Effectiveness of Scramble to the Students' Reading Comprehension

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ABSTRACT

The purpose of the research are to know the influence of teaching reading by using scramble technique on reading comprehension skill of junior high school, to know what extent the influence of teaching reading by using scramble to the student's reading comprehension skill of junior high school, and to know how the students' response towards the using Scramble to students' reading comprehension skill of junior high school. The sample for this research is the eighth grade students of SMP Al-Qon GKB Gresik. The research design is quasi-experimental designs. The writer used test and questionnaire sheet. The test consisted of the pre-test and post-test. The technique to analyze the test is resulted from the students' scores and calculated by using ANCOVA (Analysis of Covariance). For, questionnaire, the researcher uses Likert scale to know the students' responses. he result shows that F-value statistical calculation is 12, 95 and in F-table are 4, 02 for d.f 55. So, it shows that there is any influence of teaching reading by using scramble to the students' reading comprehension skill at the eighth grade students' of SMP Islamic Qon GKB. The result of the student's responses is 76% which categorized as "good". So it can be said that Scramble to the students reading comprehension at the eighth grade students of SMP Islamic Qon GKB is effective.

Keywords: Reading, Scramble Technique, Islamic Education

I. INTRODUCTION

A teacher has a very important role in teaching the material. The teacher should have the competence, experience and strategy to find the effective way of teaching the materials in order to make the students understand the English as well as the other subject (Aziz & Dewi, 2019). The competence means the ability manage the class. Meanwhile the strategy means the way to teach the materials.

The next factor that influences the success of the students' mastery in English are the students themselves. The students

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should have motivation and understand English correctly, so they do not get dificullty in English reading comprehension (Romdoni, 2020). The researcher sees that some important background is often the cause of the difficulties. The researcher tries to bring some of background to find a solution or way out which at least can reduce the difficulty in comprehending the material.

Reading is a competence of recognizing and understanding the main which is written by saying or really dissolving in the fact (Nuha, 2016). In line with that, reading is a process of communication between reader and writer by the text (Aziz, 2019a). And it's become a cognitive relation between reader and writer by the text (Nuha, 2016). Knowing how important reading is, the researcher must encourage their students to make reading as their habit and make them accustomed to reading in the classroom activity.

For the students reading is very useful in their life. By reading the students can get much information and benefit that will be useful in their education and future (Qomariah, 2020). Community reading can be taught together at the same time while the teachers are teaching vocabulary but there are many students who do not have motivation in reading (Aziz, 2019b). They do not realize that reading is important for them

to find much more information from it. To realize the important of reading, students can grasp the information from reading material meaningful. The important of English in academic life in Indonesia can be seen in books and scientific reading materials.

In the classroom activity, the language teachers should always facilitate their students and act in reading activity. This is not only important but also immensely satisfying. So that reading comprehension should be taught effectively and purposefully (Faricha & Huda, 2020). So in teaching reading, the teacher must have appropriate techniques and strategies to help the students understand the English textbooks and improve their knowledge based on their field of study.

English teacher should realize that the teaching reading needs good knowledge about the background of students like condition of their students, the students' ability and so on. Therefore, if the teachers want to be successful in providing the students with reading at least understanding the passage, the teacher has to consider all aspects of reading. In addition, the teaching of presentation should be carefully selected. Actually, there are many techniques to teach reading comprehension as like some games for example puzzle, word wall, and

scrambled. All of techniques can help the students' reading comprehension and easy to use for teaching reading in Junior High School.

Scramble can help students learn the coherence and cohesion (Gunawan, 2018). And also it's the easiest technique because in this technique the students just fill in the blank space with number true arrangement from the material recount text. Then the students collect the paper but before that the students must check in detail. The way of the technique is easy to practice and easy to understand for students in junior high school. Regarding to teaching learning process in junior high school, this technique is suitable to be implemented because the researcher only gives test to groups and the students must finish it correctly. Based on the reason, the researcher wants to try teaching reading using Scramble in SMP Islamic Qon and the researcher wants to know the result and the response of the students. Scramble is like a Model of Learning Word Square (Putra, 2019), the difference did not answer questions written in the answer boxes, but it was written but with a random arrangement, now in charge of correcting the students' later (turning point), so the answer is the right answer / true.

By implementing Scramble, the students can grasp the information from the reading material meaningful and the students will be interested in the subject especially in reading comprehension. From the statement, the student must comprehend each random sentence in order they understand the whole of paragraph and they will find the right answer. By applying Scramble the students can grasp the information from reading material meaningful and encourage each student interact each other in thinking and asking especially in reading comprehension. Reading skills have type of the text. They are expository text, descriptive text, narrative text, persuasive text, and recount text. In this research, the researcher chooses reading recount text to increase reading comprehension.

