

## THE EFFECTIVENESS OF USING SCRAMBLE METHOD TO IMPROVE READING COMPREHENSION

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### ABSTRACT

The low reading comprehension ability is still an obstacle for eighth grade students at SMPN 2 Tanjung Sakti Pumu. Therefore, the researcher offers a solution by applying the scramble method to teach reading comprehension. The formulation of the problem in this research is "is there a significant effect of using scramble method on the reading comprehension of eighth grade students of SMPN 2 Tanjung Sakti Pumu. The method used by researchers in this study is a quasi-experimental method. This research was conducted on students from two classes. The first group consists of the experimental class and the second group is the control class. The two classes were then given two tests, namely pre-test and post-test. The two classes received different treatment. The experimental class was taught using the scramble method and the control class was not taught. The sampling technique in this study used a purposive sampling technique. The instrument used in this study is a reading test which consists of 10 essay questions about narrative texts that have been declared valid. Then the data analysis technique uses statistics and the formula for calculating the results of the F test. Based on the results of the statistical calculation of the F test, it can be seen that the value of sig. F of  $0.008 < 0.05$ . Thus  $H_a$  is accepted and  $H_o$  is rejected. The results and hypothesis testing obtained in this study can be concluded that there is a significant effect on the reading ability of students who are taught using the scramble method with students who are not taught using the scramble method.

**Keywords:** Reading Comprehension, Scramble Method, Quasi Experiment

### INTRODUCTION

This research investigates the methods used by eighth graders to determine whether there is a significant effect or not on the use of the scramble method in improving students' reading comprehension skills. According to Tarigan(208:58) quoted in Sosilo (2015, p. 82) a reader can benefit from their reading comprehension skills such that readers will be able to understand literary standards or norms, critical reviews, written plays, and fictional patterns. Although reading comprehension is known

to have many benefits, some of these things still make the reader lack of interest in reading, this is due to a number of factors, one of which is the low reading comprehension ability of the readers. According to UNESCO data in 2020, Indonesia ranks second last in the world in terms of literacy levels, which means reading interest is very low. Only 0.001 percent of Indonesians are interested in reading. This means that only one person in Indonesia out of every 1,000 people likes to read (Pitoyo, 2020). This shows that the level of interest in reading in Indonesia is still very low. Though the ability to understand reading is a very important ability, especially in education, because reading is one of the basics for understanding and increasing knowledge in other subjects, their learning achievement is highly dependent on their reading ability. If their reading skills are poor, they will struggle to make progress and will likely fail to study. On the other hand, if they have good reading skills, they will have a better chance of learning success.

Achieving the objectives of learning English as stated in the curriculum necessitates the cooperation of all components involved in the school learning process. Reading can help you achieve one of these objectives. Reading is an important skill for the development of science and as an indicator of academic success because many readers do not understand the meaning or information contained in the writings they read, including in English lessons (Astuti, 2018). The highest level in reading skills is reading comprehension.

Reading comprehension is the process of organising a complex process that includes reading the words contained in the reading text in order to construct meaning. Reading comprehension is also defined as the reader's thought process so that readers get ideas and can understand their needs and goals (Nur Aida, Riva Atul, 2019). In general, junior high school English lessons are based on lesson plans that aim to teach reading foreign languages with a focus on students' comprehension skills. Students are expected to work hard on their reading skills. This activity requires students to be able to read and understand the text correctly in order to conclude the reading's content and then interpret the text's meaning.

Not all students can easily understand the texts they read, especially in reading English texts. Walidaini (2015, p.13) explains that the lack of reading comprehension ability is caused by several obstacles that are often experienced by students. First, the teacher dominates the class too much. Second, the reading text is less interesting and too long. Third, the lack of vocabulary that students have which makes them dislike reading activities. Fourth, their opportunity to read English text is only during English class. The emergence of obstacles or problems faced by students in reading comprehension ability is certainly caused by factors that hinder their ability or creativity. Prihatini (2020, p. 27-28) states that there are at least three factors that cause students' difficulties in reading comprehension, namely: 1) Inadequate instruction, 2) lack of student interest in reading, 3) vocabulary difficulties. The-

se three things are challenges that must be solved by teachers because teachers have an important role in nurturing students to help improve their reading comprehension skills.

