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## Developing Scramble-Based Learning Method to Increase Students' Reading and Writing Comprehension

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### Abstract

This study was directed to develop a learning technique, to analyze the obstacles faced by teachers in implementing the lesson, and to overcome the problems faced by teachers in enhancing elementary students' reading and writing comprehension. In order to fulfill the mentioned goals, this study tried to use scramble-based learning technique. It was conducted at SDN Gentra Masekdas 1, Kecamatan Tarogong Kaler involving 32 first grade students. A pilot study was conducted on 9 March 2017 for about 35 minutes. The first cycle started on 18 April 2017, while the second one was on 24 April 2017. It was found that there was an increasing trend after the implementation. The analysis process generated data as followed: during pilot study, eight students succeeded to reach the standard indicator with percentage of 25%. Cycle I generated 15 students with learning completion percentage of 46.8.%. And, during second cycle, there were 27 students who succeeded in reaching completion standard with completion percentage of 84.3%.

**Keywords:** *Scramble, learning technique, reading skill, writing skill.*

### 1. INTRODUCTION

Language plays a central role in the intellectual, social and emotional development. Language skills always exist and are parts of education at the level of primary school to college level. Elementary school, the place for students to study basic education, is expected to enhance the ability to speak effectively, whether oral or written. There are four basic aspects that must be shared by all students in language skills, which are listening, speaking, reading, and writing. (Tarigan, 2008:1).

Generally, language learning is emphasized on reading and writing skills. Learning to read and write is a basic skill that unfortunately not all students in the world learn sufficiently (Genlott & Grönlund, 2013). Research on reading and writing abilities have been majorly conducted using variety of constructs and perspective theories. (Fitzgerald & Shanahan, 2000; D'On Jones, Reutzell, & Fargo, 2010; Genlott & Grönlund, 2013; Ali & Saiden, 2015; Hidayat, 2015; Julius, Meir, Shechter-Nissim, & Adi-Japha, 2016).

The low level of reading and writing abilities of students, particularly primary level, is inversely proportional to the expectation and the level of development which should have possessed by the students. The level of children's language development by Santrock (2012) states primary school students must have the ability to think in a logical and analytical reasoning helping them to understand the construction of language, for instance in the use of proper comparison. They also must be able to use complex structure of language and associate a sentence to one another to produce a logical description, definition, and narration text. To reduce the symptoms already mentioned earlier, the action accomplished by the teacher to improve the reading ability of children is needed in this case.

Language proficiency of Elementary students is extremely important to teach in formal education. The benefits of being proficient in language skills are letting the students to develop their imagination, add insight, and convey new knowledge that students are aware of the environment and able to resolve or alleviate the problems encountered. Reading and writing skills are the basic skills and crucial to be mastered earlier by Elementary students. Reading activity is an essential thing for students. By reading, a student will have knowledge and insights that will be useful in life, those can be obtained if the student grasps the content of reading. The process of understanding the content of a text is a cognitive ability sourced from

such affective aspects of interest, confidence, negative emotions control, as well as postponement and willingness to take risks.

Among the four main skills of language, reading is considered a basic skill. The inability to read will affect growth and scholastic achievement (Flippo & Caverly, 2008). Basic reading skills are one of the most important skills in the delivery of information and ideas in our culture (Ali & Saiden, 2015). Reading skill is also very important to learning process and productivity (Saunders, 2007). PISA (Programme for International Student Assessment, 2015) shows that reading ability of Indonesia's students is still low. Based on the average value, the increase of reading skill points do not present significant improvement, the point is just 396 in 2012 to 397 in 2015. The increases put Indonesia in 6th position at the present while it was in 2nd position in 2012. Another improvement also occurs based on the value of the median, where reading skill of Indonesia's students raised from 337 points in 2012 to 350 points in 2015 (OECD, 2013).

The improvement of median higher than the mean is the good indicator in a manner of access advancement and inclusively thorough quality. These limitations include the inability to know the theme and content of readings, to find implicit information, and to associate reading with prior knowledge (OECD, 2013).

Central Connecticut State University (CCSU) conducted analyztion of scale

trends in literate behavior and literacy in more than 60 countries, it was discovered that Indonesia ranked 60, one level higher than Bostnawa, at a position directly lower than Thailand (59) and Maroko (58). The study presented a complex and nuanced portrait of a nation's cultural vitality examining the literate behaviors and the supporting resources, such as size and number of libraries, newspaper readership, computer availability, internet access, and leading universities research products of a country. In addition, the basic skills test (PISA) as well as reading test (PIRLS) were also taken into account.