SMP Islamic Qon is located in GKB (Gresik Kota Baru). Each grade in SMP Islamic Qon has two classes. The researcher get information from the teacher that the student gets difficulties in arranging sentences and confused to understand the content of text. From the reason, the researcher wants to try teaching reading by using Scramble in SMP Islamic Qon. The researcher hopes that, it can motivate the students to understand sentence correctly, so that teaching reading can run effectively.

The researcher chooses Scramble because this technique is interesting and easy to practice. In fact, many students feels difficult to arrange the sentence and have poor understanding. From the explanation above, The researcher interested in examining the effectiveness of scramble to the students' reading comprehension skill at the eighth grade of SMP Islamic Qon.

II.   LITERATURE REVIEW

A.   *Nature of Reading Comprehension*

Reading comprehension is the ability to read text, process it and understand its meaning (Rosenshine, 2017). This part essentially about reading comprehension which is required when someone wants to be success in reading passages or not seeing from their comprehension towards some subtantial part in a text (Romdoni, 2020).

There are some points that must be put into consideration while explaining these. Some skills that connected to the reading comprehension are; a)Acquisition or rich, extensive and accurate vocabulary, b) Ability to graps the meaning of increasing size, phase, sentence, paraghraph, whole section, c) Ability to find answer to specific question, d) Ability to select and understand main idea, e) Ability to understand a sequence of events, f) Ability to rote and recall details, g) Ability to grasp the organization of the author's plan, h) Ability to follow the direction accurately, i) Ability to evaluate what one reads, j) Ability to remember what one has read. Reading comprehension is an ability to get meaning, to understand, to interpreted meaning sense, to decode, to articulate, to speak, and to pronounce

Reading comprehension is complex skills, the writer conclude that reading comprehension is complex skills in learning reading. By studying reading comprehension, one can find the meaning, information, main idea and understand te content of text.

In comprehending a topic, the reader interacts with the text relation to the pre-questioning in order to make the students interested in the text to prior experiences of constructing meaning which can be found in the text. Step to comprehend the reading comprehension (Krashen, 1989)

There are many terms of reading for example reading aloud and reading comprehension, in reading comprehension there are many ways and step in order to effective in reading comprehension especially on the text are as follow:

According to Krashen that the model of reading comprehension which effective model of reading process is without direct instruction, but the steps:
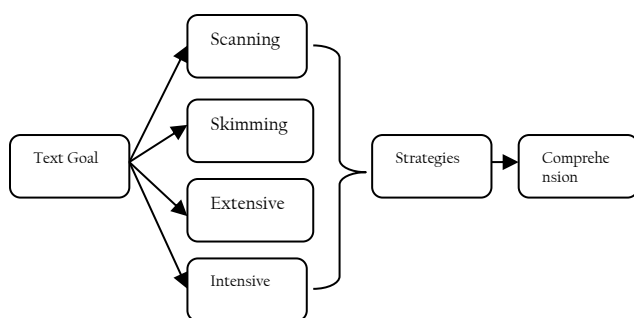
1) Text is consisting of the words which are managed by the author to be sentences.

2) Goal is a pupose of the reader to find out the all details of the text they are reading.

3) Scanning is a quick review the passage.

4) Skimming is reach the specific information of the text read.

5) Extensive is look up the main idea of the text of paragraph.

6) Intensive is the understanding complete text or paragpah the reader read.

Reading has been considered as a visual activity (Aziz, 2019a), because readers do with the eye. But, in the book of the skills for students of English. The importance of taking into consideration psychological as well as linguistic factors in accounting how people read, it suggest that the more predictable sequence of linguistic element. Reading is also active process of predicting what is likely to come next. The brain processes the visual information from our eyes, rapidly forming hypothesis about the form and content of what we are reading.

B.   *The Nature of Reading*

Reading can be defined loosely as the ability to make sense of written or printed symbols to guid the recovery of information from his or her memory subsequently use this information to construct a plausible interpretation of the written massage. Reading is a process of interpreting or understanding about the text in terms of the question that the reader formulates about text. Many teachers believe that through exercised that are short but meaningful and easy to replicate positive result of reading are obtain (Grabe & Stoller, 2019).

Reading is useful for language acquisition privided that students more and less understand that they read, the more they read, and the better they get at it. There many reason the teacher consider that getting students to read English text is in importantpart of teacher job (J Harmer, 1991; Jeremy Harmer, 2007; Hedge, 2003).

