
IMPROVING LEARNING ACTIVITIES AND READING COMPREHENSION ABILITY THROUGH THE DISCUSSION SCRAMBLE METHOD IN LEARNING INDONESIAN

Panji Maulana
STKIP Sebelas April Sumedang

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ABSTRACT (10 PT)

This research is motivated by the lack of students' reading comprehension skills. To improve reading comprehension skills, teachers must design learning specifically, especially the application of learning methods, to improve reading comprehension skills, and the efforts to do is to apply the discourse scramble method. This study uses a classroom action research model which is characterized by a cycle. In one cycle consists of four stages of activities namely planning, implementing, acting, observing, and reflecting. the number of students who become research subjects totals 25 people. The observation cycle 1 learning activities the results of the study showed that the use of the scramble method of discourse could improve student learning activities and outcomes. This can be seen from the results of students' mastery in reading comprehension skills in Indonesian language learning from the initial data, 12% or 3 students, cycle I, 36% or 9 students, cycle II, 92% 23 students. Student learning activity data initial conditions, 53, cycle I, 70, cycle II, 82. While the results of the teaching activity of the teacher initial data 64.4, in cycle I 4, and in cycle II 86.7.



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Corresponding Author:

Panji Maulana,
Primary Teacher Education,
STKIP Sebelas April,
Jalan Angkrek Situ No. 19 Sumedang
Email: panjistkip@gmail.com

1. INTRODUCTION

Indonesian is a national language that is dynamic in nature and continues to develop following the development of the language-speaking community, that is, it can follow socio-cultural, economic developments as well as the development of science and technology. Along with this development, students as language users must gain a lot of knowledge from what they read. This is in line with the opinion of Tarigan (2009) which states that "Reading is a process carried out by readers to obtain messages, which the writer intends to convey through words (written language)".

Reading comprehension is important in learning Indonesian in elementary schools, especially in grades III and IV. Learning reading comprehension aims to make students have basic knowledge for reading. The ability to read comprehension greatly affects the ability to read further. The success of reading comprehension not only determines the students' ability

at a later stage, but will foster children's interest in reading. This description is in line with the opinion of Zuchdi (2007) which states that "With the ability to read, a person can acquire new information and knowledge and experience. Reading allows a person to increase his thinking power, sharpen his views and broaden his horizons.

Based on the results of observations by researchers on reading learning in the rest of class IV in one of the elementary school in the Cimanggung distict Sumedang, several things that are still often encountered in reading learning are students' low mastery of reading comprehension material and lack of participation in the learning process. Therefore, it is necessary to practice teaching reading that is suitable for children by taking into account the different levels of children's abilities and types of learning for each child.

The existence of constraints and weaknesses in reading learning for grade IV students in one of the elementary school in the Cimanggung distict Sumedang, requires an appropriate method in developing reading comprehension skills. The method applied does not only stimulate one of the modalities or senses, but must cover all the modalities that the child has. This means that the more objects that are seen, heard, touched, or manipulated, the more rapid the development of perception will be and the more responses are obtained, the more rapid the development of language will be.

Susanto (2016) states that "One of the efforts that can be made to improve students' reading comprehension is by applying the discourse scramble method". Discourse scramble is a game of random cards containing words or sentences to answer several questions about a discourse or text. This description is in line with an opinion based on the assumption that students will be more fun and will train cooperation between students which has an impact on increasing student activity in class when participating in the learning process.

The use of the discourse scramble method is very appropriate in learning Indonesian, especially in reading comprehension material (Rusman:2012) . Discourse scrambles can also be used in Indonesian language learning. As we know, today there are a lot of learning methods that can be used. In its application, reading comprehension learning activities need to be tried out using the discourse scramble method. The use of discourse scramble method is an alternative in developing the reading comprehension skills of fourth grade elementary school children. The use of the discourse scramble method is based on the principle that it is very easy to make and does not require a lot of money to make it.

2. METHOD

The method used in this research is classroom action research (CAR). According to David Hopkins in Tampubolon (2014: 19), classroom action research is a form of strategy in detecting and solving problems faced by educators with concrete actions, namely through research procedures in the form of cycles (recycling). The research design used in this CAR was the Kemmis and Mc Taggart model with a spiral reflection model system starting with planning, action, observation, reflection, and re-planning which were the basis for a problem-solving design (Kasbolah, 2001). This spiral model can look like Figure 1.

