THE EFFECTIVENESS OF SCRAMBLE IN IMPROVING READING COMPREHENSION AT SMP NEGERI 5 RANOYAPO

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Abstract: This study aims to test the effectiveness of scramble technique in improving students' reading comprehension at SMP Negeri 5 Ranoyapo. Using a quantitative pre-experimental design, 23 students participated in the pre-test and post-test. Multiple-choice tests were used to measure reading comprehension before and after the treatment. The pre-test results showed an average score of 56.73, while the post-test increased significantly to 83.43. This increase in score indicates that the use of scramble has a positive impact on students' reading comprehension. Teachers can use this scramble to meet specific learning objectives and increase student engagement in the learning process. In addition, this study can also be a basis for developing more effective curriculum and learning programs in improving students' reading skills. This study shows that the use of scramble is a useful teaching strategy to improve students' reading comprehension. Thus, teachers can use this scramble to improve students' reading skills and achieve better learning objectives. The results of this study can be a reference for developing more effective teaching methods.

Keywords: *Scramble, Reading, Comprehension, Junior High School*

INTRODUCTION

Language is a unique and vital aspect of human life (Boroditsky, 2019). Language not only functions as a means of communication, but also as a medium for expressing thoughts, identity, and culture (Alshehri, 2023). According to Pangke et al. (2024), language acts as a tool to convey nonverbal cues and information orally and in writing, used to interact with others, express ideas, and influence socially. Through oral, written, or symbolic forms, language allows individuals to convey emotions, ideas, and knowledge. Each language contains the values, history, and perspectives of its speakers, reflecting the diversity of human experience. Different grammar, pronunciation, and vocabulary in each language help shape the way individuals understand and interpret reality. For example, the Sapir-Whorf hypothesis emphasizes that the structure of language can influence a person's way of thinking and perception. In addition to its function as a means of communication, language also has a role as a powerful artistic medium. Through literary works, music, and poetry, humans use language to express creativity, evoke emotions, and explore complex ideas. Therefore, language has a central position in social interaction and intellectual development, and continues to develop following the cultural and communication needs of society. From the importance of this language, there is great relevance to English as an important global communication tool.

Among the many languages spoken globally, English has emerged as the dominant international language. English is widely used across various sectors globally, such as politics, economics, health, technology, science, and education (Liando, Tatipang & Lengkoan, 2022). According to Dutta (2019) English is a powerful language with a profound influence in various aspects. English is used as a lingua franca in business, science, engineering, medicine, trade, commerce, scientific research, education, tourism, the internet, and many more (Sofyan, 2021). It is the primary medium in various sectors such as science, technology, business, diplomacy, and education. English language proficiency is now considered an essential skill for global communication and participation. As the world's lingua franca, English connects

individuals from different linguistic and cultural backgrounds, fostering international understanding and collaboration. The widespread use of English in mass media, internet content, academic publications, and entertainment makes it increasingly important in modern life. For non-native speakers, English proficiency opens up wider educational and career opportunities. In multilingual countries, English is often taught as a second or foreign language and is an important part of the educational curriculum. However, learning English requires a strategic and contextual approach, not only in terms of grammar and vocabulary, but also in developing communication skills and understanding meaning. According to Bander, et al (2023) In learning English, we recognize four main skills, namely: listening, speaking, reading, and writing.

Reading is one of the most important skills in learning English. This skill is the basis for acquiring knowledge and understanding written information, both in academic, professional, and personal contexts. Bander et al. (2023) stated that reading is very important in human life, and can be done anywhere—at home, school, on the go, or in the park. In the world of education, reading plays an important role in helping students understand various teaching materials. Reading is not just recognizing words, but is a complex cognitive process that includes parsing, understanding, and analyzing texts to get meaning. Readers need to connect ideas, interpret structures, and draw conclusions when interacting with texts. Effective reading skills encourage critical thinking, expand vocabulary, and build the discipline of thinking needed for academic success. In addition, reading equips individuals to face the digital information era that demands the ability to sort and analyze information quickly and accurately. Strong reading habits support lifelong learning, self-development, and intellectual growth. Therefore, reading is an integral part of learning English. La ali, et al (2024) stated reading as an interaction between the reader and the text to improve reading comprehension.

