

THE EFFECT OF USING SCRAMBLE LEARNING MODEL ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

Listy Arina Siregar¹, Asriani Hasibuan², Nina Nurbaidah³

Institut Pendidikan Tapanuli Selatan

*email: arinalisty195@gmail.com

Abstract : The purposes of this research are to know: the extent of the Scramble Learning Model on Students' Reading Comprehension of Narrative text, Students' score of Reading Comprehension of Narrative Text before and after Using Scramble Learning Model, whether there is any significant effect of the of Scramble Learning Model on Students' on Reading Comprehension of Narrative Text. This research used experimental model with the pre- experimental design by Using one-group pretest and posttest design. The sample of this research are 30 students of class X Tata Busana by Using purposive sampling. In collecting the data, the researchbrer used observation sheet and test by multiple choice consist of twenty items. The result of the research are: the Scramble Learning Model on Students' Reading Comprehension of Narrative Text is 3.1 (very good categorized), the average score of Students' of Reading Comprehension of Narrative Text before and after of Using Scramble Learning Model is 57.5(categorized less) and is 75(good categorized), the results of analysis show that the t_{test} greater than $N-Gain$ $0.3 > 0.41176 < 0.7$ (medium category). So, the hypothesis is accepted. It means that there is any significant effect of Scramble Learning Model on Students Reading Comprehension of Narrative Text at the tenth grade of SMK Negeri 1 Tantom Angkola.

Key words: Scramble Learning Model, Reading Comprehension, Narrative text.

Abstrak : Tujuan penelitian ini untuk mengetahui: sejauh mana penerapan model pembelajaran Scramble terhadap pemahaman membaca teks narasi siswa, skor pemahaman membaca teks narasi siswa sebelum dan sesudah menggunakan model pembelajaran scramble, apakah terdapat pengaruh yang signifikan terhadap kemampuan membaca teks narasi siswa sebelum dan sesudah menggunakan model pembelajaran scramble. model pembelajaran scramble pada pemahaman membaca teks narasi siswa. Penelitian ini menggunakan model eksperimen dengan desain praeksperimen dengan menggunakan desain one-group pretest and posttest. Sampel penelitian ini adalah 30 siswa kelas X Tata Busana dengan menggunakan purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi dan uji pilihan ganda yang terdiri dari dua puluh item. Hasil penelitian adalah: Model Pembelajaran Scramble terhadap pemahaman membaca teks narasi siswa adalah 3,7 (kategori sangat baik), rata-rata nilai pemahaman membaca teks narasi siswa sebelum dan sesudah menggunakan model pembelajaran scramble adalah 57,5(kategori kurang) dan sebesar 75 (kategori baik), hasil analisis menunjukkan thitung lebih besar dari $N-Gaint$ $0,3 > 0,41176 < 0,7$ (kategori sedang). Jadi, hipotesis diterima. Artinya, terdapat pengaruh yang signifikan Model Pembelajaran Scramble terhadap pemahaman membaca teks narasi siswa di kelas sepuluh SMK Negeri 1 Tantom Angkola.

Kata Kunci: Model Pembelajaran Scramble, Pemahaman Membaca, Teks Narasi.

I. INTRODUCTION

Reading is a crucial skill for students, allowing them to understand and comprehend various texts, including narrative texts. However, many students, particularly in the 10th grade of cosmetology, struggle with understanding the general structure of narrative texts. Despite various attempts to improve reading comprehension, such as providing facilities and homework exercises, students still struggle with the main topic in paragraphs.

The researcher is exploring the use of the scramble learning model to enhance student creativity and unity, despite the availability of other teaching models like inquiry-based, case-based, and project-based learning. The scramble model is deemed effective in teaching narrative texts, aiming to improve students' language abilities and comprehension, and is seen as a suitable approach to address the persistent problem of students struggling to express their ideas.

Based on the explanation above, Researchers aim to assess students' reading abilities in narrative texts using the English academic scramble learning model. Then, researchers were interested in conducting research entitled "The Effect of Using Scramble Learning Model on Students' Reading Comprehension of Narrative Text at the Tenth Grade in SMK Negeri 1 Tantom Angkola in 2023/2024 Academic Year".