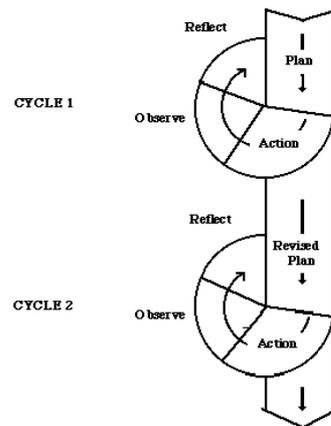


Figure 1. Classroom Action Research from Kemmis and Mc Taggart (Kasbolah, 2001)

Location is a place that is the object of research. In this study, the research location is in class IV in one of the elementary school in the Cimanggung distict Sumedang. Research time is the time or period used in research. Classroom action research has been conducted since January 2019, starting with submitting research titles and making proposals.

Classroom action research was carried out in class IV in one of the elementary school in the Cimanggung distict Sumedang in the 2018/2019 academic year, totaling 25 people consisting of 13 boys and 12 girls. The research instruments used include: Observation Sheet, Test Sheet, Field Notes, and Teacher Interview Guidelines with Observers.

2.1 Data analysis technique

The data processing technique used by the author in this study is the processing and analysis of qualitative data. Activities begin when reflecting on each action carried out in each cycle (Subana: 2005). All data obtained through the research instrument were carefully read and reviewed. Data processing is carried out in three stages, namely data reduction, data exposure, and data storage.

- 1) Data reduction is the simplification of data obtained from various data sources into meaningful information.
- 2) Data exposure, namely simpler data presentation in the form of narrative exposure.
- 3) Inference of data, namely taking the essence of the data presentation that has been done.
- 4) Target completeness of student learning outcomes if it has reached an average value of 70.

The data analysis techniques used by the author in this classroom action research are as follows.

1. Student activities in learning

To determine the average results of student activities in learning the author uses a formula

$$\frac{(\text{Score obtained})}{(\text{Ideal score})} \times 100\%$$

The ideal score is $25 \times 4 = 100$

The interpretations used for quantity:

82.5 - 100% = Very Good

67.5 - 82.5% = Good

50 - 67.5% = Enough

37.5 - 50% = Less

0 - 37.5% = Very Less

(Arikunto, 2012)

2. Teacher performance in the teaching and learning process of reading comprehension using the discourse scramble method. To determine the average result of the teacher's teaching process the author uses a formula.

$$\frac{(\text{Score obtained})}{(\text{Ideal score})} \times 100\%$$

The ideal score is $15 \times 3 = 45$

Interpretation used for quantity:

82.5 - 100% = Very Good

67.5 - 82.5% = Good

50 - 67.5% = Enough

37.5 - 50% = Less

0 - 37.5% = Very Less

(Arikunto, 2012)

3. To determine the average student learning outcomes that are complete the author uses the formula.

$$\frac{(\text{Score obtained})}{(\text{Ideal score})} \times 100\%$$

With a note that the test score must be \geq the KKM value.

The criteria used for the KKM are:

<70 = Not finished yet

≥ 70 = Completed

(Jihad, 2008)

3. RESULTS AND DISCUSSION

3.1 Results of Teaching Activities

Based on the results of preliminary research, cycle 1 and cycle 2 which were carried out regarding teacher teaching activities in reading comprehension learning through the discourse scramble method of fourth grade students in one of the elementary school in the Cimanggung district Sumedang in the 2018/2019 academic year, the following data were obtained.

- a. In the initial data of teacher teaching activities in Indonesian language learning material reading comprehension through the discourse scramble method of fourth grade students in one of the elementary school in the Cimanggung district Sumedang in the 2018/2019 academic year got a score of 29 reaching an average value of 64.4 teacher teaching activities / teacher performance it's been going very well.

- b. In cycle 1 the teaching activities of the teacher in learning Indonesian reading comprehension material through the discourse scramble method of grade IV in one of the elementary school in the Cimanggung distict Sumedang in the 2018/2019 academic year got a score of 38 reaching an average value of 84.4 teacher teaching activities / teacher performance it's been going very well.
- c. In cycle 2 the teaching activities of the teacher in learning Indonesian reading comprehension material through the discourse scramble method of class IV in one of the elementary school in the Cimanggung distict Sumedang in the 2018/2019 academic year got a score of 39 reaching an average value of 86.6 teacher teaching activities / teacher performance it's been going very well.

Teachers' teaching activities that have been carried out have gone very well. (Susanto: 2016) states, In the initial activities the teacher has prepared students psychologically and physically to take part in the learning process, asks questions that link previous knowledge with the material to be studied, explains learning objectives or basic competencies to be achieved, delivers material coverage and explains descriptions of activities according to the syllabus .

