IMPLEMENTATION OF SCRAMBLE METHOD FOR LEARNING "CLOCK" IN ENGLISH LEARNERS CLASS V SDN PERUMNAS 1 CIBODAS

Ananda Ramadhiyanti, Ikrima Gina Mikala, Imam Sudarmaji*
English Education Study Program, University Islamic Syekh Yusuf, Indonesia

Article Information	ABSTRACT
	A teacher could utilize certain methods at all levels for teaching a language. An effective teaching technique will immediately contribute to interest learners in the learning process and boost students' motivation and achievement in learning English. This research is done by mixing methods which are qualitative and quantitative (quasi experimental method). It is a scramble letter game, which is a way to develop words through cooperative and competitive activity. As a result, the researcher wants to know if the scramble letter game increases student achievement in English. The research results indicate the effectiveness of applying a scramble letter game while teaching English has increased in the experiment class with an average score of 30-80, but not in the control class with an average score of 70. Applying the scramble letter game as a technique while teaching English at SDN Perumnas 1 Cibodas in the Academic Year 2022/2023 is quite helpful. Based on the findings, it is advised that the scramble letter game be employed as an alternative and variation of their teaching and learning strategies.

Corresponding Author:

Imam Sudarmaji,
Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Ilmu Pendidikan
Universitas Islam Syekh Yusuf,
Jl. Maulana Yusuf No. 10, RT.011/RW.003, Babakan, Kec. Tangerang, Kota Tangerang, Indonesia.
Email: isudarmaji@unis.ac.id

1. INTRODUCTION

English has different characteristics from other sciences and social subjects in schools. The difference is laid in the language function as a communication tool, and as a consequence, language has a central act on students' development social, emotional, and intelligence. Then language achievement becomes one of the decisive keys to success in learning all subjects (Herawati et al., 2022). According to (Guarango, 2022) English is one of the foreign languages that Indonesian students from ages 6 to 18 are required to learn and be instructed in. For elementary school level between the ages of 6-12 years, learning English is included in local content subjects (Mubasyira & Widiyarto, 2017). English is a foreign language taught in elementary schools in Indonesia since 1994, starting from the 4th grade of elementary school. English to be taught as a subject refers to local content or subject-specific to a particular locality or region. It means that English is not part of the national curriculum and the score on the final test is not taken into consideration in grade-level pass-fail decisions (Saniti, 2020). English is a foreign language used as a means of communicating orally and in writing. Communicating is understanding and expressing information, thoughts, and feelings and developing science, technology, and culture. The ability to communicate in an integral sense is the ability to understand or produce oral and written texts that are realized in the four language skills of listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in society's lives (Siti Rofiah 2007). Learning English is very important and even compulsory, especially in early childhood. This is because English is an international language. The second reason is that by mastering English people will easily enter and be able to access the world of information and technology. With an introduction to

English in elementary school they will have better basic knowledge before proceeding to a higher level of education (Ichsan 2016). The objective of the English courses at elementary schools is that the students can develop the competence to communicate in the oral form limited to accompanying action in the context of school as well as to be aware of the truth and importance of English to improve the competitiveness of the nation in the global society.

English as a foreign language is difficult to acquire in the classroom; therefore, the teacher must have a background and expertise in teaching English. Teaching English in elementary school is not the same as teaching English in junior and senior high school. A teacher has a very important role in teaching the material. The teacher should have the competence, experience, and strategy to find an effective way of teaching the materials to make the students understand English as well as the other subjects (Fitriyah, 2021). Teaching English in elementary school is not the same as teaching English in junior and senior high school. Teaching English in elementary school has been classified as teaching English to young learners; teachers should be aware that the qualities of young learners are associated with something engaging and fun. Teachers have certain ways of teaching their students, particularly in primary school. Games, singing, and storytelling are some techniques for motivating primary students. Media is vital while teaching elementary school students; good media can increase their interest in the lessons. The curriculum Merdeka will function effectively with the new learning model needed for the learning process (Nailil Muna et al., 2020). In learning the teacher should choose a learning method that includes elements of play in it. Because by playing students can not only enjoy the game, but the game directly provides an educational experience to produce a quality learning process. This follows Dale's cone of experience (Mahmud, 2020) which places the game in the lowest first level (concrete) and is classified into the act phase. Game instruction adds flexibility and interest to classroom teaching, learning activities are processed easily by allowing students to adjust to ways in which they learn best (Moore & Dettlaff, 2005).

