THE IMPROVEMENT OF THE STUDENTS' ABILITY IN READING ENGLISH THROUGH THE APPLICATION OF THE SCRAMBLE TECHNIQUE AT SMP NEGERI 8 PENAJAMPASER UTARA

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ABSTRACT

This research is a class action research or often called classroom action research. Classroom action research is research that aims to provide improvements in student learning processes. This research will be carried out in Class IXSMP Negeri 8 Penajam Paser Utara. The research is planned to be in the even semester of the 2019/2020 academic year for 3 months. The subjects of this study were students in Class IXSMP Negeri 8 Penajam Paser Utara, in the academic year 2019/2020 as many as 25 students, 13 male students and 12 female students. Based on the related results show that: (1) Scramble technique in English subjects in Class IX students of SMP Negeri 8 Penajam Paser Utara have been implemented well. In cycle I the value of completeness Student Learning Outcomes is 56 or included in the criteria Less and increased in the second cycle to 88% percentage of completeness Student Learning Outcomes on or included in the criteria very well so that it can be concluded that learning to read comprehension using Scrambel techniques can improve reading skills understanding of grade IX students of SMP Panajem Paser Utara.

Keywords: *Reading Comprehension Ability, Scramble Technique, Classroom Action Research (CAR)*

INTRODUCTION

Language has a central role in the intellectual, social and emotional development of students, Language learning is essentially learning communication. Therefore, language learning is directed to improve students' ability to communicate, both oral and written. The main function of language is as a communication tool. Someone learns language because it is driven by the need to communicate with the surrounding environment. Therefore, children are taught early and directed to be able to use Indonesian properly and correctly to be able to communicate in various situations through language both verbally and in writing.

The ability to read for a student is very important because it is one of the bases for understanding and adding knowledge to other subjects. Therefore, the child must learn reading so that he can read to learn (Lerner in (Haradni, 2006, p. 45). (Dalman, 2013, p. 57) Suggests that the ability to read is very important in an

educated society. reading is an ongoing effort, and children who see the high value of reading in their activities will learn more actively than children who do not find the benefits of reading activities.

In SMP Negeri 8 Penajam Paser Utara, the ability of IX students especially reading comprehension is still low. Based on the results of some observations, the low ability of students to read is marked by the lack of students in reading comprehension. This can be seen when students are asked about what and how the stories they read are confused in answering and having to re-read what they have read. According to observations made by teachers in learning to read only 40% of the total number of students who can recount stories that are read coherently, 40% are able to conclude the content of the reading and only 25% are able to ask questions from the reading. Whereas if the understanding test is given to the 24 students only 13 students score above 70. This means that only 54% of students have mastered the learning material and the value is above the Minimum Mastery Criteria (KKM). So it can be said that the level of reading comprehension of students is still low.

REVIEW OF RELATED LITERATURE

The concept of Reading

1. The Nature of Reading Ability
a. Definition of Reading

(Sri, 2012, p. 33) States that reading is essentially a process that includes physical and psychological processes. By the nature of reading as a process, learning to read, both the beginning of reading learning and further reading learning are carried out so that children master the reading process. According to (Tampubolon, 1996, p. 29) reading activities include the process of: (1) observing written symbols, (2) interpreting what is observed, (3) following a linear sequence of written words, (4) linking words (and their meaning) with the knowledge and experience they have, (5) making inferences and evaluating the material read, (6) building associations and (7) responding personally to reading activities / assignments by their interests.

According to reading is an activity that includes several activities such as recognizing letters and words, connecting sounds and their meanings, and drawing conclusions about the purpose of reading (Akhadiah, 1993, p. 20). While Anderson, et al. in (Akhadiah, 1993, p. 22) views reading as a process for understanding the meaning of writing. According to reading is a complex activity that includes physical and mental. Physical activity associated with reading is eye movement and visual acuity. Mental activities include memory and understanding. People can read well if they are able to see letters clearly and move their eyes swiftly, remember the symbols of language correctly and have enough reasoning to understand reading. (Abdurrahman, 2003, p. 45).

