

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

This chapter present the result and discussion of research. The data collected from observation, interview and documentation which are discussed based on the theory and concept from the previous chapter. This chapter is presented based on the research focus stated in the first chapter. It covers the use of jumble paragraph game in Reading narrative text at tenth grade of SMA Plus Miftahul-ulum Larangan badung Pamekasan. The result and the discussion are:

#### **A. Research Finding**

The researcher would like to give the result of the use of jumble paragraph game in reading narrative text at tenth grade of SMA Plus Miftahul-ulum Larangan Badung Pamekasan. The researcher will devide into three data, they are: data gotten from observation, interview and documentation. From the observation the researcher gets the data about the activities at the classroom that have done by the teacher. From the interview, the researcher gets the data about the students respons' and the strength and weekness of the use of jumble paragraph game in reading narrative text from the students and the teacher. While from the documentation, the researcher gets the data about the way of the teacher in using jumble paragraph game in reading narrative text. The result will be presented as follows:

## **1. The Use of Jumble Paragraph Game in Reading Narrative Text at Tenth Grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan**

In this section, the researcher will explain about the research result of the use of jumble paragraph game in reading narrative text used by the english teacher. The researcher will describe the teaching and learning process based on the use of jumble paragraph game in reading narrative text.

The observation here was conducted on Wednesday, 04<sup>th</sup> March 2020 by the researcher. It was started on 07:00 o'clock until 08:20. And also on Wednesday, 11<sup>th</sup> March 2020, It was started on 07:00 o'clock until 08:20. The time allocated 2x45 minutes

### **a. The First Observation (04<sup>th</sup> March 2020 )**

This part is the first time of observation of this research. It was conducted by the researcher on Wednesday, 04<sup>th</sup> March 2020. And it was started on 07:00 o'clock until 08:20. In this class consist on twenty students. In this case the researcher was as active participant and also active in teaching learning process until get the data.

In the first meeting before the teaching learning process the teacher prepared the lesson plan of teaching reading narrative text by using jumble paragraph game and prepare the several paper of jumble paragraph as media that will be game and delivered by the teacher to the students. It supported with the interview by the researcher to the english teacher.

“ Usually, before I teach, I have prepared the lesson plan and some media that will be game and prepared the material about reading narrative here that will be given to my students”<sup>1</sup>

There are three steps of teaching learning process in the use of jumble paragraph game in Reading narrative text at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan, Namely : Pre-teaching, Whilst-teaching, and Post-teaching.

### 1) **Pre-teaching**

In this step, the teacher taught the students as follow

- a) The english teacher prepared the lesson plan and prepared several paper of jumble paragraph that will be game.
- b) The teacher said greeting to the class like “ assalamualaikum my students, good morning! How are you today ? have you breakfast this morning ?”
- c) The teacher ask the students to praying together before start the teaching learning process
- d) The teacher checked the students’ attendace list
- e) The teacher gave some warming up, like asking the students kind of the text and the the teacher inform the topic at the time, it was about reading narrative text.

### 2) **Whilst-teaching**

- a) The teacher explained the definition about narrative text, kind of narrative text, generic structure of narrative text and language features of narrative text.

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<sup>1</sup> Direct Interview with Kamariyah, SP.d, the English Teacher of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan. on Wednesday, 04<sup>th</sup> March 2020. 08: 23

- b) The teacher show example about narrative text that complete with generic structure of narrative text
- c) The teacher give time 10 minute to read



Picture 4.1 ( students divided into group )

- d) Then the teacher divide the students into four groups, and each groups consist of five students
- e) The teacher inform some rule in this game and inform how to do this game



Picture 4.2 (teacher give paper of jumble paragraph)

- f) The teacher give one group one paper of jumble paragraph that have to rearrange by the students
- g) The teacher give time 15 minute to finish this game



Picture 4.3 (students play the game)

- h) The teacher asked the students to rearrange that jumble paragraph of narrative text into good paragraph of narrative text



