

CHAPTER V

DISCUSSION AND SUGGESTIONS

This chapter discusses the research results presented in Chapter IV by relating them to relevant theories and previous studies. The discussion aims to interpret the findings and explain their implications for teaching reading comprehension.

5.1 Discussion on the Implementation of Scramble Words

The results show that Scramble Words were implemented through structured reading stages, which allowed students to engage actively with the reading text. This finding reflects reading instruction principles that emphasize active processing and guided learning in developing comprehension skills (Rosenshine, 2012).

The activity required students to analyze word order and sentence meaning, supporting the view that reading comprehension involves understanding text structure rather than merely recognizing words (Romdoni, 2020). Therefore, Scramble Words functioned as an instructional strategy that encouraged deeper cognitive engagement during reading lessons.

5.2 Discussion on Students' Responses

The positive student responses found in this study indicate that interactive learning strategies can increase motivation and engagement in reading lessons. This result aligns with Yuliana et al. (2018), who state that gamified learning media enhance student involvement and concentration.

Compared to conventional methods, Scramble Words provided a learning experience that required students to think and participate actively. This supports previous findings by Gunawan (2019), which showed that scramble-based activities promote active learning and problem-solving skills.

5.3 Discussion on the Strengths of Scramble Words

One of the main strengths identified in this study is the ability of Scramble Words to promote active learning and improve reading comprehension. By rearranging scrambled words, students were required to analyze sentence structure and contextual meaning, which supports comprehension development (Fitriyah, 2021).

The technique also increased students' motivation and participation, especially in a vocational school context. This finding is consistent with Ekasari et al. (2023), who highlight the effectiveness of scramble word activities in creating an interactive reading classroom.

5.4 Discussion on the Weaknesses of Scramble Words

The weaknesses identified in this study relate mainly to time management and students' vocabulary limitations. These findings support previous research which indicates that scramble activities require careful planning and vocabulary support to be effective (Fitriyah, 2021; Rahmawati & Agustina, 2020).

Therefore, Scramble Words should be accompanied by scaffolding strategies such as vocabulary pre-teaching and clear instructions to maximize learning outcomes.

5.5 Comparison of the Research Findings with Previous Studies

This section compares the findings of the present study with previous studies related to the use of Scramble Words in teaching reading comprehension. The comparison is intended to determine similarities and differences between the findings and to strengthen the position of the current research within existing literature.

The findings of this study indicate that the use of Scramble Words encourages students to actively engage in reading activities and supports their comprehension of English texts. This result is consistent with the findings of Fitriyah (2021), who reported that scramble activities improve students' reading comprehension by enhancing vocabulary mastery and sentence construction skills. In both studies, students were required to rearrange words into meaningful sentences, which encouraged deeper processing of the reading text.

Similarly, Gunawan (2019) found that scramble-based learning methods promote active participation and problem-solving skills during reading and writing activities. This finding aligns with the present study, where students showed higher levels of engagement and participation compared to conventional reading instruction. Both studies emphasize that Scramble Words shift students from passive reading to active learning.

The present study also supports the findings of Herlina (2022), who demonstrated that the Scramble method effectively improves students' reading

comprehension. Although Herlina's study employed a quasi-experimental design, while the present study used a qualitative approach, both studies highlight the positive impact of Scramble Words on students' understanding of reading texts. This similarity suggests that the effectiveness of Scramble Words can be observed across different research designs.

In addition, Ekasari et al. (2023) emphasized that Scramble Words increase student motivation and engagement in reading lessons. This finding is consistent with the results of the present study, where students showed enthusiasm and active participation during the learning process. The similarity indicates that Scramble Words are effective in creating an interactive reading environment, particularly in Indonesian classroom contexts.

However, the present study also identified challenges related to time management and students' limited vocabulary mastery. These findings are in line with Fitriyah (2021) and Rahmawati and Agustina (2020), who noted that scramble activities require careful preparation and vocabulary support to be implemented effectively. Unlike experimental studies that focus on measurable improvement, the present qualitative study provides a contextual understanding of how these challenges occur in real classroom settings.

Overall, the comparison shows that the findings of this study are largely consistent with previous research on the use of Scramble Words in teaching reading comprehension. The contribution of the present study lies in its qualitative exploration

of the implementation process, students' responses, and instructional challenges in a vocational school context. This comparison strengthens the validity of the research findings and confirms that Scramble Words are a relevant and effective strategy for teaching reading comprehension.

5.6 Suggestions

Based on the findings and discussion of the present study, several suggestions are proposed for English teachers, students, and future researchers.

1. Suggestions for English Teachers

English teachers are encouraged to use Scramble Words as an alternative instructional strategy in teaching reading comprehension, particularly to promote active student participation. The findings of this study indicate that Scramble Words help students engage more actively with reading texts by encouraging them to analyze word order, sentence structure, and contextual meaning.

However, teachers are advised to provide sufficient scaffolding, especially for students with limited vocabulary mastery. Pre-teaching key vocabulary and giving clear instructions before the activity may help students complete the tasks more effectively. Teachers should also manage time carefully to ensure that students have adequate opportunities for discussion and reflection after completing the scramble activities.

2. Suggestions for Students

Students are encouraged to actively participate in scramble word activities and view them as opportunities to improve their reading comprehension and vocabulary mastery. By engaging actively in rearranging scrambled words, students can develop a better understanding of sentence structure and contextual meaning.

Students are also advised to expand their vocabulary independently by reviewing unfamiliar words encountered during reading activities. Active involvement and consistent practice may help students gain confidence and improve their overall reading ability.

3. Suggestions for Future Researchers

Future researchers are suggested to conduct further studies on the use of Scramble Words using different research designs, such as experimental or mixed-method approaches, to examine its effectiveness more comprehensively. Future studies may also explore the application of Scramble Words in different educational levels or language skills, such as writing or vocabulary development.

In addition, future researchers may investigate strategies to overcome the challenges identified in this study, particularly related to time management and students' vocabulary limitations. Such research may provide deeper insights into how Scramble Words can be implemented more effectively in various classroom contexts.