THE EFFECTIVENESS OF USING THE SCRAMBLE MODEL TO IMPROVE NOUN MASTERY AMONG GRADE VIII STUDENTS AT AN-NAHDLAH ISLAMIC BOARDING SCHOOL MAKASSAR

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ABSTRACT

This research aims to determine the level of students' noun mastery before using the scramble learning model for class VIII at An Nahdlah Islamic Boarding School Makassar, to determine the level of noun mastery after using the scramble learning model and to determine the effectiveness of using the scramble learning model on the level of noun mastery for class VIII students at An An Islamic Boarding School. Nahdlah Makassar. This research is quantitative research of the pre-experimental type with a one group pretest-posttest design. The population in this study was all class VIII students, namely 83 students. This research uses a purposive sampling research technique, namely a technique for determining or selecting samples for a specific purpose and the samples are determined deliberately by the researcher. Data collection instruments, observation guidelines and question items and documentation. Meanwhile, data analysis uses descriptive statistics and inferential statistics. From the research results, the level of content mastery of class VIII students at the An Nahdlah Makassar Islamic boarding school after using the scramble learning model was in the very good category. In the results of this research there are also significant and effective differences after using the scramble learning model. The implications of the research suggest several things, namely: this research, especially the learning model used, can improve and motivate students to study actively, especially in learning Arabic. Students are expected to become more accustomed to various increasingly diverse learning methods and models. It is recommended to pay more attention to students' needs in the learning process by implementing varied learning models, which involve active participation of students in the teaching and learning process, not just using models. monotonous, where the role of students is only as listeners.

Keywords: English language; learning model; teaching method

1. INTRODUCTION

Etymologically, education comes from the Greek word *"paedagogie"* whose roots are *"pais"* which means child and "again" which means to guide so *"paedagogie"* means guidance given to children.[1] Education is a systematic effort that aims to ensure that every human being reaches a

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[1]Muhammad Kristiawan, *Filsafat Pendidikan.* Cet. I (Jogjakarta; Penerbit Valia Pustaka Jogjakarta, 2016), h.69.

certain stage in his life, namely physical and spiritual achievement[2] with education, a person can be better for himself and other people because he has more insight than those who are not educated. The most important role in improving education is that of a teacher or educator. One of them is that the success of the classroom learning process is determined by the quality and skills of a teacher. Because teachers are people who can improve the quality of education and learning. According to Susanto "The word learning is a combination of the two activities of learning and teaching. "Methodological learning activities tend to be more dominant in students, while teaching is based on students' behavior."[3] The teaching and learning process (learning) is a systematic effort made by teachers to make the learning process run effectively and efficiently starting from planning, implementation and evaluation. The ability to manage learning is an absolute requirement for teachers to realize their professional competence. Consequently, teachers must have a complete and precise understanding of the conception of learning and teaching.[4] In learning, of course, many subjects are presented, one of which is Arabic, because Arabic is the language of the Islamic religion and the language of the Koran, a person will not be able to understand the book and sunnah with correct understanding and be safe (from misuse) except with Arabic. Underestimating and simplifying Arabic will result in weakness in understanding religion and ignorance (stupidity) regarding religious issues.[5] Arabic language learning as a foreign language learning in Indonesia has experienced various innovations as an effort to make Arabic language learning active, innovative, creative, effective and fun.[6] Arabic is a scientific discipline that consists of various aspects of main skills in it. These main skill aspects include listening skills (*maharah al-Istima*), speaking skills (*maharah al-kalam*), reading skills (*maharah al-qira'ah*), and writing skills (*maharah al-kitabah*). These four skills are language skills that are sequential and interrelated.[7]

Judging from the four basic language skills, one of the goals of learning Arabic is that students are able to read and understand Arabic texts. Reading is not just an activity of sounding out combinations of letters or words correctly, but requires an understanding and analysis process of what is read.[8] People who learn Arabic will easily master Arabic if they start by practicing these skills. However, one way to achieve these four skills is that students must be able to have good mastery of content because this greatly influences students' success in understanding Arabic language lessons. The learning model is a form of learning that is depicted from beginning to end which is presented typically by the teacher. In other words, a learning model is a package or frame for implementing an approach, method, strategy and learning technique.[9] There are several learning models that can be used in the teaching and learning process according to their learning methods and styles so that learning objectives can be achieved in an optimal way. One learning model that can be used to improve students' Arabic vocabulary fluency is the scramble learning model. The scramble learning model is a learning method that uses question cards and answer cards that are paired or ordered into a logical sequence. "So, students are required to think

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[2]Munir Yusuf, *Pengantar Ilmu Pendidikan.* Cet. I (Palopo; Lembaga Penerbit IAIN Palopo, 2018),h.9.

