

Efforts to Improve Students 'Understanding of The People's Stories Using The Scramble Learning Model With Crossword Puzzle Game

Neni Novitasari^{a*}, ^aDepartment of Primary Teacher, Faculty of Teacher Training and Education, University of Borneo Tarakan, Indonesia.
Corresponding author: ne_ka21@yahoo.com

Indonesian Language Learning is one of the important learning processes because it encompasses language and writing skills. However, the lack of innovation in the learning process raises problems where students do not feel attracted to this lesson. This research applies learning with scramble model as innovation. The purpose of this study was to determine the effectiveness of applying the scramble learning model with a crossword puzzle game on the understanding of elementary school students about folklore. This research uses quantitative methods with statistical analysis using t test. The results showed the t value of 6.5016 (significant at the 5% level) and t table value of 1.99394 so that the value of $t_{count} > t_{table}$. That is, the application of the scramble learning model with games is effective in increasing student understanding. This can be seen also in the average value of the posttest in the control class (61.25) with the results of the posttest in the experimental class (amounting to 82.083). Where the average value of the experimental class is greater than the control class.

Keywords : Scramble Learning Models, Crosswords, Folklore

Introduction

Learning Indonesian language is very important for elementary school students. With the learning of Indonesian, students can communicate well and be able to develop their language skills which include listening, speaking, reading and writing skills. Indonesian is used as a means to develop the ability and reasoning skills in the 2013 curriculum. Language teaching aims to make learners or students have language skills (Tarigan, 2009), skilled in language such as listening skill, speaking skill, reading skill, and writing skill (Downer & Pianta, 2006; Wolfensberger and Canella, 2015).

Indonesian subjects in elementary schools require students to be able to understand the context of reading, sources of reading, the ability to titrate, the ability to write and the ability to speak in accordance with the correct rules and spelling (Tarigan, 2009). Indonesian Language Learning is indeed directed to be able to improve the ability of students to communicate using Indonesian properly and correctly, both verbally and in writing and foster an appreciation of literary works (Nafi'ah, 2018). The text is the main material in the 2013 curriculum. Various types of texts were studied in the 2013 curriculum. However, various problems were found in

the process of learning and teaching Indonesian Language in elementary schools, such as students feeling bored and bored because many read texts are presented. This has an effect on the existence of most students who are still not fluent in reading and understanding the contents of the reading.

Indonesian is one of the subjects deemed unattractive by elementary school students (Sumira, 2018). Most of elementary school students do not like the Indonesian language because of the learning strategy that teachers do not innovate. Innovative and constructive strategies will be able to provide insight into learners' knowledge and increase students' activity and creativity in the learning process (Zorlu and Zorlu, 2015; Slavin, 2014).

This problem was also found when researchers conducted initial surveys in several elementary schools in Borneo, Indonesia. Based on the results of interviews with Class Teachers, it is known that due to the demands of a 2013 curriculum that is dense, the teacher is more concerned with pursuing the material rather than providing varied learning for students. Indonesian content that has a lot of reading makes students feel bored so that many students do not pay attention to learning. Finally, students cannot understand the contents or meaning of a reading well. Learning that only uses lectures and discussions makes learning monotonous (Matthews, 2002). The absence of variations in learning such as the use of innovative models, methods and media causes learning to become boring, so that many students do not pay attention to the teacher and are more active in playing by themselves. While the results of interviews with other teachers provide information that in learning Indonesian, more than 50% of students are less interested in reading. Students feel bored when asked to read a reading text. Finally, students have difficulty in understanding a content or meaning of reading.

The results of direct observation in class also showed that 40% of 38 students did not pay attention to the teacher and told stories with his friends. Teachers only use textbooks when learning Indonesian language is carried out. Whereas innovative models and methods have not been applied in the classroom. If you look at the final semester exam scores in Indonesian, the average grade scores are still below the minimum completeness criteria of 62.5. While the minimum completeness criteria that have been determined are 75. Students who score below the minimum completeness criteria there are 34 people, while students who score above the minimum completeness criteria there are 6 people. This condition needs attention because of the importance of language skills to be able to communicate well. However, teachers need to apply a variety of learning one of them by using innovative models, so that students are able to understand the content and meaning of a reading. One model that can be used is the scramble learning model.

Scramble is a learning model in the form of random games of words, sentences, or paragraphs that are done in groups and has the aim to be able to help students find answers and solve problems that exist in learning Indonesian so that students become active, creative, critical thinking in solving problems and able to work together in groups (Shoimin, 2014). The use of scramble learning models will be better and varied when adding a game. Learning that is packaged by using a model accompanied by a game will make students become more active and happy to participate in learning activities. Crossword puzzles is a game that can be used with scramble learning models.