In line with the importance of reading, reading comprehension is a crucial skill in the English language learning process. According to Prins, et al (2020) Reading comprehension is an interactive and constructive process that can be improved through strategies such as direct instruction, use of metacognitive strategies, rereading, self-questioning, prediction, and Directed Reading Thinking Activity, although metacomprehension accuracy is often moderate to low and influenced by individual differences. This skill includes the ability not only to read words, but also to understand and interpret the meaning of the text as a whole. Reading comprehension requires vocabulary mastery, the ability to connect ideas, and the ability to analyze the content of the reading critically. Vocabulary is an important element in understanding text; without understanding the meaning of words, readers cannot grasp the overall meaning of the reading. Many students have difficulty understanding English texts due to limited vocabulary, lack of access to learning resources such as books and dictionaries, and low interest in reading. These obstacles hinder their ability to understand the content of the text. Teachers need to identify the root of the problem and apply appropriate strategies, such as the use of interesting learning models, providing sufficient practice, and increasing student motivation. Improving reading comprehension skills will help students become better readers, able to think critically, and solve problems effectively. The role of teachers is very important in guiding students to understand texts, explaining unfamiliar vocabulary, and encouraging active participation. Therefore, reading comprehension needs to be the main focus in English language learning, especially in educational environments where English is a foreign language.

To address the challenges in reading comprehension, innovative learning techniques such as scramble offer a promising solution in language education. The scramble technique is an active learning model designed to improve student engagement, vocabulary mastery, and reading comprehension. In this method, students are given scrambled letters, words, or sentences and asked to rearrange

them correctly. This process encourages students to think critically, creatively, and solve problems in reconstructing the correct form. Unlike passive learning methods, scramble encourages interaction, collaboration, and active mental processing, making learning more dynamic and memorable. In the context of English language learning, this technique is effective in helping students recognize word patterns, improve spelling, and strengthen their understanding of sentence structures. By manipulating language elements, students gain a deeper understanding of word meaning and grammar. The scramble technique is very useful for vocabulary development because students repeatedly see and use words in relevant contexts. Scramble exercises can also be adapted for different levels and topics, making them flexible to use in the classroom. Teachers can use it to informally assess comprehension and identify areas for improvement. This technique is also motivating for students because it turns learning into a game-like activity, reducing the anxiety that often arises in learning a foreign language. When applied consistently, the scramble technique can improve reading comprehension through deep engagement and meaningful practice.

A common problem in English learning, especially at the junior high school level, is students' low reading comprehension skills. This is caused by the lack of variation in learning methods used in class, making students less interested and actively involved in the learning process. At SMP Negeri 5 Ranoyapo, many students have difficulty understanding English texts due to limited vocabulary and minimal opportunities for interactive learning. As a solution, the scramble model was chosen in this study as an innovative method to improve students' reading comprehension (Radjab, 2020). By using the scramble technique, students can be more active in rearranging scrambled words or sentences, which not only helps them master new vocabulary but also improves their ability to understand texts more deeply and enjoyably.

RESEARCH METHOD

This study employed quantitative research as its methodology. Arikunto (2016) defines quantitative research as an approach that uses numerical data for collection, interpretation, and presentation of results. Sugiyono (2012) further explains that experimental research aims to identify the effects of specific treatments or conditions under controlled settings. In this study, a pre-experimental design was used, incorporating a pre-test and post-test approach to measure the impact of the Scramble strategy on students' reading comprehension. The One Group Pre-Test and Post-Test Design, as described by Hatch & Farhady (1982), was adopted for this study. The T1 pre-test was conducted before the intervention, and the T2 post-test was given afterward to assess changes in students' reading comprehension. The study was conducted at SMP Negeri 5 Ranoyapo, with 23 students from the eighth grade forming the sample. Data were collected through 20 multiple-choice questions in both the pre-test and post-test.

Table 1. Design of Research

Class	Pre-test	Treatment	Post-test
VIII	T1	X	T2

Descriptions:

Class   = Experiment Class

T1   = Pre-test before the treatment

T2   = Post-test after the treatment

X   = Punctuation

The data analysis was carried out using SPSS to calculate key statistical measures, including the mean score, minimum score, maximum score, and standard deviation

FINDINGS AND DISCUSSION

The results of this study provide a summary of the test outcomes, comparing pre-test results before the intervention with post-test results after implementing the scramble technique. This research demonstrates that the use of scramble activities has effectively improved students' reading comprehension skills. The researcher administered twenty multiple-choice items in both the pre-test and post-test. The pre-test served as the baseline score, followed by the implementation of the scramble technique to improve students' engagement and comprehension of reading materials. The subsequent increase in test scores indicates the effectiveness of using the scramble technique to enhance reading comprehension. As shown in the table below, the intervention led to a significant improvement in students' reading comprehension.