In the core activities the teacher has carried out the learning process to achieve basic competencies which is carried out in an interactive, inspirational, fun, challenging, motivating students to actively participate, and provides sufficient space for initiative, creativity, and independence according to their talents, interests and physical development. as well as the psychology of students, and in the closing activities the teacher has carried out an assessment and / or reflection on activities that have been carried out consistently and programmed, providing feedback on the learning process and results; planning follow-up activities in the form of remedial learning.

The use of the discourse scramble method in learning Indonesian, reading comprehension material is a means to make it happen learning goals that enable the function and role of language to be realized. In addition, the discourse scramble method will attract and encourage students to be active in studying the events that occur. With its advantages, it is hoped that the use of the discourse scramble method will be able to improve the process and results of Indonesian language learning in reading comprehension material.

To find out the development of the achievement of teacher teaching activities in Indonesian language learning, reading comprehension material through the discourse scramble method of fourth grade students in the 2018/2019 academic year can be described in Figure 2.

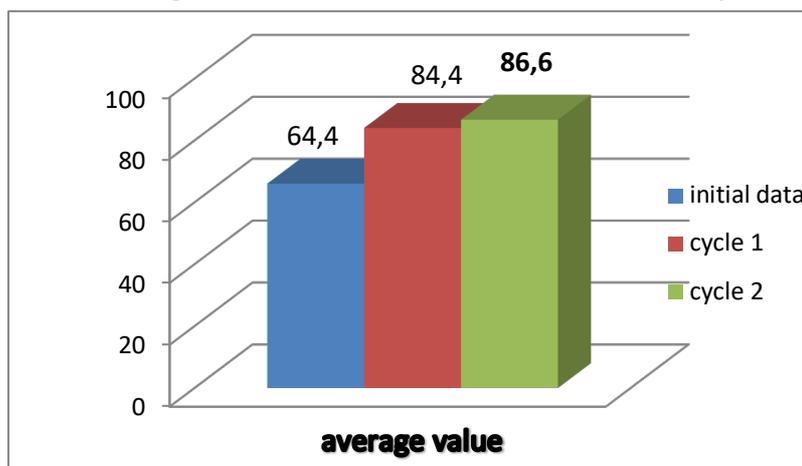


Figure 2. The development of achievement of the average value of teacher teaching activities on initial data, cycle 1, and cycle 2

Teacher activity in learning Indonesian reading comprehension material through the discourse scramble method of fourth grade students of SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency in the 2018/2019 academic year, there was an increase from 64.4 to 84 initial data in cycle 1 and 86.7 in cycle 2. This is because the teacher has carried out the learning process very well.

3.2 Student Reading Comprehension Test Results

Based on the results of preliminary research, cycle 1 and cycle 2 which were carried out regarding the results of Indonesian language learning material reading comprehension through the discourse scramble method of fourth grade students of SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency, 2018/2019 academic year, it can be described as follows:

- a. Based on the results of preliminary research on reading comprehension through the discourse scramble method of grade IV SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency in the 2018/2019 academic year which was conducted from 25 new students reached an average score of 43, only 3 students (12%) fulfilled the KKM scores, and 22 students (88%) did not meet the KKM with the minimum completeness criteria ≥ 70 .
- b. Based on the results of research in cycle 1 which was carried out through the implementation of a reading comprehension test through the discourse scramble method of grade IV SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency in the 2018/2019 academic year, 25 students reached an average of 68, only 15 students (60%) who meet the KKM score, and 10 students (40%). does not meet the KKM with the minimum completeness criteria ≥ 70 .
- c. Based on the results of research on reading comprehension through the discourse scramble method of fourth grade students of SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency in the 2018/2019 academic year in cycle 2 which was carried out from 25 students reaching an average of 82, 23 students (92%) had met the grades KKM, and 2 students (8%) did not meet the KKM with the minimum completeness criteria ≥ 70 .

To find out the development of student learning outcomes in learning Indonesian, reading comprehension material through the discourse scramble method of fourth grade students of SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency in the 2018/2019 academic year can be described in the following Figure 3.

