



USE OF SCRAMBLE LEARNING MODEL TO INCREASE STUDENTS' READING INTEREST IN INDONESIAN LANGUAGE SUBJECTS GRADE V STUDENTS AT SD NEGERI GUNONG KLENG MEUREUBO SUBDISTRICT

Jurna Runibar¹

STKIP Bina Bangsa Meulaboh. Jl Nasional Meulaboh -Tapaktuan Peunaga Cut Ujong Kec.

Meureubo Kab. West Aceh 23615.

E-mail: jurnarunibar@gmail.com

Abstract

This study aims to determine the increase in students' reading interest by using the scramble learning model in SD Negeri Gunung Keling, Meureubo District. This type of research is classroom action research. The subjects in this study were 21 students. The data collection techniques are through tests of student learning outcomes, student activity observation sheets, teacher activity observation sheets and questionnaires. The conclusion of this research is "The use of scramble model can increase students' reading interest in Indonesian language subject for fifth grade students of SD Negeri Gunung Keling, Meureubo District. This is evidenced by the increase in the percentage of students' reading interest in each cycle, in the pre-cycle implementation the majority of students' reading interest scores are still below the KKM with the percentage of completeness only 61.90%, while in cycle I the results of students' reading interest have increased but not maximally, namely 80, 95% after the implementation of cycle II the results of students' reading interest became better, where the percentage of the number of students who completed reached 90.47% of the total number of students.

Keywords : *Scramble Learning Model, Reading Interest, Indonesian Language*

A. Introduction

The achievement of learning objectives cannot be separated from the main role of a teacher. A teacher is not only required to convey knowledge, but also must be able to create a conducive learning atmosphere so that the learning process can take place actively. Based on these considerations, a learning method is needed that is able to involve the participation of students as a whole so that the power of teaching and learning is not only dominated by certain students.

Indonesian is the National Language and the official language in Indonesia, language has a central important role in the intellectual, social, and emotional development of students, and is a supporter of success in learning all fields of study (Resmini, 2006: 46). Language learning is expected to help students get to know themselves, their culture and the culture of others. Language is also used as an expression of feelings, participating in society and so on. One of the skills that students from elementary schools are expected to have is good language skills, because language is the most important asset for humans. In teaching Indonesian, there are four language skills that students must have. These skills include listening, speaking, reading and writing. These four aspects of language are closely related to one another. One of the four aspects of these skills is reading. The development of science and information and communication technology makes reading a central activity in the context of modern human life. More people tend to ignore reading and choose to watch television, play various games or just lazing around. So from there the learning process at the SD / MI level is needed an active and fun learning method. Various kinds of activities need to be applied in any learning which is a positive activity.

From the results of observation and reflection, it was found that several problems in learning Indonesian, one of which was the ability to read comprehension of fifth grade students at SD Negeri Gunong Kleng, there were still some students who had difficulties in understanding reading material and conversational text in Indonesian subjects. This is because students are less interested in learning to read. The difficulty also comes from the previous class teacher who paid less attention to their students in understanding the reading text. In addition, the learning model used by the teacher is less varied. So that it causes most students to quickly feel bored, do not understand the material described and finally students will feel lazy to follow the next lesson.

To overcome the things mentioned above, the researcher views the need to implement a method that can create student activity in the teaching and learning process. Therefore, researchers feel the appropriate method to use is the scramble learning model. The scramble learning model is a learning model that uses an emphasis on group exercises that require collaboration between group members with critical thinking so that it can be easier to find problem solving (Hesti Damayanti, 2010: 3-4).

Based on the above background, the researcher views that using the scramble learning method is a very effective method in improving the quality of students' reading interest. In this method, students are not only objects of listeners. Therefore, the researcher raised the title "Using Scramble Learning Model to Increase Student Reading Interest in Indonesian Language Subjects for Class V SD Negeri Gunong Kleng, Meureubo District".

