

ENHANCING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH SCRABBLE GAME AT SMA ISLAM ARRAHMANIYAH

Meningkatkan Pemahaman Membaca Siswa terhadap Teks Deskriptif Melalui Permainan Scrabble di SMA Islam Arrahmaniyah

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Abstract

Previous studies have shown that the Scrabble game is effective in improving reading ability and student engagement in English learning. However, there is limited study on its effectiveness in enhancing reading comprehension, particularly of descriptive texts. Moreover, few studies have explored the use of the Scrabble game in the context of the Kurikulum Merdeka and among first-grade senior high school students. Therefore, the aim of this study was to find out whether the use of the Scrabble game can improve students' reading comprehension of descriptive. The design of this study was classroom action research. The writer took 35 students as the subject of the study. The data was obtained through observation, test, and documentation. The study used qualitative and quantitative data analysis. The results showed an improvement in students' comprehension through the use of the Scrabble game. In the second cycle, the data indicated high scores, with an overall mean of 83.79. This means that all students surpassed the minimum passing score of 70, as set by the Minimum Mastery Criteria (KKM). Using the Scrabble game made students more active and engaged in the learning process, helping them to memorize the subject matter more easily. They only required a small amount of motivation.

Keywords: Reading Comprehension, Descriptive Text, Scrabble Game.

INTRODUCTION

Education plays a vital role in shaping character and developing the intellectual abilities of the younger generation. At the senior high school level, particularly in the first grade (approximately 15–16 years old), this stage is a critical period for building a strong academic foundation and cultivating critical thinking skills (Cholifah & Faelasup, 2024). In English learning, reading comprehension is a key skill that enables students to access a wide range of global knowledge and information.

The implementation of the Kurikulum Merdeka at the high school level has introduced significant changes in teaching and learning approaches, including in English instruction. This curriculum emphasizes flexibility, competency development, and the integration of digital technology in the learning process (Hadi Siswanto & Setiawan, 2025). However, many teachers still face difficulties in fully understanding and implementing the curriculum's design, especially in the context of English language teaching.

At SMA Islam Arrahmaniyah, students still face challenges in learning English, particularly in understanding descriptive texts. Many struggle to grasp the meaning and context of the texts due to limited vocabulary and a lack of interest in reading. Therefore, innovative teaching methods are needed to increase students' motivation and improve their reading skills. One promising method is the use of educational games such as Scrabble.

A study conducted by Tasya and Mutiarani shows that the use of the Scrabble game is effective in improving students' reading comprehension, with the average score increasing from 56.22 to 83.77 (Tasya & Mutiarani, 2024). Based on this finding, the present study aims to explore the effectiveness of the Scrabble game as a learning tool to enhance students' comprehension of descriptive texts in the first grade at SMA Islam Arrahmaniyah. It is expected that this method can serve as an engaging and innovative alternative in English learning, in line with the spirit of the Kurikulum Merdeka.

Reading is a fundamental skill that supports the development of other English language abilities such as listening, speaking, and writing. Through reading, students are frequently exposed to new vocabulary and can learn words in context, helping them better understand and retain meanings (Paris, 2005). According to William Grabe, "reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals (Grabe, 2013)."

Improving students' reading comprehension is therefore essential. It goes beyond simply reading the words; it involves actively engaging with the text, understanding unfamiliar vocabulary, and drawing inferences from the material. However, many students still struggle with reading comprehension due to various factors. Supiah (2021) identifies several key issues, including limited vocabulary knowledge, long and complex sentence structures, and ineffective reading strategies (Andriani & Supiah, 2021).

One common text type studied at the senior high school level is the descriptive text. This type of text provides detailed information about a person, place, or object, including features such as shape, color, size, and characteristics (Noprianto, 2017). A descriptive text typically follows a specific structure: identification, which introduces the subject being described, and description, which elaborates on the subject's attributes in detail (Sipayung et al., 2021).

In conclusion, this study is to find out whether the use of the Scrabble game can improve students' reading comprehension of descriptive texts, and to know students' responses to this learning medium at SMA Islam Arrahmaniyah. The goal is to create a more enjoyable and engaging English learning experience. The studyer believes that the Scrabble game can help students enrich their vocabulary, improve their spelling, and enhance their understanding of word meanings. As a teaching medium, Scrabble offers a fun and interactive way to support English language learning, particularly in vocabulary development, which is essential for reading comprehension.

METHOD

This study uses Classroom Action Research to improve students' reading comprehension of descriptive texts through the use of the Scrabble game. CAR was chosen because it addresses real classroom problems through practical interventions. The research was conducted collaboratively by the researcher and the English teacher at SMA Islam Arrahmaniyah.