Picture 4.4 (students read the result of the game)

- i) After 15 minute the teacher asked the students in the group to read the result of rearrange the jumble paragraph, one students one paragraph



Picture 4.5 (techer give evaluation and suggestion)

- j) The teacher correct the wrong one from what the students did  
 k) The teacher determine the winner one of the group

### 3) Post-teaching

- a) The teacher evaluated the students exercise and give conclusion and motivation  
 b) The teacher suggested to the students to study at home “ don’t forget to study at home my students”  
 c) The teacher closed the material or the lesson by saying hamdalah together, and the teacher saying “ assalamualaikum,wr,wb”  
 d) The teacher out of the class

**b. The second observation ( 11<sup>th</sup> March 2020 )**

The researcher did the second observation and the second meeting on Wednesday, 11<sup>th</sup> March 2020, The researcher entered to the classroom directly when the teacher also entered to the classroom. It was started at the first period. The first period here was on 07:00 until 08:25. At the time is the second meeting where the english teacher implementing the jumble paragraph game in teaching reading narrative text at tenth grade of SMA plus miftahul-ulum larangan badung pamekasan. In this case, the researcher, the English teacher and the students did it together in the classroom. The purpose of this observation to explained about the use of jumble paragraph game in reading narrative text at tenth grade of SMA plus miftahul-ulum Larangan badung pamekasan. In this case, also there are three steps in teaching learning process. Each steps has the same steps with the first meeting. It's follow:

**1. Pre-Teaching**

- a. The teacher prepared the lesson plan of teaching reading narrative text by using jumble paragraph game
- b. The teacher prepare some paper that contain of jumble paragraph as game
- c. The english teacher said greeting to the students. “ assalamualaikum, wr.wb. good morning my students” “how are you today ?”

- d. The teacher ask to prayed together before face the teaching learning process
- e. The teacher checked the students' attendance list
- f. The teacher give warming up by asked to the students about the generic structure of narrative text

## 2. Whilst-Teaching

- a. The teacher remembered the students about narrative text
- b. The teacher show the example of narrative text that complete with the generic structure and asked to the students to read around 5 minute



Picture 4.6 ( students divided into four group )

- c. The teacher divide the students into four group by ask the students to count from one until four, the students get number one with the students get number one too.





Picture 4.7 (teacher give a media of the game)

- d. The teacher gave the paper of jumble paragraph that have to rearrange by the students
- e. The teacher gave 15 minute to finish this game.



Picture 4.8 ( students doing or playing the game )

- f. The teacher asked the students to rearrange the jumble paragraph of narrative text



Picture 4.9 ( teacher correct the result of the game )

- g. After 15 minute, the teacher come to the group one by one and correct the wrong one and determine the winner from this game.



Picture 4.10 ( students read the text of narrative text )

- h. The teacher asked the student to read the paragraph, one students one paragraph

### **3. Post-Teaching**

- a. The teacher evaluated the activity at the time and gave a motivation
- b. The teacher suggested to the students to study at home “ don’t forget to study at home, okey”
- c. The teacher closed the material or the lesson by saying “Hamdalah” together, and the teacher saying “assalamualaikum”
- d. The teacher out of the class

## **2. What are The Strengths And Weaknesses of The Use of Jumble Paragraph Game in Teaching Reading Narrative Text at Tenth Grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan ?**

The researcher did an interview on 14 march 2020. It is on Saturday. The interview is done for english teacher and the students at tenth grade of SMA Plus Miftahul-ulum Larangan Badung Pamekasan. The students who were interviewed consist of ten students from at tenth grade of SMA Plus Miftahul-ulum Larangan Badung Pamekasan. It is done in the school of SMA Plus Miftahul-ulum Larangan Badung Pamekasan. These interview is done to get the data of The Strengths And Weaknesses of The Use of Jumble Paragraph Game in Teaching Reading Narrative text.