A. Definition of Reading Comprehension

Reading is a communication act in which data is sent from a sender to a recipient. Reading comprehension is the process of reading a text and comprehending its content. "Reading is a set of skills that involves making sense and deriving meaning from the printed word," claims Linse (2005:69). Decoding (sounding out) printed words and understanding what we read are prerequisites for reading (Linse 2005).

Klingner et al. (2007) asserted that reading comprehension is a multifaceted and intricate process that encompasses various interactions between readers and the text, including their prior knowledge and strategy use, as well as text-related factors like interest and text type understanding.

B. Indicators of Reading Comprehension

According Smith in journal (2006 : 97), states that the elements of reading comprehension include determining the main idea, references, supporting detail and inferences. Therefore, in order for students to understand texts properly on their own, they must be able to locate factual information, the primary concept, references, inference and make references.

The main idea is the key information in a paragraph, typically at the beginning and end. Reference words like "she," "he," "it," "they," "we," "that," and "that" help avoid subject duplication and provide context. Pronouns should clearly refer to specific nouns (Behne 2010).

Supporting details are sentences that bolster or explain the paragraph's main theme, such as examples, reasons, studies, statistics, facts, and figures, and are typically preceded or after the main idea (Flemming 2009).

Inference is a crucial aspect of reading comprehension, allowing readers to draw conclusions from the text's substance. It involves interpreting implied or unstated ideas, allowing readers to make informed decisions about their reading. Professive readers approach texts with a detective mindset, seeking hints and hints (Ovilyanti 2015).

C. Definition of Narrative Text

According to Irwan (2013), Rachmat (2009) and Latipa(2018) A generic structure is a paragraph or narrative with multiple sentences, descriptions, and an introduction. It is divided into four elements: Introduction and Orientation, Event Sequence (Complication), Resolution, and Reorientation. The introduction introduces the story's characters, setting, time, and location, while the event sequence describes the character's struggles. Resolution explains how the problem was resolved, often with a moral lesson. Reorientation summarizes the plot and provides readers with a moral lesson. Narrative texts serve societal functions of amusement, entertainment, and coping with difficult situations.

D. Definition of Scramble Learning Model

The Scramble Learning Model is a teaching approach that encourages students to use their creativity to find answers to questions or concepts by arranging letters randomly. This method boosts concentration, speed of thinking, vocabulary, and critical thinking skills in younger audiences. The model includes learning objectives, activity stages, classroom management, and the learning environment. Studies show it positively influences learning outcomes, encourages active participation in problem-solving, and is effective in teaching compound naming material, such as distinguishing between metal and non-metal elements, binary compounds, elemental interactions, and naming conventions (Artingsih,(2019) and Handayani,Lestarin & Dahlia,2014).

According to Zainab (2019), the scramble model is a cooperative learning approach that encourages group learning and fun by arranging letters in a random order. It focuses on accuracy, dexterity, creativity, and understanding by making students more active. The model consists of three stages: presenting material, distributing question cards and answer cards, discussing with groups, and giving assignments or questions. It increases concentration and thinking speed by requiring learners to combine their right and left brains. Activeness and creativity are essential for student development, and the model encourages creative thinking when finding and composing new patterns or structures. According to Huda (2013), the syntax can be applied through various stages, including delivering information, handing randomly sorted answers, allotting time for problem-solving, reviewing work, collecting responses, administering assessments, and commending successful students.

Sitompul et al. (2019) propose a syntax for using the scramble learning model, which involves creating question and answer cards, distributing them, and having students help each other find answers. This model can be used by researchers by explaining the material, dividing students into groups, receiving cards, asking questions, awarding prizes, and assigning assignments to repeat the lesson.

