VIDYA KARYA

Effectiveness of Using Scramble and Expository in Improving Reading Comprehension Ability

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Abstract. This study aimed to determine the effect of the scramble method on reading comprehension skills in terms of the reading interest of elementary school students. The study was conducted at SDN Karangduak 1 Sumenep with 30 class IVA students as an experimental class and class IV B with a sample of 30 students as a control class. The study used treatment by level 2 x 2. The data analysis technique was a two-way analysis of variance (ANOVA). Based on the data analysis, the average results of the control class's final test (post-test) are 60.26. The average final test (post-test) of the experimental class is 71.41, which gives a t count of 3.919 and a t table (α = 5%) of 1.997, which means t count > t table (3.919 > 1.997), then Ha is accepted. From the results of the effect size (ES) calculation, an obtained ES of 0.851 with the criteria classified as high in the ES range > 0.8. This means that the use of the cooperative learning model Scramble method has a high influence on the learning outcomes of Elementary School Karangduak 1 Sumenep students.

Keywords: comprehension; reading ability; scramble method

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INTRODUCTION

According to Yusnaldi et al. (2023), reading comprehension is reading to understand literary standards or norms, critical reviews, written dramas, and fictional patterns. To gain an understanding of the text, readers use specific strategies. Students do not directly possess reading comprehension skills, but students can have good reading comprehension skills through lessons and lots of practice accompanied by habituation (Ekasari et al., 2023; Erya & Pustika, 2021; Gilakjani & Sabouri, 2016). Good reading comprehension can help students understand the texts they read. The reading comprehension level in elementary schools needs to be improved again and given more attention because some students still need more understanding of the learning material (Kaban & Karadeniz, 2021; Rosanti et al., 2022; Wigfield et al., 2016). However, teachers must also pay attention to various methods so that learning is not dull and the

proper method is according to students' needs. For students the application of the proper learning method can make it easier for students during the learning process, which can accelerate the understanding of the material; every learning method that is designed is undoubtedly to make it easier for students in the learning process (Muflihah & Maksum, 2016).

The Organization for Economic Cooperation and Development (OECD), through the Program for International Student Assessment (PISA) in Reading Literacy 2015, placed Indonesia in the lower ranks, namely in the 63rd position out of 72 participating countries. Both in 2012 and 2015, the results of the reading literacy scores obtained by Indonesia were still below the average score of 500 from the value set by PISA, which only reached the Low International Benchmark. (OECD, 2015). In addition to Indonesia's reading literacy, which is still relatively low, the reading

ability of Indonesian children, especially elementary school students in grade IV, is also still relatively low. This is proven based on a study conducted by the Progress in International Reading Literacy Study (PIRLS) in 2011, showing that the reading ability of grade IV elementary school students in Indonesia is relatively low; only 5% of Indonesian students studied showed their reading ability at high and advanced levels, while more than 30% were at very low levels, almost 40% were only at low levels. Even though only 25% of students reached intermediate levels, based on studies conducted by PISA and PIRLS, reading literacy and comprehension skills are still far from what is expected (Hanik, 2023). Therefore, developing competencies in the reading aspect needs to be considered, including using various learning methods adjusted to student characteristics.

The educational process carried out in schools expects students to develop their best potential according to learning objectives (Kuswandi & Asmoni, 2023). Teachers as educators not only convey information related to learning materials but must also create a pleasant classroom atmosphere so that students are actively involved in the learning process and can develop all their abilities within themselves. Indonesian is the most important language in our country. Apart from being Indonesia's national and official language, Indonesian is also a compulsory subject from elementary school to college (Apriani, 2022). The application of Indonesian language lessons contains four language skills that students must have: listening, speaking, reading, and writing. Learning Indonesian is among the most important subjects (Nurhasanah & Ghufron, 2020). Learning Indonesian aims for students to have good and correct Indonesian

language skills and to appreciate the Indonesian language and literature according to the situation, language goals, and experience level in elementary school (Hanik, 2023).