Reading is reading the ability information appropriately. It clear if reading is something that make reader become understand about the content of text, because the reader can draw the meaning from the printed page (Grabe & Stoller, 2019). Therefore, reading is process of getting

information through the text and also reading one of activity that doing by someone to get informatio from the text and through skill of reading.

C.   The Importance of Reading

Reading is one importance way to improve our general language skills in English, reading comprehension help us learn to think in English, improve our writing and enlarge our English vocabulary, reading comprehension may be a good way to practice our English if we live in a non-English-speaking country, reading comprehension help us prepare for studying in an English-speaking country, and reading is a good way to find out about new ideas, facts, and experiences (Mikulecky & Jeffries, 1996).

Reading is one important way to improve your general language skill in English, because of follow:

a.   Reading helps learn to think in English

b.   Reading can enlarge English vocabulary

c.   Reading can help improve writing

d.   Reading may be a good way to practice English if live in a non English speaking country

e.   Reading can help prepare for study in an English-speaking country

f.   Reading is a good way to find out about new ideas, fact, and experience.

In conclusion, reading is importance because it can develop readers' mind and as the mean of transferring knowledge and technology in written, many people can add his knowledge by reading. They also can learn new think from reading.

D.   Scramble Technique

Scramble is shaken up sentences or paragraphs of a text and then asks students put them back to order (Lankton, 1987; Putra, 2019; Saroh & Damaianti, 2017). This activity can help students learn the coherence and cohesion. In Order for this activity increased draw, write sentences or paragraphs on pieces of paper. From groups of five to seven students and divide the pieces of paper.

Ask them to stand up and position themselves in one line in the exact sequence of sentences or paragraphs concerned. When the number of members from each groups of no more than seven, the number of sentences or paragraphs nor more than seven. Adaption : Read the text aloud, divide the pieces paper containing portions of the text, then have students sheets are complied to form coherent text. This activity is carried out in pairs or groups to encourage each student interact (Asmani, 2014; Jamal, 2013).

This activity make group become dynamic, because the students are not only

thinking, reading, or asking but doing their main like rolling paperin scramble paragraph especially recount text and try to understand the content oe text. Then must put them back to order.

So, Scramble is lerning method which uses piece of paper randomly according material with arranges the sentence to become good paragraph.

E. The Application of Scramble Technique

The steps of scramble technique are as follows (Huda, 2013):

1. The teacher explains purpose learning process that want to reach.
2. The teacher make groups and each group consist five students.
3. Every student get piece of paper that in random sentence and they must be translate and understand what the story tell about.
4. The teacher ask to the each group to interact in order to arrange the random sentence to be a good text.
5. The teacher ask each group to come forward and read aloud based on their reading comprehension.
6. The teacher make a conclusion.
7. Reflection and evaluation.

In this step, the teacher reviews and gives the question to the students about the material. It purposes to know whether Scramble in reading comprehension

III. METHOD

The researcher uses experimental research to find out whether there is a significant effectiveness of using scramble on students' reading comprehension. Research design of this study is quasi-experimental designs. This design is used where true experimental designs are not feasible. The researcher compared two groups in this research, experimental and control group. The experimental group thinks by using scramble and control group think without scramble Experimental research is one of the kinds of quantitative that based on numerical data.

The nonrandomized control group, pretest-posttest design is one of the mostwidely used quasi-experiental designs in educational research. This design is similiar to the pre-test and post-test control group design, this design only on the experimental group and control group was not choosen by random.

This research uses quasi-experimental design. Therefore the writer is trying to prove Scramble in teaching reading student. The treatment is given to the experimental group in order to know whether the technique is more effective for students'

English achievement especially on reading. The design is as follow:

Group	Pre-Test	Treatment	Post-Test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Notes:

X : Treatment (Scramble Technique)

Y_1 : Pre-Test

Y2 : Post-Test

E : Experimental Group

C : Control Group

a. **Population**

The populations of this study are all the eighth grade students of SMP Islamic Qon GKB. There are two classes A and B on the eighth grade SMP Islamic Qon GKB.

No.	Population	Number of population
1	VIII A	28
2	VIII B	29
	Total	57

b. **Data Analysis Technique**

Data analysis is taken from the result of the test. In this research, the researcher uses experimental research. This analysis is used if the type of the data interval. That is independent variable and dependent variable.

In this research, the researcher used ANCOVA data analysis design to support Quasi-experimental research. the comparison of dependent variable data by using ANOVA to get the value of SS_t, SS_b, SS_w, MS_b, MS_w, Df_b, and Df_w.

IV. RESULT

The resercher presented the finding of the study focusing on pretest and posttes score analysis of both experimental group and control group and the hypothesis testing. After analyzing the data, the resercher found that the average score of each group was different. The data are needed to prove whether scramble has the influence to the students reading comprehension.

