

CHAPTER I

INTRODUCTION

1.1 Background of the study

Reading comprehension is one of the main language skills that help learners build meaning from written texts. Reading comprehension, as stated by Rosenshine (2017), is not just decoding text, but rather understanding its organization, ascertaining the main points, making inferences, and concluding. Reading comprehension is a substantive process that forms the cornerstone of academic success, cognitive development, and communication. According to Flippo and Caverly (2008), poor reading comprehension can decelerate students' academic and personal development and thus teachers must utilize efficient instruction methods.

Reading is beyond word recognition. Reading is a gateway to learning in all curricular areas. Romdoni (2020) points out that through reading, students can learn vocabulary, comprehend grammar, and enhance critical thinking.

By reading, students gain the basic information to engage in educational and daily communication. Thus, reading education must endeavor to enable students to be able to extract and analyze information, understand texts at different levels, and utilize knowledge practically.

Reading instruction also needs to be student-responsive and strategic. Krashen's model provides room for non-intrusive approaches in the form of

natural language acquisition through communicative reading activities. Nevertheless, in most classrooms—particularly in Indonesian vocational schools—teachers still use outdated textbooks and lecturing as the primary form of instruction, thus lowering student engagement state Hidayat (2015). This necessitates the utilization of more interactive and student-centered approaches that can close the gap between passive reading and active understanding. They comprise the utilization of teaching media that raises the level of student interaction with the text.

Teaching media plays a fundamental role in assisting students to process language in creative and diversified ways. Gamified and media-based activities greatly boost students' motivation and concentration, according to Yuliana et al. (2018). Media resources like flashcards, storybooks, videos, and word games are used frequently to facilitate comprehension. Among them, scramble word games are one of the most interesting tools for teaching reading comprehension.

Scramble sentences or scrambled words deal with reorganizing jumbled words into clear pieces of writing. It calls for students to listen carefully to syntax, meaning, and context. Fitriyah (2021) discovered that the application of scramble activities enhanced students' reading comprehension by improving vocabulary knowledge and sentence construction.

Several previous research also supported the use of scramble words in reading. Likewise, Gunawan (2019) illustrated that a strategy using scrambles improved reading and writing abilities by solving problems and working

together. Herlina (2022) attested that scrambled word activities work well in classrooms, even more so in enhancing comprehension and retention of reading texts. Furthermore, Ekasari et al. (2023) highlighted the potential of the technique in developing an active learning process in which the students would interact with texts at a deeper level. This is especially crucial in vocational school contexts such as SMKN 5 Madiun, where conventional methods of teaching fail to attract the interest of the students.

The scramble word technique evades this limitation by incorporating reading instruction into play-based learning, rendering reading comprehension simple and fun. In summary, the utilization of scrambled word media within reading lessons offers a sustainable approach to improving the comprehension of students. Based on existing research and learning theory, the approach aligns with active learning concepts and the reinforcement of fundamental language proficiency. It addresses the need for new modes of teaching in Indonesian vocational colleges and offers a platform for increasingly advanced student interaction with reading.

The use of outdated textbooks, ineffective learning materials, and unengaging content has led to student disinterest and lack of motivation in reading. Research by Hidayat (2015) suggests that school members' engagement with the library plays a significant role, but obstacles such as the absence of a librarian, lack of regular reading programs, and insufficient oversight from the school principal hinder this engagement. The difficulties are a matter of learning

the most often emerges among student and the main reason for scholastic decrease, stated Rasinski & Hoffman (2003).

1.1 Research Question

1. How is using scramble words to teach reading comprehension for the 10th grade students of SMKN 5 Madiun?
2. What are the strengths and weaknesses found in using scramble words in teach reading comprehension for the 10th grade students of SMKN 5 Madiun?

1.2 Purpose of The Study

The purpose of this study is to explore the implementation of using scrambled words as an instructional strategy for teaching reading comprehension to 10th-grade students at SMKN 5 Madiun. This research aims to investigate how this method can be applied in the classroom and its effectiveness in enhancing students' ability to comprehend written texts. The approach of using scrambled words has been noted in educational research as a potentially engaging method for fostering critical thinking and language skills, as it encourages students to focus on structure, vocabulary, and context in a meaningful way.

In addition, the study aims to evaluate the strengths and weaknesses associated with using scrambled words in teaching reading comprehension. This includes identifying how this method supports or challenges students in processing information and drawing inferences, as well as exploring any limitations that may affect its practical implementation in a real classroom setting.

Research has shown that interactive and gamified approaches, such as word scrambling, can positively influence student motivation and cognitive engagement. However, it is also essential to assess potential difficulties, such as the time needed for preparation and the variability in students' responses.

By analyzing the effectiveness and practical challenges of using scrambled words, this study seeks to provide valuable insights for educators who aim to adopt innovative strategies for teaching reading comprehension. It also contributes to the broader discussion of incorporating active learning techniques in language education to improve student outcomes.

1.3 Significance of The Study

The result of this study is expected to give the contribution to the following elements:

It can serve as a background for future researchers, hopefully. This study provides a description of reading comprehension skill for high school students. The result of this study can serve for future researchers to study further and serve as a background for future studies. This study provides a description of the reading comprehension skill for high school students and can serve for future researchers to study further and serve as a background for future studies.

For teachers and for students, this research provides information about students' abilities in reading comprehension. So that students can know how good they are at reading and do some reflection on themselves. For lecturers, this

research provides useful information to help lecturers find solutions to the difficulties that students have in reading comprehension. For the future researcher, hopefully, this research can be a reference for future research.

1.4 Definition of Key Terms

a. Reading Comprehension on ELT Students

Reading comprehension is the process of extracting meaning from written texts; it involves being capable of reading words, understanding sentence structure, and connecting concepts in and across texts to establish logical understanding. It is greater than word recognition but requires drawing inferences from contextual meaning and inferring the author's meaning. Reading comprehension is a key learning and productivity skill because it facilitates people to intake and retain knowledge in an efficient manner, thereby aiding academic achievement and personal growth.

b. Scramble Words

Scramble words refer to an educational activity in which words or sentences are presented in a jumbled or disordered format, requiring student to re-arrange them into their correct sequences. This technique promotes critical thinking and reinforces the understanding of grammar, vocabulary, and sentence structure. Furthermore, this approach not only aids in enhancing reading comprehension but also makes the learning process more interactive and enjoyable, helping to address issues like disinterest and lack of motivation in

reading. Scrambled word media refers to the specific materials or tools used in implementing scrambled word activities in the classroom. These materials typically include printed or digital resources that present words or sentences in a jumbled format. The use of such media encourages students to focus on recognizing patterns, reconstructing sentences, and understanding context.