Games help to reduce the level of abstraction involved in teaching and learning concepts by capturing learners' interest and encouraging active participation in the learning process. The use of games not only reduces tension and boredom in classroom instruction, but also provides an environment that allows students to work in groups or alone, be competitive, and creative, and have fun while learning (Mahmud, 2020). The idea of using games or games elements in education to interact with students within the process of active learning is not new and may be traced back to the sixties when Piaget (1962) acknowledged that games could not only help children master their environments but also to make the worlds of their imagination. Games also encourage students to play a lively role within the learning process thus supporting active learning, experiential learning, playful learning, and problem-based learning (Omolara Onasanya et al., 2021). (Bavi, 2018) assert that by setting up a play and fun environment, children are allowed to manipulate, explore, and experience a variety of new materials which enhances learning. Scramble is the learning model that is being employed. To determine the most accurate responses at random, scramble learning integrates the game with training tasks completed in collaboration with a working group. The language game is an activity to acquire specific skills in a way of encouraging. (Febriyanti, 2023) states that the Scramble Method is one of the language games then the technique scramble is a game development or sorting of a language structure that previously has been confused arrangement deliberately.

Scramble is a very interesting game that can not only be used as a game and entertainment but also as a learning medium that has many uses, such as fast counting, improving anagram skills, improving strategy, practicing patience, improving memory and adding vocabulary (Silvia Sitompul et al., 2023). Many people have used the Scrambles Learning Model to hone the following abilities: Learning motivation among students (Nurlina, 2013) 2) Learning Outcomes (Sulastri, 2018);3) Learning Interests (Veni Melia Sya'ban, 2016) 4) IPA Learning (Ariyanto, 2018) and 5) Learning Activities and Outcomes (dalam Rachmawati et al., 2014). According to Rober B. Taylor (Budiati & Indut, 2019) the Scramble method was one of the learning methods that could enhance the students' concentration and speed of thinking. This method required the students to join the left and right brains. In this method, they were not only asked to answer some questions but also quickly guess the question answer that had already been available, however, the condition was still in random. As stated by Hesti Damayanti (2010) in her thesis, the Scramble method was one using exercise stress which was done in a group requiring cooperation among the group members by thinking critically so that they could be easier to find the problem solution. The scramble method is a group learning activity consisting of five to seven students in each group, this activity is carried out by matching the question cards and answers given in response to the questions. The scrambling method is a learning method that prioritizes collaboration in groups and can increase creativity and teamwork (nur aliya, 2022).

2.   METHODOLOGY

The scramble learning model is one of modern learning that is focused on the student's activeness. (Prabowo, 2023) also states that the scramble learning model invites the students to seek answers to questions

or a match of concepts creatively by arranging the letters which are set randomly. It builds an answer or a meaning of a concept. Taylor cited by (Halid & Ilyas, 2022) further defined Scramble as a learning method that can increase students' concentration and thinking speed. In this method, students are asked to answer questions and quickly guess the answers to questions that are already available but still in random conditions. This Scramble learning method has the following implementation steps: (1) The teacher presents material according to the desired competency achieved. (2) The teacher attaches a worksheet in the form of column questions on the blackboard and answer sheets are randomly assigned to students. (3) Students look for answers to a question by arranging words randomly to form an answer. (4) The teacher provides a conclusion/closing of the activity learning that has been done.