Based on the result of the interview, many various strengths and weaknesses of the use jumble paragraph game in reading narrative text that

the teacher and the students feel when the teaching learning process taken place.

The researcher interviewed with the english teacher on Saturday 14 March 2020 at 11.00 Am. Her name is Kamariyah, S.Pd. She said that:

“kesulitan yang dialami ketika saya mengajar adalah ketika kosakata siswa minimal, jadi ketika mengajar saya tidak menggunakan bahasa Inggris penuh. Tapi, saya harus campur aduk agar murid-murid saya mengerti apa yang saya katakan. Dan juga kesulitan yang dialami ketika siswa mendapatkan paragraf yang panjang, siswa biasanya merasa bosan. Tapi, dari mengimplementasikan permainan ini, salah satu kelebihan yang bisa saya rasakan adalah membuat saya lebih mudah mengelola kelas, karena permainan ini memang mengharuskan siswa untuk berpikir, sehingga dapat dikatakan bahwa tidak ada siswa yang memainkan hal lain, tidak ada siswa yang mengeluarkan suara. Semua serius dan saya merasa lebih mudah untuk menangani situasi di kelas. permainan ini membuat suasana kelas efektif, para siswa yang awalnya tidak suka membaca teks bahasa Inggris bisa sedikit suka membaca meskipun mereka dipaksa untuk bermain dengan permainan. Dan mereka tidak suka membuka kamus, menjadi seperti kamu membukanya karena mengetahui kosa kata yang mereka dapatkan dari teks. Dan saya juga melihat siswa saya menjadi lebih aktif, seperti aktif berpikir. Ini seperti memikirkan kelanjutan paragraf berikutnya yang akan mereka kompilasi. Aktif dalam mengajukan pertanyaan, membuka kamus, mencari makna, dan itu semua adalah hasil yang bisa saya rasakan dari aplikasi game ini”<sup>2</sup>

( difficulties experienced when I teach is when the vocabulary of students is minimal, so when teaching I don't use full english. But, I have to mixed to make my students understand what I say. And also the difficulties experienced when the student get long paragraph, the students usually feel boring. But, from implement this game, one of the advantages that I can feel is that it makes easier for me to manage the classroom, because this game does require students to think, so it can be said that there are no students playing another thing, no students make a noise. All are serious and I find it easier to handle the situations in the classroom. this game makes the classroom atmosphere effective, the students who originally didn't like to read English text could be a little like to read even though they were forced to play with games. And they didn't like to open dictionary, become like yo open it because to know the vocabulary

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<sup>2</sup> Direct Interview with Kamariyah, SP.d, the English Teacher of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan. on Saturday, 14<sup>th</sup> March 2020. 11:00

that they get from the text. And also I saw my students became more active, such as active to think. It's like thinking about the continuation of the next paragraph that they will compile. Active in asking questions, open a dictionary, looking for meaning, and those are all results that I can feel from the applications of this game )

Based on the statement above, it proves that this game have strengths and weaknessess that the teacher feel when the teaching learning proses. Such as students have minim vocab, classroom more effective, students more active and others.

The researcher also got a similar opinion from interviewed with the students. It is got on Saturday 04 March 2020 at 09.06 Am. His name is Irfan Humaidi. He said that:

“ kelebihan yang dapat saya lihat adalah kelas menjadi lebih hidup ketika kegiatan belajar mengajar berlangsung, dan saya pikir waktu pelajaran terasa cepat, karena kita belajar sambil bermain namun tetap serius dalam menyelesaikan game. Dan juga siswa menjadi aktif, suasana kelas gaduh tapi kondusif. Karena apa yang mereka bicarakan adalah tentang apa yang mereka dapat dan bagaimana cara menyelesaikannya. Dan kelemahan nya ketika saya mendapati kosa kata baru saya tidak tahu artinya. Itu menjadi hamabatan bagi saya dalam menyelesaikan game yang di berikan guru. Namun bagi saya, dengan membuka kamus adalah cara saya melewati hambatan itu”<sup>3</sup>