All levels of education prioritizeprioritize reading skills that students must master (Kuswandi et al., 2022). Reading activities will make it easier for students to obtain information they do not yet know. Learning reading skills in elementary schools has an important role. Reading activities will make it easier for students to obtain information they do not know (Kuswandi et al., 2022). Reading is essential for students to acquire knowledge and other skills depend on reading. Therefore, reading skills have been taught since elementary school, so reading comprehension skills have been possessed from an early age (Kuswandi & Ridwan, 2023). Understanding reading text is an ability between the brain and the eyes, where the eyes are used to see reading marks so that when spoken, it will not be wrong, while the brain is used to understand the message that has been read by the eyes, which then there is contact in the body organs to do something, so the way the two work is interconnected with each other (Sholihah et al., 2024).

Based on the interview conducted by the researcher with one of the teachers at SDN Karangduak 1 Sumenep, In Indonesian language lessons, it is known that students' reading comprehension is still relatively low. This can be seen from the data from the results of completing daily exercises (pre-action) from 16 students; there are still many indicators of reading comprehension that have not been achieved. The following is the number that reaches the learning objective achievement criteria are listed in Table 1.

Table 1 Initial data on reading comprehension ability

Score	Criteria	Completed	Not Completed	Number of Students
93-100	Very Good	-	-	-
84-92	Good	1	-	1
75-83	Enough	4	-	3
66-74	Poor	-	-	1
≤66	Very Poor	-	11	11
	Number	5	11	16
	Percentage	31.25%	68.75%	100%

Table 1 shows that the students whose scores are above the Learning Objective Achievement Criteria are only 31.25%. In this study, the researcher will improve reading ability at the correct score and below the KKTP, which is around 68.75%. Furthermore, based on the results of observations carried out by the researcher, it is known that: 1) it can be seen that during the learning process, students have difficulty understanding the reading text when the teacher asks them to read and then conveys the contents of the reading briefly; only three to five people can. 2) Students need help finding the meaning of difficult words. 3) Students seem less enthusiastic during Indonesian language lessons. Students are given several questions, but when answering questions, they tend to tell stories and play until the questions provided are not finished according to the specified time, with the excuse of being lazy and not knowing the answer. 4) After reading the text, students are asked to share the ideas contained in the text, but students need help to show these ideas. 5) Students need help in making conclusions from the text.

To foster students' reading comprehension skills, it is necessary to have a relevant strategy that can be used as a solution to solve the problem (Apriani, 2022). The application of learning methods that are relevant to the needs and characteristics of elementary school students who are concrete and operational can provide an effective, maximum, and optimal learning process so that learning and research objectives can be achieved optimally (Kuswandi, Mudiuddin et al., 2022). Scramble comes from English,

translated into Indonesian, meaning struggle, fight, and struggle (Indiarti & Putra, 2024). The scramble learning model is a learning model that invites students to find answers and solve existing problems by distributing question and answer cards accompanied by available alternative answers (Melinda & Sukarto, 2023). The application of the scramble learning model can improve critical thinking skills (Yasin et al., 2020), learning outcomes (Purba et al., 2020), and reading comprehension (Pujasari & Samsudin, 2022; Putri et al., 2022; Siregar, 2024). Therefore, a study was conducted aimed at the effect of the scramble method on reading comprehension skills in terms of the reading interest of elementary school students.

METHOD
The method used in this study is an experimental method with a treatment by level 2 X 2 design (see Table 2). The experimental research method can be interpreted as finding the effect of specific treatments on others in controlled conditions. The experimental method with the dependent variable is Reading Comprehension Ability (Y). This study was conducted with treatment to find the effect between two variables: the treatment variable is the learning method (X1), and the moderator variable is student reading interest (X2). The treatment variable is a learning method consisting of the scramble and expository methods (X1). The moderator variable is reading interest; there are two variables: high reading interest and low reading interest (X2).

