEN SORONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KABUPATEN SORONG
NPSN : 60401367/ AKREDITASI : A
Email :sma.n1.kabupaten.sorong@gmail.com
Website :http://www.sman1kabsor.sch.id
Alamat : Jl. Nusantara No.1 Kelurahan Majaran Distrik Salawati Kab. Sorong Kode Pos : 98418

SURAT KETERANGAN MELAKUKAN PENELITIAN
Nomer: 421.3/085/SMAN1/2024

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kabupaten Sorong:

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Dengan ini menerangkan bahwa nama yang tertera dibawah ini .

Nama   : Juria Ulfah Rumodar

NIM   : 148820320004

Semester   : VIII

Program Studi   : Pendidikan Bahasa Inggris

Judul Penelitian:

'' The Combination of Scramble Word Game and Make a Match Method in Teaching Narrative Text on Reading Comprehension''.

Dengan ini menerangkan bahwa telah Melaksanakan Penelitian Skripsi di SMA NEGERI 1 KABUPATEN SORONG dimulai dari tanggal 28 Februari – 20 Maret 2024 untuk keperluan penyusunan TESIS.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya..

Sorong, 15 Mei 2024
Kepala Sekolah

Costantina Ginuny, S.Pd, M.MPd
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