

**ESCALATION READING COMPREHENSION ON NARRATIVE TEXT BY USING  
WORD SEARCH PUZZLE GAME TO THE FIRST YEAR STUDENTS OF SMA NEGERI 1  
SAMALANGA**

*(A Collaborative Classroom Action Research)*

**<sup>1</sup>LISMAYANTI**

<sup>1</sup>Almuslim University, Bireuen

Email: [lsmayanti.lismayanti@gmail.com](mailto:lsmayanti.lismayanti@gmail.com)

**<sup>2</sup>MISNAWATI**

<sup>2</sup>Almuslim University, Bireuen

Email: [misnawati1117@gmail.com](mailto:misnawati1117@gmail.com)

**ABSTRACT**

The research of using word search puzzle game in developing the students' reading comprehension has been done at SMA Negeri 1 Samalanga, Bireuen District. It was begun from August 8<sup>th</sup> 2020 until August 27<sup>th</sup> 2020. The scope of this research focus on escalation reading comprehension on narrative text by using word search puzzle game. This research is designed as collaborative classroom action research with four steps, namely: planning the action, implementing the action, observing the action, and reflecting the action and has two cycles. There are four kinds of instruments which use to collect the data needed in this research, namely: observation checklist for the teacher and the students, test that consist of pre-test and post-test, questionnaires, and field note. The data has been collected and was analyzed through qualitative and quantitative analysis. The research was conducted for the second-year students. The number of samples are 20 students. The data analysis showed that the mean score of students in post-test in cycle I is 58,5, although the mean score has not achieved the criteria of success, but it showed that a significant difference with the pre-test, the score in pre-test was 56. Because the criteria of success have not been achieved in cycle I, the researcher continued the second cycle to get an optimal result for the students' achievement. The result showed that the score of the students in post-test in cycle II was 79. Its mean that the research was success. Based on the evidence, it could be concluded that word search puzzle game could be used in the teaching reading comprehension to improving the students' reading comprehension.

**Keywords :** Reading Comprehension, Narrative Text, Word Search Puzzle Game

## **I. INTRODUCTION**

Reading comprehension is the process of constructing meaning from the text and the meanings of words in the text should be known and understood, so the students can comprehend what they read. It is essential that the students must have a command of vocabulary. This is a process to establish the student's comprehension. If the students have understood the text, and develop the ability in understanding what they have read. The process of comprehension is more difficult for students since they should understand interpret, store react to what the reader read. Reading comprehension is clear that reading and comprehension are regarded as an activity which cannot be separated.

Based on Curriculum 2013 at SMA Negeri 1 Samalanga, to get the criteria of success in reading, the students have to able to understand, constructing the meaning, and able to guess the meaning of written text, and students pay attention to social functions, structures of the text, linguistic elements and format writing of short story.

Based on the researcher's observation in SMA Negeri 1 Samalanga. The researcher found some problems by the teacher and the students. The researcher finds some problems of the teacher in SMA Negeri 1 Samalanga, that make the teacher in teaching reading comprehension; First, the teacher rare gives the instructions and explanations about what the function of the text that students learned, and how the way to get the main idea and summary of the text. Second, the teacher rare applied interesting technique which can made the students active and spirit in learning reading comprehension. Last, the teacher still applied conventional method in the classroom which made the students so easy to get bored while teaching and learning reading comprehension process.

The researcher also finds some problems of the students in SMA Negeri 1 Samalanga, which made the students cannot master in learning reading comprehension; First,

the students lazy and easy to bored in learning English. Second, the students are having lack of vocabulary which would made them unable and confused to understood and gave meaning about a text which they have read. Last, the students had less motivation. So that, the students had no respond the teacher in the classroom while teaching and learning process.

Based on that reason, the researcher needs to do a research to which has an impact toward the improvement of reading comprehension by using a new technique. In this case the researcher uses a new technique by using Word Search Puzzle Game to make the student easy and interesting in teaching reading comprehension. Word Search Puzzle Game is a game that focused in developing of students understanding to get the meaning of new vocabularies. Word Search Puzzle Game is a learning process that aims to made the students more active in teaching learning process especially in reading comprehension.

