The Use of Scramble Technique in Teaching Literacy For Fourth Grade Students at Sanggar Bimbingan Hulu Kelang Malaysia

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Abstract

This can be seen from the lack of knowledge in making simple sentences owned by students and the difficulties in composing sentences properly. In addition, students lack attention to the teacher's explanation and lack writing practice. They feel less confident and worried that the surrounding environment will laugh at them if they make mistakes. So, this research wants to know the implementation of the scramble technique in teaching literacy and students' and teachers' perceptions of the use of the scramble technique in teaching literacy. This study uses a case study. The object of research is fourth-grade students at Sanggar Bimbingan Hulu Kelang Malaysia, as many as 6 students. This study suggests that the scramble technique is an effective pedagogical tool to improve the writing skills of the fourth grade. Combining structured guidance with engaging and interactive activities improves the ability to write simple sentences and the self-confidence of fourth-grade students of Sanggar Bimbingan Hulu Kelang Malaysia.

Keywords: scramble *technique. Teaching literacy*

INTRODUCTION

Education is a structured learning process through formal and informal channels designed to optimize individual potential as a whole, intellectual, emotional, spiritual, and social aspect because the key to success is education. This is in line with Peristiwanti (2021), education guides all the forces of nature that exist in students to respect each other so that they, as human beings and as parts of society, can achieve the highest safety and happiness. Supported by Febriyanti (2021) Education is a way of humanizing human beings and promoting their outward and inward independence. Apart from functioning as a medium for transferring knowledge, education is also the primary foundation for forming individuals who can contribute positively to their environment. (Sa'adah & Daning Hentasmaka, 2024). According to Marisyah et al. (2019) State that education is all learning knowledge that takes place throughout life and foundations in all places and situations that have a good impact on the growth of each being. Education is important in building character, honing skills, and instilling moral values essential for a practical social life. (Ina Daril Hanna et al., 2024). As stated by Imam Tabroni et al. (2021)Education plays a crucial role in shaping character, developing skills, and inculcating moral values that are essential for practical social life. It serves to transmit and transform values and knowledge throughout life, contributing significantly to character development. (sri suwartini, 2017).

Teaching is imparting knowledge, skills, values, or experiences to others, usually in an educational context. This activity aims to help students understand specific material, develop thinking skills, or practice relevant skills. According to Widayati (2004), teaching is an activity that presents an environment conducive to learning and understanding. The environment is a system consisting of interrelated components, namely the goals to be achieved. In teaching, teachers need to adapt methods to students' needs, abilities, and learning styles so that the learning process is effective and meaningful (Tamela et al., 2024). As stated by Numanovich and Abbosxonovich (2020), understanding

students' learning styles is important for teachers to implement effective teaching strategies that match their preferences. Ratna et al. (2024) define learning style as the preferred process for students to understand and process information and divide it into four kinds of learning styles: accommodator, assimilator, convergent, and scramble. Literacy is an essential ability that is the key to success in formal education and everyday life (Pekkolay, 2022). Shaw and Mahlios (2008) state that teaching literacy involves various approaches and considerations. Pre-service teachers' metaphors for literacy often include themes like a sequence of knowledge, parts forming a whole, life foundation, and journey. Literacy is the ability to read and write and involves understanding, interpretation, and communication in various contexts. UNESCO's definition of literacy includes the capability to communicate effectively and understand social practices, highlighting its multifaceted nature. In Indonesia, improving the quality of literacy is one of the priorities in efforts to improve the quality of basic education (Ghasemi & Rasekh, 2020). Therefore, innovative teaching strategies are urgently needed to overcome these challenges.