The problems above can be used as justification that there are still many students who have difficulty in reading comprehension in learning English. Because reading is one of the important components of English to be mastered by students, they need the right learning method to make the teaching and learning process of reading comprehension effective and enjoyable. There are numerous learning methods that can be used to teach reading comprehension. One of them is scramble method. Learning activities using the scramble method are carried out in groups then students will be given questions containing random words or sentences and students must arrange the random words or sentences into the correct form. Then the teacher will divide the worksheets and answer sheets with the available alternative answers.

According to Soeparno qouted in Radjab (2020, p. 122) the scramble method is a language game that essentially encourages readers to learn certain skills. The scramble method is a group learning activity consisting of five to seven students in each group, this activity is carried out by matching the question cards and answers given in response to the questions (Radjab, 2020). Mustadi, et al (2017:23) as qouted in Mahmud et al (2020, p. 168) stated that the scramble method is a learning method that prioritizes collaboration in groups and can increase creativity and teamwork. This activity is done by drawing, writing sentences or paragraphs on a piece of paper. Students are expected to find answers to an existing problem. This activity can help students learn coherence and cohesion. Through cooperative learning with this method, teachers can train and improve students' psychometric abilities (Fitriyah, 2020).

The way of the scramble method is easy to practice and understand for students in junior high school. By applying the scramble method, students can capture information from reading material and encourage each student to interact with each other in thinking and asking questions, especially in reading comprehension. In this case, the scramble method is expected to be a way to encourage students' vocabulary mastery and make them more motivated to improve their reading comprehension skills in English lessons.

Based on interviews conducted by researchers with one of the English teachers at SMP Negeri 2 Tanjung Sakti Pumu, researchers obtained information about students' problems in reading comprehension. In this case there were several problems found: first, students were worried about the difficult words they found in the reading text section. Second, they find so many unfamiliar words and lastly they don't know how to find the main idea word and specific information in the text. This condition is caused by several factors, such as lack of vocabulary mastery and lack of interest in reading.

To strengthen this research, the researcher provides several previous studies related to this research. The first research was conducted by Yeni Sulaeman, Muhardila Fauziah, and Aan in 2020. They conducted research on second grade students of SDN Nameng 1 in Rangkasbitung to improve students' ability to read aloud using the scramble method. The results showed that this method improved the students' reading aloud. In line with the findings conducted by Yeni Sulaeman et al, (2018) also conducted research related to the use of scramble method in eighth grade students of MTS LKMD Sawa. As a result, they found that the use of scramble method was effective in increasing students' vocabulary, and students' interest in learning vocabulary.

The current research also examines similar issues as some of the studies above. However, what distinguishes this research from the studies above is its focus. The focus of this research is in terms of the object to be studied, to see whether the scramble method is effective in improving the reading comprehension ability of eighth grade students at SMPN 2 Tanjung Sakti Pumu. The research question in this study: Is there any significant effect of use scramble method towards students' reading comprehension at the eight grade students of SMPN 2 Tanjung Sakti Pumu ?.

## RESEARCH METHOD

To get the research objective in this study, the researcher uses experimental research to find out whether there is a significant effect of using scramble method on students reading comprehension at eighth grade of SMPN 2 Tanjung Sakti Pumu. In this study the researcher use quasi experimental design. Quasi-experimentation is a research design that has two groups, the control group and the experimental group, but despite having a control group, It is unable to control external variables that influence the experiment's implementation (Dewi N. , Suadnyana, & Suniasih, 2019). There are two types of quasi experimental designs: time series design and nonequivalent control group design (Sugiyono, 2013:77). In this study, researchers used a quasi-experimental type of nonequivalent control group design. The researcher in this study used two groups of classes to collect data during the study, namely the experimental and control groups. Where the experimental group will receive scramble treatment while the control group will not. Formulated as follows:

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O1	X	O2
Control	O3	-	O4

(Source: Cook & Woong, 1979, p.104)

The instrument in this study was a reading comprehension test. This test is designed for pre test and post test. The researcher used a written test in the form of essay questions containing questions related to the reading text that students read before working on the test questions. There are ten question items selected for pre-test and post-test. This test contains five types of questions

that are commonly used to measure reading comprehension according to Sharpe (2004:316) in Rizal (2017, p. 494). Types of test questions can be seen in table 3.1

**Table 3.1**  
**Grid Of Reading Comprehension Test**

No	Variable	Components of Reading Comprehension	Indicator	Items
1	Reading Comprehension	Main Idea	Determines the main idea and supporting details.	1
2		Vocabulary	Translate the meaning of unfamiliar words.	2-3
3		Scanning for details	Show ability to find supporting ideas that explain the main ideas related to the reading topic.	
4		References	Identifies the most relevant contextual references for interpreting meaning.	4-6
5		Inference	Determine when the message has been inferred and can be concluded.	7-10
5	Total			10

The data found from pretest and posttest of experimental and control class after validating the instruction material develop by the researcher was used to classify the quality of the product. To determine the product quality, percentage was used. The percentage formula can be seen in the following table.