The advantages of this technique are: the passive students can be active, is mean that the students felt enjoyed and fun in learning reading comprehension. The students can find new vocabularies easily by using technique Word Search Puzzle Game the students can remember the meaning of new vocabularies easily without felt bored. The student can understand about the meaning and the purpose of the text that they have learned, the students have opportunity to get the summary of the text that they have learned.

Before the researcher conducting the research. There are some previous studies that had been by some researchers in improving reading comprehension by using Word Search Puzzle Game. First, was conducted by Zuni (2016) under the title *"The influence of Word Search Puzzle Game in reading comprehension on narrative text (an experimental study at the eighth grade of MTs Darul Ulum Semarang in the academic year of 2015/2016)"*. The result showed that by using Word Search Puzzle Game is more effective on reading comprehension, because this technique so interesting to apply on improving reading comprehension for the students. The students could find new vocabularies and they could remember the meaning of the new vocabularies easily. The students could understand about the meaning of the text and can expressed the meaning and able to read the meaning of a text that they have learned.

Second, was conducted by Siti (2016) under the title *"Improving students' reading comprehension through Word Search Puzzle Game (a classroom action research of the seventh-grade students of SMPN 3 Tengaran in the academic years 2015 / 2016)"*. The result showed that by applying Word Search Puzzle Game in teaching and learning process of reading comprehension could improve students' ability and it could motivate and made the students enjoyed learning reading

comprehension when the teacher applied Word Search Puzzle Game in the classroom. The students were fun in learning reading comprehension because they could find and remembered about the meaning of new vocabularies easily.

Last, was carried out by Sangadah (2015) under the title *“Using Word Search Puzzle Game For Improving Students’ Reading Comprehension Skill At Mts Negeri Tulungagung In Academic Year (2014/2015)”*. The result showed that the students’ understanding is better than before because this game could improve the student’s ability in reading comprehension, and class atmosphere more be active than before because the students so active in finding out the meaning of new vocabularies.

Based on the consideration above, the researcher is interested in implementing this technique in teaching reading comprehension, and the researcher chooses the title of the proposal is Escalation Reading Comprehension on Narrative Text by Using Word Search Puzzle Game to the First year Students of SMA Negeri 1 Samalanga (A Collaborative Classroom Action Research).

Clark and Silberstein defined that reading comprehension is the process of simultaneously extracting and constructing meaning trough interaction and involvement with writer language, extracting meaning is to understand what an author has stated explicitly or implicitly in a reading text [1]. Constructing meaning is to interpret what an author has said by bringing one’s capacities, abilities and experiences to bear on what the reader in reading.

According to Kendeou, Broek, Helder and Karlsson, reading comprehension is a complex cognitive process of decoding for the intention of deriving meaning and constructing meaning [2]. It is the mastery of basic cognitive process to the point where they are automatic so that intention is freed for the analysis of meaning. Reading comprehension is a means of language acquisition of communication and sharing information and ideas. Reading comprehension is the ability of a reader in understanding of a series of texts and to find out a main idea of the text.

Furthermore, according to Pang, Muaka, Bernhardt, and Kamil, reading comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning [3]. Therefore, reading comprehension is not a passive process but an active one. The reader actively engages with the text to construct meaning. Chall states that, reading comprehension is a process to understood what the reader reads in the text, it means that not all of the information available is read or utilized equally [4]. Readers must constantly monitor their comprehension or what they have read, and evaluated how they need to read it.

Meanwhile, according to Nation and Snowling, reading comprehension has been defined as a process where someone looks at and understanding what has been written, further reading

comprehension is related closely to the cognitive competence of the readers because this will produce deep comprehending to the text [5]. According to Snow, reading comprehension entails three elements, such as; the reader who is doing the comprehending, the text is to be comprehended, and the activity in which comprehension is a part [6].

On the other hand, Klingner argue that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge [7]. According to Manser and Martin, reading comprehension may define as an active cognitive process of interacting with print and monitoring comprehension to establish meaning from the text [8]. The readers required to understood the text and able to retell again through their own words or sentences.