Indah (2019), the Scramble Learning Model is a method that trains students to think quickly, accurately, and discipline. It encourages working with random answers and can improve learning outcomes. The model's benefits include shared responsibility, competition, the hard-to-forget nature of games, and strengthening group cohesiveness. Shoimin (2017) highlights the Scramble Model's advantages, including group accountability, learning from each other, and the creation of memorable material. It encourages clear thinking, plays, and helps students practice their skills. Shoim in (2017:169) highlights the drawbacks of the scramble learning model, including potential conflicts with children's learning styles, slow implementation, and difficulty for teachers to adjust to schedules. The model also relies on student mastery, making it challenging for teachers.

II. METHODOLOGY OF THE RESEARCH

The research method used is pre experimental one group pretest and posttest design. The sample of this research are 30 students of class X layout by using purposive sampling. In this study the independent variable is a learning model scramble and then the dependent variable is reading comprehension narrative text. This study was conducted at SMK Negeri 1 Tantom Angkola Tapanuli Selatan from March to July. In collecting the data, the researcher used observation sheet and test by multiple choice consist of twenty items. The results of analysis show that the t_{test} greater than $N-Gain$ $0.3 > 0.41176 < 0.7$ (medium category). It means there is any significant effect of Scramble Learning Model on Students' Reading Comprehension of Narrative Text at the tenth of SMK Negeri 1 Tantom Angkola.

III. RESULT

1. Application of using Scramble Learning Model on Students' Reading Comprehension of Narrative Text

The data that answering the first question was collected through the study on the use of the Scramble Learning Model in SMK Negeri 1 Tantom Angkola's reading comprehension of narrative text was conducted, resulting in a mean score of 3.1 with categorized as very good, indicating successful implementation of the model in the study.

2. Data Description of Reading Comprehension Pretest and Posttest

a. Data Description Reading Comprehension Before Using Scramble Learning Model

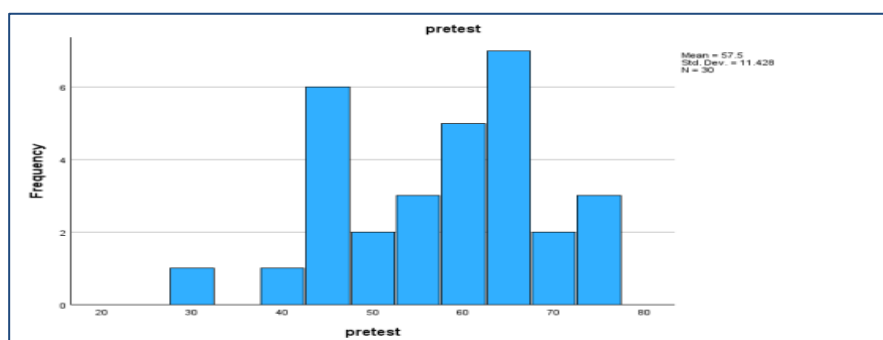
Based on the data analysis carried out on reading comprehension before using the Scramble Learning Model on students' Reading Comprehension of Narrative Text at the tenth SMK Negeri 1 Tantom Angkola, the average score was 57.5. When consulted on the assessment criteria listed table 6, the mean score of reading comprehension before using Scramble Learning model on students' was in the "Less" categorized .

Table 6
Student's Pre-Test Score of Mean, Median
Mode in Reading Comprehension of Narrative Text

No	Item	Score	Category
1	Mean	57.5	Less
2	Median	60	Enough
3	Mode	65	Enough

It means that the vale achieved by students on reading comprehension before using Scramble Learning Model on Students' still not corresponding with expectation because far from the KKM standard. The lowest score was 30 and the highest score was 75, while the maximum score that may be achieved by students was 0-100 and the theoretical mean value was 50. When compared between the average value of 57.5 on less category.

Furthermore, the histogram of the students' reading comprehension ability before and after Using Scramble Learning Model can be seen below:



Based on the histogram above, it showed that the most of the students' score is 30. It was found that the lowest score is 30 and the highest score is 75. It means, that Reading Comprehension needs to be affected by using Scramble Learning Model.