( the strength that I can see is a classroom situasion when the teaching learning process to be more effective, and I think the time of class feels faster, because we learn it while playing but still serious in completing the game. And the students active, the classroom situasion was crowded but conducive. Because what they talked about was what they got and how to arrange it. And the weakness when I face with new vocabulary that I dont know the meanings, it's become obstacle for me to do the jumble paragraph game that my teacher was given. But for me, open the dictionary is make the way to overcome this obstacle )

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<sup>3</sup> Direct interview with Irfan Humaidi, on Saturday, 14<sup>th</sup> March 2020. 09:06

The researcher also got a similar opinion from interviewed with the students. It is got on Saturday 04 March 2020 at 09.08 Am. His name is samsul hidayat. He said that:

“ saya pikir kelas menjadi lebih hidup. Dan kita senang menyelesaikan game nya. Meski terkadang saya tidak faham sepenuhnya dengan cerita narrative yang saya susun. Dan kelemahan nya saya bosan dengan ketika ada paragraf yang sangat panjang, disitulah saya kesulitan untuk menemukan sambungan paragraf yang cocok dari cerita narrative tersebut”<sup>4</sup>

( I think the class becomes more effective. And we are also feel happy when completing the game, although sometimes I myself do not understand with the narrative story that I compile and the weakness for me, I feel bored when there are very long paragraphs. There, I usually find it difficult to find suitable paragraphs from the next story )

The researcher also got a similar opinion from interviewed with the students. It is got on Saturday 04 March 2020 at 09.10 Am. His name is Josi Anggara. He said that:

“ pendapat saya, yang paling tampak adalah suasana kelas lebih efektif, materi dari guru lebih gampang di fahami. Meskipun terkadang ketika saya di hadapkan langsung dengan jumble paragraph game saya tidak faham sepenuhnya dari text yang saya dapat. Keunggulan nya bagi saya, kita harus bertukar pendapat untuk menyusun jumble paragraph yang guru berikan agar sesuai dengan cerita narrative aslinya. Sehingga, kita harus aktif dalam sumbang pikiran antar teman di group. Dan kelemahan nya menurut saya, saya selalu melihat pada akhir kata dan awal kata di paragraf yang ada, karena saya bosan untuk membacara paragraf yang panjang”<sup>5</sup>

(in my opinion, the most visible is an effective classroom atmosphere, the material from the teacher is easy to understand. Although sometimes when I am confronted directly with the jumble paragraph game I don't understand completely from the text that I get. the advantages that I was feel, we have to exchange opinions to be able to arrange random paragraph that are give to be used as true paragraph according to the original narrative story. So that, we have

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<sup>4</sup> Direct interview with Samsul Hidayat, on Saturday, 14<sup>th</sup> March 2020. 09:08

<sup>5</sup> Direct interview with Josi Anggara, on Saturday, 14<sup>th</sup> March 2020. 09:10

to active in contributing thoughts between friends in my group. And the weakness, Usually I just look for the meaning of the beginning of the word and the end of the word of the paragraph. Because I am bored with long paragraph )

The researcher also got a similar opinion from interviewed with the students. It is got on Saturday 04 March 2020 at 09.14 Am. His name is Andre. He said that:

“saya menjadi lebih aktif di kelas. Karna banyak hal yang tidak saya ketahui, seperti hal nya arti kosa kata baru yang tidak pernah saya dengar. Jadi saya banyak bertanya dan juga berfikir dari apa yang saya susun. Dan kelemahan nya bagi saya, kosa kata bahasa inggris saya sangat sedikit. Itu kesulitan bagi saya untuk menyelesaikan game tepat waktu”<sup>6</sup>