This chapter presents the data that was collected during the experimental research. First analysis focuses on the validity, reliability, index difficulty, and discriminating power of the instrument. Second analysis represents the result of pre-test and post-test that was done both experimental and control group.

1. **First Analysis**

The first analysis item is validity. Validity is used to know the index validity of the test. Try out tests were conducted for just part of the eleventh grade students of MTs. Mambaus Sholihin. They are footing up to 20 students. They were given a try out using the instrument that will be used in experimental and control class. The

following is the interpretation of the try out test to find out the validity and reliability of the instrument.

a. Validity of Try Out Test

It is obtained that from 25 test items. All of them are valid. Because. The result of the computation of the r_{pbi} value is higher than the r_{table} value. The following is the example of item validity computation for item number 2 of try out item of the pre-test and the other items would use the same formula.

$N \quad = 20$

$\Sigma X \quad = 225$

$\Sigma X^2 \quad = 2923$

$M_t \quad = \dfrac{\Sigma X}{N} = \dfrac{225}{20} = 11,25$

$M_p \quad = \dfrac{20+19+18+16+14+14+11+11+9+8+7}{11}$

$M_p \quad = \dfrac{147}{12} = 13,36$

$SD_t \quad = \sqrt{\dfrac{\Sigma X^2}{N} - \dfrac{(\Sigma X)^2}{(N)}}$

$\quad = \sqrt{\dfrac{2923}{20} - \dfrac{50625}{400}}$

$\quad = \sqrt{146,15 - 126,56}$

$\quad = \sqrt{19,59}$

$\quad = 4,42$

Criteria: The item is valid if $r_{pbi} > r_{table}$

$r_{pbi} \quad = \dfrac{M_p - M_t}{SD_t} \sqrt{\dfrac{p}{q}}$

$\quad = \dfrac{13,36 - 11,25}{4,42} \sqrt{\dfrac{0,55}{0,45}}$

$\quad = \dfrac{2,11}{4,42} \sqrt{1,2}$

$\quad = 0,47 \times 1,09$

$\quad = 0,51$

Because of $r_{pbi} > r_{table}$ (0, 51 > 0,444), so item number 2 is valid.

b. Reliability of Try Out Test

After validity items had been done, the next analysis was to test the reliability of instrument. It was done to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. From the computation of reliability of the try out instruments, it was obtained 0,82. According to the classification coefficient of reliability level, it got up to the *high* level. It could be concluded that the instrument that were used in this research was reliable. The complete analysis and the computation as follow:

Before computing the reliability, the writer had to compute the variance of the score (σ) with the formula below:

$K \quad = 20$

$N \quad = 20$

$\Sigma X \quad = 225$

$\Sigma X^2 \quad = 2923$

$\overline{X} \quad = 11,25$

$$\sigma = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

$$= \sqrt{\frac{2923 - \frac{50625}{20}}{20}}$$

$$= \sqrt{\frac{5.996 - 5.445}{20}}$$

$$= \sqrt{\frac{391,75}{20}}$$

$$= \sqrt{19,59}$$

$$= 4,42$$

The computation of the variance of the score (σ) is 4,42. After finding the variance of the score (σ) the researcher computed the reliability of the test as follow:

Formula:

$$r_{xx} = \frac{K\sigma x^2 - \bar{X}(K - \bar{X})}{\sigma x^2 (K-1)}$$

$$= \frac{(20)(4,42)^2 - (11,25)(20-11,25)}{(4,42)^2(20-1)}$$

$$= \frac{(20)(19,53) - (11,25)(8,75)}{(19,53)(19)}$$

$$= \frac{390,6 - 98,43}{371,07}$$

$$= 371,07$$

$$= 0,79$$

The result shows that 0,79 got up to the high level, it means that the items of the instrument were valid.

c.   Discriminating Power of Try Out Test

The discriminating power of an item indicated the extent to which the item discriminated between the tests, separating the more able test from the less able. To do this analysis, the number of try out subjects was decided into 2 groups, upper and lower groups.

Formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Calculation:

Below is the example of the computation of discriminating power on item number 1 of the pre-test item of try out.

BA = 4   BB = 1

JA = 5   JB = 5

$D = \frac{BA}{JA} - \frac{BB}{JB}$

$D = \frac{4}{5} - \frac{1}{5}$

D = 0,8 − 0,2 − 0,6

The result obtained D = 0,6, Because of the result is between 0,41-0,70; so the item number 1 is Good.

d.   Difficulty Level of Try Out Test

The following is the computation of the level difficulty for item number 1 of the pre-test item of try out. And for the other items would use the same formula. Criteria: (see table 3.4)

Calculation:

R = 4 +2 = 6

T = 10

$P = \frac{R}{T} X 100 = \frac{6}{10} X 100$

P = 0,6 X 100 = 60%

Because of the result is between 50% -
60%, so the item number 5 is moderate.