The participants were 35 tenth-grade students. Data were collected using observation, tests, and documentation. Observation was done directly in the classroom to monitor student participation and teacher performance. Pre-tests and post-tests were used to measure students' reading comprehension before and after the implementation of Scrabble. Documentation included students' worksheets, attendance lists, and teaching materials.

Data analysis combined qualitative and quantitative methods. Qualitative data came from observations and interviews, while quantitative data came from students' test scores. The study

was considered successful if students' reading scores improved and their participation in learning activities increased.

RESULT

Data Description

This classroom action study carried out in two cycles, and the procedure of this study include four stages: planning, implementing, observing, and reflecting. Before presenting procedures of the classroom action study, it is started by presenting preliminary study. The preliminary study was done before classroom action study was conducted. Preliminary study consists of preliminary test. The writer then asked permission to the head master of SMA Islam Arrahmaniyah NTB and the English teacher to conducting the preliminary test. Preliminary test conducted on Wednesday April 23th 2025 AM. Then after the writer got the permission from head master of SMA Islam Arrahmaniyah NTB and English teacher, the writer started to give the test for 10th class to know the Reading comprehension.

The data of the preliminary test showed that 6 students passed the test and 23 students failed it. The detailed score in the preliminary study can be seen in Table 1.

Table 01. Reading Score in preliminary study

No	Name	Preliminary
1	BM	50
2	DK	40
3	DRF	40
4	DW	30
5	EA	80
6	FP	70
7	HN	90
8	IA	40
9	LH	70
10	LKS	70
11	MA	70
12	NA	80
13	NI	60
14	RG	50
15	RIF	50
16	RUS	30
17	SR	60
18	SS	20
19	SWTI	60
20	TA	70
21	US	60

22	WA	90
23	YA	60
24	YII	40
25	YMA	60
26	ZH	80
27	ZK	60
28	ZM	60
29	ZW	50
Σx		1690
Mean		58,28

Based on the data, the writer found that there were 7 or 24,14% students who got 0-49. and 16 or 41,38% students who got 50-69. On the other hand, there were 5 students or 17,24% of students' total got 70-79, there were 3 students or 10,34% of students' total got 80- 89, and there were 2 students or 6,90% of students' total got 90-100. So, most of them cannot answer correctly the preliminary test that given by the writer.

After giving the preliminary test in preliminary study to the students, the writer conducted the classroom action study to the students which is consists of two cycles: cycle 1 and cycle 2. The cycle in classroom action study presents in 4 stages; planning, implementing, observing and reflecting. The description of procedures in classroom action study as follow:

CYCLE 1

Cycle 1 was carried out from Monday, May 5th to Saturday, May 10th, 2025. It was conducted in two main meetings. First meeting was done on May 5th, 2025, and second meeting was May 10th, 2025. In this meeting the writer conducted test for cycle I.

a. Planning

On Monday, April 28th, 2025, the writer discussed with collaborator teacher (English teacher) about using scrable game conducted the classroom action study. The writer prepared many instruments such us, test, observation sheet, field note, and questioner, before conducting classroom action study. The writer conducted planning in meeting and the cycle.

First, the writer made the lesson plan as the guidelines for the writer for conduct the teaching activity. The lesson plan was arranged based on syllabus in the second semester. The lesson plan consists of; identity, competency standard, basic competency, indicators, the purpose of the study, material, method, teaching and learning activity, media and reference, and assessment

The material was prepared by writer. The writer prepared the scrable game for discussion

in the teaching and learning process and give work sheet for the students which consists of questions that should be answered by the students. The writer also used media to deliver the material. The media were white board, copy of material and the scrable game papers.

The writer prepared the observation sheet to write students activity in the class. This instrument used to collect the data while the writer conducted teaching and learning process in the class and writer also make student's test to measure their achievement on reading ability.

b. Implementing

The writer describe the implementing the classroom action using scrable game The implementing consists of two meeting on Monday 5st May 2025 and 10th May 2025.

Meeting 1 (May 5th, 2025 at 07.30-09.00 AM) The writer as the teacher came to class. Then teacher greeted the students when she entered the classroom and introduced herself in English and the students were responses it. Then, she checked the students' attendance list. When the writer began to teach in class, the students kept silent and gave attention, although the class rather crowded, because they thought that she was not their English teacher.

Then the teacher implementing scrable game to teaching reading comprehension into some step, there are (1) teacher started the lesson with brainstorming to activate the students' brain about the topic of the lesson. The teacher give the descriptive text entitled " a Crow and Oriole" to the students. After that, (2) the teacher give question which related the descriptive text. This activities is brainstorm activities were done by asking and answering questions such as: "Do you know to describe someone" and "Who is your favorite artis?" (3) Then the teacher introduced the topic of the lesson which would be discussed. (4) The teacher showed text to describe a favorite artist in front of class. The teacher teaches and describe a famous artist. (5) The teacher handled text one by one and asked to students dealing with the favorite artist. (6) The students tried to look up their dictionaries to help them to find some words related to the text. When the students got the answer, (7) the teacher repeats the word and asked to the students to repeat it.

