The Influence of Scramble Method on Arranging Sentence Ability of Deaf Students 5th Class Special Education Elementary School Dharma Wanita Sidoarjo

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Abstract

Arranging sentence is an ability to arrange and write words into sentence which consist of subject, verb and complement, so that it can be understood by other people. If the disturbance of arranging sentence for deaf students is not handled, it will cause the message they deliver is not clear and understandable. The deaf students is a child who experienced a lack or loss of hearing ability due to damage or malfunction in part or all of their hearing instruments that have an impact on our daily lives, especially in the mastery of language and communication, either with or without the use of hearing aids. The goal of this research is to investigate whether there is influence of scramble method on arranging sentence ability of deaf students of fifth class of special education elementary school Dharma Wanita Sidoarjo or not.

This research used Pre-Experimental Design with one group Pre-Test and Post-Test. This was conducted in 8 meetings with 6 introversions. The data were collected by using test and documentation. The test was analysed by using non parametric statistics with sign test. This showed that there is improving score of deaf students ability on arranging sentence in the pre test which is 69,16 and 94,16 in post-test.

The result of research analysed by sign test showed that $Zh = 2,05 > Z$ table $= 1,96$ with its 5% level significance (both side test). Therefore, it can be concluded that there is significant the influence of scramble method on arranging sentence ability of deaf students of fifth class of special education elementary school Dharma Wanita Sidoarjo

Keywords: Scramble Method, Arranging Sentence Ability, Deaf Students.

Introduction

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A. Background of the Study

Education had very important role for the nation life continuity because education was the main facility for preparing human resource in the future. The regulations number 20 in 2003 Article 5 Verses 1 and 2 about national education stated that: Verse 1 stated that every citizen had the same rights to obtain high quality education and Verse 2 stated that citizens who had disorders of physic, emotional, mental, intellectual, and/or social had the rights to get special education. Regarding with the disorder, from the statement above it meant that one of the children who had rights to get special education was hearing impairment children.

Somantri (2007) said that hearing impairment children were those who had lack or lost of hearing ability caused by damage or malfunction apart or all hearing organs so they had disorder in their language development.

Bunawan (2000) defined language was a media which enabled someone to convey the thinking to someone else identified the deepest feeling. Through language, humans could socialize with their environment and could interact with the others. Whereas Tarigan (2008) said that someone's language reflected their mind. The more skillful someone spoke, the clearer their mind ran. Speaking skill could only be obtained by practicing and many training. Training speaking skill was as well as training thinking skill.

Tarigan (2008) explained that there were four speaking skills i.e. scrutinizing skill, speaking skill, reading skill and writing skill. Writing skill was one of the highest levels of speaking skill. Writing was a process of expressing ideas in the form of written language explanation of a series of language symbols (alphabets). In writing or arranging some sentence it was required mastering the sentence structure and pattern which would be written. By mastering the sentence structure and pattern every message which would be conveyed through writing would be easy to understand and comprehend.

Before explaining an idea in the sentence it needed to know the basic of the sentence. According to Gorys Keraf (2010) he explained that a sentence was part of statement preceded and followed by silence whereas the intonation indicated that the part of the statement had already completed. According Lamuddin Finoza (1993) explained that a sentence was part of statement which had minimum structure i.e. subject (S) and predicate (P) and the intonation indicated the statement had already completed by meaning. The other elements such as object (O), complement (C), and adverb (Adv) in a sentence could be attached or not.

In communicating, mastering the sentence structure was very important thing because with the true sentence structure people would understand and comprehend more what statement conveyed, in addition, the communication process became more effective and efficient.

Communication was a process of sending message from one person to the other. By communicating, someone could convey his/her opinion, express his/her feeling, idea or thinking either verbally (oral) or non verbally (cue). The communication system was generally used through oral and writing but to hearing impairment children it would be different with the communication system for the

normal children. Further, Sadjaah E. (2003) stated, as the impact of the lost of half or whole hearing function the hearing would be difficult or less functioning, and it caused the communication disorder either orally or written.

Kathryn P. Meadow (in EdjaSadjaah 1995), in communicating through writing, hearing impairment children inclined to use short and simple sentence because the limitedness words they understood, finally the children only used the words they could remember and they also forgot in arranging the sentence well, and made sentence with little words.

Based on the research done by experts about kinds and many errors made by hearing impairment children in their writing or composition, Meadow (in Lani Bunawan 2000) explained that the sentence arranged by hearing impairment children was shorter and simpler than the normal was. In spite of this, Myklebust (in Lani Bunawan 2000) concluded that the composition of hearing impairment children in 7-15 years old was more using noun than the other kinds of word.