BA = 4   BB = 1

JA = 5   JB = 5

$$= \frac{BA}{JA} - \frac{BB}{JB}$$

$$= \frac{4}{5} - \frac{1}{5}$$

$$= 0,8 - 0,2 = 0,6$$

2. Second Analysis

The finding of the research is discussed
based on the result of test and the result of
questinnnaire.

a. Test

Test was conducted on April 18th 2016
as pre-test and on April 22nd 2016 as post-
test at the eighth grade of SMP Islamic Qon
GKB, the treatment conducted during twice
on April 20th and 21th2016. The brief result
score of pre-test and post-test, the students'
score of test (pre-test and post-test)
accounted by using ANCOVA formula as
follow :

1. SS_t $\quad = \Sigma X^2 - \dfrac{(\sum X)^2}{N}$

$$= 274475 - \frac{(3905)^2}{57}$$

$$= 274475 - \frac{15249025}{57}$$

$$= 274475 - 26752,75$$

$$= 6948,25$$

2. SS_b $\quad =$

$$\frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X)^2}{N}$$

$$= \left[\frac{(2100)^2}{28} + \frac{(1805)^2}{29}\right] - \frac{(3905)^2}{57}$$

$$= \left[\frac{4410000}{28} + \frac{3258025}{29}\right] - \frac{15249025}{57}$$

$$= [157500 + 112345,68] - 267526,75$$

$$= 269845,68 - 267526,75$$

$$= 2318,93$$

3. SS_w = SSt-SSb

$$= 6948,25 - 2318,93$$

$$= 4629,32$$

4. MS_b = $\dfrac{SSb}{K-1}$

$$= \frac{1346,7}{2-1}$$

$$= \frac{1346,7}{1}$$

$$= 2318,93$$

5. $MSw = \dfrac{SSw}{N-K}$

$$= \frac{4629,32}{57-2}$$

$$= \frac{84629,32}{55}$$

$$= 84,16$$

6. Df_b = K-1

$$= 2 -1$$

$$= 1$$

7. Df_w = N-K

$$= 57 - 2$$

$$= 55$$

From the result of ANOVA above, it
was found that the value of sum of squares

deviation of each score from the grand mean (SSt) was 6948,25; the sum of squares between groups (SSb) 2318,93; the sum squares within groups (SSw) was 4629,32; the mean square between groups (MSb) was 2318.93; the mean square within group (MSw) was 84,16.

Then the next step was the analysis of correlation. It was the correlation analysis between covariate data variable and dependent variable for the entire subject (rt) and each group (rk). The complete analysis was done below:

1. SX_1

$$= \sqrt{\frac{\sum X_1^2}{n_1} - \overline{X}_1^2}$$

$$= \sqrt{\frac{159700}{28} - 5625}$$

$$= \sqrt{5703.57 - 5625}$$

$$= \sqrt{78.57}$$

$$= 8,86$$

SY_1

$$= \sqrt{\frac{\sum Y_1^2}{n_1} - \overline{Y}_1^2}$$

$$= \sqrt{\frac{89100}{28} - 3103.60}$$

$$= \sqrt{3182.14 - 3103.60}$$

$$= \sqrt{78.54}$$

$$= 8,8$$

r_1

$$= \frac{\frac{\sum X_1 Y_1}{n_1} - \overline{X}_1 \overline{Y}_1}{SX_1 . SY_1}$$

$$= \frac{\frac{118850}{28} - (75),(55.71)}{(8.86),(8.86)}$$

$$= \frac{4244.64 - 4178.25}{76.19}$$

$$= \frac{66.39}{76.19} = 0,87$$

2. SX_2

$$= \sqrt{\frac{\sum X_2^2}{n_2} - \overline{X}_2^2}$$

$$= \sqrt{\frac{114775}{29} - 3873,81}$$

$$= \sqrt{3957,75 - 3873,81}$$

$$= \sqrt{83,94} = 9,16$$

SY_2

$$= \sqrt{\frac{\sum Y_2^2}{n_2} - \overline{Y}_2^2}$$

$$= \sqrt{\frac{67050}{29} - 2263.85}$$

$$= \sqrt{2312.06 - 2263.85}$$

$$= \sqrt{48.21} = 6,94$$

r_2

$$= \frac{\frac{\sum X_2 Y_2}{n_2} - \overline{X}_2 \overline{Y}_2}{SX_2 . SY_2}$$

