

Application of the Scramble Method to Improve the Initial Reading Skills of Class II Students at SD Negeri 024 Rambah Samo

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Abstract, This research aims to improve students' initial reading skills using the scramble method for class II SD Negeri 024 Rambah Samo. This type of research is classroom action research conducted collaboratively and participatively. The subjects in this research were 19 class II students at SD Negeri 024 Rambah Samo, consisting of 12 female students and 7 male students. This research was carried out in two cycles. Each cycle consists of two meetings. Data collection techniques are carried out by observation, tests and documentation. The data analysis technique used is quantitative descriptive data analysis. Based on the research results, it can be concluded that the application of the scramble method can improve the initial reading skills of class II students at SD Negeri 024 Rambah Samo in the first cycle by 63.16% and increase in the second cycle by 84.22%.

Keywords : Scramble Method, Beginning reading, Students.

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I. INTRODUCTION

Language is one of the individual abilities that is important to teach in everyday life because language functions as a communication tool. Language ability is a person's ability to express their thoughts in the form of meaningful, logical and systematic expressions of words and sentences. In this way, Indonesian language learning should be able to run as effectively as possible, because Indonesian language learning has patterns and rules

that must be adhered to so that it can be understood by users.

Indonesian is the main learning area, especially in lower elementary school classes (1, 2, 3). At this level, Indonesian was first implemented in a planned and directed manner. The initial reading skills students acquire in grades 1, 2 and 3 will become the basis for learning to read in subsequent grades. Therefore, a teacher is required to be able to achieve basic competencies have been determined, thus to obtain satisfactory results, one of the

determining factors is to improve students' skills to the maximum so that learning objectives can be achieved.

The 2013 curriculum is also mandatory for implementation from elementary school to high school. This is intended so that all students are able to use Indonesian well and correctly. Language is an important communication tool in everyday life. One of the things that shows the importance of language is its function as a unifying language in the archipelago, so learning Indonesian is directed at achieving communication skills, both orally and in writing. Reading skills are also very necessary both in life at school and in society. Because reading is not only reading and speaking but also expressing written symbols in the form of speech. Beginning reading skills have a big influence on advanced reading skills. Beginning reading is taught to grade I and grade II elementary school students. Meanwhile, advanced reading skills are taught starting from grade III of elementary school. Differences between beginning and reading skills The continuation lies in the material taught. (Nurani, Nugraha, & Mahendra, 2021).

Technological developments change the role of teachers from instructors tasked with delivering learning material to

facilitators tasked with making learning easier. (Shopan, Tati, & Rajab, 2022).

Thematic learning is a combination of several subjects that are linked into one theme which will be presented to students in a series of material. Conceptual connections between the subjects to be studied will form a scheme, so that students will gain completeness and completeness of knowledge. The implementation of thematic learning in elementary schools requires integrated learning between one subject and other subjects, even with students' daily lives. Thematic learning is very suitable to be taught to elementary school students, especially lower grades because at this stage children still think holistically, meaning children still understand things as a whole, not separately. Everything that is gained from reading will develop thinking power, sharpen a child's perspective and broaden their horizons. (Silfiyah, Ghufon, Ibrahim, & Mariati, 2021). However, in reality, the thematic learning objectives that have been determined may not necessarily work as expected if the teacher is not skilled enough in implementing learning that can make students active, creative, critical and happy in learning. In fact, the opposite happens, students tend to get bored with learning because it is too laden with topical content, takes up too

much time which results in students becoming passive, tired of participating in learning because it requires more comprehensive thinking. Reading in early childhood is not the same as reading in adults. Reading in early childhood is better known as early reading or beginning, namely at the initial stage of translating written symbols into sounds or sounds. (Sunarti, Linarsih, Amalia, Ali, & Miranda, 2022). The importance of knowing the learning outcomes obtained by students, in this research we will look at student learning outcomes in thematic learning, because with increasing learning outcomes, it means students are able to understand the material presented by the teacher, thus being able to achieve learning objectives. The learning outcomes in thematic learning for each student are things that need to be improved, because thematic learning focuses more on student activity. Learning outcomes are an appearance of the learning process and learning that has been carried out, the better the learning process is carried out, the better the learning outcomes obtained. (Rinja Efendi, 2019). As expected, the conditions in each thematic lesson will have an impact on students' ability to understand the material taught by the teacher, so that later student learning

outcomes will be better and achieve the predetermined KKM.

The results of observations carried out on October 24 2023 at SD Negeri 024 Rambah Samo on class II reading skills showed that the thematic test score for theme 4 was still far from the KKM of 75 which had been set, out of 19 students, 12 students were below the KKM of 63 .15% while the number of students who completed was only 7 students or 36.85%. By knowing that learning outcomes are still relatively low, researchers also try to look at existing symptoms such as: 1) students still have not mastered the learning material, 2) students still cannot understand the learning material, 3) there are 13 students or around 68.42 % there are still those who do not do the assignments given by the teacher, 4) there are still students who do not pay attention to the teacher when delivering learning material, 5) students still often come in and out without any clear reason. The aim of this research is to determine the application of the scramble method to improve the beginning reading skills of class II students at SD Negeri 024 Rambah Samo.

