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## Improving English Learning Outcomes Using the Scramble Learning Method for Class VII Students of MTs Daarul Uluum PUI Ranji

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### Abstract

*To be successful, students must participate actively in the learning process. A scramble, for example, is a method in which each student is extremely active because they are held accountable for the success of their group. One of the learning methods that can be used to help students learn English better is the scramble method. The purpose of this study is to explain how the Scramble learning method improved English learning outcomes for students in the seventh grade at MTs Daarul Uluum PUI Ranji. In this study, Classroom Action Research (CAR) was used in two cycles. Each cycle is divided into four stages: planning, implementation, observation, and reflection. Cycle I. Planning was based on preliminary observations. Cycle II planning is based on the results of Cycle I reflection. According to the study's findings, using the scramble method to solve the problem of learning English resulted in an increase in student learning outcomes from cycle I to cycle II. Learning outcomes in the first cycle averaged 76,25, or 75% completeness, and increased significantly to 81.71, or 84% completeness, in the second cycle. This has increased by 9%. As a result, it can be concluded that using the scramble method can improve the English learning outcomes of class VII students at MTs Daarul Uluum PUI Ranji.*

**Keywords:** scramble; learning outcomes; English

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## 1. INTRODUCTION

Not all students can easily follow English lessons properly and correctly. There are some students who think this is a difficult lesson. This is because one of them is that students do not have the motivation to learn English. Therefore, learning should take place in a fun way so that students are interested and enthusiastic about learning English. Thus, the success of learning English depends on students in the learning process. As Baharuddin and Nurwahyuni (2012) argued, the learning process can bring changes to students, both changes in knowledge, attitudes, and skills. Student success does not only depend on educational facilities and infrastructure, and or curriculum programs.

However, teachers can influence the improvement of students' English learning outcomes in a variety of ways, one of which is the use of learning methods that are appropriate for the students' characteristics and the material being taught. Some teachers do not pay attention to their students' thinking abilities. This reduces the variety of the teaching and learning process, and students become less engaged in the learning process. Furthermore, the numerous materials that must be studied add to the difficulties that students face when learning English. Students at MTs Daarul Uluum PUI Ranji who are uninterested in learning English face the same issues. So far, learning English has been boring.

In the classroom, the teacher remains the center of learning; in delivering material, the teacher continues to use the lecture method, question and answer, and assignments. So that students are easily bored and bored which results in an ineffective teaching and learning process. To create a more effective learning process in the classroom and to improve student learning outcomes, it is very dependent on the activity and interactions that occur between them. This has prompted researchers to be interested in applying the scramble method to learning English. The

learning method is the next important component, in the learning process, the teacher must be able to determine the approach he uses in learning which is of course in accordance with the material and learning objectives (Zaini, Muhamad, 2009).

## 2. LITERATURE REVIEW

One of the factors that influence student learning outcomes is the use of appropriate learning methods. Because learning is a two-way communication process, teachers as educators carry out teaching activities, while students carry out learning. Learning outcomes are the abilities that students acquire after participating in the learning process. In the national education system, the formulation of educational goals, both curricular and instructional goals, employs Benjamin Bloom's classification of learning outcomes, which broadly divides it into three domains, namely cognitive, affective, and psychomotor domains (Thoifuri, 2007).

The scramble method is a teaching and learning process that involves students' discussion in finding the right answer carefully so that they feel learning is not a burden and feel challenged to solve the problems given. Through the use of the scramble method, students are expected to be able to participate more actively, so that student activities in learning are more dominant than teacher activities. Based on the concepts they find themselves in the learning process, students will be more enthusiastic, creative, and active in learning and try to find solutions to problems given by the teacher using their own abilities. With the enthusiasm or motivation of students in learning and well-embedded concepts, students are expected to be able to complete each task given, so that the learning outcomes obtained are better than before.