$$= \frac{\frac{87025}{29} - (62.24),(47.58)}{(9.16),(6.94)}$$

$$= \frac{3000.86 - 2961.37}{63.57}$$

$$= \frac{39.49}{63.57} = 0,62$$

3. SX

$$= \sqrt{\frac{\sum X^2}{N} - \overline{X}^2}$$

$$= \sqrt{\frac{274475}{57} - 4692.25}$$

$$= \sqrt{4815.35 - 4692.25}$$

$$= \sqrt{123.1}$$

$$= 11,09$$

$$SY = \sqrt{\frac{\sum Y^2}{N} - \overline{Y}^2}$$

$$= \sqrt{\frac{156150}{57} - 2659.46}$$

$$= \sqrt{2739.47 - 2659.46}$$

$$= \sqrt{180.01}$$

$$= 8,94$$

$$r_t = \frac{\frac{\sum XY}{N} - \overline{X}\overline{Y}}{SX.SY}$$

$$= \frac{\frac{205.875}{57} - (68.50),(51.57)}{(11.09),(8.94)}$$

$$= \frac{3611.84 - 3532.54}{99.14}$$

$$= \frac{79.3}{99.14}$$

$$= 0,79$$

The result showed that the value of (rt) was 0,79; the value of (rk) which was grouped in (r1) was 0,87 and (r2) was 0,62.

Then the researcher put in the values of SSt, SSw, SSb, MSw, and MSb from ANNOVA by losing the influence of covariate variable on dependent variable with the following calculation:

1. $SS\grave{t}$ $= SSt\,(1\text{-}rt^2)$

    $= 6948,25\,(1 - 0,79^2)$

    $= 6948,25\,(1 - 0,62)$

    $= (6948,25).\,(0,38)$

    $= 2640,33$

2. $SS\grave{w}$ $= SSw\,(1\text{-}rw^2)$

    $Rw = \frac{r1 + r2}{2}$

$$= \frac{0,87 + 0,62}{2}$$

$$= \frac{1,49}{2} = 0,74$$

$SS\grave{w}$ $= SSw\,(1\text{-}rw^2)$

$$= 4629,32\,(1\text{-}0,74^2)$$

$$= 4629,32\,(0,54)$$

$$= (4629,32)(0,46)$$

$$= 2129,48$$

3. $SS\grave{b}$ $= SS\grave{t}\text{-}SS\grave{w}$

    $= 2640,33 - 2129,48$

    $= 510,85$

4. $MS\grave{b} = \frac{SS\grave{b}}{k-1}$

$$= \frac{510,85}{2-1}$$

$$= \frac{510,85}{1}$$

$$= 510,85$$

5. $MS\grave{w} = \frac{SS'_w}{N-K-1}$

$$= \frac{2129,48}{57-2-1}$$

$$= \frac{2129,48}{54}$$

$$= 39,43$$

6. $F = \frac{MS\grave{b}}{MS\grave{w}}$

$$= \frac{510,85}{39,43} = 12,95$$

The findings were that the value of SS't was 2640,33; the value of SS'w was 2129,48; the value of SS'b was 510,85; the value of MS'w was 39,43; and the value of MS'b was 510,85.

The last step was testing the hypothesis. From several calculations above, it was found out that the value of F was 12,95; after checking out in the table, it was that critical with df 55 at 0,01 level of significance was 7,12. It means that F value was higher than F critical. The analysis of covariance with pre-test as covariate as listed below:

Table 4.1 Summary of ANCOVA with pre-test as covariate

Source of Variance	SS	Df	MS	F	Level of Significance
Between Group	510,85	1	510,85	12,95	0,01
Within Group	2129,48	55	39,43		
Total	2640,33				

b. **The Result of Questionnaire**

The questionnaire was conducted on 22nd of April 2016 at the eighth grade students' of SMP Islamic Qon GKB. Questionnaire consists of 10 numbers of items after collecting the questionnaire result. The researcher calculates the value of the questionnaire sheet by using formula:

$$NP = \frac{R}{SM} \times 100 \%$$

Notes :

NP : The percentages

R : Achievement

SM : Maximum score

100% : Constant number

The table in appendix 26 is the students' answer of questionnaire that the students is chosen by them, after the all questions of questionnaire collected the researcher analyzes the data and described as follows:

Table 4.1. Questionnaire number 1

Do you like learning English?

No	Alternative answer	Frequency	Percentage
1	Really	9	32%
2	Like	14	50%
3	Like less	4	14%
4	Dislike	1	0%
	Total	28	100%

Based on table presentation above, there are 28 students who become the respondents here. There are 32% who answer Really like, 50% students answer like, 14 % answer less like, and 0% answer not like. Based on the presentation above it can be concluded that there is a positive interest in this study especially in English subject.