[3]Evi Nurtikasari dan Muhammad Fahri, "Penerapan Model Scramble untuk Meningkatkan Hasil Belajar Mata Pelajaran Bahasa Indonesia Pada Siswa Kelas III MI Nurul Huda 1 Curug" 1, no. 1 Januari (2020): h. 43.

[4]Zainal Aqib, *Model-model, media, dan strategi Pembelajaran Kontekstual.* Cet. IX (Bandung; Penerbit Yrama Widya, 2019),h.66.

[5]Mansur, *Ilmu Sharf.* Cet. VI (Kediri; Al Fatih press, 2015), h. iii.

[6]Awaliyah Musgamy, "Pengembangan Pembelajaran Bahasa Arab Berbasis Kecerdasan Musikal pada Mahasiswi Institut Parahikma", 12, no 1, (2019): h. 637

[7]Mohammad Thoha, "Pembelajaran Bahasa Arab Dengan Pendekatan Berbasis Manajemen Berbasis Sekolah" *Okara 1, Mei* (2012): h. 82

[8]Rappe, "Kemahiran Membaca Bahasa Arab tingkat Mutaqaddimin serta metode dan strategi pembelajarannya", 8, no 2, (2020): h. 131

[9]Helmiati, *Model Pembelajaran.* Cet. I (Yogyakarta; Aswaja Pressindo), h. 19

creatively in learning in the classroom, to be able to sort the words in the answer key into logical words." Based on the opinion above, it can be concluded that the scramble learning model is a learning model that provides question cards and answer cards whose numbers are scrambled which can make it easier for students to find answers and encourage students to learn to work on the questions, and can encourage students to be able to solve problems quickly. This learning model includes a cooperative learning model in which students learn in groups to achieve learning goals.

Based on the results of observations made by the author at the An Nahdlah Islamic Boarding School in Makassar. The level of students' mastery of content in Arabic language subjects is still low in certain classes because the learning model used by educators is still not appropriate, thus affecting the level of students' content mastery. Given these problems, the author concludes that a learning model is needed to overcome these problems, namely a learning model that can be carried out in the classroom to improve students' content mastery. So, the author will apply the Scramble learning model which will be modified to be as interesting as possible so that students are able to improve their mastery of content.

Based on the description above, the author will conduct research with the title "The Effectiveness of Using the Scramble Model to Improve Noun Mastery Among Grade VIII Students at An-Nahdlah Islamic Boarding School, Makassar"

2. METHODS

The type of research used by researchers in this research is included in the category of quantitative research, while the research design is pre-experimental design (non design) research. Quantitative research is a method for testing certain theories by examining the relationship between variables. These variables measured (usually with research instruments) so that data consisting of numbers can be analyzed based on statistical procedures. The form of pre-experimental design used in this research is One Group pretest-posttest design, namely comparing with the situation before treatment was given. The population in this study were all class VIII students at the An Nahdlah Islamic Boarding School in Makassar, totaling 83 students. The sample research technique in this research is purposive sampling, namely the technique of determining or selecting samples for a specific purpose, or the sample is determined deliberately by the researcher. The sample in this research consisted of 29 students.

Data collection methods are essentially the methods used by researchers to collect data. In research, several data collection methods are known, namely in the form of questionnaires, interviews, observations, tests and documentation.[10] The data collection techniques used in this research are as follows: 1) Tests, are a method that can be used for measurement and assessment without using media because through tests with a series of questions a value can be produced that can symbolize achievement. The test was carried out twice, namely an initial test (pretest) before the learning process using the scramble learning model and a final test (posttest) after using the scramble learning model. 2). Observation is to observe directly and carefully the Arabic language learning activities while using the scramble learning model. Observations are carried out to observe all student activities during learning. Then fill in the observation sheet provided by paying attention to several aspects. 3) Documentation is used by researchers to collect data in the form of photos or images needed to complement other data that has been obtained. Namely

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[10]Trianto. *Pengantar Penelitian pendidikan Bagi Pengembangan Profesi Pendidikan & Tenaga Kependidikan"*, (Jakarta: Kencana Prenada Media Group, 2010), h.231

in the form of pictures of the research location, data on the condition of students in the class, and data during the learning process activities.