Table 2 Treatment design by level 2 x 2

Reading Interest	Treatment Variable	
	Scramble Method	Expository Method
High category	A1B1	A2B1
Low category	A1B2	A2B2

The experiment was conducted on two groups of students, namely the high reading interest group and the low reading interest group, who received treatment with the scramble method, and the high reading interest group and the low reading interest group received treatment with the expository method.

According to Kuswandi (2024), the sample is part of the population. The sampling technique in this study used simple random sampling, which, according to Kuswandi et al. (2022), is a method or technique for taking samples from the population by simple random or random means. The sample in this study was grade

IV students of SD Negeri 1 Karangduak, with the sample unit selected as class IVA as the experimental class that would be given treatment using the problem-based learning model of 30 students, while class IVB was chosen as the control class that learned using the expository method of 30 students. Based on the experimental method used in this study, the research method used in this study is a quasi-experimental design with the form of a non-equivalent control group design that the researcher will use. In this study, the researcher uses a quasi-experimental design type of research because this study cannot fully control external variables that affect the implementation of the experiment. Furthermore, the reading interest questionnaire determined the upper and lower groups. Students are categorized into the high reading interest group if their score is in the range of the highest 27%. Then, students are classified into the low reading interest group if the reading interest score is in the range of the lowest 27%; 30 x 27% = 8 samples.

RESULTS AND DISCUSSION

Based on the analysis of variance (ANOVA) at a significant level of $\alpha = 0.05$, it was obtained that $F_{count} = 6.16 > F_{table} = 4.13$. Thus, $F_o > F_t$, so that H_0 is rejected, so it can be concluded that overall, there is a significant difference in influence between the group of students given the scramble model and those given the expository method on the ability to solve mathematical problems. Therefore, the ability to read comprehension given the scrambling method ($X = 81.81$ and $s = 8.28$) is significantly higher than that given the expository method ($X = 79$ and $s = 5.86$). The results of the ANOVA calculation can be seen that the value of the second hypothesis test results presented in the ANOVA table in the A X B Interaction row shows that H0 is rejected based on the value of $F_{count} = 11.42 > F_{tab(0.05: 1: 36)} = 4.11$; thus it can be concluded that there is a significant interaction effect between the learning method and students' reading interest on students' reading comprehension ability.

The research data obtained the average score of reading comprehension ability between the group of students with high reading interest given the scrambling method is 87.59, and the group of students with low reading interest given the scrambling method

is 78. The average score of reading comprehension ability between the group of students with high reading interest given the expository method is 75.14, and the group of students with low reading interest given the expository method is 76.91. The calculation of the advanced stage of variance analysis with the Tuckey Test is to compare the group with high reading interest given the scramble method and the group given the expository method. The calculation of the Tukey Test $A_1B_1 > A_2B_1 = Q_{count} = 12.65$ is more significant than Q_{table} 0.05: 4: 36 = 4.07, or $Q_{count} > Q_{table}$ at a substantial level of $\alpha = 0.05$; thus, H_0 is rejected, and the alternative hypothesis H_1 is accepted. So, it can be interpreted that the reading comprehension ability of the group of students given the scramble model is higher than that of those given the expository method. Therefore, students with a high interest in reading who are given the scrambling method ($m = 87.58$ and $s = 6.18$) are significantly higher than those given the expository method ($m = 76$ $s = 5.68$).

The calculation of advanced variance analysis with the Tuckey Test compares groups with low reading interest, given the scramble and expository methods. Tukey Test Calculation $A_1B_2 < A_2B_2 = Q_{count} = -0.92$ is smaller than $Q_{table(0.05:4:36)} = 4.07$, or $Q_{count} < Q_{table}$ at a significant level of $\alpha = 0.05$, thus H_0 is rejected and the alternative hypothesis H_1 is accepted. So, it can be interpreted that the reading comprehension ability of the group of students given the scramble method is lower than that of those given the expository method. Therefore, for students with low reading interest who are given the scrambling method ($m = 78$ and $s = 5.68$), it is significantly lower than those given the expository method $= 76.90$ and $s = 6.28$). Students who use the Scramble method show activeness in the learning process.