II. RESEARCH METHODS

The type of research is Classroom Action Research (PTK) with a cycle method. One cycle consists of planning, implementation/action, observation and

reflection). (Ali, 2021). Each cycle is carried out in accordance with the changes to be achieved. This research will be carried out in 2 cycles. Cycle I and cycle II each consist of 2 learning meetings and one formative test. PTK is research in the field of education, which is reflective by carrying out certain actions in the classroom with the aim of improving and increasing the quality of professional learning. PTK is an examination of learning activities in the form of action.

The subjects in this research were all class II students at SD Negeri 024 Rambah Samo T.A. 2022/2023, totaling 19 students, 7 female students and 12 male students. The data collection technique in this research was carried out by giving tests to determine students' thematic learning outcomes at the end of the cycle. Observation data is obtained from the results of observations made by observers when learning is carried out. The data analysis technique in this research is a quantitative data analysis technique. The following explains the data analysis technique for each research instrument: If the data has been collected through observation, the data is processed using the Sudjana (2012) formula as follows:

$$P = \frac{F}{N} \times 100 \%$$

Keterangan:

F = Frekuensi aktivitas guru dan siswa

N = Skor maksimal aktivitas guru dan siswa

P = Angka persentase

100% = Bilangan Tetap

III. RESEARCH RESULTS AND DISCUSSION

Initial test data (pre test) was obtained from providing teaching tests for teachers in all fields of study in their respective classes. This test was carried out before teachers became familiar with the competency-based curriculum. The initial test results, so that they are neat and easy to read, are presented in the form of the following table.

Tabel 1. Learning Results Before Action

Tuntas	Tidak Tuntas
7 orang	12 Orang
36,85%	63,15%

The data in Table 1 above shows that the learning outcomes of students in class II of SD Negeri 014 Rambah before research action was carried out still needed improvement in order to achieve the expected learning outcomes. In this case, the researcher conducted classroom action research on class V students at SD Negeri 014 in 2 cycles consisting of 4 meetings, with 2 meetings in each cycle. Tabel 2. Rekapitulasi Hasil Belajar Siklus 1

No	Pertemuan	siklus	
1	Pertemuan 1	Tuntas 63,16%	Tidak Tuntas 36,84%
2	Pertemuan 2	79,95%	21,05%

Based on table 4.8 above, of the 19 students who achieved completeness of the learning outcomes of cycle 1 meeting 1, 7 students amounted to 63.16%, while 12 students achieved completeness of the learning outcomes of cycle 1 meeting 2, amounting to 79.47%. By knowing the results of the recapitulation of learning outcomes, it shows that there has been no significant increase in learning outcomes. Teacher activities carried out in cycle 1, meeting 1, were 60% and meeting 2 was still 80%. By knowing the results of the recapitulation of teacher activities, it shows that teachers still need to prepare and evaluate readiness to carry out learning. Student activities carried out in cycle 1, meeting 1, were 75.78% and meeting 2 was 76.84%. By knowing the results of the recapitulation of student activities, it shows that there is a need for good management of learning and mastery of the material.

Table 3. Recapitulation of Cycle 2 Learning Results.

No	Pertemuan	siklus	
1	Pertemuan 1	Tuntas 84,22%	Tidak Tuntas 15,78%

2	Pertemuan 2	89,48%	10,52%
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The table above shows that of the 19 students who achieved completeness of the learning outcomes of cycle 2 meeting 1, 14 students amounted to 84.22%, while 17 students achieved completeness of the learning outcomes of cycle 2 meeting 2, amounting to 89.48%. By knowing the results of the recapitulation of reading skills, it shows that there has been a significant improvement in reading skills. The table above shows that teacher activities carried out in cycle 2, meeting 1, were 100% and meeting 2 had reached 100%. By knowing the results of the recapitulation of the teacher's activities, it shows that the teacher has carried out the activities according to the steps that have been determined. The table above shows that student activities carried out in cycle 2, meeting 1, were 82.10% and 88.42% were carried out in meeting 2. By knowing the results of the recapitulation of student activities, it shows that the activities carried out have reached the specified indicators.

IV. CONCLUSION

Based on the results of research that has been carried out in two cycles by applying the scramble method to improve student learning outcomes in initial reading

skills II SD Negeri 024 Rambah Samo, it can be concluded that there has been an increase in teacher and student activity by applying the scramble method, explained as follows: Teacher activity in activities learning by applying the scramble method in cycle I, meeting 1, was 60% in the "Poor" category and meeting 2 was 80%, so it still needs to be improved in cycle II. In Cycle II the teacher's activities had obtained a score of 100% in the "Very Good" category and at meeting 2 the score was obtained at 100% in the "Very Good" category. The teacher had carried out the learning process well, and the teacher had carried out all stages in implementing the scramble method. . Meanwhile, the average student learning activity in the first cycle at meeting 1, the score obtained was 75.78% in the "Enough" category, then continued at meeting 2, the student activity score had reached 76.84% in the "Enough" category. Cycle II pertemuan 1 skor aktivitas siswa naik sebesar 82,10% dan At

meeting 2 the student activity score reached 88.42% in the "Good" category.

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