(Tarigan H. G., 1998, p. 45) Argues that "Reading is a process carried out and used by readers to obtain the message to be conveyed by the author through the media of words or written language". A process that demands that groups of words which are a unity be visible at a glance, and so that the meaning of individual words will be known. If this is not met, then the explicit and implicit messages will not be captured or understood, and the reading process will not be carried out properly.

Reading is digging information from the text, both in the form of writing or from pictures or diagrams or a combination of it all "(Kridalaksana, 1994) Reading is a complex activity with mobilize a large number of separate actions, including people having to use understanding and delusion, observing, and remembering (Soedarso, 1999).

b. Kinds of Reading

1. Reading with a voice, which is an activity or reading activity that emits sound.

2. Reading aloud, the process of verbalizing an article by paying attention to sound, intonation, and pressure appropriately, which is followed by understanding the meaning of reading by the reader (Kamidjan). Reading aloud is usually done by teachers, TV broadcasters, radio broadcasters, and others.

3. Reading that does not sound (in the heart), the reading activity by relying on visual memory that involves the activation of the eye and memory.

This type of reading is commonly called silence reading, which includes:

    a) Thorough reading.

    b) Reading Comprehension

    c) Reading the main Idea

    d) Critical Reading

    e) Reading the Language Study

    f) Reading Skimming

    g) Read Fast.

c. Function of Reading

The main purpose of reading is to seek and obtain information, including content, understanding the meaning of reading. (Tarigan H. G., 1998) stated the purpose of reading as follows:

1) Read to get details or facts.

2) Read to get the main ideas.

3) Reading to find out the order or arrangement, story organization.

4) Reading to conclude, reading inference .

5) Reading to classify, reading to classify.

Scrambel Technique

1. Cooperative Learning Model

Before discussing the notion of the Scramble method, you should first know what is meant by the learning model, a plan or pattern that is used to develop curriculum, arrange subject matter and give instructions to teachers in the classroom in teaching or other settings (Dahlan, 1990). One learning method that can be used in the application of cooperative learning models is the scramble learning method. Or in other words, the scrambling method is one of the learning methods contained in the cooperative learning model. (Susilana, 2009).

2. Understanding scramble techniques

The term scramble is derived from English which is translated in Indonesian means struggle, struggle, struggle. Scramble method is group learning by matching question and answer cards that have been provided in accordance with the questions. Whereas Soeparno argues

that the scramble method is a language game, in essence, a language game is an activity to acquire certain skills encouragingly. Scramble is a teaching method by distributing question sheets and answer sheets accompanied by alternative answers available. Students are expected to be able to find answers and ways of solving existing problems. Scramble is used for children's games which is an exercise in developing and increasing insight into vocabulary thinking (Hanafiah, 2013)

3. Procedure for implementing the Scramble Method

Hanafiah in (Masruroh, 2016) explains several stages of the Scramble Technique, as follows:

a) The teacher prepares the answer sheets as needed.

b) The teacher makes questions according to

c) Basic competencies to be achieved.

d) If the time to work on the questions is up, students must

e) Gather answer sheets to the teacher. In this case, both students who have finished and not finished have to collect the answers.

f) Teachers do assessments, both in class and at home. The assessment is based on how fast, how active the students are in working on the problems they are working with their respective groups.

g) The teacher gives appreciation and recognition to Groups that succeed, and encourage those who have not succeeded in answering quickly and correctly.

RESEARCH DESIGN

This research was a class action research or often called classroom action research. Classroom action research is research that aims to provide improvements in student learning processes. In the implementation of this CAR, its mechanism of action wass realized in the form of a cycle that includes four activities, namely plan, action, observation, evaluation, and reflection.

Research Procedure

This research belongs to classroom action research (CAR), because the research focuses on a particular problem and a particular group of students in a certain classroom. The implementation of classroom action research was unable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching and learning activity.