The group taught using the scramble method showed a sense of enjoyment towards social studies learning because students can learn while playing, so they do not feel bored. This is in line with the opinion of Soeparno (2020), who stated that Scramble is one of the language games to acquire a skill in a fun way. During the learning process using the scramble method, students conduct group discussions or interact with their friends to find and understand concepts in the learning process

because by interacting, students will more easily absorb the learning material. According to Suyatno (2019), the cooperative learning model of the scrambling method is a learning method that emphasizes practising questions that are done in groups, which requires cooperation between group members with critical thinking so that it is easier to find solutions to problems. The group taught using the lecture method showed that students were less interested in paying attention to the teacher during social studies learning. Some students were busy with their activities or with friends during the social studies learning process, so they ignored the teacher's explanation. In line with the opinion of Roestiyah (2021), if the teacher is not a good speaker, he will not be able to attract students' attention. The activities of students who are taught using the lecture method are listening to the teacher's explanation and ending with assignments in the LKS; occasionally, the teacher also conducts questions and answers with students. This causes students to participate less during social studies learning. This is in accordance with the opinion of Suryobroto (2022) that the important role of students in the lecture method is to listen carefully and note the main points presented by the teacher.

Students show interactive and communicative behaviour between students in the problem-solving process. This is what was expressed by the Scramble learning model, which is a learning model that invites students to find answers and solve existing problems by distributing question and answer cards accompanied by available alternative answers (Nurhasanah & Ghufron, 2020). The application of the Scramble method affects improving reading comprehension skills. Through the Scramble method in the learning process, students learn actively, creatively, interactively, and communicatively. Students with a high interest in reading show interactive learning activities, manage and solve problems better, and show a more critical, active, and well-controlled mindset when dealing with problems.

Furthermore, students interested in reading in the Scramble learning process can control learning activities and understand problems accompanied by problem-solving strategies. Conversely, students with low interest in reading need help controlling

learning activities and understanding and solving their problems. The Scramble method can encourage students to have the ability to solve problems in real situations, the ability to build their knowledge through learning activities, scientific activities that occur in students through group work, and the ability to carry out scientific communication in discussion activities or presentations of their work results. Students with high reading interest can take action more quickly in each learning activity because they have prior preparation. In contrast, students with high reading interest through the expository method can less regulate their learning activities. After all, the teacher regulates their activities.

Students' reading interest with the application of the expository method can only show interaction through the question-and-answer process without any learning strategies that provide opportunities for students to be more active in reading activities. The expository method is only used by teachers without giving students full opportunity to find their solutions to reading activity problems. Furthermore, with high reading interest through the Scramble learning method, students can understand problems quickly, analyze problems, use fast and precise strategies in the problem-solving process, be quick in making decisions, continually reflect on their answers, show good problem-solving skills with the use of a repeated problem-solving approach, and can conclude solutions to existing problems.

Reading learning activities carried out using the Scramble learning method are learning with student-centred activities through group stages in solving contextual problems in their learning; learning control is wholly centred on students. While expository learning is learning with verbal activities by teachers to students through lecture strategies and assignments, learner control becomes the teacher's complete task, so students with low metacognition can control their learning activities better.

CONCLUSION

Based on the study and discussion results, it can be concluded that the group taught using the scramble method has a higher interest in learning social studies than the group taught using the lecture method in students at SDN

Karangduak 1. This can be seen from the large average student learning interest scale score at the end of the experimental class, which is greater than the control class. While the factors that influence the results of the study so that they can be categorized as very good for the use of the scramble method include the following: the teacher has made a lesson plan, the teacher makes questions according to the competencies to be achieved, the teacher is good at conveying learning objectives and conveying information about the methods used, the teacher can organize students into groups and supervise students during the learning process, and the teacher evaluates student learning outcomes and provides follow-up on student learning outcomes.

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