Based on the observation result which had been done to hearing impairment students of class V in SDLB-B Dharma Wanita Sidoarjo, it was found the problem that as the impact of hearing impairment most of hearing impairment children had difficulty in arranging or writing sentence. They often made many mistakes in writing sentence with good structure, and the word arrangement used was still complicated. The first example sentence: "Rani book buys". In that sentence, the placement, place, and selection of words was not exact so the sentence was difficult to understand. The second example sentence: "Mother accompanying was sister to school". The words arranged in the sentence were not appropriate with the sentence structure SPO/SPOK so the sentence plot was unclear and hard to understand.

Because the sentence usage was unstructured it made the message conveyed by hearing impairment children in communicating could not be understood by the people listening. If this occurred continuously the ongoing communication among hearing impairment children in society would break and they were isolated from their environment.

Based on the problem above, it required solution which could help to solve the problem of hearing impairment children in arranging sentence ability. One of the efforts done to solve the problem was giving *Scramble* method.

According to Rober B. Taylor (in Miftahul Huda, 2013), *Scramble* method was one of the learning method which could enhance the students' concentration and speed thinking. This method required the students to join the left and right brains. In this method, they were not only asked to answer some questions but also quickly guess the question answer which had already been available, however, the condition was still in random. As stated by Hesti Damayanti (2010) in her thesis, *Scramble* method was one using exercise stress which was done in group requiring cooperation among the group members by thinking critically so that they could be easier to find the problem solution.

Whereas, in Kokom Komalasari (2013) *Scramble* method was a method inviting the students to look for the answer toward a statement or couple from a concept creatively by arranging the alphabets arranged randomly so that the alphabets formed an answer or couple concept intended.

The steps applied *Scramble* method according to Miftahul Huda (2013) as the following: (1) the teacher presented suitable topic material appropriated with the competence standard i.e. about arranging and writing sentence with SPO/SPOK pattern, (2) the teacher divided the students into several groups, (3) the teacher gave the teaching material to each group, (4) the teacher explained the example of sentence material which would be learned that day i.e. about arranging and writing sentence through scramble words or sentences, (5) the teacher checked the students' comprehension by giving exercises in the blackboard regarding with the material which had been given that day with the game of scramble words or sentences and accompanied with the pictures, (6) after explaining the material, the teacher gave scramble worksheet to each group, (7) the teacher gave duration to do the exercises, (8) the students did the exercises and found the suitable answers in group which had already been arranged randomly based on the time the teacher decided, (9) the teacher checked the time duration while examined the students' working, (10) if the time to do the exercises had been over, the students had to submit the answer sheet to the teacher whether they did the exercises completely or not they should submitted the answers, (11) the teacher did assessment, the value obtained based on how many exercises the students could answer well, (12) the teacher gave appreciation, spirit, and reward to the students who had succeeded and also to the students who were not enough success yet in answering the exercises well and fast.

Through *Scramble* method the students could be trained to arrange the words, sentences, or random reading with meaning arrangement and maybe better than the original arrangement. Therefore, this game method was hoped to be able to motivate the students' desire in learning arranging or writing sentences to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo. Puji R. Utami in Fitrianingsih (2016), random words method was a method used in teaching arranging sentence. The students would arrange jumbled words to be a clear meaning sentence. The sentence was language unit in the form of words or word series which could stand alone and stated complete meaning. The sentence was the smallest language unit which expressed thinking orally and in writing.

Related to the problem above, the researcher was interested in doing research with the title "The influence of *Scramble* method application toward arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo".

B. Problem Statement

Based on the description of the background of the study, it can be concluded that the problem statement of this study is :

"Is there any effect of the influence of scramble method on arranging sentence ability of Deaf students of fifth class of special education elementary school dharma wanita sidoarjo?"

C. Objective of the Study

This study is aimed to assess the presence or absence of the influence of scramble method on arranging sentence ability of Deaf students of fifth class of special education elementary school dharma wanita sidoarjo.

D. Significance of the Study

1. Theoretical Significance

Theoretically, this research is expected to contribute knowledge and resources for the development of science to the study of special education services for children with hearing impairment. Sources of information obtained from this study is the *Scramble* method can be used to improve the ability of deaf students to make sentences.