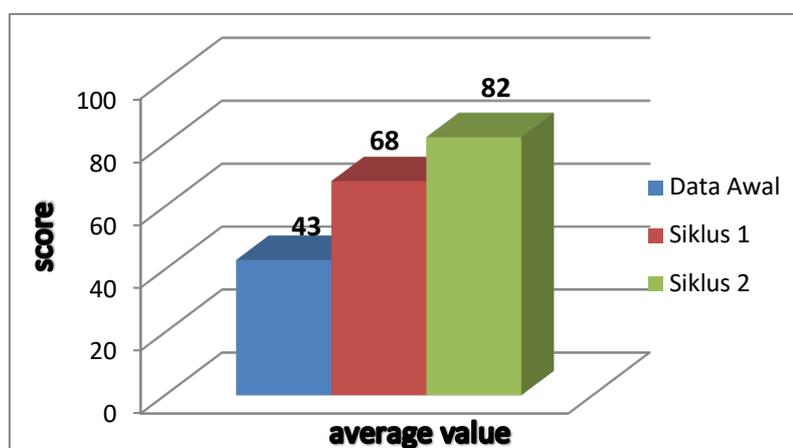


Figure 3. The development of the average value of teacher teaching activities on initial data, cycle 1, and cycle 2

Learning achievement is a measure of the success of the teaching and learning process that has been implemented. To determine learning achievement required valid and reliable measuring instruments. To be able to measure valid and reliable learning outcomes requires good items, known as learning achievement tests. The items are arranged with the aim of testing the learning process that has been carried out. Based on the learning material listed in the curriculum and has been taught in accordance with the level of development of students who will be given the test, as a test measurement tool consists of the main components of the test. Test items are stimuli given by the teacher to students in the hope that these responses can reveal changes in behavior. Based on the results of tests that have been carried out and tested, there is an increase in the test results from the initial data, cycle 1, and cycle 2 obtained by students.

Based on the results of preliminary research, cycle 1 and cycle 2 which were carried out regarding the results of Indonesian language learning material reading comprehension through the discourse scramble method of fourth grade students of SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency in the 2018/2019 academic year, the following data were obtained:

5. CONCLUSION

Based on the results of the implementation of classroom action research (PTK) that was carried out in grade IV SD Negeri Cimanggung III, Cimanggung District, Sumedang Regency in the 2018/2019 academic year regarding the use of the discourse scramble method in an effort to increase learning activities and reading comprehension skills, it can be concluded as follows:

- a. The condition of student learning outcomes in the initial conditions tends to be less active. The results achieved for student learning activities only get an average score of 53.96. with enough value category. In cycle 1 there has been an increase from the initial conditions with the increase in the average value of learning activities to 73.516 in the good category, this is because the discourse scramble method has been applied. Then in cycle 2 the results of student learning activities increased again to 85.292 in the very good category. That way the discourse scramble method is very suitable to be applied in increasing student learning activities in Indonesian language learning, reading comprehension material, the results of which determine the main ideas and supporting ideas.
- b. Initial data, the value of reading comprehension skills by producing main ideas and supporting ideas with an average score of 43. Students who were declared complete classical learning were 3 people in the sufficient category. In the first cycle, it reached an average score of 68 or 15 students who completed classical learning with the set KKM sufficient score category of 70. Furthermore, in the second cycle it increased to an average of 82 in the good category. The number of classical learning completeness amounted to 23 students who reached the minimum completeness criteria, namely 92%.
- c. Teacher teaching activity / teacher performance from the initial data obtained an average score of 64.4 with the sufficient category. In the first cycle, there was an increase after the discourse scramble method was applied to an average value of 84.4 in the very good category. Furthermore, in cycle 2 it also increased to an average of 86.6 which was included in the very good category.

The same research has also been conducted by Rahayu (2013) Based on the implementation of the actions carried out by applying the scramble type cooperative learning model on the concept of social problems in the surrounding environment as many as three cycles, as a whole has shown an increase in planning, implementation, and student learning

outcomes in this learning From the data obtained, the learning process, student activities, and student learning outcomes are 66.5% in the planning stage of teacher performance in cycle I, cycle II 80%, cycle III 100%, at the implementation stage, cycle I 69%, cycle II 92% and the third cycle is 100%, the student activities who get good criteria, the first cycle 47.3%, the second cycle, 84%, the third cycle 94.85%, the criteria are sufficient in the first cycle 42.2%, the second cycle 10, 6%, the third cycle does not exist, while the criteria are lacking in the first cycle is 10.5%, the second cycle is 5.25%, the third cycle is 5.2%. Meanwhile, for learning outcomes, cycle I 42.2%, cycle II 52.6%, and cycle III 94.7%. From these results it can be concluded that this study has achieved the specified target. Thus the application of the scramble type cooperative learning model has achieved the results determined in improving student learning outcomes in social studies learning on the concept of social problems in the surrounding environment. So the application of the scramble type cooperative learning model is feasible to be applied as an effort to improve student learning outcomes on the concept of social problems in the environment around class IV elementary school in Cikole, Sumedang.

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