Table 2. Students' Pretest and Posttest score

No	Name	Score	
		Pre-Test	Pos-Test
1	E.S	70	95
2	F.R	60	90
3	G.S	55	90
4	H.R	50	75
5	I.T	60	80
6	I.W	60	90
7	J.M	50	80
8	J.W	50	85
9	K.L	70	95
10	K.R	55	80
11	M.A	55	80
12	M.S	45	75
13	N.E	60	85
14	N.K	55	80

15	O.R	70	95
16	P.S.	70	90
17	R.A	45	75
18	R.R	45	80
19	S.T	50	75
20	T.A	55	85
21	T.Y	70	85
22	Z.T	45	75
23	Z.T	60	80
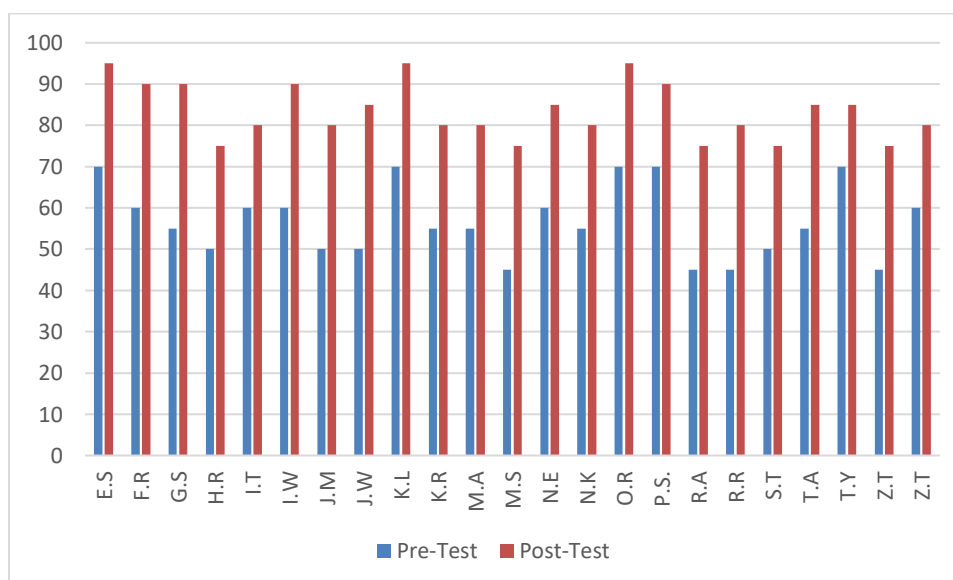
Figure 1. Result of Pre-Test & Post-Test

Statistical Analysis of Data

The collected data has been statistically evaluated using SPSS. The statistical study involved determining the the mean score, minimum score, maximum score, and standard deviation.

Table 3. Frequency Distribution of Pre-Test

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%

|					
70	IIII	4	17.4%	23	100%
65	III	3	13%	19	82.6%
60	III	3	13%	16	69.6%
55	IIIII	5	21.7%	13	56.5%
50	IIII	4	17.4%	8	34.8%
45	IIII	4	17.4%	4	17.4%

Note :

Freq- : Frequency

Cum-Freq : Cumulative Frequency

Cum-% : Comulative Percentage

The pre-test scores ranged from a minimum of 45 to a maximum of 70. Out of the 23 participants, four individuals (17.4%) achieved the highest score of 70. Three participants (13%) scored 65, another three (13%) scored 60, while five participants (21.7%) obtained a score of 55. Additionally, four participants (17.4%) scored 50, and the remaining four (17.4%) received the lowest score of 45.

**Pitcure 1. Frequency distribution of pre-test**
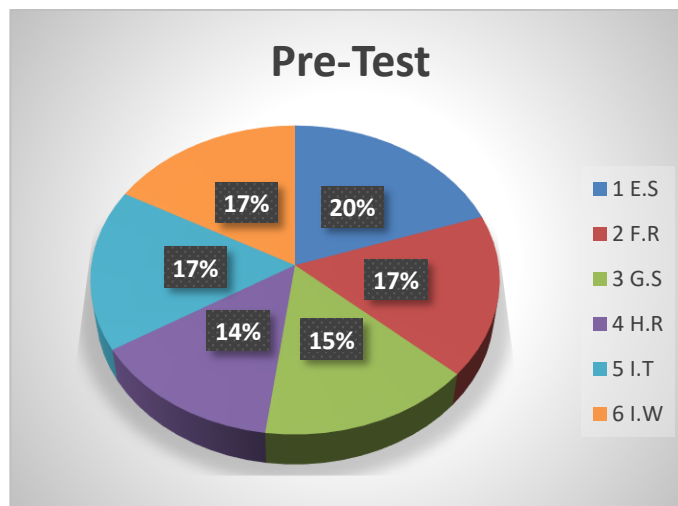
Table 4. Frequency Distribution of Post-Test

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
95	III	3	13%	23	100%
90	IIII	4	17.4%	20	87%
85	IIII	4	17.4%	16	69.6%
80	IIIII II	7	30.4%	12	52.2%
75	IIIII	5	21.7%	5	21.7%

Table 4 indicates that the highest post-test score was 95, while the lowest was 75. Among the 23 participants, three individuals (13%) scored 95, and four (17.4%) scored 90. Additionally, four participants (17.4%) obtained a score of 85, seven (30.4%) received a score of 80, and five (21.7%) scored 75.