2. Practical Significance

a. for researchers

Can add insight and knowledge as a way of improving the ability of deaf children in learning Indonesian on the subject of preparing / writing sentences.

b. For student

Giving Scramble learning method is expected to help optimize the learning of children in developing / writing sentences well to overcome this problem.

c. for Teachers

This research can be used as a reference for teachers in designing and implementing the learning process Indonesian especially the material compiled / written sentences in hearing impaired children.

Review of Related Literlature

A. **Theoretical Framework**

1. *Deaf Children Cerebral Palsy Spastic Diplegi*

a. **The Definition of** *Deaf Children*

Somantri (2007) said that hearing impairment children were those who had lack or lost of hearing ability caused by damage or malfunction apart or all hearing organs so they had disorder in their language development.

Furthermore Edja Sadjaah (1996) defines that deaf children are those who can not afford litsning or catch words or speech of others through hearing, they were only able to see or catch the other person or the interlocutor through the lips with the capability of view.

Based on some of the above opinion can be concluded that the definition of deaf children are those who have lost some or all of hearing that impact on everyday life, especially in the mastery of language and communication, either with or without the use of hearing aids.

2. Basic Concepts of Sentences, Syntax (Sentence Compilation)

a. The Definition of Sentence

Bloomfield (in Abdul Muis, 2010) explains that the sentence is a linguistic form, which does not belong to a larger form because it is a grammatical construction.

While Gorys Keraf (in Abdul Muis, 2010) explains that the phrase is part of the speech that preceded and followed by silence, while the intonation indicates that part of the speech is complete. While Lamuddin Finoza (2004) explains that the sentence was part of speech that has a structure of at least a subject (S) and predicate (P) and intonation show the speech section is complete with meanings. Another element of the object (O), complement (Pel) and description (Ket) in a sentence may be required to be present or not.

b. The Definition of Syntax or Sentence Compilation

Vallin (1997) a term derived from the Greek syntax, syntaxis meaning "arrangement" or "composed jointly". While Crystal (in Abdul Muis, 2010) explains that it is a syntax that is a study of the rules that govern the way the words that have been combined to form sentences in a language.

Meanwhile, according to Paul Roberts (in Abdul Muis, 2010) defines the syntax as grammar that examined the relationship of words in the sentence, ways to arrange the words to form a sentence. In this case, the syntax attempts to explain the functional relationship between the elements in units of syntax which are arranged together in the form of phrases, clauses, sentences and discourse.

Sumiyati (2009) in preparing sentence the words used to compile sentence structure derived from nouns, verbs, adjectives and tasks. The smallest model in the sentence structure called the sentence patterns. Bambang Tjiptadi in Sumiyati (2009) explains that the sentence pattern is a pattern consisting of the elements of the post of a sentence to form a sentence. Position the sentence was covering the subject (subject line), title (title), objects (supplementary), and description.

Based on some opinions on the above, it can be concluded that what is meant by the ability to make sentences is the ability to compose or write words that will form a sentence structured and patterned according SPO or SPOK, so it will have a structure or sentence patterns is good and right and easily understood by others.

3. *Scramble* Method

a. The definition of *Scramble* Method

Harjasujana and Mulyati in Poppy Dames (2012) argues that the term *"Scramble"* borrowed from English which means action, fight and struggle ". This term is used for a kind of word game, a game arrange the letters, words, or sentences that have been randomized into the proper arrangement structure or even be better than the actual arrangement. In this game can be done by two or four people in one group, in the game players must rearrange the words from the

letters, the sentence of the words, and the discourse of the pieces sentence structure had been randomized before. In this game, kids compete to compose a sentence of words that have been in previous randomized into the correct order and appropriate. In this method of preparing letters game aims to train speed of thinking and mastery of vocabulary. While construct a sentence aims to enhance the skills of expressing ideas and write in sentences. Of course, that sentence must be prepared in accordance with the rules of correct language. In this method to train children to be active in learning, especially in learning the language.

Robert B. Taylor (in Miftahul Huda, 2013) explains that the *Scramble* is one method of learning that can improve students' concentration and speed of thought. This method requires students to combine the right brain and the left brain. In this method, they not only asked to answer the question, but also to guess quickly answer questions that are already available but still in random conditions. The accuracy and speed of thought in answering the question becomes one of the key games scramble method. Scores of students is determined by how many questions correctly and how quickly problems are worked out.

Kokom Komalasari (2013) reveals that the Scramble is a learning method that invite students to look for answers to a question or a spouse of a creative concept by arranging the letters are arranged randomly so as to form an answer or a couple concepts in question.