Based on the results obtained, it can be stated that Indonesian people is not a reading society but a chatting society (Sangkaeo, 1999:3). Reading to get new information was done by 23.5% of the total population of Indonesia. Low reading proficiency may affect an individual to take more time to complete a reading. This is in turn would create difficulty in comprehending the materials being read and eventually interest in reading would be affected (Meisinger, Bloom, & Hynd, 2010). This was confirmed by Bambang (2011:1) stating that the reading is not a necessity of life of Indonesian people.

The use of old schoolbooks, ineffectiveness of learning media, and uninteresting material assigned students unenthusiastic and unmotivated to do reading. Research conducted by Hidayat (2015) suggests that the role of the school members in utilizing the library

takes a big impact yet as an obstacle in which inexistence of librarian, regular programs to increase reading interest, and the lack of regular monitoring of school principal.

Reading difficulty is a matter of learning the most often emerges among student and the main reason for scholastic decrease (Rasinski & Hoffman, 2003). Disregarding the reading skill in early life of children will diminish their scholastic achievement particularly they will be difficult to motivate themselves to read various scholastic knowledge (Amutha & Philomina, 2015).

In addition to the other problems, writing skill also takes into account accordingly. Writing has been identified as one of the most essential skills, because the world has become so text-oriented (Cole & Feng, 2015). Students identify that writing is harder than listening and reading (Berman & Cheng, 2001). One being that a more detailed and analyzed knowledge of a language is needed to write it than to understand it (Gerhardt, 2015). When a child is writing, thought and knowledge are combining together that creates a unique meaning (D'On Jones et al., 2010). Further, it is expressed that writing is the skill that most students are least proficient in when acquiring a new language (Chitravelu, Sithamparam, & Choon, 2005). The intervention program for writing development, that is delivered with a close-up of accompanying and instruction and relates to each study subject, including lessons of learning how to read, will significantly increase

achievements in reading, writing and lingual skill (Artley, 1980:211; Goodman, 1979:657-663; Altwerger, 1987:144-154; Sulzby & Teale, 1991:273-285)

Beginning writing is a temporal destination is then expected students will acquire and use their abilities to increase knowledge and develop their own personal (Akhadiyah, Arsjad, & Ridwan, 1989:75). Learning the beginning writing is focused on how to write letters, words, simple sentences, and punctuation. The acquired knowledge and ability would be a foundation in the development and enhancement of the capabilities on the next level. If at the level of beginning writing, the value is acceptable at the first place, then it is expected the results the following level will be proper as well.

In society these days, a child internalizes the functional characteristics of literacy as a part of learning to read and write. Learning of reading and writing is acquired while a socialization processes, in which traditions of culture, verbal communication and attitudes regarding the written text are reflected (Niva, 2014).

Most recent, society believes education does not run well at the very basic level. Bahasa Indonesia learning hoped for to be a pillar of thinking development of students has not been conveyed completely. A research conducted by Rofi'uddin (1998) involving 964 students of fifth graders in Java shows that Bahasa Indonesia learning in the entire Elementary Schools of Java

was dominated by verbalistic and mechanical activities.

Low literacy culture in some parts of Indonesia, also found in Garut regency. One of the reasons is because officials and the education bureaucracy are less aware of the importance of literacy of primary students. As a result, literacy does not become part of the curriculum, as well as not in the Curriculum 2013. Another reason is watching culture which regarded high to some large scales of Garut regency. This factor weakened reading and writing interest of students. The amount of time spent by children watching television in Indonesia is 300 minutes per day. This amount is too large compared to children in Australia that only take 150 minutes per day and in America which consume 100 minutes each day, while in Canada time spent is just 60 minutes everyday. Garut regency is considered low for its literacy, it is also can be noticed by figuring out that there has not been any policy to rise literacy rate.

For example, right now Surabaya city has already had several programs to increase reading and writing interest through literacy as culture movement requiring the society, students, and all citizens to read at least 15 minutes a day. Through the movement, the Government hopes the literacy rate of Surabaya society rise so that the generation will be more prepared to face universe competition.

Moreover, in the scope of school teaching and learning, the material of school subjects and learning strategies

are not also focused to increase the ability of critical and creative thinking, therefore the ability of critical - creative thinking is rather low.

Subsequently, it can be said that one of the factors of misteaching all of this time is the unappropriate teaching technique. The technique applied occasionally not in the right track, therefore the purpose of the learning cannot be reached effectively.

The reality, the creativity as well as the understanding of teacher towards learning techniques are still lacking. Even on teaching of reading and writing, teachers often do not use any technique, thus students do not practice how to employ the way of thinking. The teacher relies on textbook as the only source of learning without applying a particular techniques to enhance students' reading and writing skills. Hence, it adds impact against the purpose of learning as it should be.

From this case, the teachers are most required to be more active, creative, and innovative in pouring ideas in the process of learning to develop the techniques of teaching reading and writing in order to make students have a great willingness to read and write and the other side, the purpose of teaching and learning can be achieved entirely.