The students were still pasive and did not interested in learning English when they were taught by using descriptive text. Writer describe someone and demonstrates what their friend in front of class. Less students gave attention on teaching process.

Finally, the writer gave a chance for the students to ask some questions about the topic, but in the class is crowded because some students did not give attention of the teacher explain, then the teacher gave motivation to the students to study again at home.

Meeting 2 (May 10th, 2025 at 07.30-09.00 AM), in the second meeting, teacher greeted the students when she entered the classroom. Then, she checked the students' attendance list. When

the writer began to teach in class, the students kept silent and gave attention, although the class rather crowded. After greeting and asking the students' preparation for the test, the writer wanted to know whether there were students who were absent in the meeting and all students were present.

In this meeting the teacher give the test for cycle I. The writer gave the instruction about procedure of doing this test. Then she started by giving a question sheet with descriptive text entitled "describing your favorite artist". She gave 45 minutes to do the test, here the writer took the score and made notes to know how far the use scrable game could improve reading ability.

c. Observing

Actually the students enjoyed during teaching learning process, but some of them did not pay attention what the writer said. Furthermore, there were two or more students were just silent. They also could not absorb the material well. Some said they were afraid of the teacher and the lesson. Some of them thought that English was difficult; the words on English were strange.

Qualitative data

The writer got soft data from interview based on students' responses. The students' response clearly stated that using scrable game helped them to understand the text and they are motivated to learn English especially reading.

Quantitative Data

The writer got students' score by giving test so the writer had known the mean score and the result of improving reading ability through descriptive text. The calculation of score is:

$$\text{Mean} = \frac{\text{Total Score}}{\text{Total Sample of Students}} \times 100\%$$

This formula is prepared to know whether there is a process of language learning. It is also to compare how far the process in learning happens, to make easy in determining what part of cycle needs improving.

Writer got information about reading learning activity through observation. She got the result of analysis by giving the explanation and translating the data. The explanation of the subject made the students felt understand what they heard. The suggestion from the teacher and the writer also became their motivation in learning.

Reflecting

Based on observing and implementing of the cycle 1 the writer need improvement as in explaining and socializing Scrable game to the students. So the students will give more attention and did not crowded when teaching learning activities. To see whether or not the action was

successful, the writer as a teacher who observed the process of the teaching and learning process in the classroom made reflection. The reflection focused on the analysis of the teaching and learning process and learning results.

From the data got, the writer asked the teacher English to discuss together about the problem that the students most faced in the class and tried to find out the way out by changing the reading learning model used to improve the students' reading skill in order to the teaching learning process success.

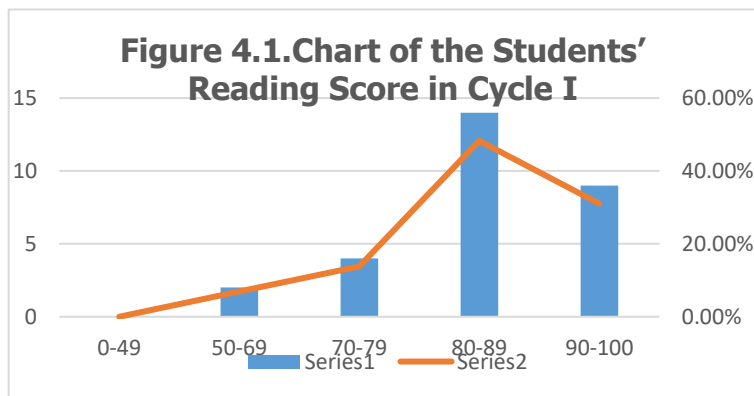
The improvement for cycle 2 the writer asked the students to forming group discussion consist two students in every group. The students must be to answer the question which given by the teacher. So by changing the teaching model, the teacher hope that the changing model can improve students reading ability.

Here is the reading score for cycle 1 test. For detail score in cycle 1 can be seen in table 4.2.