Aris Shoimin (2014) In accordance with the nature of the answer *Scramble* consists of a variety of forms namely:

a. Word *Scramble*

That is a game to arrange the words and letters that have confounded located so as to form a word that means, for example:

tpeian = petani (in English mean is Farmer)
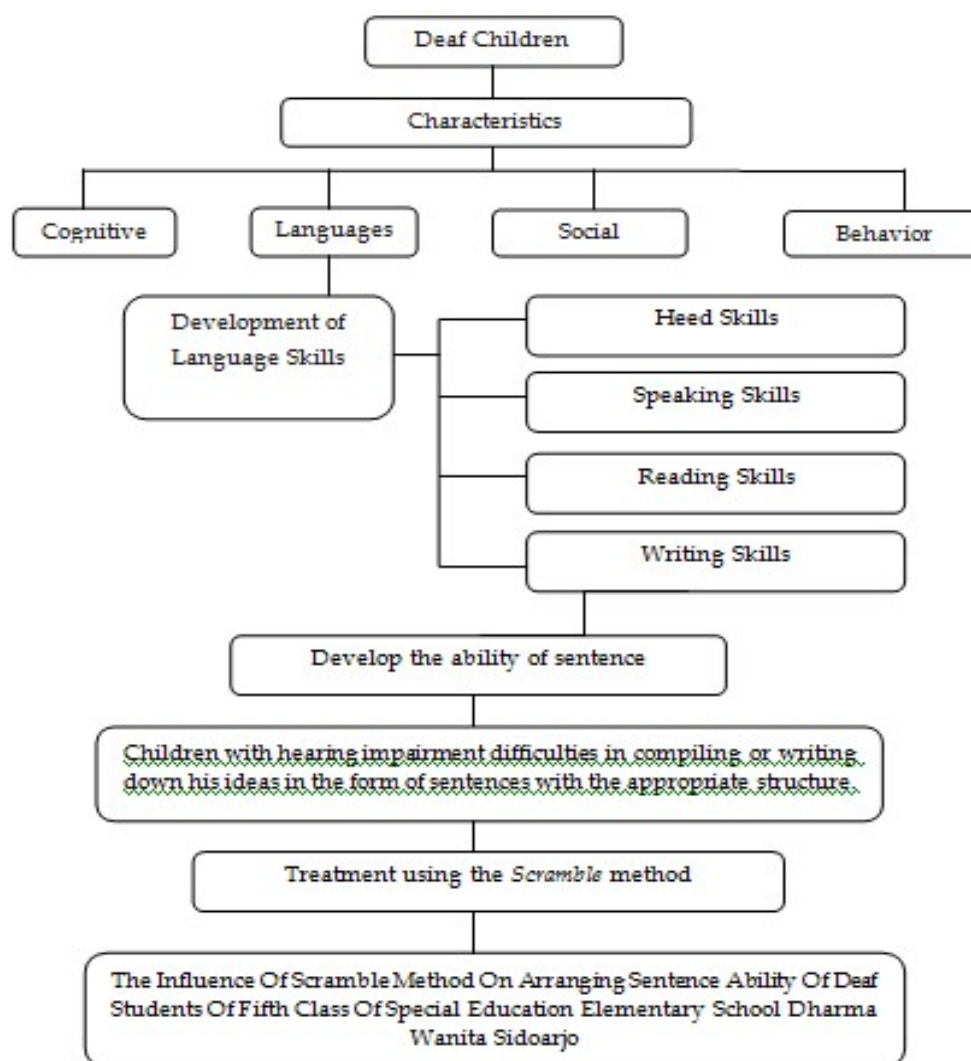
kberjae = bekerja (Work)

b. Sentence Scramble

That is a game to make sentences of random words. Forms sentence should be logical, meaningful, accurate, and true examples:

pergi – aku – bus –ke – naik – Bandung = aku pergi ke Bandung naik bus (I went to take the bus)

c. Scramble Discourse

That is a game construct logical discourse based random sentences. Results arrangement should be logical and meaningful discourse.

B. Framework of Thinking

Pictue 2.1 Schematic of the *Scramble* method of the ability to make sentences for deaf children

Result of The Study and Dicussion

A. Result

1. Result of the Study

From the result acquisition of once pre test, once post test, and 6 times treatment, it was obtained the data in the table as the following:

Table 4.1 The data of *pre test* result of arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo before applying *Scramble* method.