One method that can be used is the scramble technique. The scramble technique is a method in which elements, information, or technical components are randomly arranged or scrambled, then rearranged or reorganized based on logic, order, or need to complete a task or solve the problem; this scramble technique involves rearranging scrambled words, phrases, or sentences to form the correct meaning and is very suitable for children. The researcher examined using scramble because it is suitable for literacy lessons. according to Dita & Zaki (2022) Scramble is a kind of children's game that involves progressing and improving vocabulary and thinking insights. This method can improve critical thinking skills, strengthen students' understanding of text, and make the process more effective. Learning becomes more fun. Supported by Kharisna et al. (2020) Scramble learning model: Students can be trained to be creative in compiling words, sentences, or discourse that have been randomized. As stated by Ilela et al. (2021) The scramble learning model has positively affected students' learning outcomes and creative thinking skills. This learning model will allow students to learn while playing; they can be creative while learning and thinking, learning something casually and not making it stressful or depressing (Wahyudi, 2021). In addition, this scramble technique also encourages students to participate in learning and increase learning motivation actively (Solihin & Muaz, 2022)The use of the scramble technique at Sanggar Bimbingan Hulu Kelang Learning Activity Center is expected to solve students' literacy challenges. By integrating this method into learning, teachers can create an interactive, engaging, and effective atmosphere for teaching students literacy skills.

In previous research conducted by Acim et al. (2023), the results showed that the Scramble technique improved students' reading comprehension by motivating them to study harder, which was carried out in high school. The method was used in learning history, and the research method was quantitative. According to (Putri et al., 2022), this study found that the scramble technique can improve students' writing skills because students are invited to think critically in composing sentences based on scrambled words. Therefore, further research with a broader scope and more diverse methods is needed to strengthen these findings. The scramble method is very suitable for teachers to use to create a pleasant atmosphere in the learning process. Using the scramble method, there will be feedback between teachers and students so that the learning process is more effective. Based on the observations of 4th-grade students of Sanggar Bimbingan Hulu Kelang, students' writing skills were still relatively low. This can be seen from the lack of knowledge in making simple sentences owned by students and the difficulties in composing sentences properly. In addition, students lack attention to the teacher's explanation, lack writing practice, and feel less confident and worried that the surrounding environment will laugh at them if they make mistakes. So, this research wants to know the implementation of the scramble technique in teaching literacy and students' and teachers' perceptions of the use of the scramble technique in teaching literacy. The researchers hope students can make a simple sentence using the scramble technique.

METHOD

This study uses a case study. This research design focuses intensively on one particular object, studying it as a case. (Dobson, 1999). According to Yin (2018)A case study is a knowledge-seeking process that investigates and examines phenomena that happen in real life. Case studies can be used when phenomena and real life have vague or unclear boundaries. This study uses the case study method to determine the use of the scramble technique in teaching literacy and the teacher's and student's perception in fourth grade at Sanggar Bimbingan Hulu Kelang Malaysia. The object of research is fourth-grade students at Sanggar Bimbingan Hulu Kelang Malaysia, as many as 6 students. Data is collected through observation, interviews with the teacher and students, and documentation. According to Soegiyono (2011) The data analysis with Miles and Huberman models includes data reduction, data display, and conclusion drawing verification.

RESULT

1. The implementation of the scramble technique in teaching literacy at Sanggar Bimbingan Hulu Kelang Malaysia

This research was conducted in class 4 with 6 students. The Sanggar Bimbingan Hulu Kelang Malaysia research obtained the results before using the word scramble technique. From the observation before using the scrambling method carried out in class 4 of Sanggar Bimbingan Hulu Kelang Malaysia, it is known that students' ability to write simple sentences is minimal, and some even have difficulty writing. Researchers gave writing assignments to students; researchers gave writing assignments by writing on the blackboard, and then grade 4 students wrote them in notebooks. It was found that the ability to write simple sentences of grade 4 students was still below average. Therefore, the researcher used the scramble technique to improve the ability of grade 4 students to write simple sentences. This scramble method is done by giving 10 simple sentences with scrambled words. As for the questions, the researcher wrote them on the board, and then the students were given an example first to understand how to complete the task. Here, the researcher gives an example in the phrase "Nasi – Ibu - Memasak." Then, the researcher gave directions to them by asking what the correct sentence was. After that, the researcher helped them answer "Ibu memasak nasi."

The scramble word that the researcher gives is as follows.