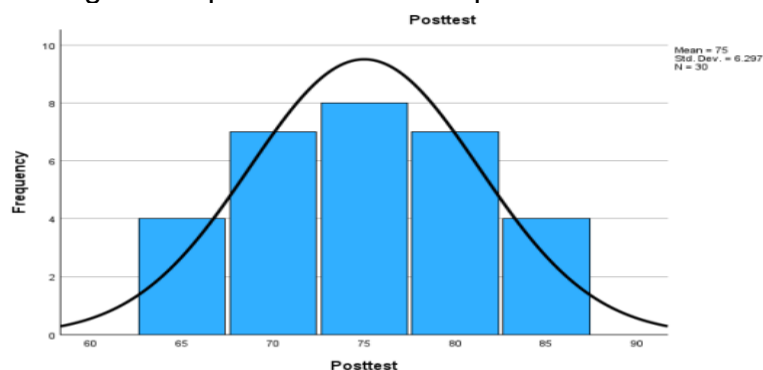
b. Students' Reading Comprehension After Using Scramble Learning Model

After collected the data about the students' reading comprehension at the Tenth Grade Students in SMK Negeri 1 Tantom Angkola, after used Scramble Learning Model, the researcher calculated the score. The researcher found that the highest score was 85 and the lowest score 65, the score was 75, on category good.

Table 8
Student's Post-Test Score of Mean, Median
Mode in Reading Comprehension of Narrative Text

No	Item	Score	Category
1	Mean	75	Good
2	Median	75	Good
3	Mode	75	Enough

It means that the value achieved by students on reading comprehension after using Scramble Learning model on students' still corresponding with expectation because passed from the KKM standard.



Based on the histogram above, it showed that the most of the students' score is 65. It was found that the lowest score is 65 and the highest score is 85. It means, that using scramble learning model needs to be affected by using Scramble Learning Model. In order to get clear and complete descriptions.

c. Hypothesis Testing

The hypothesis testing is aimed to know whether any significant effect of Using Scramble Learning Model at the Tenth grade of SMK Negeri 1 Tantom Angkola. The data has been collected by the researcher from the students would be used to answer the hypothesis with paired samples Test (SPSS). To test the researcher hypothesis the researcher used normality Paired Sample Test and N-Gain.

To test the hypothesis of the study, the study conducted a normality test with the results can be seen from the results of the pre-test with a value of 1.22, while for the post-test results can be seen with a value of 0.02. And after the results have been found the researchers decided to use Paired sample Test, with significant results that there is an effect with the use of Scramble Learning Model on Narrative text, with results < 0.01 . Then the researchers wanted to know how high the effect exerted by the Scramble Learning Model on student's Reading Comprehension of Narrative text by using the N-Gain Test, and found that the Scramble Learning Model gives the effect in the medium category with a score of 0.41176.

IV. DISCUSSION

The research found that using the Scramble Learning Model 3.1 significantly improved students' reading comprehension of narrative text. Previously, students had a reading comprehension score of 57.5, which was considered "less." However, after using the concept sentence model, their reading comprehension improved to 75, which was considered "good." The study concluded that the Scramble Learning Model had a significant effect on students' reading comprehension in the medium category.

Jongu and Bano's 2023 study on the Scramble Learning Model Assisted by Poster Media found that the experimental class had an average value of 78.93 higher than the control class, indicating a significant impact on student learning outcomes. The study contrasts with previous research using quasi-experiments and quantitative research.

The Scramble Learning Model is a strategy that uses random word order and rearranged sentences to improve students' comprehension of text. It encourages active engagement and significantly improves reading comprehension compared to a control group. The model also enhances vocabulary acquisition, with students acquiring more new words when reading scrambled sentences.