According to Aunurahman (2012), learning is a process carried out by individuals to obtain a new change in behavior as a whole, as a result of the experience of the individual himself in interaction with his environment. Learning outcomes are changes in behavior as a whole, not just one aspect of human potential (Agus Suprijono, 2012). Karwono & Heni Mularsih (2010) stated, learning outcomes are changes in behavior in people from not knowing to knowing, from not understanding to understanding, and from not being able to being able to. In the educational process, student competencies are explained in the form of indicators of competency achievement obtained through learning experiences, and formulated as learning objectives that are assessed and their achievement can be measured through the process of evaluating learning outcomes. Suprijono (2013) defines learning outcomes as patterns of actions, values, understanding, attitudes, appreciation and skills. Learning outcomes as a form of final evaluation of the process and practice that has been done repeatedly since the beginning. This will have an impact in the long term or even last forever because the results of the learning process affect the formation of individuals who always want to get better results, and can change mindsets that can produce better behavior and so on. Learning outcomes can be understood as the end result of the learning process that has been achieved by students in studying certain subject matter. Learning outcomes are not only in the form of values, but can be in the form of changes, reasoning, discipline, skills and so on that lead to positive changes. With the learning outcomes, it can be seen how far students can listen, understand, have certain subject matter. Thus, educators can determine better teaching and learning strategies.

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### 3. METHODS

Classroom Action Research was used (CAR). CAR is very appropriate for this research because it is conducted in the classroom and is more focused on problems that occur in the classroom or in the teaching and learning process in an effort to improve the learning process and students' abilities. Classroom Action Research (CAR) is a type of reflective research conducted by a teacher on curriculum, school development, improving learning achievement, developing teaching skills, and so on Arikunto, Suharsimi et al (2006). In practice, classroom action research is an observation of the learning process in a class setting. CAR is a participatory and collaborative research based on its scope, objectives, methods, and practices. Mansur Mushlich (2013). The essence of CAR is to improve the learning process in terms of media, methods, models, and techniques that will have an impact on student learning

outcomes. The Kemmis & Mc CAR model is used, according to Wiriaatmaja and Rochiati (2010). Taggart's research flow includes the following steps: 1) planning, 2) action, 3) observation, and 4) reflection.

In this classroom action research, the author plans to carry out two cycles. The results of observations and tests or assessments in each cycle as a basis for determining appropriate actions in order to improve English learning outcomes for students at MTs PUI Daarul Uluum Ranji.

a. Planning

At this planning stage, the researcher prepares an action plan and research plan that will be carried out in the process of learning English. The planning activities include: interviews with English subject teachers, making a Lesson Plan (RPP) by applying the scramble learning method.

b. Implementation

The implementation of the action is the implementation or application of the design content in this study.

c. Observation

Observation of the implementation of Classroom Action Research using the activity observation sheet and student and teacher responses. In principle, this observation stage is carried out during the research or during the English learning process, which includes: student absence (presence), student activity when the teacher explains the material or after delivering the material there is feedback from students.

#### **4. RESULTS AND DISCUSSION**

##### **Cycle I**

##### *Planning*

Determine the subjects and sub-topics in this study according to those in the syllabus and lesson plans, prepare learning tools such as syllabus and lesson plans.

*Action*

After the students carried out the learning process using the scramble method, then an assessment of student learning outcomes was carried out by working on the pretest and posttest questions that had been given by the teacher to class VII students with a total of 32 students. The data on learning outcomes can be seen in the table below :

Table 1 Student Learning Outcomes Cycle I

| Number | Indicator         | Test Score |          |
|--------|-------------------|------------|----------|
|        |                   | Pretest    | Posttest |
| 1      | Average           | 58,75      | 76,25    |
| 2      | Highest           | 70         | 85       |
| 3      | Lowest            | 50         | 70       |
| 4      | Completeness rate | 0%         | 75%      |

According to the table above, after completing the learning process using the scramble method in the first cycle with two meetings, the average pretest result was 58.75 with a percentage of student learning outcomes completeness level of 0% at the first meeting. During the second meeting, the posttest results averaged 76.25, with a 75% level of completeness of student learning outcomes. Despite the fact that the expected learning outcomes were not fully realized, student learning outcomes improved in the first cycle. As a result, researchers must continue on to the next cycle.