This research was conducted in two cycles, namely, cycle I and cycle II were a series of activities that were often attended. In that sense, the implementation of the second cycle was a continuation and improvement and implementation of the first cycle. The procedure of the action consists of 4 stages, namely planning, research, observation and reflection

Cycle I Design

Action Implementation

Core activities

Work steps that must be taken in the core activities include:

1) Each group of students was given a reading in each group.
2) The teacher leaded a large group discussion to analyze and listened to the responsibilities of each small group.
3) Each group discussed with the theme of the group about the topic being discussed.
4) After producing an agreement, each group read the results of the discussion.
5) Other groups listened and responded to the groups that appear

Cycle II Design

Basically, all activities in cycle II are almost the same as activities in cycle I, cycle II is an improvement from cycle I. The following is the learning process:

Implementation of learning

The activities carried out at this stage are learning according to the RPP that had been prepared and revised based on the evaluation in cycle I. The steps for the Scramble Technique were the same as in cycle I. In cycle II, it implemented efforts to improve students' reading comprehension skills in English Language subjects.

the Students in Class IXSMP Negeri 8 Sharpen the Utar Pastar which had been planned.

Techniques of Analysing the Data

This research was conducted to apply quantitative and qualitative data. The quantitative data analysed in score while teacher taught reading the text by using QAR. Through quantitative data the researcher finds out there were an improvement or not on the students' reading comprehension in narrative text by using QAR

FINDINGS AND DISCUSSION

Findings

The findings presented deal with the results of students' achievement in reading through Scramble Technique, in this case, the researcher want to find out whether the use of Qlass Action Research improve both students reading comprehension

1. **Cycle I action**

The second stage of this class action research is the implementation of actions which constitute the implementation of the design contents. The following description of the implementation of the action cycle I. The implementation of cycle 1 at the first meeting was held on Tuesday, August 14, 2019, for two hours (2x40 minutes) in class IX SMP Negeri Panajem Utara. In this case the researcher act as a leader in the course of learning activities.

Table 1 The Distribution of Frequency and Percentage Students Score in Cycle I

No	Interval	Frequency	Percentage
1	85%-100%	0	0 %
2	70%-84%	14	56%
3	55%-69%	8	32%
4	40%-54%	3	12%
5	0-39%	0	0%

Based on table 3 it can be stated that of the 25 students who were the subjects of the study, 14 students were in the high category, 8 students were in the moderate

category, 3 students were in the low category. Below, the researcher also shows the Graph of Percentage of Cycle Test Achievement, as follows:
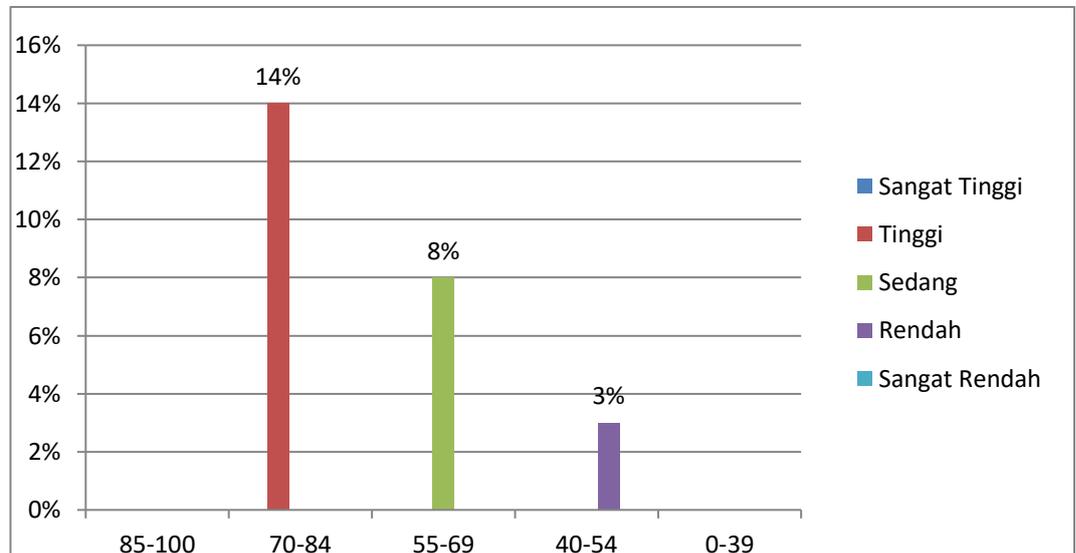