**Table 3.4**  
**The Creteria Score of Reading Comprehension**

No	Score	Creteria
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Average
5	50-59	Poor
6	<40-49	Very Poor

(Ananda and Fadhli, 2018)

## FINDINGS AND DISCUSSION

### FINDINGS

The data in this study were collected from the results of the pre-test and post-test of the experimental and control groups. The author reaches the data in the form of scores. The score is obtained from the exam. In the following, the writer will present a description of the data and analyze

the data from the results of students' reading comprehension during the writer's research. The description of the pretest and posttest scores can be seen from the table below:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Exp Class	20	45	80	59,75	9,662
Posttest Exp Class	20	60	90	78,00	9,515
Pretest Cont	20	25	70	51,50	14,244
Posttest Cont	20	30	80	59,00	12,524
Valid N (listwise)	20				

After conducting a descriptive test, the researcher then analyzed the data using the normality test. The results of the pretest and posttest normality tests from the experimental and control classes indicate that all data are normally distributed, implying that the data can be analysed using the Regression test. The results of the normality tests for pretest and posttest of the experimental and control class can be seen in the table below:

Tests of Normality							
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Results	Pretest Experimental Class	,160	20	,191	,943	20	,270
	Posttest Experimental Class	,158	20	,200	,921	20	,102
	Pretest Control Class	,183	20	*	,913	20	,073
	Posttest Experimental Class	,182	20	,077	,938	20	222
	Posttest Control Class			,082			

a. Lilliefors Significance Correction

b. Test distribution is Normal

Before using the Regression test, the data first must be tested for homogeneity to determine whether or not the data is homogeneous. The results of the data homogeneity test of pretest and posttest of experimental and control class were homogeneous. The result of homogeneity test for pretest and posttest of the experimental and control class can see in the table below.

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result of Posstest Experimental Class	Based on Mean	2,687	1	38	,109
	Based on Median	2,425	1	38	,128
	Based on Median and with adjusted df	2,425	1	33,996	,129
	Based on trimmed mean	2,674	1	38	,110
Result of Posstest Experimental Class	Based on Mean	,433	1	38	,515
	Based on Median	,416	1	38	,523
	Based on Median and with adjusted df	,416	1	33,996	,523
	Based on trimmed mean	,376	1	938	,544

After testing the normality and homogeneity of the results from the pretest and posttest of the experimental and control groups, the researcher then conducted a regression analysis. In this case the researcher uses a form of simple linear regression analysis.

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	525,004	1	525,004	7,908	,012 <sup>a</sup>
	Residual	1194,996	18	66,389		
	Total	1720,000	19			

a. Predictors: (Constant), SRAMBLE METHOD

b. Dependent Variable: READING COMPREHENSION

The results of the data from regression test is show that the calculated F value = 7,908 with a significance level (sig.) of  $0.012 < 0.05$ , it can be concluded that there is an effect of variable X (scramble method) on variable Y (reading comprehension). According to this explanation, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. This means that the use of the scramble method has a significant effect on students' reading comprehension in Class VIII SMPN 2 Tanjung Sakti Pumu.

**DISCUSSION**

Based on the findings of the researchers while giving treatment in the experimental class using the scramble method, it can be known that during the teaching and learning process students became more interested and active in learning. With the implementation of this scramble method, the students' reading comprehension and vocabulary abilities in class VIII of SMPN 2 Tanjung Sakti Pumu are better than before, so that students find it easier to understand the reading texts they read. This