*Observation*

Overall, the student learning activities in the first cycle of the second meeting obtained an average of 76.25 so that it increased from the first meeting to the second meeting. The percentage of each aspect observed also increased from each meeting to the next, although the increase was not too much. For this reason, it is necessary to make improvements and corrections so that further learning can be maximized.

### *Reflection*

Based on the results of observations in the first cycle of activities, it was found things that needed to be improved, namely: a) There were students who were still cool to talk to their seatmates when the teacher explained the material. b) There are some students who have not been active during the lesson, such as not having the courage to ask questions and submit their opinions. c) At the beginning of the meeting during group formation there were some students who were reluctant to group so that the atmosphere in the class looked noisy. d) There are some students who have not completed their study assignments on time.

## **Cycle II**

### *Planning*

At this stage, the researcher makes learning tools that include lesson plans 2, Formative Test Questions II, and additional learning resources.

### *Action*

After the students carried out the learning process using the scramble method, then an assessment of student learning outcomes was carried out by working on the pretest and posttest questions that had been given by the teacher to class VII students with a total of 32 students. The data on learning outcomes can be seen in the table below:

Table 2 Student Learning Outcomes Cycle II

| Number | Indicator         | Test Score |          |
|--------|-------------------|------------|----------|
|        |                   | Pretest    | Posttest |
| 1      | Average           | 68,75      | 81,71    |
| 2      | Highest           | 80         | 100      |
| 3      | Lowest            | 60         | 70       |
| 4      | Completeness rate | 38%        | 84%      |

According to the data on student learning outcomes in cycle II shown in the table above, student learning completeness in the implementation of the pretest is 38% and in the implementation of the posttest is 84%. With this second cycle, student learning outcomes have met the target, with an increase in English learning outcomes that can meet the Minimum Completeness Criteria (KKM) 75 standard reaching 84% at the end of the cycle.

*Observation*

In this step, learning by using scramble method is used to investigate the strengths and errors of the teaching process. The information received can be summarized as follows: The teacher does all the learning during the teaching process. Although some aspects are defective, the proportion of each aspect is relatively large. b) Based on observation data, students are involved in the learning process. c) The shortcomings of the previous cycle have been corrected and improved for the better. d) All student learning outcomes in cycle II have been completed.

*Reflection*

Based on observations in cycle II activities, it was found that learning using the scramble method was better than cycle I. It was proven that in

cycle II students seemed enthusiastic in carrying out teaching and learning activities and it was easier to understand the subject matter by using scramble and It is easier for students to answer the questions that have been given so that their learning outcomes are good.

Based on the results of the research and the explanation above, it shows that student learning outcomes in English subjects using the scramble method have increased, this happens because the teacher is optimal in applying the scramble method by using the right steps. So this study can prove that the application of the scramble method can improve student learning outcomes in English subjects. This results are confirmed by some researches conducted by Andriani, R. S., Yunus, M., & Asdar (2021), Yunita Puspitasari, A, (2019), Hasriani, A., & Masruddin (2020), Afridawanti, A (2018), Hakim, F. (2021), Sulaeman, Y., Fauziah, M., & Aan. (2020), Lailiyatul Fitriyah (2020), Rahayu, I. S., Nurhayati, S., & Manik, N (2021).

## 6. CONCLUSION

Based on the findings of classroom action research and discussions, it is possible to conclude that learning with the scramble method can improve student learning outcomes in English subjects for class VII students at MTs PUI Daarul Uulum for the 2022/2023 academic year, using student learning outcomes data obtained in The average pretest result in the first cycle was 58.75, with a percentage of student learning outcomes completeness level of 0%, and increased to 75%, with a percentage of student learning outcomes completeness level of 38%, in cycle II. While the posttest value averaged 76.25 in the first cycle, with a percentage of student learning outcomes completeness of 75%, it increased to 81.71 in the second cycle, with a percentage of student learning outcomes completeness of 84%. This has increased by 9%

between cycles I and II. As a result, the target for students with a KKM score of 75 can be met at 84%.

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