Crosswords are activities that remember, search, and match words that fit not only according to the answer, but also the number of boxes provided, crosswords are word games, which can be used in helping language learning to make learning more interesting and memorable. for students (Taraban, Rynearson, & Kerr, 2000; Freeman, 2012; Cahyo, 2011). While playing is an activity carried out with or without using tools, which produces understanding and provides information, gives pleasure and develops children's imagination

(Taraban, Rynearson, & Kerr, 2000). So learning to use scramble learning models with crossword games can make it easier for students to accept lessons (Riebe, Roepen, Santarelli, and Marchioro, 2010). This is supported by research conducted by Putra (2014) that there are significant differences in Indonesian learning outcomes between groups learned with scramble learning models assisted by crossword puzzles and groups learned with conventional models in students in elementary schools. Based on these problems, the researchers implemented a more interesting learning alternative using a scramble learning model with a crossword puzzle game on understanding folklore in elementary schools.

Research Method

This study uses an experimental research method, the method used to find information about the effect of a treatment on other variables (Sugiyono, 2017; Sudjana, 2013). While the data analysis is done quantitatively. The research design used by researchers is Quasi Experimental Design. This design has a control group and an experimental group. Both groups were then given a pretest and posttest to find out the initial and final conditions. The influence of the presence or absence of differences between the experimental class (EC Group) and the control class (CC Group) after being given treatment will be known by conducting statistical analysis using the t test.

Participants in this study were students in one elementary school in Borneo, Indonesia. The number of samples in this study were 72 students. The instrument used for data retrieval is a test given to students. Before conducting research, test instruments are tested for validity, reliability, level of difficulty and distinguishing power.

In this study, the data collection techniques used were observation (conducted in the classroom during the learning process), interviews (questions and answers with teachers and students), and questionnaires (given to students to find out the problems faced by students during the learning process take place).

Results and Discussion

The study begins by conducting a pretest in the control (CC Group) and experimental class (EC Group). The pretest value data can be seen in Table 1. Based on Table 1 with the number of students 36 in the EC Group and 36 students in the CC Group, the number of pretest scores in the EC Group was 61,523, while the average pretest value in the CC Group was 55,694. From this initial value, it could be directly observed that the CC Group has a lower value than the EC Group.

Table 1. Student Pretest Value Data

	Control Group	Experimental Group
Minimum Score	25	25
Maximal Score	80	90
Number of Students	36	36
Average	55.694	61.528

Initial Data Normality Test for Experiment Class (EC Group) and Control Class (CC Group)

Based on the normality test, in the EC Group the value of $L_o = 0.084$ ($n = 36$, $\alpha = 0.05$). From the Liliefors table list, we get the L table value of 0.1477. Based on these calculations $L_o < L$ table ($0.084 < 0.1477$) so it can be said that the data is normally distributed. While in the CC

Group, the value of $L_o = 0.0953$ ($n = 36, \alpha = 0.05$). From the Liliefors table, the value of L table = 0.1477 is obtained. From these calculations, $L_o < L$ table ($0.095 < 0.1477$) so that the data distribution is normal.

Final Data Normality Test for Experiment Class (EC Group) and Control Class (CC Group)

Based on the normality test of the EC Group, the value of $L_o = 0.1388$ ($n = 36, \alpha = 0.05$). From the Liliefors table list, we get the L table value of 0.1477. Based on these calculations the $L_o < L$ table ($0.1388 < 0.1477$) so that it can be said that the data is normally distributed. As for the CC Group, the value of $L_o = 0.0993$ ($n = 36, \alpha = 0.05$). From the Liliefors table, the L table value of 0.1477 is obtained, from these calculations the $L_o < L$ table ($0.0993 < 0.1477$). From the results of the study stated that the sample of the EC Group came from a normally distributed population.

Initial Homogeneity Test of Pretest Value of Experiment Class (EC Group) and Control Class (CC Group)

Based on the homogeneity test from the pretest value values of the EC Group and the CC Group, the calculated F value of 1.1416 was obtained. From the table list, the table F value is 1.76. From these calculations the F count $<$ F table so that both groups have the same variance.

Final Homogeneity Test Posttest Value Experiment Class (EC Group) and Control Class (CC Group)

Based on the homogeneity test from the posttest value of the EC Group and the CC Group, an F count of 1.6522 was obtained. From the table list, the table F value is 1.76. From these calculations it was found that F arithmetic $<$ F table so that both groups have the same variance.

Hypothesis Testing Uses T-Test

Based on the calculation of the data from the EC Group and the CC Group the results obtained are that both data are normally distributed and homogeneous. Then the statistical analysis with the t test can be done. The test results can be seen from Table 2.