***Pitcure 2.* Frequency distribution of post-test**
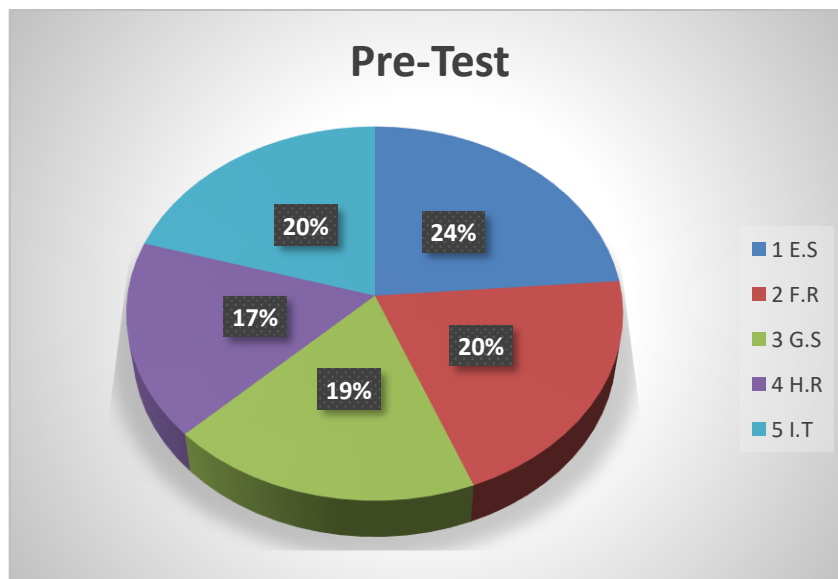
Descriptive Statistics

To determine the mean and general deviation from one another, the pre- and post-test score numbers, as indicated in Table 4 above, are first added up and squared.

Table 5. Descriptive Statistics Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test (T1)	23	45	70	56,96	8,757
Post-Test (T2)	23	75	95	83,48	6,815
Valid N (listwise)	23				

Table 5 presents descriptive statistical data from the pre-test and post-test results of 23 participants. The pre-test results showed an average score of 56.96 with a standard deviation of 8.757, while the post-test results increased to an average of 83.48 with a standard deviation of 6.815. The minimum and maximum scores also increased, from 45–70 in the pre-test to 75–95 in the post-test. These data indicate an increase in participants' learning outcomes after being given treatment, as well as a more even distribution of scores in the post-test.

According to the information given, 23 students participated in the test. That four students received 70 or 17.4% of the total, three students received 65 or 13%, three students received 60 or 13%, five students received 55 or 21.7%, four students received 50 or 17.4% and four students received 45 or 17.4% Pre-test results show that the students' reading comprehension was less than expected.

Three students received 95 or 13% of the total, four students received 90 or 17.4 %, four students received 85 or 13%, seven students received 80 or 30.4%, five students received 75 or 21.7%.

The outcome demonstrated a development in the students' reading comprehension. The pre-test mean score is 56. 96 with a standard deviation of 8.757 and the post-test mean score is 83.48 with a standard deviation of 6.815 One could argue that the post-test result is superior to the pre-test. Based on the table above the researcher can make conclusion that students' score is high in post-test group after the researcher did treatment using scramble in teaching reading meanwhile

students' score is still low in pretest group after the researcher did treatment without using song in teaching listening skill.

Duffy (2009:14 stated that "reading comprehension as the essence of reading because if we don't understand the message, we are not reading". From this opinion, if we look at the result obtained by the students of class VIII SMP Negeri 5 Ranoyapo that they got very high score on the post-test. Therefore, that they can be said to be successful in reading comprehension.

CONCLUSION

After the researcher finished the chapters before, the researcher will draw some conclusions as the result of the study on the Effectiveness of Scramble in improving students' reading comprehension at VIII Student of SMP Negeri 5 Ranoyapo. Based on the t test and discussion of the data analysis in the chapter before, the conclusion can be seen that the teaching Reading using scramble are more effective at the eighth grade of SMP N 5 Ranoyapo.

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