CONCLUSION

Based on the research in Chapter IV, the researcher describes the conclusion as follows:

1. The application using Scramble Learning Model on students' of narrative text at the Tenth grade in SMK Negeri 1 Tantom Angkola 2023/2024 Academic year categorized "Very Good" because it shows that the mean of the researcher score is 3.1
2. The Students average score Reading Comprehension on Students' of Narrative Text before Using Scramble Learning Model at the Tenth Grade Students in SMK Negeri 1 Tantom Angkola 2023/2024 Academic years is 57.5 categorized less. While, the Students average score Reading Comprehension on Students' of Narrative Text after using Scramble Learning Model 75 with a categorized good.
3. There is any significant effect of using Scramble Learning Model on Students' Reading Comprehension of Narrative Text at the Tenth Grade Students in SMK Negeri 1 Tantom Angkola 2023/2024 Academic Year. Based on there is a significant effect of the used of Scramble Learning Model on Students ' Reading Comprehension of Narrative Text that is included with the results of the SPSS assessment, with the results of $t_{tes} 0.01 < 0.05$, show that the t_{test} greater than N-Gain $0.3 > 0.41176 < 0.7$ (medium category). So, the hypothesis is accepted. It means that there is significant effect of Scramble Learning Model on Students Reading Comprehension of Narrative Text at the tenth grade of SMK Negeri 1 Tantom Angkola.

REFERENCES

- Behne. Allisson. 2010. *Cafe Strategy : Use Main Idea And Supporting Details To Determine Importance*.
- Flemming, Laraine. 2009. *Reading Thinking* . Usa: Jupiters Image
- Handayani, S., Lestari, R., & Dahlia. (2014). Pengaruh Model Pembelajaran Scramble Terhadap Hasil Belajar Siswa Kelas Vii Di Smp Negeri 2 Satu Atap Kepenuhan Hulu Tahun Pembelajaran. Retrieved From Program Studi Pendidikan Biologi, Fakultas Keguruan Dan Ilmu

- Pendidikan, Universitas Pasir Pengaraian (On- Line), Tersedia Di:
[Http://Ejournal.Uup.Ac.Id/./362](http://Ejournal.Uup.Ac.Id/./362).
- Huda, M. (2013). Model- Model Pengajaran Dan Pembelajaran: Isu- Isu Metodis Dan Praragtimatis. Yogyakarta:Pustaka Pelajar.
- Indah. (2019). Pengaruh Penerapan Model Pembelajaran Scramble Terhadap Hasil Belajar Siswa Pada Tema 1 Kelas li Mi Al-Mursyidiyyah Al Syafi'iyah, Pondok Benda, Pamulang Barat. *Skripsi*.
- Irwan.2013.*An Analysis Generic Structure Of Narrative Text Written By Thetent Year Students*. Volume 4 Namber 6 Year 2013.
- Jongu, A.U.L., Bano. V.D. (2023) Pengaruh Model Pembelajaran Scramble Berbantuan Media Poster Terhadap Hasil Belajar Siswa Kelas Viii Smp Katolik Anda Luri Waingapu. *Jb&P : Jurnal Biologi Dan Pembelajarannya*issn 2406-8659 (Print), Issn 2746-0959 (Online).
- Klinger, K. Janette Et Al.(2007). *Teaching Reading Comprehension To Students' With Learning Difficulties* . New York: The Guilford Press.
- Latifa, Nurul Et Al. 2018.*Teching Narrative Text By Using Preview, Question, Read, And Test (Pqrst)*.*Journal English Education*.
- Linse, C. T. 2005. *Practical Eglish Language Teacing : Young Learners*. Singapore: Mcgraw Hill Companies,Inc.
- Ovilyyanti,Et Al. 2015. *An Analysis On The Ability Comprehending A Readingtext By The Sixth Years Students*.*Journal Untan Pontianak*:Year 2015:1-10
- Rahmat, Wahidi.2009.*Text Forms And Features A Resource For Intentional Teaching Comporation Umbrella*.
- Shoimin. 2014. Model Pembelajaran *Inovatif* Dalam Kurikulum 2013. Yogyakarta : Ar-Ruzz Media.
- Sitompul, K. M., Farma, S. A., & Syamsurizal. (2019). Pengaruh Model Pemblejaran *Scramble* Bermuatan Literasi Sins Terhadap Kompetensi Belajar Peserta Didik Pada Materi Sistem Pernapasan Manusia Di Smpn 3 Padang. *Pedagogog Hayati*, 3(2), 643. <https://doi.org/10.1629/Ph.V3i2.165>
- Zaenab. (2018). Model Pembelajaran Scramble. Kalimantan Barat: Pustaka One.