Table 2. T Test Results on the Pretest and Posttest Value

	Experimental	Control
N	36	36
Variance (S^2)	99.1071	270.536
$t_{calculates}$	6.5016	
t_{table}	1.99394	

Based on the data in Table 2, the variance (s^2) in the EC Group was 99.1071, while that in the CC Group was 270.536. Based on the results of the analysis with the t-test, the calculated t value of 6.5016 and t table value of 1.99394 ($\alpha = 5\%$). From these calculations the t count $>$ t table ($6.5016 > 1.99394$) so that it can be said that the scramble learning model with crossword puzzles is effective in understanding folklore by students.

Mastery Learning

If the percentage of completeness of an individual is $\geq 75\%$, it is included in the complete category. And if the percentage of individuals $<75\%$ is included in the category of incomplete. In the EC Group, as many as 34 students entered the complete category with a value > 75 and 2 students did not complete with a value <75 . In the CC Group, as many as 13 students included in the category of completeness with a value > 75 and as many as 23 students included in the category of incomplete with a value <75 .

If the percentage of mastery learning classical $\geq 60\%$ then it falls into the category of completeness and if the percentage of mastery learning classical $<60\%$ then it falls into the category of incomplete. Classical completeness of the EC Group reached 94.44% (blue part in Figure 1) while in the CC Group reached 36.11% (blue part in Figure 2) so that the EC Group reached classical completeness. In the classical learning mastery CC Group reached 36.11%, then the CC Group has not reached classical learning completeness. The classical learning completeness of the EC Group and the CC Group can be seen in Figure 1.

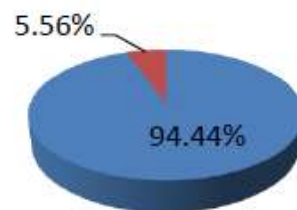


Figure 1. Completion Diagram Classical Learning Experimental Class (EC Group)

Based on Figure 1, the classical learning completeness of the EC Group reached 94.44% and 5.56% of students were incomplete. Thus, the EC Group can be said to be classically complete because its graduation is $> 60\%$. Based on Figure 2, the classical learning completeness of the CC Group reaches 36.11% and as much as 63.89% of students is incomplete. Thus, the CC Group is said to be incomplete classically because $\leq 60\%$ of students complete learning.

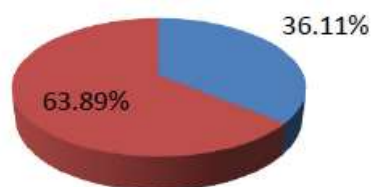


Figure 2. Completion Diagram Classical Learning Control Class (CC Group)

Based on the most recent research from Astuti (2017), there are significant differences in Indonesian learning outcomes between groups of students who are taught through question-assisted scramble learning models and groups of students who are taught through conventional learning models. The results of this study also showed that classes using the scramble learning model with crossword games, the class became active and students looked very enthusiastic about learning. This class is made into small groups in the class so that students can discuss with the group to solve problems using the media question cards and crossword puzzles. The results of the study in the EC Group that were treated using scramble models and crossword puzzles have a higher level of understanding of folklore than classes that use the lecture method. Judging from the average score of the final condition of the EC Group that is 82.08 and the score of the CC Group is 61.25. This means that each indicator in the questions given to

students in the EC Group more achieved than the CC Group. In contrast to the CC Group, the overall method of teaching and lecturing goes well. However, students are less enthusiastic in the learning process, more than 50% of students still play with their friends and do not pay attention to the teacher.

Classical learning completeness in the EC Group reached 94.44%, students who thoroughly studied a total of 34 students from 36 students. Whereas in the classical learning mastery learning class reached 36.11%, students who thoroughly studied a total of 13 out of 36 students. Based on the results of the analysis, the EC Group can be said to be classically complete because > 60% of students have finished learning. Thus scramble learning with crossword games is effective against understanding folklore in elementary school students. High learning outcomes in the EC Group that were treated in the form of scramble learning models compared to the CC Group that was not given treatment or learning using conventional methods or lectures caused by the active involvement of students in learning. Using a scramble model with a crossword game makes students active and happy when learning takes place, students are enthusiastic about learning because previously they have never received learning with a game (DeLozier and Rhodes, 2017; Lawford, 2003; Tamah, 2014). In conventional learning, students listen more to the teacher's explanation in class and carry out the task if the teacher gives exercises to students. The weakness of conventional learning is that learning activities are only centered on the teacher, the teacher's task is to provide knowledge and assignments to students and students only as passive recipients of knowledge (Lukens, 2003; Ziori & Dienes, 2008).

