

THE SCRAMBLE METHOD TO IMPROVE MEMORIZING SKILLS ENGLISH TENSES TOP OF HEAD IN COMMUNITY SERVICE ACTIVITIES

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ABSTRACTS

This community service activity aims to provide improvements to students using the scramble method as one of the main methods for improving the ability to memorize tenses in learning English grammar. The method used a descriptive qualitative approach with a type of case study. The research location is class XII Madrasah Aliyah Ihyaul Islam. While the data collection used in this study included direct observation and unstructured interviews to determine the accuracy of the data. The results obtained from using the scramble method, students experience an increase in memorizing and understanding the tenses formula because students are invited to actively think by answering the questions given in a group and then arranging the questions to form sentences according to the tenses formula. And the activity also with play activities between groups. So that students can have fun playing but still get the intended results.

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INTRODUCTION

Learning English is a language learning that is classified as difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, and writing, the most important thing is mastery of grammar preparation according to English rules. (Muliana, 2020). English skills cannot be mastered without proper grammar knowledge, because success in mastering the four language skills depends on several elements such as grammar and so on. (Fatoni, 2022).

Tenses are part of English grammar and one of the most important language components in English. It is undeniable that by mastering tenses students are not only able to produce correct English sentences but they are also able to communicate in English effectively. (Mariyana, 2021). However, when at the level of the tense, many students find this part very difficult because they have to memorize a lot of formulas (Dewi et al., 2021).

Difficulties in memorizing tenses formulas are also due to cultural and language differences between Indonesia and English-speaking nations (there are no tenses in Indonesian) which make students unable to memorize and understand the essence of tenses directly. (Adi & Lestiyawati, 2022). Learning about these tenses requires an effective learning strategy (Ayu & Sari, 2022) because the material will continue to be continuous in the next material, therefore students are required to memorize and master these formulas smoothly so that the next material is not confused.

To overcome this, the learning strategy of the scramble-type cooperative model can help students quickly memorize and understand the material, because scramble is a learning method that can improve students' memory and thinking speed. (Fitria & Andriesgo, 2019). The use of

the scramble method also requires students to be active in thinking and looking for an answer to a problem (Atu & Barutu, 2019)

Some previous research results, such as editorial text writing skills, showed a significant effect between the results of using the scramble model and the conventional method (Ernis & Wahyuni, 2022). The results of research on increasing students' reading motivation in thematic learning also showed a good increase through the application of the scramble method (Sayekti, 2020). Another opinion also explained that students were able to achieve learning outcomes by the minimum completeness criteria in increasing Christian religious education through this method. (Halawa, 2021).

Based on several previous studies that focused on improving learning skills and motivation, one of the Zainul Hasan Islamic University students took the initiative to carry out a community service activity using the scramble method and focused more on improving memory skills (memorization) of formulas tenses so that students can master them externally. So that students are no longer confused about understanding the material after the tenses, of course, the tenses material is used in every grammar material.

After what has been described in the description above, it is important to carry out this activity to overcome problems for students who are less able to memorize tenses formulas so that they can easily understand the material in learning English both in the fields of writing, speaking, and especially in the field of grammar (grammar).

RESEARCH METHOD

This community service activity uses a qualitative descriptive research method. Used to find more in-depth information about the use of the scramble method to improve memory for learning tenses, while the type of activity used is a case study conducted in class XII Madrasah Aliyah Ihyaul Islam Pajarakan Probolinggo and focused on specific cases to be observed and analyzed carefully. Data collection uses observation and in-depth interviews and is supported by documentation.