Chart 1 Percentage of Cycle Test Achievement

Based on the Chart above can be concluded in the first cycle the highest value Percentage of student scores is 70-84 with the percentage 14%, then the value 55-69 as much as 8% and the value of 40-54 as much as 3%. And if the results of the learning cycle I analyzed then completeness Student learning outcomes in the first cycle can be seen in the following table:

Table 2. Description of Completeness of Student Learning Outcomes Cycle I

Score	Category	Frequency	Percentage
0-69	Incomplete	11	44%
70-100	complete	14	56%

Based on the table above that students in the incomplete category were 11 students with a percentage of 44% and students in the complete category were 14 students with a percentage of 56%. Clearly, it can also be seen in the graph below:
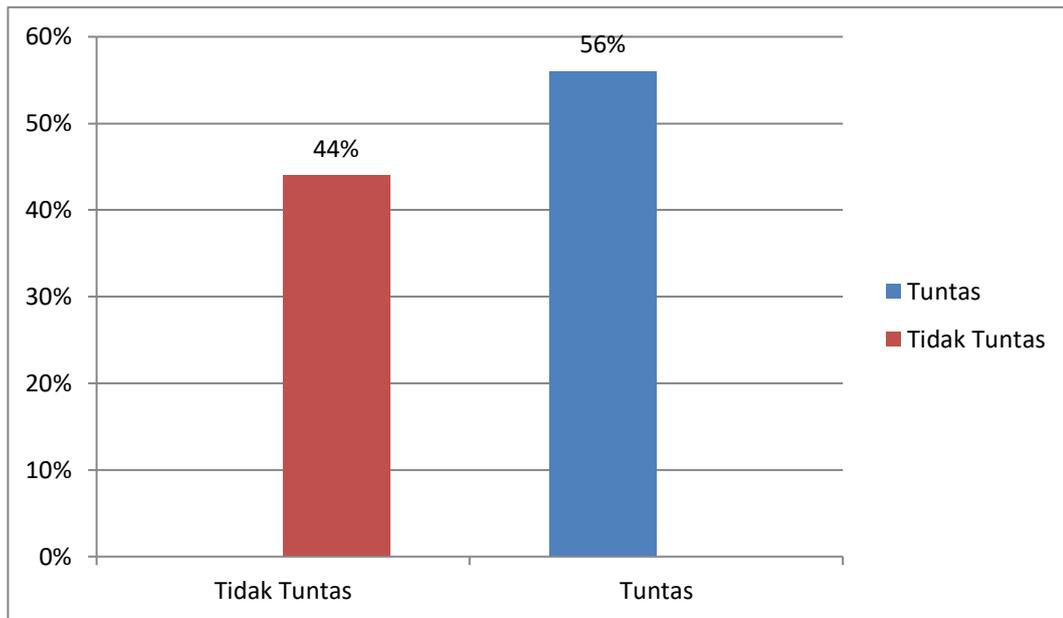
Chart 2. Description of Completeness of Student Learning Outcomes in cycle I

From the graph shows that 44% of students' learning outcomes are complete and 56% of students are complete, referring to the indicators of learning success, the value of students completeness is 85%, therefore the learning process is continued into the second cycle Phase

Cycle II

Action

The implementation of the second cycle of action is to improve student learning outcomes by using the Scramble technique to improve student learning outcomes. Learning is focused on understanding the contents of reading and finding new vocabulary that is done Individualy.

The success of the process

in observing the learning process in cycle II the researcher still uses observation guidelines which are focused on the situation of student learning activities. The following are the results of observations in Cycle II.