This research was conducted at SDN Perumnas 1, one of the Elementary schools in Tangerang. The method used in this research is Mix Methods Research, according to (Bloom & Reenen, 2013) Mix Method Research is a method that blends qualitative and quantitative approaches. The quantitative is using quasi-experimental. The population of this research is the students of SDN Perumnas 1 and the sample taken from one class in five grades consists of around 23 students. The data for this research were collected through several techniques as follows: (a)The pre-test was administered before treatment. The test was used to find out the students' preliminary achievement. Students are asked to answer the multiple-choice questions given. (b) Treatment, after administering the pre-test, the students were given the treatment. The procedures for giving the treatment were as follows: (1) The teacher shows PowerPoint material regarding clocks; (2) The teacher explains the part in the PowerPoint; (3) The teacher asks students about the clock material that has been presented. (c) The post-test is given after giving treatment. The aim is to determine student achievement after being given treatment. The average scores of the pre-test and post-test were compared to determine the significant differences in using the scramble method on student achievement in learning hours. In data collection, multiple-choice tests were used as instruments in this research. The questions given consist of 15 questions. This test scores 6.7 points for each correct answer. So, the total score of all correct answers is 100.5 points.

3. RESULT AND DISCUSSION
3.1. Effectiveness Scramble Method
The effectiveness of using the scrambling method to introduce the vocabulary "clock" in English to students at SDN Perumnas 1 can be measured through three aspects, namely student attitudes, group activities, and pretest and posttest results.

a. Attitudes

The attitude aspect can be measured from students' willingness to understand material regarding the subject "clock" in English, especially vocabulary competence.

Table 1. Effectiveness of the Scramble Method on Student Attitude Aspects

No	Aspects	Cycle I	Cycle II
1	Student enthusiasm during apperception	22,5	29,5
2.	Students' attention to the teacher when students deliver material	22,5	29,5
3.	Students' activeness in asking questions	15,5	22,5
4.	Students' activeness in answering questions	15,5	29,5
5.	Students' skills in expressing or criticizing	22,5	22,5
6.	Student interaction when conducting group discussions	22,5	29,5
7.	Orderliness when following the learning process	29,5	29,5
8.	Display of student and group work results	29,5	29,5
9.	Working on learning evaluation results	29,5	29,5
	Total	209,5	251,5
	Average	23,2	28,1

	Category	Good	Excellent

Based on the table above, it is known that a value of 15.5 is sufficient, then a value of 22.3 is said to be good and a value of 29.5 is excellent. In this table, students can understand the material very well. This is evident from the data in the table above, where in the first cycle students can understand the material in the good category and in the second cycle students are more willing to understand the material. Hence, they are in the excellent category. Students are very enthusiastic about ongoing learning, it can be seen from their activities while learning is taking place,

The behavior that emerges from students is caused by the use of Scramble media in learning English, because researchers show that it provides an interesting learning process using picture and card media, with this the children have a high desire to learn. This conclusion is in line with the opinion of (Mahmud, 2020) who says that learning through various forms of games can provide interesting experiences for students in recognizing and understanding a concept, strengthening concepts that have been understood, or solving problems.

b.   Group Activities

Aspects of group activities can be measured from the students' willingness to cooperate and be responsible in carrying out their duties regarding the "clock" subject in English, especially vocabulary competence.

Table 2. Effectiveness of the Scramble Method in Aspects of Group Activities

No	Aspect	Cycle I	Cycle II
1	Pay attention to the teacher's explanation	22,5	29,5
2.	Doing individual assignments	22,5	29,5
3.	Appreciate friends' ideas	29,5	29,5
4.	Convey ideas to the group	29,5	29,5
5.	Take group decisions	22,5	29,5
6.	Accept ideas from other groups	22,5	22,5
7.	Give ideas to other groups	22,5	22,5
8.	Record the results of group decisions	29,5	29,5
	Total	201	222
	Average	25,125	27,75
	Category	Good	Excellent

Based on the table above, students have an excellent attitude of responsibility and cooperation. This is evident from the data in the table above, where in the first cycle students had good responsibility and cooperation scores and in the second cycle students had an increase of 2%. Hence, they were in the excellent category. Students are enthusiastic about the ongoing learning, both in carrying out their tasks in groups and individually.

c.   Post-test and pre-test results

Aspects of the pre-test and post-test results can be measured from the results of the assignments completed by each student regarding the "clock" subject in English, especially vocabulary competency.