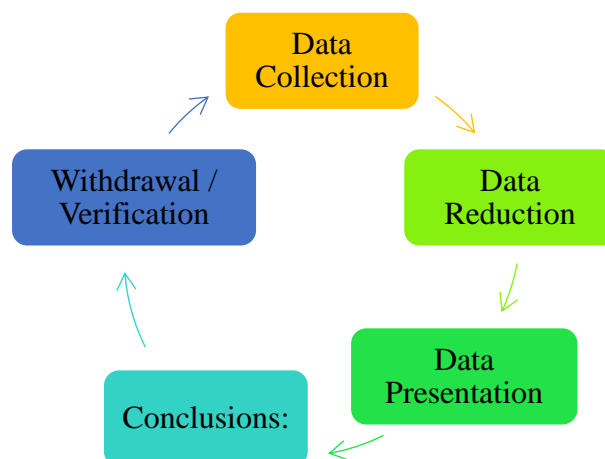


Figure 1. Qualitative data analysis process (Mudarris et al., 2022)

Figure 1 describes data collection by data analysis because data analysis is a part that must be done by a researcher in completing his research project (Sutisna, 2020). Data collection was carried out through research observation notes and interviews. Then, at the data reduction stage, original data is selected in the form of annotations, then the next step is determined by providing an understanding of the data to display the data, then conclusions are drawn from the data studied. This is done to obtain strong data on the matter being studied (Rozi & Jannah, 2022)

Sources of information on community service activities were obtained from subject teachers, general staff, and class XII students of Madrasah Aliyah Ihyaul Islam. Because these sources are the right source of information in finding information that is directly related to the needs of the activity.

RESEARCH FINDINGS AND DISCUSSION

The focus of this community service activity is on efforts to use the scramble method to overcome difficulties in memorizing and understanding tenses lessons at Madrasah Aliyah Ihyaul Islam. Because of the results of observations made in the field, students of class XII at Madrasah Aliyah Ihyaul Islam often forget and don't even know about tenses formulas in grammar lessons which is caused by their lack of memorization and understanding of tenses material.

To overcome students' difficulties in memorizing and understanding tenses material, the effort carried out by the executor of the activity is to utilize the scramble method. Because the implementer believes that the use of the scramble method is very appropriate to use to overcome the difficulties of students in understanding and memorizing tense formulas because this method often involves students thinking (Sa'diyah, 2023).

Scramble method

The scramble method is one of the language games, which in essence is an activity to acquire certain skills in a fun way. At first glance, the scramble method is almost similar to the word square method, except that in the scramble method, the answers to the questions are not written in the answer boxes, but have been written, but with a random wording. (Nasem, 2021).

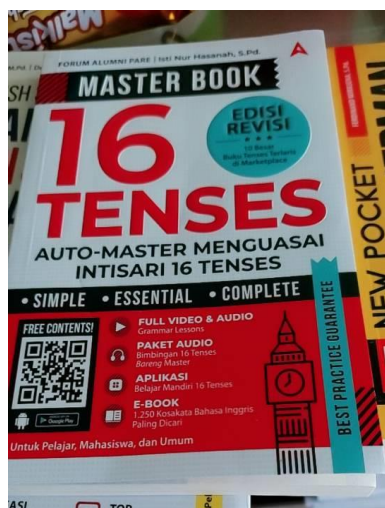
The application of the scramble method to community service activities in class XII Madrasah Aliyah Ihyaul Islam was carried out considering the difficulties experienced were a lack of understanding of grammar, one of which included tenses (Vebiant et al., 2021). One of the class XII students at Madrasah Aliyah Ihyaul Islam said that this grammar material was very difficult to memorize, even students admitted that they had learned it from class X but still forgot the formulas. (Ubaydillah, 2023)

One of the general staff of Madrasah Aliyah Ihyaul Islam also said that children often complain of difficulty answering questions about exam questions when it comes to tenses because they don't memorize all the tenses formulas. (Fatima, 2023). Therefore, the scramble learning model applied to this community service activity requires students to be able to work together in groups to arrange words according to the random tenses formula to become an answer to the questions provided. (Mida, 2022).

Through the Scramble Learning Model, students can find information about tenses formulas through questions given by the teacher because the scramble method is a method that invites students to play creatively in arranging words into suitable sentences so that it makes it easier for them to remember tenses formulas easily. and fun of course (Ernis & Wahyuni, 2022).