( I became active in the class, because many things that I don't understand, such as the meaning of new vocabulary that I don't know. So, I asked a lot of questions and also I thinking of what I arrange and the weakness for me, I dont have many vocabulary. It's difficult for me to finish the game on time )

It also comes from one of the students at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung pamekasan. Her name is Ricky amurda. The interview is done on Saturday 04 March 2020 at 09.17 Am. Ricky amurda said that:

“ salah satu nya adalah teman-teman menjadi lebih aktif dalam berpikir untuk menyusun kembali sebuah paragraf acak, dalam aktif dalam mencari arti kosa kata, dan biasanya untuk menyusun kembali sebuah paragraf acak dengan mencocokkan akhir pada kata paragraf pertama dan awal kata pada paragraf kedua. Dan kelemahan nya dalam penguasaan kosa kata. Saya minim kosa kata dan terkadang saya tidak siap untuk belajar narrative text ”<sup>7</sup>

( one of them is my friends became active in thinking to arrange a random paragraphs, and active to look out the meaning of vocabulary, and usually to arrange the random paragraph namely by

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<sup>6</sup> Direct interview with Andre, on saturday, 14<sup>th</sup> March 2020. 09:14

<sup>7</sup> Direct interview with Ricky Amurda, on Saturday, 14<sup>th</sup> March 2020. 09:17



matching the ending words of paragraph one and the beginning of paragraph two and the weakness in vocabulary mastery. I had less vocabulary and sometimes I not ready to learn narrative text )

It also comes from one of the students at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung pamekasan. Her name is Fahrur rosi.

The interview is done on Saturday 04 March 2020 at 09.20 Am. Fahrur rosi said that:

“ keunggulan yang saya rasakan, saya merasa menjadi lebih aktif untuk bertanya dan lebih rajin buka kamus untuk mencari arti kosa kata yang tidak saya ketahui, bahkan yang tidak pernah saya ketahui sebelumnya dan saya pribadi tidak begitu suka membaca bahasa inggris. Jadi, ini adalah kelemahan bagi saya. Saya merasa bosan ketika saya hendak menyelesaikan game itu saya di hadapkan dengan paragraf yang sangat panjang”<sup>8</sup>

( the advantages that happen to me, I feel Iam becoming more active to ask questions, and diligently opened the dictionary to find out the meaning of vocabulary that I didn't know, even that I had never known before and I personally do not really like reading english. So, its weakness I felt very bored when completing this game or when compiling this game I was faced with very long paragraph )

It also comes from one of the students at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung pamekasan. Her name is Ali farhan. The interview is done on Saturday 04 March 2020 at 09.00 Am. Ali farhan said that:

“ sepanjang yang saya ketahui, salah satu dari mereka adalah siswa menjadi lebih aktif dalm membuka kamus dan bertanya satu sama lain dan bertukar pendapat. Agar group nya menjadi pemenang pada game ini dan kelemahan nya bagi saya, saya bosan dengan paragraf yang terlalu panjang pada narrative text dan saya tidak bisa

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<sup>8</sup> Direct interview with Fahrur Rosi, on Saturday, 14<sup>th</sup> March 2020. 09:20



menyelesaikan game dengan cepat karena saya tidak mempunyai banya kosa kata”<sup>9</sup>

( as far as I know, one of them is a students who has become active in opening dictionaries and asking one each other questions and exchanging opinions. So that the groups wins in this game and the weakness for me I was bored with long paragraph in narrative and I dont finish the game quickly because I don’t have many vocabulary )

And the researcher also got a similar opinion from interviewed with the students. It is got on Saturday 04 March 2020 at 09.22 Am. His name is Moch Rofiki. He said that:

“saya rasa keunggulannya adalah saya menjadi aktif untuk mencari kosa kata baru dan kelemahan nya saya merasa kesulitan untuk menemukan arti dari kosa kata baru yang tidak saya ketahui sebelumnya, karna saya mempunya kosa kata yang sangat minim. Saya hanya tahu kosa kata yang bisa di dengar. Jadi, ketika guru saya memberikan kosa kata baru from narrative text ini saya masih kesulitan and sebenarnya saya tidak suka untuk membaca, dan guru ku selalu memberi paragraf yang panjang untuk di susun ulang”<sup>10</sup>