B. RESEARCH METHODS

1. Scramble Learning Model

According to Hesti Damayanti (2010: 3-4), the scramble learning model is a learning model that uses an emphasis on practice questions that are done in groups that require collaboration between group members with critical thinking so that it is easier to find problem solutions. that the term scramble comes from English which means "scramble, fight, struggle" scramble is used for a type of children's game which is an exercise in developing and increasing insight into vocabulary thinking. Meanwhile, according to Harjasurjana and Mulyati in Rahayu (2007) "Suggests that the term" Scramble "is borrowed from English which means action, fight, struggle." This term is used for a kind of word play,

2. Benefits of Using Scramble Learning Model

Following are some of the benefits of the scramble learning model according to Suherman (2007: 34), which are as follows:

For Students:

- a. Students who have difficulty remembering difficult terms will be less burdened.
- b. Students are more motivated to learn.
- c. Improve the ability to work together and socialize.

For teachers:

- a. Get direct experience in the implementation of learning.
- b. As motivation to improve skills to choose various learning strategies that can improve the learning system so that it provides the best service for students.
- c. The teacher can increasingly create a classroom environment that is fun but still serious.

3. The steps of the Scramble Learning Model

Scramble Cooperative Learning Model, has similarities with other cooperative learning models, namely students are randomly grouped based on high, medium, and low abilities, or if possible, group members come from different races, cultures, ethnicities, and genders. Scramble learning model can be done by a teacher with the following steps (Suherman, 2007: 37):

1. The teacher prepares a discourse, then puts out the sentences contained in the discourse into sentence cards.
2. The teacher makes question cards along with answer cards that are randomly numbered according to the text teaching material that has been previously distributed and distributes the question cards.
3. Students in each group work on the questions and look for question cards for suitable answers, previously the answers have been randomized in such a way.
4. Students are required to be able to compile the answer words that have been available within the specified time. After finishing working on the questions, the results of the students' work were collected and examined.

4. The advantages of the Scramble Learning Model

The advantages of the scramble learning model according to Hesti Damayanti (2010: 8):

1. In the scramble learning model there are no students or group members who are passive or just silent, this is because each member of the group has responsibility for the success of his group.
2. The scramble learning model makes students more creative in learning and thinking, studying the material more casually and without pressure

because the scramble learning model allows students to learn while playing.

3. The scramble learning model can foster a sense of solidarity among group members.
4. The material given impresses and is always remembered by the students.
5. Scramble learning model also encourages students to be more competitive and enthusiastic to be more advanced.

5. Weaknesses of the Scramble Learning Model

According to Hesti Damayanti (2010: 10) the scramble learning model has weaknesses or weaknesses as follows:

1. This learning model is difficult in terms of planning because it is not familiar with students' learning habits.
2. Requires a long time to implement, so that the teacher finds it difficult to adjust the time that has been set.
3. This learning model is difficult to implement if the learning success criteria are still determined by students' abilities.
4. Because it uses the game method, this learning model often causes noise that can disturb the class.

6. Definition of Reading Interest

Interest is a description of nature and wants to have certain tendencies. Interest is also defined as a moment of inclination that is focused intensively on a goal or object that is considered important (Hamalik, 2010: 12). Objects that attract attention can form interest because of the urge and tendency to know, acquire, or explore and achieve. Reading interest is the desire of a person or student for reading, which encourages the emergence of a desire and ability to read, followed

by real activities to read the reading that he is interested in. Reading interest is personal and is a learning product (Sudarman, 2011: 44).

There are several types of reading interest through:

- Spontaneous reading interest, namely reading activities carried out on the will of personal initiative, without influence from other parties or outside parties.
- Patterned reading interest, namely reading activities carried out by the community as a result or as a result of the direct and deliberate influence of carrying out a series of patterned actions and programs, especially teaching and learning activities in schools.

The factors that affect reading ability include:

- Intelligence level,
- Language ability
- Attitudes, interests, emotions
- The state of reading
- Reading habits
- Knowledge of how to read
- Socio-economic and cultural background Knowledge

To cultivate, foster and guide students' interest in reading, the role of education for both teachers, parents and other educators is crucial. Educators must be able to create an educational environment because they function as facilitators as well as motivators. The educational environment in question is a smooth teaching and learning situation. Furthermore, it is hoped that reading is no longer a heavy burden, but is a necessity. So that the goal of national education in creating human development can be realized immediately, even efforts to educate the nation's life will produce reliable results.