Table 3. Observation in Cycle II

| No	Aspects	Indicators	Scoring Scale	
			Meeting. I	Meeting. II
1	Learning Environment	The enthusiasm of students to follow the teaching and learning	B	B
2	Attention and Focus	Student attention to the researcher's explanation	B	B
3	Activeness	The role of students in teaching and learning activities	C	B
4	Learning Process	Teaching and learning in the class	C	B

At the first meeting of the second cycle, the learning process has improved from the first cycle but the role of students still needs to be improved. Seeing these conditions researchers motivate students that their role will be useful for themselves. At the second meeting, the quality of the learning process looks better. Learning at this meeting is focused on seeing individual student learning outcomes.

The ability of students after participating in learning by using the Scramble technique is measured from the results of individual tests conducted at the end of each cycle. Student learning outcomes conducted in cycle II can be seen in the following table:

Table 4. The Distribution of Frequency and Percentage Students Score in Cycle II

No	Interval	Frequency	Percentage
1	85%-100%	9	36%
2	70%-85%	13	52%
3	55%-69%	2	8%
4	40%-54%	1	4%
5	0-39%	0	0%

Based on table 4 above, it can be stated that of the 25 students who were the subjects of the study, 9 students were in the very high category, 13 students were in the high category, 2 students were in the moderate category, 1 student was in a low category. More details can also be seen in the graph the following:
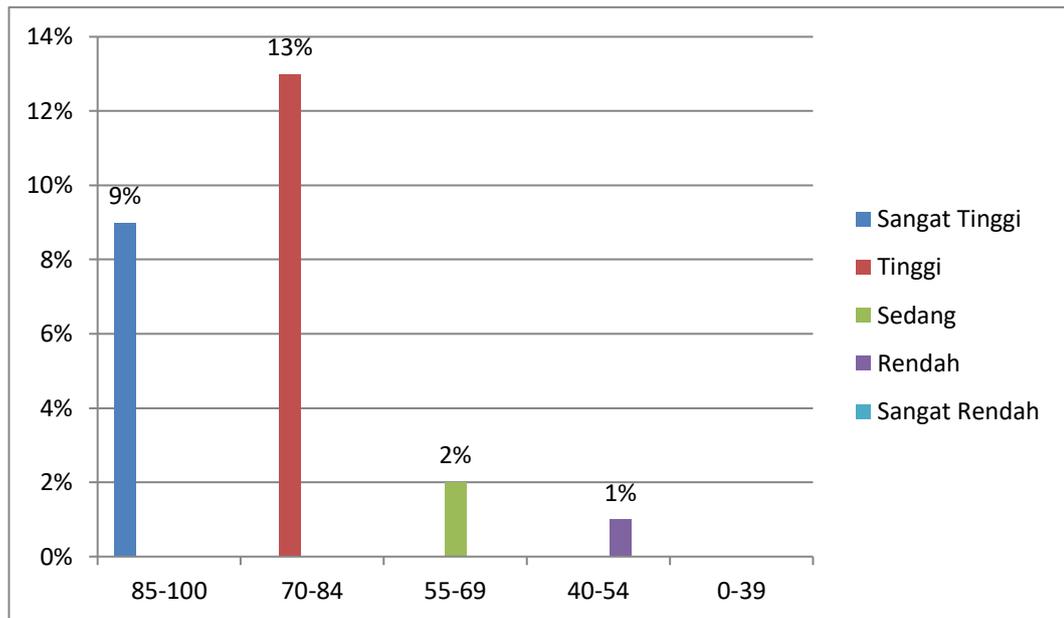
Chart 3. Percentage of Percentage Students Score in Cycle II

Based on the graph above can then be concluded in the second cycle the highest value The percentage of student scores is 85-100 with the percentage 9%, then the value of 70-84 is 13% and the value of 55-69 is 2% and the value of 40-54 is 1%. From the graph above the researcher can conclude that there is a percentage improvement in the value of students in Cycle II.If the learning outcomes of the second cycle are analyzed, the completeness of the learning outcomes of the students in the second cycle can be seen in the following table:

Table 5. Description of Completeness of Student Learning Outcomes Cycle II

Score	Category	Frequency	Percentage
0-69	Incomplete	3	12%
70-100	complete	22	88%

Based on the table above, students in the incomplete category were 3 students with a percentage of 12% and students in the complete category were 22 students with a percentage of 88%. More details can be seen in the following graph:
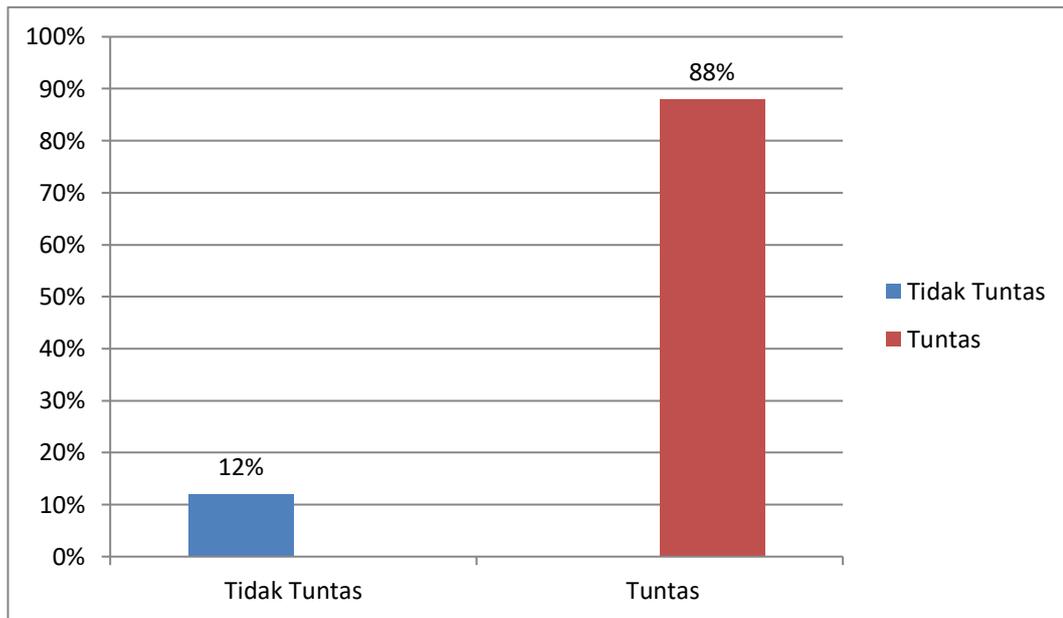
Chart 4. Learning completeness classically

From the chart shows that 88% of students' learning outcomes are complete and 12% of students are incomplete, referring to indicators of learning success, students are considered to have finished learning if they get a minimum score of 70.00 from an ideal score of 100 and complete learning classically if 85% of the total number of students complete learning so that it can be concluded that the learning process in cycle II has reached either a minimum score or classical Learning completeness.

DISCUSSION

In the stages of the cycle I and II, it has similarities in the learning implementation plan, what is different is the discourse exercise in learning. The learning steps in the first cycle have not been implemented maximally, then in the second cycle carried out as a whole. This causes the results obtained in the first cycle is not optimal compared to the second cycle because the second cycle all the steps of learning carried out well.

Based on observations from the implementation of the cycle I and cycle II there was a change in attitude in students, cycle I was less motivated and active in learning and there were still many who did not dare ask and express their opinions. In cycle II students were motivated to learn and almost all students had the courage to ask questions and express their opinions. In the second cycle, students were also

more enthusiastic in participating in learning with the number of students who were actively doing assignments, the number of students who behaved strangely and passively also decreased. In addition, most students were able to understand the learning they had learned.

Evaluation results collected from 25 students in cycle I and cycle II were examined and examined carefully based on predetermined assessment criteria. The results show that the ability of students to complete the conjunctions in the first cycle has not been successful due to several learning steps that were not implemented properly. This can be proven through data or results during the learning process takes place in two cycles.

CONCLUSSION

Based on the results of research and discussions that have been stated in the previous point, it can be concluded that learning to read comprehension by using the Scramble technique can improve the reading comprehension ability of class IX B students in North Panajem Middle School, increasing students' reading comprehension ability can be seen in the success of the process and the success of learning products cycle I 56, cycle II 88%.

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