Table 4.2. Questionnaire number 2

Is English important for you?

No	Alternative answer	Frequency	Percentage
1	Very Important	14	50%

2	Important	12	42%
3	Less Important	1	4%
4	Not Important	1	4%
	Total	28	100%

Based on table presentation above, there are 28 students who become the respondents here. There are 50% students who answer English is very important, 42% students answer English is important, 4% students answer English is less important, and 4% students answer English is not important. Based on the presentation above it can be concluded from the students' responses that English is important for them.

Table 4.3. Questionnaire number 3

Do you think English is difficult?

No	Alternative answer	Frequency	Percentage
1	Very difficult	3	10%
2	Difficult	19	68%
3	Easy	6	22%
4	Very easy	0	0%
	Total	28	100%

Based on the table presentation above, there are 28 students that have become the respondents here. 10% or 3 students are counted to answer that English is very difficult, 68% or 19 students answer English is difficult, and 22% or 6 students answer English is easy and no students answer English is very easy.

Based on the presentation above, students get difficulty in studying English.

Table 4.4. Questionnaire number 4

Do you enjoy learning English using the scramble?

No	Alternative answer	Frequency	Percentage
1	Enjoy much	11	40%
2	Enjoy	17	60%
3	Enjoy less	0	0%
4	Un enjoy	0	0%
	Total	28	100%

Based on the table presentation above, there are 28 students that have become the respondents 40% or 11 students are calculated to answer that they enjoy learning English using the scramble. 60% or 17 students answer they enjoy learning English using the scramble, and no students answer they less enjoy and they do not enjoy learning English using the scramble. Based on presentation above it can be known that the students enjoy learning English using scramble.

Table 4.5. Questionnaire number 5

Are you motivated in learning English with using the scramble?

No	Alternative answer	Frequency	Percentage
1	Very motivated	6	22%
2	Motivated	20	71%
3	Motivated less	2	7%
4	Not Motivated	0	0%
	Total	28	100%

Based on the table presentation above, there are 28 students who become the respondents here. There are 22% students, who answer very motivated in learning English using scramble, 71% students' answer they are motivated learning English using scramble, 7% students' answer that they have less motivation in learning English using scramble. No students answer not motivated in learning English.

Based on the table presentation above, it can be known that the students are motivated in learning English using scramble.

Table 4.6. Questionnaire number 6

Does scramble make you easy to study reading comprehension?

No	Alternative answer	Frequency	Percentage
1	To make easier	3	10%
2	Make easier	22	80%
3	Make easier less	3	10%
4	Not make easier	0	0%
	Total	28	100%

Based on the table presentation above, there are 28 students who become the respondents 10% students answer scramble make them very easy to study reading comprehension, 80% students answer scramble make them easy to study reading comprehension, 10% or 3 students answer scramble make them less easy to study reading comprehension, no one answer scramble passage do not make them very easy to study reading comprehension.

Based on the presentation above, it can be concluded that in learning reading by using scramble can get more information for the students.

Table 4.7. Questionnaire number 7

Do you agree if learning English by using scramble in your school?

No	Alternative answer	Frequency	Percentage
1	Really agree	12	42%
2	Agree	16	58%
3	Less agree	0	0%
4	Not agree	0	0%
	Total	28	100%

Based on the table presentation above, there are 28 students who become the respondents 42% students agree if learning English by using scramble in their school. 58% students agree if learning English by using scramble in their school, and no students answer agree less and not agree if learning English by using scramble in their school.

Based on the presentation above, it can be known the students agree if learning English by using scramble.

Table 4.8. Questionnaire number 8

Is there any difference between before learning English using scramble and after that?

No	Alternative answer	Frequency	Percentage
1	Very Significant	3	10%
2	Significant	17	60%

3	Less significant	8	30%
4	Not significant	0	0%
	Total	28	100%

From 28 students who become respondents 10% students states that there is a very significant between before learning English using scramble and after learning it. 60% students states there is a significant difference between before learning English using scramble and after learning it. No students state there is a not significant between before learning English using scramble and after learning it.

Based on the presentation above, it can be known there is difference between before learning English using scramble and after using learning it.

Table 4.9. Questionnaire number 9

Do you often read the paragraph of recount text?

No	Alternative answer	Frequency	Percentage
1	Very often	0	0%
2	Often	9	32%
3	Rarely	19	68%
4	Never	0	0%
	Total	28	100%

From 28 students who become respondents, no one answer very often read the paragraph of recount text, 32% students state they often read paragraph of text, 69% students answer they rarely read paragraph of text and no students answer never read paragraph of recount text.