7. The Purpose of Developing Reading Interest

The purpose of reading interest is to create a reading society (reading society), towards a learning society in order to educate the nation's life, to create quality human resources (HR) as the subject of national development towards a civilized society (Dalyono, 2005: 34).

Special purpose

- Cultivate someone's reading habit, causing an addiction to read all the time.
- Realizing a system of growth and development of scientific values in accordance with the needs of society.

METHOD

This research uses a qualitative approach that is descriptive. This type of research is classroom action research. This classroom action research is oriented towards solving problems in the classroom (Arikunto, 2006: 45).

This research was conducted at SD Negeri Gunung Keling. The research implementation time starts from August to October 2018.

The subjects taken in this study were all fourth grade students of SD Negeri Gunung Keling, with a total of 21 students. With details of the number of men 10 people and the number of women 11 people. While the object in this research is students' reading interest through scramble model.

The design stages in the Classroom Action Research (CAR) procedure are the planning stage, the implementation stage, the observation stage and the reflection stage (Arikunto, 2009: 56).

The instruments used in this study were observation sheets, test sheets, documentation and questionnaires.

Data processing techniques using a simple formula by tabulating based on the percentage formula as follows (Sanjaya, 2008: 76) :

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

Information:

P = percentage number

f = The observed aspect frequency

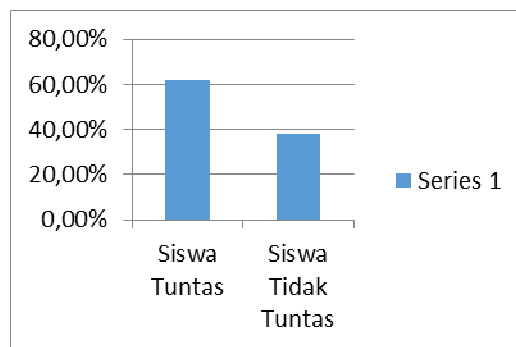
N = The number of aspects observed.

C. RESEARCH RESULTS AND DISCUSSION

In the pre-cycle stage the researcher gave a pre-test with the aim of knowing the ability of students' reading interest and student learning outcomes in mastering the material to understand a story about an event. In the pre-cycle, students' reading interest can be shown in the table as follows:

Table 1 Pre-Cycle Reading Interest Percentage

No.	Description Criteria	(F)	(%)	Information
1	Good	13	61.90%	Completed
2	Pretty good	8	38.09%	Not complete



Graph 1 Percentage of Students' Reading Interest

Based on the graph above, the results of the student's complete analysis were as many as It is because 13 students are in good category

and 8 students are in good enough category. The students' reading comprehension ability was not satisfactory and the class atmosphere during the learning process was less conducive with the presence of students who were more dependent on other friends and talking to themselves so that it disturbed other students. This is due to the mental condition of students who are not used to appearing in public or in crowds. This condition is also caused because students do not understand and do not understand the learning techniques being applied. When appearing in front, there are still many students who feel nervous, besides that students are less active in participating in learning, so it is necessary to apply a learning model that attracts students' attention in order to create fun learning.

Cycle I

a. Observation of Teacher Activities

Based on observations made by collaborators, the results of the observations can be seen from the table above, so the total score is obtained. 13. Then the total score is first converted into a percentage, thus the observation result is 2.60%. where the teaching and learning activities carried out by researchers in the first cycle were still relatively low because many aspects of the learning activities were still in the quite good category. Where the teacher is less able to make question cards and answer cards that are randomly numbered according to the text teaching material that has been previously distributed and distribute the question cards, the teacher has not been able to guide students in groups to work on questions and look for question cards for suitable answers,