1. digoreng – ikan – wajan- di
2. pakaian- menjemur- ibu – di – halaman – rumah
3. bangun – nadia – tidur – pukul- setiap- enam – pagi
4. membantu – ibu – hawa
5. dina – tono – bermain – taman – bersama – di
6. berwarna – air – itu
7. mandi – saya – dan – gigi – menggosok
8. suka – Pelajaran – saya – inggris – Bahasa
9. Fatimah – ibu – tulus – dengan – kita – mengajar -hari – setiap
10. bola – sepak – adalah – azmi – permainan – disenangi – yang

From the word scramble task that the researcher gave to the 4th-grade students of Sanggar Bimbingan Hulu Kelang Malaysia. from the question, the students did by writing the correct sentence. After students complete the Task, Grade 4 students at Sanggar Bimbingan Hulu Kelang Malaysia are given 60 minutes to work on the question. After the 4th-grade students of Sanggar Bimbingan Hulu Kelang Malaysia completed their assignments, they were asked to collect the assignments. Researchers then check whether the answer is true or false and evaluate it with each question getting a score of 10 so that if the 4th-grade students of Sanggar Bimbingan Hulu Kelang Malaysia can answer

all the answers correctly, they will get a 100. The following scores were obtained from arranging scramble words to train the ability of Grade 4 students to write simple sentences. Student one, who uses the scramble sentence method at the time, then Student 1 gets a score of 80. Student two times, using the scramble method Student 2 in Class 4 Sanggar Bimbingan Hulu Kelang Malaysia scored 90. After using the scrambling method, three Class 4 Sanggar Bimbingan Hulu Kelang Malaysia students scored 80. Student 4, after using the scramble method, got a score of 70. Student 5, after using the scramble method, got a score of 80. Moreover, the last student, student 6, after using the scramble method with this random sentence, got a score of 70. From the results of these values, it has been ascertained that by using the scrumble method, Grade 4 students of Sanggar Bimbingan Hulu Kelang Malaysia have increased their ability to write simple sentences. Why? Because the value they get is by the KKM, it even exceeds because the value of KKM in Sanggar Bimbingan Hulu Kelang Malaysia is 70.

2. The results of interviews with students and teachers in the fourth grade Sanggar Bimbingan Hulu Kelang

Student 1: "I understand the explanation. I enjoy doing random sentences because it makes learning so much more fun. Now I can write simple sentences on my own."

Student 2: "I understand what you are saying. I also enjoy putting together random sentences because this task makes me enjoy learning more. Now I can make simple sentences myself."

Student 3: "I understand the explanation well. I also feel good when composing random sentences. This task made learning even more exciting, and now I can compose simple sentences myself."

Student 4: "I am more familiar with the material described. I also enjoy creating random sentences because it feels like playing a game. Although I still write slowly, I can now compose simple sentences correctly."

Student 5: "With the given examples and tasks, I better understand the material. At first, I struggled to put together sentences, but now I feel good doing it and can already compose simple sentences independently."

Student 6: "I understand how to write better after being given the task of constructing random sentences. This task makes me more eager to learn. I also felt thrilled when I was asked to write down the answers on the board, and now I already know how to compose simple sentences correctly."

The interviews with 4th-grade teachers at Sanggar Bimbingan Hulu Kelang showed that teachers favor applying the scramble method in learning to write. The teacher stated: *"In my opinion, the scramble method is an interesting way to train students' writing skills. By putting together random sentences, they learn sentence structure and critical thinking to find the right answer. This method makes students more active and enthusiastic in learning; they enjoy the process because this task is like a game. In addition, this method helps students better focus on understanding the structure of simple sentences, noticing significant changes in students ' writing skills after applying this method. I noticed a significant improvement in students ' writing skills. Before using this method, many of them had difficulty constructing sentences. However, after applying it, students have become more confident, and the results are better. However, the obstacles encountered, namely the time required to explain the task to students who are delayed to understand, the main obstacle is a long enough time to explain to students who are still slow to understand the task. However, by giving a clear example, they can finally understand and complete the task well. In my opinion, this method should be used periodically, especially to train the ability to write and understand the structure of sentences. However, the questions need to be adjusted to students' ability so that all can follow the learning well."*