( I think the strength is I am become become active to look for the new vocabulary in dictionary and the weakness I am feel difficult to find the meaning about new vocabulary that I never know before, because I less many vocabulary. I just know about familiar word, so that when my teacher give unfamilliar word from this narrative text I am still difficult and actually I dislike to read, and my teacher always give long paragraph to rearrange )

And the researcher also got a similar opinion from interviewed with the students. It is got on Saturday 04 March 2020 at 09.28 Am. His name is Sulfan mahmudi. He said that:

“ada banyak kosa kata bahasa inggris yang tidak saya ketahui artinya, sehingga itu menjadi hambatan bagi saya untuk menyelesaikan game ini dengan cepat dan tepat waktu. Dan biasanya guru ku menjadi kamus saya. Dan keunggulannya saya bisa berfikir

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<sup>9</sup> Direct interview with Ali Farhan, on Saturday, 14<sup>th</sup> March 2020. 09:00

<sup>10</sup> direct interview with Moch rofiki, on Saturday, 14<sup>th</sup> March 2020. 09:22

tentang bagaimana untuk menyelesaikan permainan ini dan saya harus baca text, meski guru yang memaksa saya”<sup>11</sup>

( there are many vocabulary that I dont know the meaning, so that make obstacle for me to finish this game quickly and on time, and usually my teacher becomes my dictionery and the strength I can thinking about how to finish the game and I have to read the text. Although my teacher force me )

And the last interview is done on Saturday 04 March 2020 at 09.30

Am. The student’s name is Moh risqianto. He said that:

“saya pikir salah satu keunggulannya adalah suasana kelas menjadi lebih efektif and saya pikir, kelemahannya yang ada ketika saya ingin menyusun jumble paragraph yang ada, saya selalu di hadapkan dengan kosa kata baru, dan saya tidak bagus dalam penguasaan kosa kata bahasa inggris. Sebenar nya saya selalu bingung. Saya sering bertanya pada guru karena saya tidak pernah tau kosa kata yang saya dapat dari narrative text tersebut. Apalagi terkadang ceritanya berisikan paragraf yang sangat panjang, itu bikin saya bosan”<sup>12</sup>

( I think one of the the strength is classroom situation more effective and I think, the weaknesses that exist when I want to compose an existing jumble paragraph, I am always faced with new vocabulary and I don’t have good vocabulary mastery. actually I always comfused, I often ask to the teacher because I never know the meaning of english vocabulay that I get from the narrative story, what’s more the story with very long paragraphs, sometimes its make me bored )

After doing observasion and interview above the researcher can conclude that The use of jumble paragraph game that the english teacher applied in the classroom is to make teaching learning process running effectively.in addition, it can also make the teacher easier to manage the class.and on the other hand also made students more active in looking for new vocabulary that they don’t know the meaning. But, sometimes there

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<sup>11</sup> direct interview with Sulfan Mahmudi, on Saturday, 14<sup>th</sup> March 2020. 09:28

<sup>12</sup> direct interview with Moh. risqianto, on Saturday, 14<sup>th</sup> March 2020. 09:30

are also some strengths and weaknesses that they feel when the teaching learning process.

Base on the observation and interview that the researcher did, the process of jumble paragraph game running well and the students more active in teaching learning process. but in addition, not all of the students happy when the jumble paragraph game run. So, the researcher can conclude that the use of jumble paragraph game in Reading narrative text at tenth Grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan also there are some strengths and weaknesses in teaching learning process

## **B. Discussion**

Based on exposure data and result of research that get though some of the data collection procedures from data source will be discussed in detail. This discussion refers to the review related literature, which is done to compare imply the finding obtained.