Stages of Using the Scramble Method in Community Service Activities

The stages of using the scramble method in community service activities are as follows; First, the executor of the activity prepares the learning teaching materials that will be used. The teaching materials used for tenses material are in the form of the Master Book 16 Tense from Isti Nur Hasanah S,pd, and several questions related to the material.



Soal-soal Tenses

1. Are – we – to the market – going – and - Cooks – rina – now – in the kitchen
2. They – ate – have – meatball – and - Been – singing – has – he – a song
3. Sandi – in the park – played – badminton – and - Was – walking – dodi – in front of my house
4. Had – swept – I – the floor – and – closing – had – you – been – the door
5. Take – she – will – flower – and – be – we – will – throwing – rubbish
6. Will – has – roni – took – the shoes – and – I – been – have – will – bought – a bag
7. Andi – open – would – the door – and – be – would – bringing – you – a book
8. Have – we – would – taken – a fruit – and – he - been – would – has – opening – the window

Figure 2. Book of teaching materials and some questions related to tenses

Second, the executor of the activity begins the activity by delivering tenses material. During the process of implementing activities, casually provide examples of sentences related to tenses.



Figure 3. Activities using the Scramble Method to Improve the Ability to Memorize Tenses

Third, opening a question and answer session with students regarding the material that has been conveyed, worried that there are students who still do not understand the material that has been conveyed. Fourth, the executor of the activity begins the activity using the scramble method by forming several groups and then giving the questions that have been provided to each group. This activity lasts until the students remember and understand the formulas of tenses. Fifth, the executor of the activity reviews the materials and activities that have been carried out to increase students' memory and understanding. If a plot is formed, then the use of the scramble method to improve the ability to memorize tenses beyond the head of class XII Madrasah Aliyah Ihyaul Islam can be seen in the following figure:

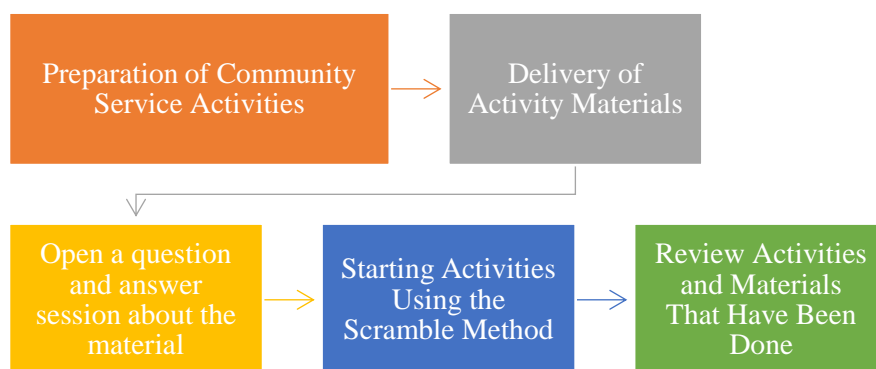


Figure 4. The plot of the use of the scramble method to improve the ability to memorize tenses beyond the head of class XII Madrasah Aliyah Ihyaul Islam

From the application of the scramble method that was applied to Class XII Madrasah Aliyah Ihyaul Islam, the activity implementers felt that some students had made more progress in remembering and understanding tenses formulas than before starting the activity. (Sa'diyah, 2023). This can be seen when one of the students was asked to make sentences using tenses, mention tense formulas, and translate Indonesian sentences into English sentences, with enthusiasm and ease they answered these questions.

This is due to the use of the scramble method in these activities which is more relaxed and without pressure in its use to enable students to learn while playing. (Cape et al., 2021). And also when the activity takes place mom, each group member is responsible for everything that is done in the group. Therefore, in this technique, no student is silent because each individual is given responsibility for the success of the group (Judge, 2021).