Name	Indicator Arranging Sentence Ability										Score	Average value
	A					B						
	Exercise number											
	1	2	3	4	5	1	2	3	4	5		
DK	3	4	3	3	3	3	4	3	3	2	31	77,5
IH	4	3	3	3	3	1	4	1	3	2	27	67,5
IF	4	3	3	3	3	3	1	2	3	4	29	72,5
UM	4	3	3	3	3	1	1	1	4	4	27	67,5
HN	4	3	3	3	3	2	1	3	2	2	26	65
ON	3	3	3	3	3	2	2	3	3	1	26	65
Total average value											27,66	69,16

Explanation:

A: Arranging words to be true sentence based on SPOK

B: Writing sentence with SPOK pattern as the picture

Table 4.2 The data of *post test* result of arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo before applying *Scramble* method.

Having known the pre test and post test result the next was to seek the value recapitulation. This value recapitulation was to look the result comparison of arranging sentence before and after giving treatment through *scramble* method so that it could be known the increasing and decreasing rate of arranging sentence result to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo. The recapitulation table of the result of arranging sentence ability *pre test* and *post test* was as the following:

Table 4.3 Recapitulation table of *pre test* and *post test* result data of arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo.

No	Students Name	Value	Value
1.	DK	77,5	97,5
2.	IH	67,5	95
3.	IF	72,5	95
4.	UM	67,5	95
5.	HN	65	92,5
6.	ON	65	90
	Average	69,16	94,16

2. Data Analysis Result

The data were analysed using non-parametric statistical test by using a sign.

a. Table workplace change score pre-test and post test the ability to construct phrases deaf children in class V SDLB-B Dharma Wanita Sidoarjo.

Table 4.4 Work table of *pre test* and *post test* value change of arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo using *Scramble* method.

No	Student Name	Value		Sign Change
		Pre test (O1)	Post test (O2)	(O1 – O2)
1.	DK	77,5	97,5	+
2.	IH	67,5	95	+
3.	IF	72,5	95	+
4.	UM	67,5	95	+
5.	HN	65	92,5	+
6.	ON	65	90	+
Total plus sign (+)				6

The data obtained from the *pre test* and *post test* result was then analysed using "Sign Test" formula as the following:

$$\mathbf{Zh} \quad = \frac{X-\mu}{\sigma}$$

In this way:

$$Zh = \frac{X - \mu}{\sigma}$$
$$= \frac{5,5 - 3}{1,22}$$
$$= \frac{2,5}{1,22}$$
$$= 2,55$$

If the level of critic value α = 5% so Z table = 1,96. The value of Z counted was 2,05. It said that Zh ≥ Zt in this way Ho (null hypothesis) was refused and Ha (work hypothesis) was accepted. It meant that there was significant influence of scramble method toward arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo.

B. Discussion

The result of data analysis indicated that Z value obtained in counting was 2,05 greater than critic value 5% i.e. 1,96 so it was known that there was significant influence of scramble method toward arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo.

The limitedness of hearing impairment children in listening had impact to minimum vocabulary which had impact also to the limitedness of hearing impairment children in arranging sentence. Therefore, in this research the intervention was repeated 3 times in learning arranging sentence through words scramble implemented to the 1st, 2nd, and 3rd meeting and sentence scramble was implemented to the next meeting i.e. 4th, 5th, and 6th meeting. The learning method also had to be adjusted to the characteristic of hearing impairment children. One of the learning theories was by repeating. The more repeating did the more material could be mastered.

This statement was suitable with Thorndike (in Nursalim, 2007:51) i.e. learning process was as problem solving process. In this case, Thorndike did experiment with a puzzle box. As a trial, a cat was as the trial subject, hungry was as the motif, food was as the stimulation and going out from the cage was as the problem. In that trial, he concluded that the more behavior was repeatedly done the shorter the time range between the problem given and the solution. There were 3 base punishments stated by Thorndike i.e. one of them was "effect law". Effect law was an action accompanied fun result which inclined to be maintained and the other time would be repeated, on the contrary, an unhappy action inclined to be left and would not be repeated anymore. In the statement it indicated that the main principle in learning was repeating. The more often repeated the more learning material would be mastered.

Hearing impairment children optimized more the visual sense in getting information. It was suitable with the statement of Somad and Herawati (1995:28) who stated that "because of the lack function of hearing, hearing impairment children shifted their observation to eyes so they were called "visual human". Using the visual, the hearing impairment children understood oral language while looked the movement and face expression of their speaking partners. The eyes of hearing impairment children were also used to read the lips movement.