Research instruments are tools used to collect data or information related to research.[11] The author needs several research instruments to obtain the required data. The instruments used in this research are: 1) Question details are used to measure students' level of mastery of Arabic vocabulary. The form of test given is a written test. Which consists of 30 question items in multiple choice form. 2) Observation guidelines are used by researchers to observe students' activities in learning Arabic while using the scramble learning model which is carried out from the beginning to the end of learning. The data analysis technique used by researchers in this research is a data analysis technique that uses data processing methods according to the quantitative nature of the data.

3. RESULTS AND DISCUSSION

a) Students' level of mastery of nouns before using the Scramble learning model in Arabic subjects in class VIII at the An Nahdlah Makassar Islamic boarding school

To obtain data on the results of students' mastery of nouns before using the scramble learning model, the researcher first conducted a pretest, namely by giving questions in multiple choice form with nouns themes to students. This pretest value is the initial value obtained by the researcher from the results of the student's SIM mastery level. The accumulated data from students' noun mastery level test scores before using the scramble learning model in class VIII at the An Nahdlah Makassar Islamic boarding school is as follows: Based on the results of descriptive analysis on mastery of nouns before implementing the scramble model after carrying out the pre-test which can be seen in the following table:

Table 1. Pre-test Frequency distribution

Intervals	fi	Fk	X	f_iX_i	$(Xi\text{-}x)^2$	$Fi.(Xi\text{-}X)^2$	%
35-41	9	9	38	342	273,9	2.465,1	31%
42-48	3	12	45	135	92,16	276,48	10%
49-55	0	12	2	0	0	0	0
56-62	6	18	59	354	19,36	116,16	21%
63-69	7	25	66	462	129,96	909,72	24%
70-76	4	29	73	292	338,56	1.354,24	14%
Total	29			**1.585**	**853,94**	**5.121,7**	**100%**

From the frequency distribution table above, it shows that the lowest frequency is in the 42-48 interval with a percentage of 10%. and the highest frequency is in the 35-41 interval with a percentage of 31%.

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[11]Hartono, Analisis Item Instrumen (Cet. I; Pekanbaru Riau: ZanafaPublishing, 2015), h. 74

Figure 2. Histogram of pre-test frequency of students' noun abilities

Student's Noun Mastery Level
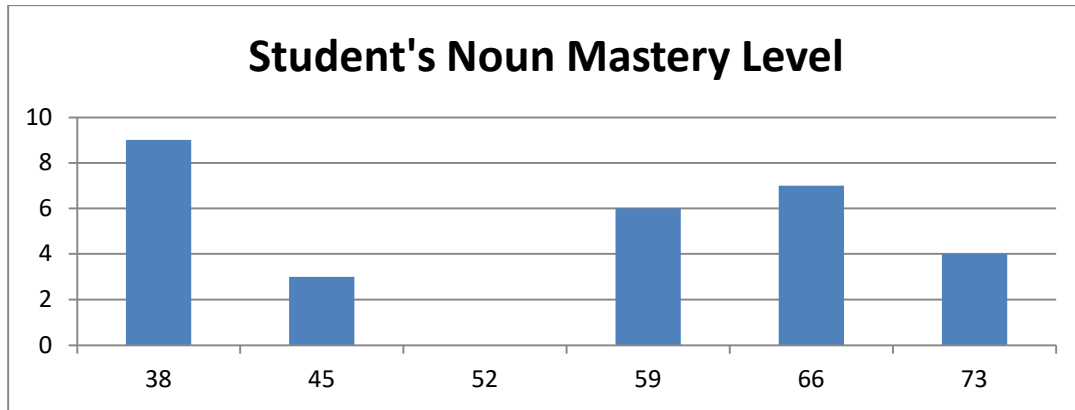
b) Students' level of mastery of nouns after using the Scramble learning model in Arabic subjects in class VIII at the An Nahdlah Islamic boarding school in Makassar

Based on the results of research conducted by researchers in class VIII at the An Nahdlah Islamic boarding school in Makassar, data was obtained from the question item instrument which was then compiled into a table listing post-test scores, namely as follows:

Table 3. Post-test Frequency distribution

Intervals	fi	fk	X	$f_i X_i$	(Xi-x)²	Fi.(Xi-X)²	%
62-66	3	3	64	192	324	972	10
67-71	0	3	69	0	169	0	0
72-76	4	7	74	296	64	256	14
78-82	4	11	80	320	4	16	14
83-87	9	20	85	765	9	81	31
88-92	9	29	90	810	64	576	31
Total	29			**2.383**	**634**	**1.901**	**100%**

The frequency distribution above shows that the lowest frequency is in the 62-66 interval with a percentage of 10%. and the highest frequency is in the intervals 83-87 and 88-92 with a percentage of 31%.

Figure 4. Post-test frequency histogram of students' noun abilities

Frequency of Student Mastery of Nouns
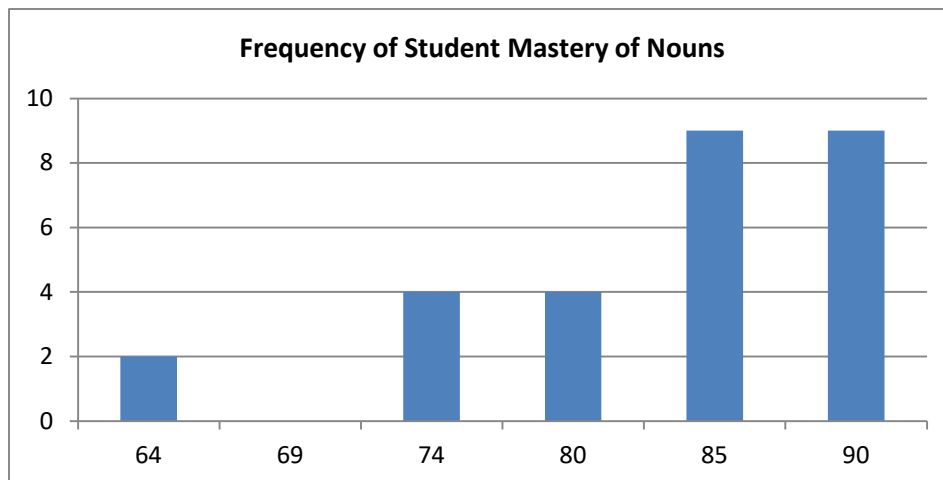
The data in the pre-test and post-test distribution table is summarized as in the following table:

Table 4. Pre-test and post-test frequency distribution

Statistics	Statistical Value	
	Pre test	Post-test
Lowest value	40	66
The highest score	75	90
Average(X)	54,6	82
Standard deviation	13,52	8,2

Based on the table above, it can be seen that:

   a. Pre-test Before implementing the scramble model

The maximum score obtained before treatment was 75, while the lowest score was 66 and the average score obtained was 54.6 with a standard deviation of 13.52.

   b. Post-test After implementing the scramble model

The maximum score obtained after treatment was 90, while the lowest score was 66 and the average score was 82 with a standard deviation of 8.2.

If the level of students' content mastery is classified into the categories of good, quite good, not good and not good, frequencies and percentages will be obtained after carrying out the pre-test and post-test, then the following results will be obtained.

Table 5. Pre-Test Categorization

Category	Noun ability	Score interval	Pre test	
			Frequency	Percentage
Very well	86%-100%	86-100	0	0
Good	71%-85%	71-85	3	10%
Enough	56%-70%	56-70	17	59%
Not enough	<40%	<40	9	31%
	Amount		29	100%

Based on the table above, it can be seen that 3 students' mastery of nouns (10%) is in the good category, 17 students (59%) are in the sufficient category and 9 students (31%) are in the poor category. So, it can be concluded that the greatest frequency of students' mastery of nouns before implementing the scramble model was in the sufficient category, namely in the interval 56-70.