DISCUSSION
1. The implementation of the scramble technique at Sanggar Bimbingan Hulu Kelang Malaysia

The scramble technique in literacy teaching proved to be an effective method to improve the ability to write simple sentences of 4th-grade elementary school students in Sanggar Bintangan Hulu

Kelang, Malaysia. According to Shoimin (2021) The scramble technique consists of various forms, namely 1) scramble words, which is a game of arranging words and letters that have been randomized and then arranged so that they have a meaningful meaning; 2) scramble sentences, which is a game of arranging sentences from words that have been randomized so that they form logical and meaningful sentences, 3) scramble discourse, which is a game of arranging logical discourse based on sentences that have been randomized. As stated by Putri et al. (2022) Word scramble can positively impact students, making them more active and enthusiastic in the learning process, and can improve their ability to write simple sentences. Ms. Fatimah said the scramble method suits 4th-grade students in teaching literacy. Because students can be more active in class, they are also happy when they learn by using this scramble technique because they feel challenged to complete the scramble of words into simple sentences. So, using the scramble technique in teaching literacy becomes an effective method to improve the ability to write simple sentences in Class 4 students of Sanggar Bimbingan Hulu Kelang Malaysia. As stated by Nofrianni et al. (2024) Scramble techniques can improve learners' reading comprehension skills in the learning process so educators can create practical and fun learning. The scramble technique was introduced to overcome the challenge of writing simple sentences. The approach involves giving students random words and guiding them to rearrange the words into correct sentences. Fourth-grade students Sanggar Bimbingan Hulu Kelang Malaysia were happy if told to come forward to write the correct answer, even if they scrambled to come forward to write the answer in front of the class. They do that by pointing to one by one of them going forward and then writing the correct answer in front of the class. That way, the 4th-grade students Sanggar Bimbingan Hulu Kelang Malaysia will better understand how to write simple sentences. Students can arrange random words into correct simple sentences by applying the scramble technique. Students will automatically understand writing simple sentences by continuing to practice arranging random words.

2. students' and teacher perception of the use of the scramble technique in teaching literacy at Sanggar

From the interviews with the six students, several main themes emerged in their perceptions: The student's perceptions are;

1. Comprehension of the material

All students stated that they could understand the material better through the scramble method. This is in line with the research of Murti & Reinita (2020) This showed that the scramble method can improve students' understanding because it involves active thinking in composing sentences.

2. Motivation and Enjoyment of Learning

The students revealed that they felt happy and motivated by the task of composing random sentences because it was like playing a game. Fun learning can increase students' learning motivation.

3. Improved Ability

All students reported that they are now able to compose simple sentences independently. This shows the effectiveness of the method in improving the skill of writing a simple sentence, as supported by (Imami et al., 2018)Research on the effectiveness of the scramble technique in learning.

The Teacher Perception:

The scramble technique is an effective way to teach sentence structure and stimulate students' critical thinking. This is in line with the theory of constructivism in language learning proposed by Piaget. There is an increase in students' activeness and enthusiasm for learning. This is in line with Gravitiani et al. (2022), who argued that the scramble method increases students' participation in learning. Teachers identified challenges in terms of the time needed to explain tasks to students who were slower to understand and the constraints of implementing the scramble method in heterogeneous classes. Teachers recommended using the method periodically with adjustments to the level of difficulty.

CONCLUSION

This study suggests that the scramble technique is an effective pedagogical tool to improve the writing skills of the fourth grade. Combining structured guidance with engaging and interactive activities successfully improves the ability to write simple sentences and the self-confidence of Class 4 students of Sanggar Bimbingan Hulu Kelang Malaysia. In addition, the enthusiasm and willingness of students to actively participate showed that the technique positively influenced their attitude to learning. Future studies may explore the application of the scramble technique in larger classrooms, diverse educational environments, and across different age groups to further validate its effectiveness and versatility. Through its ability to transform challenging tasks into fun learning experiences, the scramble technique has great potential as a teaching strategy for improving literacy skills.

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