Research using scramble learning models with crossword puzzles on understanding folklore in elementary schools is the development of research from Astuti (2017). The results of the development obtained that the scramble learning model with crossword puzzles has a significant effect on the understanding of folklore where the folklore understanding in the EC Group is higher than the CC Group, so the scramble learning model is more effective than the folklore understanding that does not use the scramble learning model. This means that the scramble model with crossword puzzles has a significant effect on the understanding of folklore in elementary school students. So this research is complementary to the research from Astuti (2018) with the addition of the crossword puzzle game in the use of the scramble learning model.

Conclusion

Based on data analysis, research results and discussion, it can be concluded that the scramble learning model with crossword puzzles is effective in understanding class folklore in elementary school students. This can be shown by the results of the calculation of t test, namely the value of t arithmetic (6.5016) > value of t table (1.99394). In addition, the average value of the EC Group was also 82.083, higher than the CC Group with an average value of 61.25. Thus, there are differences in the average understanding of folklore EC Group students and control class students.

Acknowledgements

We would like to say thanks a lot to the Lembaga Pengelola Dana Pendidikan (LPDP) Indonesian endowment fund for education, Finance ministry of Indonesia for supporting this research.

References

- Astuti, D. K. (2017). Pengaruh Model Pembelajaran *Scramble* terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas III Kecamatan Buleleng. *E-Journal PGSD Universitas Pendidikan Ganesha Mimbar PGSD*, 5(2).
- Cahyo, N.A. (2011). *Gudang Permainan Kreatif Khusus Asah Otak Kiri Anak*. Jakarta: Rineka Cipta.
- DeLozier, S. J., & Rhodes, M. G. (2017). Flipped classrooms: A review of key ideas and recommendations for practice. *Educational Psychology Review*, 29(1), 141e151
- Downer, J. T., & Pianta, R. C. (2006). Academic and cognitive functioning in first grade: Associations with earlier home and child care predictors and with concurrent home and classroom experiences. *School Psychology Review*, 35: 11–30.
- Freeman, M. (2012). To adopt or not to adopt innovation: A case study of team-based learning. *International Journal of Management in Education*, 10(3), 155e168.
- Lawford, G. R. (2003). Beyond success: Achieving synergy in teamwork. *Journal for Quality and Participation*, 26(3), 23e27.
- Lukens, J. R. (2003). *A critical handbook of children's literature*. United States of America: Pearson Education, Inc.
- Matthews, M. R. (2002). Constructivism and science education: A further appraisal. *Journal of Science Education and Technology*, 11(2), 121-134.
- Nafi'ah, S.A. (2018). *Model-Model Pembelajaran Bahasa Indonesia di SD/MI*. Yogyakarta: Ar-Ruzz Media.
- Pudjiastuti, S. R. (2017). *Metodologi Penelitian Pendidikan*. Depok : Fatma Aji.
- Putra, P. A. (2014). Pengaruh Model *Scramble* Berbantu Media Teka-Teki Silang Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas V SD Negeri Sangsit. *E-Journal PGSD Universitas Pendidikan Ganesha Mimbar PGSD*, 2(1).
- Riebe, L., Roepen, D., Santarelli, B., & Marchioro, G. (2010). Teamwork: Effectively teaching an employability skill. *Education þ Training*, 52(6/7), 528e539.
- Shoimin, A. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Slavin, R. E. (2014). Making cooperative learning powerful. *Educational Leadership*, 72(2), 22-26.
- Sudjana. (2013). *Meode Statistika*. Bandung: Tarsito
- Sugiyono. (2017). *Metodologi Penelitian*. Bandung: Alfabeta.
- Sumira, D. Z. (2018). Pengaruh Metode *Scramble* dan Minat Baca terhadap Kemampuan Membaca Pemahaman Siswa Sekolah Dasar. *Indonesian Journal of Primary Education*, 2(1).
- Tamah, S. M. (2014). Idea sharing: Assessment in a cooperative learning class. *PASAA: Journal of Language Teaching and Learning in Thailand*, 47, 199-213.
- Taraban, R., Rynearson, K., & Kerr, M. (2000). College students' academic performance and self-reports of comprehension strategy use. *Reading Psychology*, 21(4): 283–308.
- Tarigan. G. H. (2009). *Metodologi Pengajaran Bahasa*. Bandung: Percetakan Angkasa.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2000 tentang Sistem Pendidikan Nasional.
- Wolfensberger, B., & Canella, C. (2015). Cooperative learning about nature of science with a case from the history of science. *International Journal of Environmental & Science Education*, 10(6), 865-889.

- Ziori, E., & Dienes, Z. (2008). How does prior knowledge affect implicit and explicit concept learning? *The Quarterly Journal of Experimental Psychology*, 61(4): 601–624.
- Zorlu, Y., & Zorlu, F. (2015). Views of teachers and levels of students on the learning environment in science and technology course. *Route Educational and Social Science Journal*, 2(1), 103-114.