Picture media usage, in addition scramble method in learning process to hearing impairment children, could help to facilitate them. Therefore, in this research, *scramble* method usage with picture media was as the stimulus to arrange or write words or sentence. When teaching *scramble* method in the blackboard to one picture, there was activity picture functioning as the subject for keyword in initial arranging sentence and also picture series which would be an activity picture with exact arrangement and SPOK pattern.

Rober B. Taylor (in Miftahul Huda, 2013:303) explained that *Scramble* was one of the learning methods which could enhance concentration and speed thinking. This method required the students to join the left and right brains. In this method, they were not only asked to answer the exercises but also guess the exercise answer exactly which had been available but it was still in random. Therefore,

picture media while giving *scramble* method helped very much in learning process to hearing impairment children in receiving learning so that they were not bored easily.

In the same way, Azhar Arsyad (2014), media based visual played very important role in learning process. Visual media could accelerate retention comprehension. Visual could also grow the students' desire and could give relationship between the content of learning material and the real world. Therefore, in this research arranging sentence ability to hearing impairment children used *scramble* method.

Lamuddin Finoza (1993) stated that the basic sentence pattern was as the following:

1) S – P

   Isful menulis *(Isful writes) nh*

2) S – P – O

   Iman menonton televise *(Iman watches television)*

3) S – P – Pel (Complement)

   Pancasila sebagai dasar negara *(Pancasila was as the nation basis)*

4) S – P - Ket (Adverb)

   Kami bersekolah di Dharma Wanita *(We study in Dharma Wanita)*

5) S – P – O – Pel

   Petani menanami sawahnya palawija *(Farmer plants the crops in the rice field)*

6) S – P – O – Ket

   Oni membuang sampah di tempat sampah *(Oni throws the garbage in the trash bin)*

Based on the consideration above, the general pattern of basic sentence in Indonesian could be stated: S + P + (O) + (Pel/Complement) + (Ket/Adverb)

Scramble method was one of speaking game methods with stressing the game to word jumbled, sentence and paragraph which could handle the disorder in arranging or writing sentence. The significant thing could also be looked from the *pre test* and *post test* result from those six children. The average value of *pre test* result to those six children was 69,16 whereas The average value of *post test* result was 94,16. This was supported by the research result of Raudhatul Jannah, Warsiti, Imam Suyanto (2013) with the title "The usage of scramble method with scrabble media to enhance reading and writing ability to the students of class II in SD Negeri Tanjungmeru in 2013/2014". This research result was that by giving scramble method with scrabble media could enhance reading and writing ability to class II students in SD Tanjungmeru viewed to the average value in cycle I 72,05, cycle II 79,85 and cycle III 83,76.

Further, this research was supported by Fajriah Fera (2012) with the title "The application of Scramble collaboration learning method with Think Pair and Share toward the students' learning result to the ecosystem base discussion in class VII of MTs Negeri Cirebon II". The research result indicated that most of the students stated agree to the application of Scramble collaboration learning method with Think Pair and Share and total average was 55,8%. The post test result of the students to the

experiment class from 33 students getting the result above Completeness Minimum Criteria was 21 students and the control class was 9 students.

Hearing impairment children had disorder which had impact to the limitedness of information acquisition so they had disorder in arranging or writing. This made hearing impairment children inclined to use short writing language and found difficulty using the exact sentence structure. Applying *scramble* method could teach the children to learn the sentence patterns which would apply in their daily language.

Conclusion and Suggestion

A. Conclusion

Based on the data analysis result about scramble method toward arranging sentence ability to hearing impairment children it was known that Zh (2,05) was greater than the value of Z table 5% (1,96) so it could be concluded as the following:

1. There was significant influence to *scramble* method application toward arranging sentence ability to hearing impairment children of class V in SDLB-B Dharma Wanita Sidoarjo.

2. There was difference of arranging sentence ability value to hearing impairment children before giving intervention using *scramble* method with the average value 69,16 and after giving intervention using *scramble* method with the average value 94,16.

B. Suggestion

Based on the research result about the influence of scramble method application toward arranging sentence ability it was suggested:

1. For teachers, *scramble* method could be used as one of the references in choosing developing method of arranging sentence ability to hearing impairment children in the school because this scramble method was in the form of word and sentence jumbled game so it could enhance arranging sentence ability to hearing impairment students.

2. For school managers, it could be used as consideration and observation material in enhancing the academic quality for hearing impairment students, especially Indonesian subject matter with arranging sentence material.

3. For researchers, the result of this research could be used as reference material in doing the next research using different variable and more samples.

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