Before the researcher discuss the result of finding, the researcher will inform before that this section concerns to two major discussion referred to statement of the problem in chapter one. They are The Use of Jumble Paragraph Game in Reading Narrative Text at Tenth Grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan and The Strengths And Weaknesses of The Use of Jumble Paragraph Game in Teaching Rading Narrative Text at Tenth Grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan

The discussion begins with reference to the first focus of this research until the second focus of the research, such as the following :

### **1. The Use of Jumble Paragraph Game in Reading Narrative Text at Tenth Grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan**

Teaching learning process is one of activities in classroom, usually teaching learning process will effectively depend on technique or method that used by the teacher. One of good method is game, game is one of activities that used by the teacher, it is important because it make students interesting and easy to accept the material. Game can make learning fun because game are enjoyable. According to Paul Ginnis in his book state that game is a fun life and a way to create some serious rules with a little bit of serious fun.<sup>13</sup> game is a special technique that is taught easily and enjoyable in learning english.<sup>14</sup> And game can be competitive if the players try the first winner based on the roles. And to get succeed in playing the game, the player must pay attention to the time because game usually limited time.

The english teacher of senior high school at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan used jumble paragraph game to teach reading narrative text. Jumble paragraph game is a game which uses scramble or jumbled text. Jumble paragraph game is similiar to scrambled paragraph. According to Nishit K. Sinha jumble paragraph are common test item at all competitive examinations through which an examiner can assess an examinee's reading skills as well as his reasoning

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<sup>13</sup>Aji Jatmiko. *Joyful english games for smp/mts.*( kendal: ahsyara media indonesia, 2019) page.1

<sup>14</sup>Ibid. Page 1

proWess. Basically, you are given a paragraph but the sentence are not in the right order. It's up to you to untie the knot and rearrange the sentence so that they logically make sense.<sup>15</sup>

This game is good game that used by the teacher because this game make student happy, make teaching learning process more effective and make students more active in the class and then use this game not only learning about reading narrative text but also can make students easy to accept new vocabulary so that the students get many vocabulary. Therefore, jumble paragraph game is game that rearrange the jumbled paragraph into the good paragraph and in that school the jumble paragraph that rearrange here from the story such as a narrative text story.

In the use of jumble paragraph game in teaching Reading narrative text, the teacher used three steps such as : pre-teaching, whilst-teaching, and the last is post-teaching. Jumble paragraph game is used by teacher named kamariyah, S.Pd, by using Jumble paragraph game make the students interesting to read and active to know the new vocabulary. This game can motivate the students in teaching learning process because this game can make a challenge for the students to finish the game by rearrange the jumbled paragraph into good paragraph. This game is very useful because all of the students have an opportunity to play this challenge to measure their ability in english learning, especially in reading.

Based on the result of this research as run well as the researcher explains in the result of the study, the teacher used jumble paragraph game

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<sup>15</sup>Nishit K. Sinha, *The Pearson Complete Guide For The Cat* ( India: Pearson Education, 2011), page. 110

in teaching English reading narrative text by using some steps related with the theory about the process of jumble paragraph in chapter II. According to Nishit K. Sinha, he mention the process of Jumble paragraph , they are :

1. given a paragraph but the sentence are not in the right order.
2. rearrange the sentence so that they logically make sense.<sup>16</sup>

Base on the observasion in use of jumble paragraph game in reading narrative text at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan, the students participated well in teaching learning process. It was proved when the student working together with their group to finish the game in rearrange the jumble paragraph and also the student happy and enjoyable to finish it. Although, there are some obstacle. And in the use of the jumble paragraph here the steps that the teacher use is related with the theory of Nishit K. Sinha. Namely the teacher given a jumbled paragraph the first and ask the student to rearrange the paragraph logically make sense.