The role of the teacher as a facilitator is very influential in the process of improved learning of a student. The success of student's learning depends on how teacher guides and educates. In addition, teacher should consider the fulfillment of the needs of the students'

learning senses. This means, the learning implemented should be able to meet the student's dominant needs; Visual, Auditorial and Kinesthetic.

Yiğiter, Sariçoban, & Gürses (2005:2) stated that one of important aspects in providing instruction on reading and writing skills has been neglected namely reading and writing strategies which are appropriate to the students. Responsibilities charged to teachers are to teach students about the strategies of reading and writing as well as the application.

One of the techniques which is considered can improve students' reading and writing abilities is scramble. Scramble is a language game, an activity to acquire certain skills by way of encouragement (Suparno & Yunus, 2007:60).

Scramble technique can help to improve the ability to read and write, because students strengthen their visual memories on words, and help them to spell words that they wish to write (McLaughlin & Andrews, 2003). The technique is also believed can allow positive impact to the students, they will become active and enthusiastic in following learning.

Based on the conditions, researcher proposes one of techniques of teaching reading skill, that is to say Scramble. This is in accordance with the submitted study by McLaughlin & Andrews (2003), that Scramble helps to improve reading and writing abilities, because the game strengthen students' visual memory on

words and help them to spell words into sentences

## 2. Literature Review

There has been a lot of researches is being done to improve reading and writing skills of students using the scramble, which proves that this learning technique is quite effective in enhancing students (Bailey, Hsu, & DiCarlo, 1999; Lemoine, Levy, & Hutchinson, 1993; Young, Bowers, & MacKinnon, 1996; Stenson, 2006; Mukoroli, 2011; Akhdina, Satrijono, & Suhartiningsih, 2012; Zhu, 2012; Suratno, 2014; Saroh & Damaianti, 2017).

In conclusion, teachers play a crucial role in a learning process, at the same time education is obliged to plan the learning process. Teachers as educators at least are expected to have the ability to apply various theories learned in the process of teaching, that teaching will become more effective and efficient. Teachers are also demanded to be able to engage students in each learning, to participate actively, and to create a good vibe of learning that eventually to establish the purpose of learning.

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## 3. Material & Methodology

This study aimed to improve students' reading and writing abilities using scramble technique. The qualitative research was used in this study corresponded to the problems which was an approach that did not apply quantification or statistical calculations, but rather emphasized on interpretive studies.

The method implemented in this study was Classroom Action Research (CAR) in where the method was conducted in the classroom. In this study, researcher collaborated with teachers at the Elementary level who afterward acted as observers. This research was carried out at SDN Gentra Masekdas 01, Tarogong Kaler district, Garut. The number of participants were 32 students of first graders. The research was completed in two sections. Each meeting was held for 45 minutes. The pre-treatment took place on March 9, 2017 in 35 minute followed by the first section started on April 18, 2017 and the second section started on April 24, 2017.

## 4. Results and Discussion

### a. Description of Students' Reading and Writing Ability

Based on observations during the learning of beginning reading and writing. The beginning reading and writing of first graders SDN Gentra Masekdas 01 is still low. Students still have difficulties in reading and writing words, using spelling and punctuation correctly. It can be seen in the results of the pre-treatment in which there are still

many students who have not reached the indicators of accomplishment. The

description of pre-treatment is as follows.

**Table 1. Pre-Treatment Result of Reading and Writing Abilities**

No	Indicator	Student	Percentage (%)
1	Able to put words in order, spell words, and use punctuation correctly	8	25
2	Unable to put words in order, spell words, and use punctuation correctly	24	75

Based on the description above, students who reach the indicator is only 25% of the total number of students. While the remaining 75% of students has not reached the indicator. Considering that, the teacher as a examiner feels that there is a need for remedial service. Learning to read and write in a simple beginning which previously was merely a lecture by the book, yet now is improved with scramble. The developed plan is expected to improve the ability of students in beginning reading and writing.

#### **b. Implementation of Scramble Learning Technique in Improving Reading and Writing Ability.**

This research was carried out on 1st graders Gentra Masekdas 01 Elementary School with matery of learning beginning reading and writing. The research procedures are listed below.

1. Planning, which is to compile what will be done in the implementation of research.
2. Treatment, which is the implementation of classroom research.

3. Observation, which is observation during the execution of the treatment.
4. Reflection, which is the evaluation of the results of the treatment.

#### **Section I**

Beginning reading and writing learning activities with scramble word composing technique in the first section consist of planning, implementing, observing, and reflecting activities.