Table 6. Post-Test Categorization

Category	Noun ability	Score Interval	Pre test	
			Frequency	Percentage
Very well	86%-100%	86-100	18	63%
Good	71%-85%	71-85	8	27%
Enough	56%-70%	56-70	3	10%
Not enough	<40%	<40	0	0
	Amount		29	100

Based on the table above, it can be seen that 18 students' mastery of nouns (63%) is in the very good category, 8 students (27%) are in the good category and 3 students (10%) are in the fair category. So, it can be concluded that the greatest frequency of vocabulary abilities after implementing the scramble model is in the Very Good category, namely in the interval 86-100.

c) Differences in students' content mastery before and after implementing the scramble model

This section is used to answer the second problem formulation, namely: Is the use of the Scramble Learning Model effective in improving the noun mastery of class VIII students at An Nahdlah Islamic Boarding School, Makassar? The analysis used is inferential statistical analysis. To carry out inferential statistical analysis to test hypotheses, basic testing is required first, including normality tests and homogeneity tests.

1) Normality Test

Normality testing aims to state whether the *isim* mastery score data before and after applying the scramble model from the population is normally distributed. The hypothesis for the normality test is as follows:

Null Hypothesis (H0) = the population is normally distributed, if the calculated sig>sig.

Alternative (H1) = the population is not normally distributed, if sig.count<sig.

Table 7. Normality test of content mastery before and after implementation

Class	Sig	Information
Before	0,10	Normal
After	0,082	Normal

Based on the results of processing using SPSS version 24 which is attached to the One-Sample Kolmogorov-Smirnov Test data analysis attachment. Before applying the scramble model, a sig value was obtained. = 0.10 for α= 0.05, this shows sig. > α. Meanwhile, the results of data analysis after applying the scramble model obtained a sig value. = 0.082 for α = 0.05. This means that the data on Arabic vocabulary mastery is normally distributed.

2) Homogeneity Test

The homogeneity test was carried out to determine whether the data before and after implementing the scramble model was homogeneous or not. The hypothesis for the homogeneity test is as follows:

Null Hypothesis (0) = homogeneous population, value of F_{count} F_{table}

Alternative Hypothesis (a) = population is not homogeneous, F_{count} F_{table}

F_{count}	F_{table}	Sig.	Information
1,004	3,33	0,168	homogeneous

Based on the results of the homogeneity test calculation of students' memorization abilities using the IBM SPPS Statistics version 24 program, the F_{count} value was 1.004 with an error level of 0.05 (5%). The significance value obtained is greater than 0.05, then the variance of each sample is the same (homogeneous), and vice versa, if the significance value is smaller than 0.05, the variance of each sample is not the same (not homogeneous). Based on the memorization ability

variance testing table, a significance value greater than 0.05, namely 0.168, was obtained. This means that both variances have the same sample (homogeneous).

3) Hypothesis Testing

Hypothesis testing was carried out to determine whether the content mastery of students who were taught using the scramble model was significantly different from those who were not taught using the scramble model. Thus, the statistical hypothesis is formulated as follows:

Null Hypothesis (H0) = there is no difference, if t_{count} t_{table}, and significance level > 0.05 (sig. value > 0.05)

Alternative Hypothesis (H1) = there is a difference, if t_{count} t_{table}, and the significance level is 0.05 (sig. value > 0.05)

T_{count}	T_{table}	Sig.	Information
31,504	1,70	0,001	There is a difference

Based on the test results of the IBM SPSS Statistics version 24 program, t_{count} = 31.504 > t_{table} = 1.70 with a real level = 0.05 and dk = 29 so that t_{count} is in the H0 rejection area, which means the H0 hypothesis is rejected and the H1 hypothesis is accepted. Apart from that, it can be seen in table 4.15 that the sig value. = 0.001 < 0.05. This shows that there is a significant difference in content mastery before and after implementation.

4. CONCLUSION

The findings indicate that prior to the implementation of the scramble learning model, students' noun mastery levels exhibited an average score of 54.6, with the highest score recorded at 75 and the lowest at 40. The highest percentage distribution was 59%, representing 17 students. Based on these results, the content mastery level of Class VIII students at An Nahdlah Makassar Islamic Boarding School fell within the "sufficient" category. Following the implementation of the scramble learning model, students demonstrated a notable improvement in noun mastery, with the average score increasing to 82. The lowest score recorded post-intervention was 66, while the highest reached 90. Additionally, the highest percentage distribution increased to 63%, involving 18 students. These results indicate that the content mastery level after the intervention falls within the "very good" category. The observed improvements suggest that the scramble learning model significantly enhances students' noun mastery. The statistical differences between pre- and post-intervention scores highlight the model's effectiveness in facilitating better language acquisition outcomes.

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