Table 3. Effectiveness of the Scramble Method in Aspects of Student Pre-test and Post-Test Results

No	Aspect	Total Score	Average
1	Pre-test	86,0	-
2.	Post-test I	106,0	7,4
3.	Post-test II	40,0	-7,9

Based on the table above, the results of the pre-test, post-test 1, and post-test 2 show the rise and fall of these results. The pre-test results have a value of 86.0, then post-test 1 has an average value of 7.4, and post-test 2 has an average value of -7.9. It can be seen that during post-test 2 there is a decrease, therefore it can be said that the method of Scrambling in English "clock" lessons can increase in certain students, especially those who already know the "clock" vocabulary in English lessons.

3.2 Application of the scramble method in learning English "clock" material at SDN Perumnas 1

Using the scramble method to improve vocabulary and sentences in English "clock" material:
a) Researchers convey basic competencies
b) The researcher presents the material as an introduction
c) The teacher gives questions and asks students to put the correct sentence for each word that has been scrambled
d) Then the researcher shuffled the cards and asked each group of 5th-grade students to sort them.
e) The researcher asked the group to arrange sentences on the whiteboard.
f) The researcher invited students to read each sentence that had been ordered and gave a score to each group. Then the score with the largest is the winner.

The effectiveness of the scramble method in teaching English vocabulary, particularly the word "clock" to students at SDN Perumnas 1, can be seen through various aspects such as student attitudes, group activities, and assessment results. As indicated in the study, students demonstrated significant improvements in their attitudes toward learning, progressing from a "Good" category in Cycle I to an "Excellent" category in Cycle II. This positive shift highlights the effectiveness of the Scramble method in engaging students and fostering a more enthusiastic approach to learning. This aligns with research suggesting that active learning strategies, such as games and interactive activities, can create more engaging and meaningful learning experiences for students (Mahmud, 2020).

The Scramble method also contributed to enhanced group activities, which is another crucial element of the learning process. Students exhibited increased cooperation, responsibility, and enthusiasm in both individual and group tasks. The improvement in group activity scores from "Good" in Cycle I to "Excellent" in Cycle II underscores the method's potential in promoting collaborative learning. This finding supports the view that cooperative learning strategies can foster not only academic skills but also social and emotional development by encouraging students to work together and value each other's contributions (Johnson & Johnson, 2009).

When considering the results from pre-tests and post-tests, the data shows that the Scramble method helped some students improve their understanding of vocabulary related to the "clock." While the pre-test scores were relatively high, the post-test results, particularly Post-test II, showed some decline. This could suggest that while the method is effective in boosting initial engagement and learning, there may be some challenges in maintaining consistent learning outcomes across all students. One possible explanation is that the novelty of the activity may wear off over time, and students may require additional reinforcement or varied activities to sustain their interest and retention (Schunk, 2012).

Additionally, the application of the Scramble method in teaching the "clock" vocabulary offers a creative and dynamic approach to learning. By involving students in sorting and constructing sentences, the method encourages active participation and provides opportunities for peer interaction. This participatory approach not only helps students practice vocabulary in context but also allows them to enhance their problem-solving and critical thinking skills. According to Piaget's theory of cognitive development, such hands-on, interactive learning activities support the development of logical thinking and language comprehension in children (Piaget, 1976).

4. CONCLUSION

Based on the results of the data above, it can be concluded that the scramble method in the English "jam" lesson is quite effective in improving understanding and reading skills in grade 5 students at SDN Perumnas 1. Then the method's effectiveness can be measured through three aspects: the student's attitude, aspects of group activities, and pre-test and post-test results. Suggestions from researchers based on findings in the field, it is recommended for teachers to use the scramble method more effectively and interestingly to increase students' learning and interest in learning, especially since this scramble method is suitable for elementary school students.

Hence, the findings suggest that the Scramble method can be an effective strategy for teaching English vocabulary. Its positive impact on student attitudes, group activities, and vocabulary competency highlights its potential in fostering a more engaging and interactive learning environment. However, it is essential for educators to monitor students' progress closely and incorporate additional strategies to maintain and enhance the effectiveness of such methods over time. Future research could explore ways to optimize the Scramble method by integrating other active learning techniques and addressing the challenges related to long-term retention.

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