In this case, by using this method, besides being invited to practice guessing the way of thinking of the original writing, it also invites students to be creative with a new arrangement that might be better than the original arrangement. (Damayanti et al., 2020). As for significantly, the class XII teacher explained the progress that was obtained when the activity and the use of scramble method were used, that is, through this activity the students seemed more enthusiastic about learning English (Aisha, 2023). The following is the framework for executing activities.

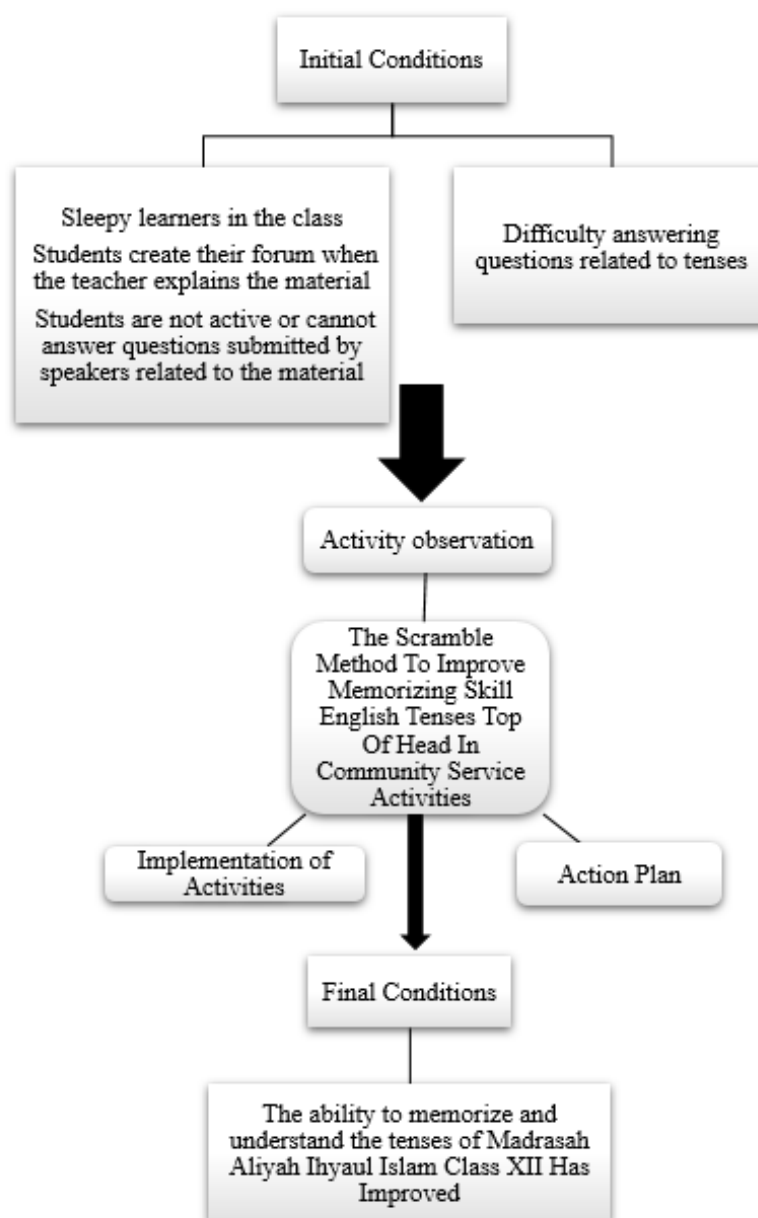


Figure 4. The Framework for Executing Activities

CONCLUSION

Learning English is a language learning which is classified as difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, and writing and the most important thing is mastery of grammar preparation by English rules. Difficulties in memorizing tenses formulas in grammar material are also due to cultural and linguistic differences between Indonesia and English-speaking nations which prevent students from directly memorizing and understanding the essence of tenses.

The presence of the scramble method in the community service activities carried out by one of these students helped the students further improve their ability to memorize tenses formulas and understand they are about tenses material. So, the results of the activities carried out have a significant influence on increasing their memory and understanding of the material that has been studied.

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