1. Planning, this stage was carried out by several activities which include the preparation of syllabus and lesson plan (RPP) adjusted to basic competencies: able to put words in order and use appropriate spelling and punctuation correctly, prepare reading material used in learning evaluation, develop guidelines assessment, preparing observation and interview sheets for teachers and students.
2. Treatment. The first section was held on April 18, 2017 which involved 32 first graders SDN Gentra Masekdas 01, Tarogong Kaler district, Garut. The treatment was carried out based on lesson plan (RPP) prepared and guided by the syllabus, and

- curriculum. The treatment step consisted of several stages, which was the initial activity carried out for approximately 5 minutes. Then, continued with the core activities based on the learning technique studied, that was scramble technique carried out for approximately 30 minutes, and at last was the final activity done for about 5 minutes.
3. Observation, in section I, it was marked that the teacher motivated students less, left them less enthusiastic doing the assignments. Students also encountered difficulties in composing words, using spelling and punctuation.
  4. Reflection, there was an improvement in beginning reading and writing with scramble word composing technique from pre-treatment activities. However, the classical completeness of the first section had not yet been achieved. This was due to the lack of vocabulary owned by students left them in difficulties compiling words correctly. In addition, the teacher hardly kept students motivated and strengthened.

Therefore, research in improving the ability to read and write using scramble technique for word composing continued to section II. The teacher demonstrated more examples of additional vocabularies to students and explained further about the exact spelling and use of punctuation. It was expected that in the second section there would be an improvement of students' abilities.

## Section II

Section II was conducted to restore the section I. Learning in section II was carried out more planned rather than in section I. Therefore, deficiencies in section I were used as reflections in section II learning. The learning activities were occupied into four stages:

1. Planning, carried out as planned in section I. Planning stage composed a lesson plan (RPP), preparing reading for student evaluation, observation sheets and interview sheets for both students and teachers.
2. Treatment. The second section was held on April 24, 2017 which 32 students of first graders SDN Gentra Masekdas 01 got involved, Tarogong Kaler district, Garut. The treatment was completed based on the Lesson Plan (RPP) which had been prepared and guided by the syllabus and curriculum. The treatment also consisted of several stages which were the initial activity carried out for about 5 minutes. Then, it was continued with the core activities based on the learning technique studied, that was scramble technique done for approximately 30 minutes, and went on with the final activity which was completed for 5 minutes.
3. Observation, in this activity the teacher had carried out well the learning activities, in accordance with the lesson plan.
4. Reflection, based on the results of observations and interviews at second section. It showed that students' abilities got increased since more



vocabularies and explanation about spelling and how to use punctuation were given during the treatment.

Hence, research on improving the ability to read and write with scramble technique in word composing in section II was not proceeded in the next section since the learning outcomes of students had fulfilled the specified classical completeness.

### c. Improving Students' Reading and Writing Abilities After Using Scramble Learning Technique.

#### Pre- Treatment

Learning outcomes in pre-treatment or before applying scramble learning technique was figured out that students who reached the passig grade were 8 students or 25% of the total 32 students. Students who had not reached were 24 students.

#### Section I

As many as 15 students or 46.8% of a total of 32 students were shown to be able to put words in order and use appropriate spelling and punctuation correctly. 17 students or as much as 53.1% of a total were not to be able to put words in order and use appropriate spelling and punctuation correctly. Therefore, the ability to read and write of first graders SDN Gentra Masekdas 01 were needed to be improved in the next section.

#### Section II

The total of 27 students or 84.3% were able to put words in order in correct way and use appropriate spelling and punctuation. While as many as 5 students (15.6%) were unable to put words in order and use appropriate spelling and punctuation.

**Table 2. Comparison Of Reading And Writing Abilities On Pre-Treatment, Section I, Section II**

No	INDICATOR	Pre-Treatment		Section I		Section II	
		Students	Percentage (%)	Students	Percentage (%)	Students	Percentage (%)
1	Able to put words in correct order, use spelling, and punctuation properly	8	25	15	46.8	27	84.3
2	Unable to put words in correct order, use spelling, and punctuation properly	24	75	17	53.1	5	15.6

#### 5. Conclusion

Based on the results of the research and discussion that have been explained

before, it can be derived that the application of scramble learning technique can improve reading and

writing abilities of first graders of Gentra Masekdas Elementary School 01. According to the results of observations and interviews in section I, it is seen that the improvement affects on 46.8% of students. However, the classical completeness of the results of the first section has not yet been achieved. This is due to the lack of vocabulary that is owned by students so that it is difficult for them to put words correctly. Further, the students are less motivated and strengthened by the teachers. In the second section as much as 84.3% of students has shown the ability to read and write in composing words and use the right spelling and punctuation.

Looking at the conclusions of the research results, the recommendations the researcher can convey accordingly are the technique, it is possible to use scramble learning technique as an alternative to improve students' reading and writing abilities. Afterwards, the other researchers are allowed to refer to this research in conducting further research. Finally, a suggestion also let the school to consider the result of the research in an effort to improve the quality of students' abilities and the learning process.

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