Table 4.10. Questionnaire number 10

Does your reading comprehension increase after learning English using the scramble?

No	Alternative answer	Frequency	Percentage
1	Really increase	1	4%
2	Increase	25	89%
3	Increase less	2	7%
4	Not Increase	0	0%
	Total	28	100%

Based on the table presentation above, there are 4% that answer their reading really increases after learning English using the scramble. 89% students answer their reading increase after learning English using the scramble. 7% or 2 students answer their reading comprehension increase less after learning English using the scramble, no student answer their reading does not increase after learning English using the scramble.

Based on the presentation above, the result of the students' response can be explained in the table below

Table 4.1.1 Analysis the students' responses

| Criteria	Formula	Score	Percentage
A (4)	62 x 4	248	29%
B (3)	171 x 3	513	60%
C (2)	45 x 2	90	10%
D (1)	2 x 1	2	1%
Total		853	100%

The ideal total score (criteria) for all items is 4 x 280 = 1120 (if all the students answered A). The total score of the research is 1120, so the prediction scale of the method can be calculated by formula:

$$NP = \frac{R}{SM} \times 100\%$$

$$\frac{853}{1120} \times 100\% = 76\%$$

Then the result could be interpreted based on criteria of interpretation score as follows:

Score	Category
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Enough
21% - 40 %	Bad
0% - 20 %	Very Bad

Scale of the students' response

20%   40%   60%   76%   80%   100%
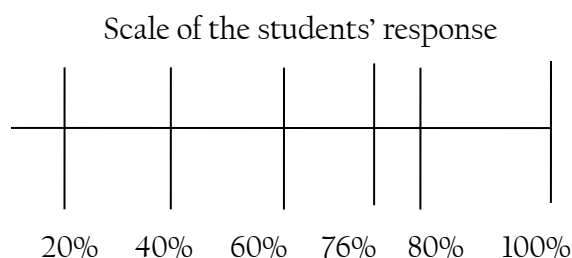
Based on the data of 10 questions from 28 respondents, the students' response is 76%. It means that the students have a good response towards the use of scramble for reading comprehension.

V.   DISCUSSION

It is stated in the previuos chapter that there are two hypothesis, the alternative hypothesis and the null hypothesis. In order to test the hypothesis, the researcher uses the result of the statistical computation of the analysis of covariance (ANCOVA). The hypothesis that is tested is alternative hypothesis. There is a significant effectiveness of using scramble in student's reading comprehension.

From the distribution of F-table with degree of significant 0,01 and d.f 55. It is found 12,95 and the F-value is 7,12. It can be seen that the F-value is higher than F-table. It means that there is a significance difference between the result of the pre-test and post-test. And it is effected by treatment.

From the result of analysis above, it can be concluded that the alternative hypothesis (Ha) which says that there is significant effectiveness of using scramble in student's reading comprehension is accepted. It means that the (Ho) which says that there is not significance effectiveness of using scramble in students' reading comprehension is rejected.

Based on the test result, it isknown that the result of F-test is 12,95 and F-table 4,02 at level 0,05 and 0,01 F-table is 7,12 for d.f 55. It means that the score is higher than F-value both at the level, the F-value is checked on "F-table" at level of significant is 0,01 or 0.05 for two tailed test. And also the result of questionnaire answers about technique of using scramble in teaching reading shows that the atudents have interested in technique that is applied by teacher, they can grasp the information from reading material meaningful, and helped them in learning reading when the teacher using scramble in teaching reading.

Based on the statement above, it can be conducted that, there is a significance effectiveness of teaching reading using scramble in students' reading comprehension aftre giving the material about using sramble in teaching reading at the eighth grade students' of SMP Islamic Qon GKB. So, in this study the alternative hypothesis is accepted.

VI. CONCLUSION

Based on the test result, it is known that the result of F-value is 12,95 and F-table is 4,02 and 1,67 at level 5% and 1% F-table is 12,95 for d.f 55. It means that the score is higher than f-value both at the level, and also the result of questionnaires answers about technique of using scramble in teaching reading shows that the students interest with the technique that is applied by teacher. They can grasp the information from reading material meaningful, and helped them in learning reading when the teacher uses scramble in teaching reading comprehension. Based on the statement above, it can be concluded that, there is a significance effectiveness of teaching reading using scramble in students' reading comprehension after giving the material about using scramble in teaching reading at the eighth grade students' of SMP Al-Qon GKB. So, in this study the hypothesis is accepted.

Based on the result of data analysis the students' response towards the use of scramble in teaching reading comprehension at the eighth grade students' of SMP Al-Qon GKB is good.

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