statement is consistent with several research findings, such as: Gunawan, Dani (2019) concluded that using the scramble method improved students' reading comprehension skills and could increase students' interest in learning to read. Salfa Umasugi et al. (2018) conducted another study on the use of the scramble method in class VIII students of MTS LKMD Sawa. The study's findings indicate that using the scramble method to increase students' vocabulary and interest in learning vocabulary is effective. Yeni Sulaeman et al (2020) conducted the same research as Salfa Umasugi et al (2018) regarding the use of the scramble method in second grade students of SDN Nameng 1 Rangkasbitung to improve students' reading aloud using the scramble method. The results showed that the scramble method improved the students' reading aloud. Based on some of these studies, it is known that the results of research using the scramble method have a significant effect on increasing students' reading comprehension, this is also the same as the results of research conducted by researchers. However, what distinguishes this research from other studies is the focus of the research being studied. The focus of this research is in terms of the object to be studied, to see whether the scramble method is effective in improving reading comprehension skills. In this case, the object of research is class VIII SMPN 2 Tanjung Sakti Pumu. In addition, the researcher chose this topic to help teachers realize how important learning methods are in the learning activity. And also to motivate readers in understanding English reading texts.

Although it is known that the scramble method is effective in improving students' reading comprehension skills in the eighth grade of SMPN 2 Tanjung Sakti Pumu, it turns out that there are some students whose abilities have not increased significantly. This statement is in line with the research that has been done by Nita Wantu (2018) regarding the use of the scramble method in improving reading comprehension skills in students of MTs Negeri 2 Gorontalo Regency. From the results of his research, it is known that there are 15% of students whose reading comprehension ability has not increased significantly after being taught using the scramble method. However, this does not mean that this method cannot be used as a learning method to improve students' reading comprehension skills. In fact, there were more students in the experimental class whose reading comprehension ability increased after being taught using the scramble method. This can be known from the results of the note scores of students' assignments during treatment and from the results of their posttest scores which are greater than the pretest scores. Where the maximum value of their pretest is 80 and 90 for the maximum value of the posttest. After seeing the ability to improve students' reading comprehension, the researcher decided to end the treatment phase.

The researcher then gave both of the experimental and control class a posttest. Based on the posttest results from two classes of 20 students each, it was discovered that the average pretest and posttest scores of students in the experimental class increased significantly. Based on the pretest scores of students in the experimental class, the minimum pretest scores are 45 and the minimum



posttest scores are 60. The maximum pretest score is 80, and the maximum posttest score is 90. Whereas the average pretest score of 20 respondents is 59,75, the average posttest score is 78,00. Meanwhile, there was no significant increase in the control class's average score. The minimum pretest scores for the control class are 25 and the minimum posttest scores are 30. The maximum value of the pretest is 70, and the maximum value is 80. Whereas the average value of the 20 pretest respondents is 51.50, the average value of the 20 posttest respondents is 59.00. The researchers then used SPSS version 18 to analyse the test results from the two classes.

The data was analysed in three stages: normality, homogeneity, and regression. In this case, the researcher used a simple linear regression test. The normality test was performed using the Liliefors Significance Correction test, and the results showed that the two data were  $> 0.05$ , indicating that the data were normally distributed. Meanwhile, the researcher used the Test of Homogeneity of Variance to determine variance equality, and it was known that the two data were  $> 0.05$ , indicating that the data results were homogeneous. The researcher then performed a simple linear regression test to determine whether variable X has an effect on variable Y. The researcher discovered that the results of the data test showed a significant value (Sig.) of 0.012 where  $0.012 < 0.05$  which means that variable X (scramble method) has a significant effect on variable Y. (reading comprehension). And the coefficient of determination (R Square) value is 0.305. This means that using the scramble method has a 30.5 percent effect on students' reading comprehension ability in understanding narrative texts when compared to students who are not taught using the scramble method. Reviewing the results of previous hypothesis testing can lead to a conclusion. According to the results of the independent f-test, the value of Sig. (0.012)  $< 0.05$  indicates that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the above explanation, the researcher concludes that there is a significant impact on students' reading ability in understanding narrative texts between those who are taught using the scramble method and those who are not. This indicates that the research question has been resolved.

## **KESIMPULAN**

Based on the results and discussion in the previous chapter, the authors conclude that the results of the study indicate that the use of the scramble method has a statistically significant effect on the reading comprehension of students who are taught using the scramble method with students who are not taught using the scramble method. This can be seen from the evidence of data analysis that the post-test score is higher than the pre-test score, and it can be seen that students perform better in reading comprehension. The average posttest score of the experimental class was 75.50, higher than the average pretest score of 59.75. From these results, it can be seen that the students' scores on the post-test were better than the scores of the students on the pre-tests. Therefore, it can be said that the scramble method has a significant effect on the students' reading comprehension ability in class

VIII of SMPN 2 Tanjung Sakti Pumu. Thus, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

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