Based on the explanation above, the writer concludes that reading comprehension is a process where someone looks at and understanding what has been written and the activity which done by a reader to get information knowledge, and entertainment from written text. The key words here is understood merely reading aloud without understand, it will not call as reading comprehension Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is important because without it reading does not provide the reader with any information.

## **METHOD**

The research design of this study was a collaborative Classroom Action Research (CCAR). The researcher was conducted a collaborative classroom action research between English teacher of the school.

### **Technique of Data Collection**

This action research is do through many repeated cycles. Each cycle consists of four steps: planning, action, observation, and reflecting [9]. The activities do in each step of the cycle based on Kemmis and Taggart guidance in [10]. The activities are described in the following phase: (1) Preliminary study, (2) Finding the problems, (3) Planning the Action, (4) Implementing the action, (5) Observation, and (6) Data analysis and reflection. The procedure of doing action research can be seen in the following figure that is adapted from Kemmis and Taggart's Action Research model [11].

### **Preliminary Study**

In this stage the researcher gave the pre-test to the students. The test was about narrative text with some questions. Researcher asked the students to answer the questions according to the text given. The result of the pre-test showed that students did not

understand what the content of the text. The students answer the questions based on the students opinion and some of students just guess the questions.

### **Planning the Action**

Before implementing the action in the classroom, the researcher made some preparation. In the planning the action, some discussions were made by collaborative teacher and researcher. The planning related to the action that would be done. The planning steps included preparation of lesson plan for the action, the instructional materials, and the research instrument that was used in collecting the data. The lesson plan of word search puzzle game in was designed for three meetings 6x45 minutes. On Saturday, August 8 2020 was designed 2x45 minutes, on Wednesday, August 12 2020 was designed 2x45 minutes and on Saturday, August 15 2020 was designed 2x45 minutes. This time allocation was based on the consideration of teaching English subject of the school.

### **Implementing the Action**

The researcher acted as the teacher in the classroom and collaborator as observer of the classroom. The researcher did the teaching process that for the one meeting. The researcher had to introduce and explain about the word search puzzle game. The researcher conducted three meetings for the first cycle and gave test to the students at the end of the lesson.

The first meeting was conducted on Saturday, August 8 2020. The researcher and the collaborator entered to the classroom together, the researcher who acted as the practitioner delivered the reason why they were in the classroom together.

In pre-activities, the researcher opened the lesson and attached the student's attention by greeting, the researcher introduced herself and then check the students attendant list and motivated the students.

In while-activities, the researcher asked the students to sit in pair groups, each group consisted of five students. The researcher gave the students a narrative text for every student, and asked the students to read the text and find the main idea of the text. The title of the text was "The Lion and the Mouse" the students read the text but, the students looked confused when the researcher asked the students to find the main idea of the narrative text they have read. Then the researcher explained how to find the main idea of a text, but the students still looked confused. The researcher asked the students "*are you difficult to find the main idea of the text?*" All of the students answered "*yes*". One of students was up his hand and asked, "*how the*

*way to find the main idea of the text easily?.* The second question was *“are you difficult understand about the meaning of new vocabularies?”* all of the students answer *“yes”*

From the question, the researcher develops word search puzzle game as the way to make the students easily to find the main idea of the text and understand about the meaning of new vocabularies. The researcher and the students practice word search puzzle game together. In this case, the teacher acted as controller and observer.

In post-activities, the researcher asked the difficulties that found by the students since the teaching and learning process by using word search puzzle game and gave motivations to the students in order to increase reading comprehension to get more new knowledge.

### **Observing the Action**

The researcher did observation of the action to find out the data when the teaching and learning process was implemented in the classroom. The observer was observing about the students and the researcher attitudes while the process of the teaching and learning process through word search puzzle game by using observation checklist. To know the students' responses toward the learning process the researcher used questionnaire.

### **Analysis and reflecting on the action**

The last process is reflection or reflecting. After an observation are done, the researcher reflected the result of action and observation according to the criteria of success of the research. If the result has met the criteria of success, the cycle can be stop, otherwise the cycle will continue to the next cycle. This procedure work after the first cycle.