## **2. The Strengths And Weaknesses of The Use of Jumble Paragraph Game in Teaching Rading Narrative Text at Tenth Grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan**

In teaching learning process, when the teacher used game to support the teaching learning process, actually the game that the teacher used sometimes had a strengths and weaknesses for the students or fore the teacher in implementing that game. Here, the researcher can conclude that the strengths and weaknessess of implementing this game to teach reading

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<sup>16</sup>Nishit K. Sinha, *The Pearson Complete Guide For The Cat* ( India: Pearson Education, 2011), page. 110

narrative text. The researcher found that there strengths and two weaknesses of this game that faced by the students and the teacher.

#### **a. The strengths**

From the findings of this research, the reseacher can conclude that there are some strengths of the use this game that the teacher and students faced during the activities in teaching learning process, those are:

##### **1. Easier to conduct the classroom management**

One of the strength that the teacher feel is the teacher more easy to manage the class. Classroom management is the process of organizing and directing class affairs relatively free of problematic behavior.<sup>17</sup> It mean that this game make a teacher easy to manage the classroom when the teaching learning process.

##### **2. Teaching learning process more effective**

The important thing in the class when the teacher teach is to make the teaching learning process run effective, and using this game the teaching learning process at tenth grade of SMA plus miftahul-ulum larangan badung run effective. The researcher concluded from the results of observation that the researcher do, one of the strength of using jumble paragraph game is the situation in teaching learning process run effective. The teacher easy to manage the class and the student interest to read the story and the students happy and enjoyble when the teaching learning process takes place.

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<sup>17</sup> Dr. Badrudin, *manajemen peserta didik.* ( jakarta barat: PT. INDEKS, 2014) page. 95

### 3. The students more active

Base on the result of interviewed with the students that the research did, when the teacher implement this game in teaching learning activity, especially in reading narrative text, during the activity process take place the positive things that become a strengths that can be seen together namely this game is very influential for the students, the student became more active in the classroom. Such as active to ask the question, active exchanging opinions and active to search out the new vocabulaty meanings. active is doing things; busy or energetic.<sup>18</sup> It's mean that the student more active, more busy to do something, to thinking something or more energetic in solving it. Namely in completing the jumble paragraph game that give by the teacher during teaching learning process.

#### b. The weaknesses

From the result of this research, the reseacher can conclude that there are two weaknessess of the use this game that the teacher and students faced during the activities in teaching learning process, those are:

##### 1. The students had less vocabulary

Vocabulary is all the words that the person knows or uses.<sup>19</sup> if the student had less vocabulary the students will difficult to rearrange the jumble paragraph and it's will be obstacle to the students to finish it. When the teacher give a new paragraph to rearrange, one of obstacle for the students is about vocabulary, the students had less

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<sup>18</sup> Oxford Learner's Pocket Dictionary Forth Edition, (Oxford University Press, 2008), pg 5

<sup>19</sup>Ibid. pg., 495



vocabulary and the students will ask to the teacher about the meaning of the vocabulary or the students will open the dictionary and then it's make a time of this game was wasted. And here is one of weakness of this game when the students faced with a new vocabulary they will busy to ask the meaning and difficult to finish the game.

## **2. Long Paragraph Made Boring**

Based on the result of observation and interview that the researcher did, some of students at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan have a weakness that they feel when the use of jumble paragraph game take place. Namely, they feel bored when completing the game they are confronted with long paragraphs from the narrative story. In addition to the lack of interest in reading and the minimal mastery of vocabulary, they felt bored when there were very long paragraphs in their random paragraph stories. This should be noted by the teacher. Because, things like this can reduce the enthusiasm and compactness of the students in finish the game.

Here, the researcher can take the conclusion that the use of jumble paragraph game at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan run smoothly and effective. Although, there are some weaknesses in it when applying this game because of the different abilities and interest of students. However, there are also some strengths in it that

teacher and students can find out from the application of this game at tenth grade of SMA Plus Miftahul-Ulum Larangan Badung Pamekasan.