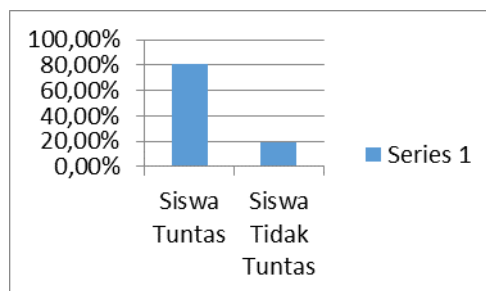
b. Observation of Student Activities

It is known that teaching and learning activities in class have not run optimally, where students' activities in participating in learning are not in accordance with what is expected. this is due to the application of the learning model is still not optimal so that there are still many students who get poor and good enough assessment criteria. The low level of student activity is caused by the students' low understanding of the material to understand the story of an event.

c. Reading Interests of Cycle I Students

Table 2 Percentage of Reading Interest in Cycle I

No.	Description Criteria	F	(%)	Information
1.	Good	17	80.95%	Completed
2.	Pretty good	4	19.04%	Not complete



Graph 2 Percentage of Students' Reading Interest

Based on the graphic above after using the learning model *scramble* in Indonesian subjects, the results of the student's complete analysis as many as 17 students in the good category or 80.95%, and 4 students in the good enough category or 19.04%, this is because there are still a few students who depend on other friends and talk alone so that it disturbs other students and the mental condition of students who are not used to appearing in public or in crowds. This condition is also caused because students do not understand and do not understand the learning techniques being applied. When appearing in front, there are still a few

students who feel nervous, besides that students are less active in participating in learning, so it is necessary to apply a learning model that attracts students' attention in order to create enjoyable learning.

Cycle II

a. Observation of Teacher Activities

Teacher activity has increased significantly. Where the score obtained is 20, after being converted into a percentage, the value of the teacher's observations is 4.00%. then the results of teacher observations in cycle II in the teaching and learning process are in the very good category, where the aspects of the teaching and learning process activities have been fulfilled.

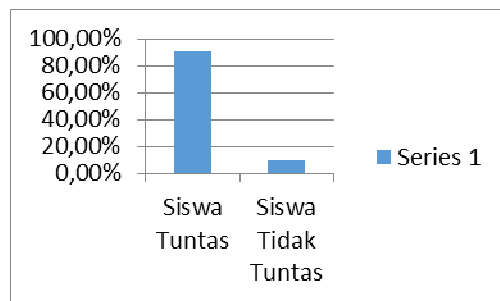
b. Observation of Student Activities

It can be concluded that, student learning activities in the teaching and learning process have increased very significantly, this can be seen from the increase in the number of students who get good and very good categories. This shows that in cycle II the aspects of student activeness observed in following the learning process of understanding the story of an event have improved.

c. Student Reading Interest in Cycle II

Table 3 Percentage of Reading Interest in Cycle II

No.	Description Criteria	F	%	Information
1.	Good	19	90.47%	Completed
2.	Pretty good	2	09.52%	Not complete



Graph 3 Percentage of Students' Reading Interest

Based on the graphic above after using the learning model *scramble* in Indonesian subjects, the results of the student's complete analysis as many as 19 students in the very good category or 90.47%, and 2 students in the good enough category or 09.53%, this shows that the learning model *scramble* can improve students' reading interest in learning Indonesian.

E. CONCLUSION

Based on the results of research and discussion in the previous chapter, it can be concluded as follows:

1. The application of the scramble method can increase students' reading interest in Indonesian students in grade V SD Negeri Gunong Kleng for the 2017/2018 academic year. This is indicated by the increase in the average value of reading interest in the pre-cycle 61.90 from 80.95 in cycle I and 90.47 in cycle II.
2. Student learning outcomes in the pre-cycle showed that student learning achievement was still very low where students who achieved learning delinquency were only 28.57%, in cycle I student learning outcomes increased but not maximally, with a percentage of 52.38%, in cycle II student learning outcomes became more good, where the

percentage of the number of students who completed reached 85.71% of the total number of students.

3. Based on the observations of the teacher's observations, the first cycle is still relatively low with an average of 2.60. In the second cycle, it increased to 4.00 in the very good category, where aspects of the teaching and learning process were fulfilled.
4. Observation of student activities can be concluded that, student learning activities in the teaching and learning process have increased significantly, this can be seen from the increase in the number of students who get good and very good categories. This shows that in cycle II the aspects of student activeness observed in following the learning process of understanding the story of an event have improved.

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