### **Technique of Data Analysis**

Technique of data analysis is the continuation of the data collecting phase. Data analysis is an essential part in doing a research. Therefore, the researcher must understand the techniques of data analysis to get reliable and scientific result. Usually there are two kinds of data collected and analyzed in classroom action research namely, qualitative and quantitative data.

The quantitative data analyzed by descriptive statistics to calculate the mean score of the students. It means that the collecting data in this research analyzed by using the formula. Mean score is used to find the average score of the student mastery. Winarsunu gives the following formula below [12]:

Where :

= Mean score

= Total score of all students

$N$  = Number of students

The scale of students' test was prepared by the researcher :

Categories :

Level 6 = 90 – 100 = Excellent

Level 5 = 80 – 89 = Very Good

Level 4 = 70 – 79 = Good

Level 3 = 60 – 69 = Fair

Level 2 = 50 – 59 = Low

Level 1 = 40 – 49 = Very low

If the average score of the students is 50 or more, in this research, the mean that the student belongs to categorized success.

On the contrary, qualitative data is the data in the form of sentence which obtained from observation checklist, field note, and questionnaire like students' attitude and motivation during learning and teaching process. Indicator of being active is analyzed on the basic of explanation and conclusion obtained from the researcher. The level percentages of questionnaires toward that score can be seen as follow:

Level 4=3, 0-3,5 = Agree

Level 3=2, 5-3,0 = undecided

Level 2=2, 0-2,5 = disagree

Level 1=0, 0-20 = strongly disagree

### Reflection

In this step, the researcher reflected on the effect of the above steps in basic evaluation for further planning decided whether the effect of action have made the criteria of success are the students are motivated. In writing class as in English instruction as well, it should also show the improvement. The implementation of the action is success full if all the criteria of success of the study has been achieved. If unsuccessful, the researcher moved on the next cycle of action by improving and revising the next planning.

### FINDINGS AND DISCUSSION

The researcher analyzed the problem and arranged the planning to solve the problem faced by students and teacher in teaching and learning reading.



Two cycles were done in the teaching and learning reading comprehension process. The researcher had discussed about the research. The researcher used observation checklist for the teacher and the students, questionnaire, and test to know the students' improvement about reading comprehension by using word search puzzle game. The researcher should follow a particular procedure and the concept of using word search puzzle game in reading comprehension must be introduced to the students clearly, in order to make the students understand well about the technique applied.

## **REFERENCES**

- [1] E. G. Simanjuntak, *Developing Reading Skills for EFL Students*, Jakarta: Depdikbud, 1988.
- [2] P. Kendeou, P. v. d. Broek, A. Helder and J. Karlsson, "A Cognitive View of Reading Comprehension: Implications for Reading Difficulties," *Learning Disabilities Research and Practice*, vol. 29, no. 1, pp. 10-16, 2014.
- [3] E. S. Pang, A. Muaka, E. B. Bernhardt and M. L. Kamil, "International Academy of Education," 15 February 2003. [Online]. Available: <https://www.iaoed.org/downloads/prac12e.pdf>. [Accessed 4 August 2020].
- [4] J. S. Chall, *Stages of Reading Development*, New York: McGraw-Hill, 1983.
- [5] K. Nation and M. J. Snowling, "Semantic Processing and the Development of Word-Recognition Skills: Evidence from Children with Reading Comprehension Difficulties," *Journal of Memory and Language*, vol. 39, no. 1, pp. 85-101, 1998.
- [6] C. E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, Santa Monica: RAND, 2002.
- [7] Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guildford Press, 2007.
- [8] Manser and H. Martin, *Oxford Learner's Pocket Dictionary*, Oxford: Oxford University Press, 1995.
- [9] M. Asrori, *Penelitian Tindakan Kelas*, Bandung: CV. Wacana Prima, 2008.
- [10] S. Arikunto, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 2019.
- [11] A. Burns, *Doing Action Research in Language Teaching: A Guide for Practitioners*, New York: Routledge, 2010.
- [12] T. Winarsunu, *Statistik Dalam Penelitian Psikologi dan Pendidikan*, Malang: Universitas Muhammadiyah Malang Press, 2002.