Table 02. Reading Score in Cycle 1

No	Name	Cycle I
1	BM	70
2	DK	90
3	DRF	90
4	DW	80
5	EA	80
6	FP	80
7	HN	90
8	IA	80
9	LH	90
10	LKS	80
11	MA	90
12	NA	70
13	NI	80
14	RG	80
15	RIF	80
16	RUS	60
17	SR	90
18	SS	60
19	SWTI	80
20	TA	70
21	US	80
22	WA	1 0 0
23	YA	80
24	YII	1 0

		0
25	YMA	80
26	ZH	80
27	ZK	90
28	ZM	70
29	ZW	80
Σx		2350
Mean		81,03



Based on the data, the writer found that there were 0 or 0% students who got 0-49. and 2 or 6,90% students who got 50-69. On the other hand, there were 4 students or 13,79% of students' total got 70-79, there were 14 students or 48,28% of students' total got 80- 89, and there were 9 students or 31,03% of students' total got 90-100. It meant they were not mastering in reading lesson.

Table 03. Score of Reading Test in Cycle 1

No	Score level	Category	Number	Percentage
1	0-49	Very poor	0	0%
2	50-69	Poor	2	6,90%
3	70-79	Fair	4	13,79%
4	80-89	Good	14	48,28%
5	90-100	Very good	9	31,03%
			29	100%

Besides, the writer made four categories to determine students' score in qualitative way. Based on table, the writer found that 0% of students got very bad, 6,90% of students got poor, 13,79% of students got fair, 48,28% of students got good, and 31,03% of students got very good.

All the data above showed result of reading scores still unsatisfactory and there were not 70% passed Minimum Mastery Criteria (KKM). So, the writer would revise the procedure and

continue to the cycle 2.

CYCLE II

a. Planning

The planning at second cycle was almost the same as the first cycle. The description are below:

Cycle 2 was conducted on May 12th and 17th, 2025. This cycle was revised from cycle 1 because in the last cycle the writer had found weaknesses which made 51,72% the final score of students' reading test under 70. So, it was needed to do the second cycle. The writer hoped in cycle II, all students could be active and absorb the material well, and could increase the students' score in reading. Here is the result of students' reading test in cycle 1.

As usual, the writer asked the chief of this class to lead praying and then check the students' presented. Before the procedure was applied, the writer recalled the material given last meeting and also gave them know the result of reading test. The writer tried to give more understanding about the topic discussed. Not forget, he designed lesson plan.

The writer discuss together with the English teacher to reach the problem solving of the students. The result of discussion is the writer want to changing the learning model by grouping the students into group consists of two students and they must be answer the teacher's questions, so students give more attention and get the motivation for learning reading text.

b. Implementing

The writer did her classroom action study on May 12nd and May 17th, 2025 at 07.30-09.00 AM). Thus, she had two meeting in the second cycle. In this study, he was the main character because he was not only as a writer but also taught English during the study happened.

Meeting 1 (May 12th, 2025 07.30-09.00 AM), the writer as the teacher came to class. Then teacher greeted the students when she entered the classroom. Then, she checked the students' attendance list. When the writer began to teach in class, the students kept silent and gave attention, although the class rather crowded.

The teacher started the lesson with brainstorming to activate the students' brain about the topic of the lesson. The teacher give the descriptive text entitled "a Smart Tortoise" to the students. After that, the teacher give question which related the descriptive text. This activities is brainstorm activities were done by asking and answering questions. Then the teacher introduced the topic of the lesson which would be discussed.

The teacher showed text to re-explain the description of a favorite artist in front of class.

The writer showed the reading score for the last test and their weakness. The writer assumed that by showing their weakness they would change and be more active.

In this meeting the teaching learning model has been changed. The teacher ask the students to forming the group discussion with their friends in the same chair. the teacher ask to the students to discuss about the materials that given by teacher, then the teacher give question to every group. By using this model the almost the students silent and giving attention with the teacher. They try to answers by discussing. If the students cannot anwer the question by the teacher, the teacher will give question with the other group. Every group which can answer the question by the teacher will get the point. It is can making the students interest to more reading material. They challenged to answers the question by the teacher to get more points.

Meeting 2 (May 17th 2025 at 07.30-09.00 AM), this was the last meeting for cycle 2. It would carry out on Saturday, 17th of May 2025 at 07.30-09.00 AM). The writer would give the test to the students. But before doing the test, she did not forget to greet and ask the students' preparation and also check whether there was absent that day. And all students were present. Then writer gave the instruction about procedure of doing this test. Then the writer started by giving a question sheet with descriptive text entitled "favorite artist". He gave 30 minutes to do the test,

In the last, she closed the lesson while giving motivation and saying thanks for their cooperation and hoped all of the students got satisfactory score in this test.

c. Observing

In cycle II, the writer saw that the students enjoyed with teaching and learning process which taught by the teacher. They had fun with the technique and the material. So, they could absorb the material easily and they were not shy anymore to express their idea or opinion to their friends although they had some mistakes. They had a great motivation to learn the material well. But, there were some of the students still confusion or they just made a noisy and joked with their friend.

d. Reflecting

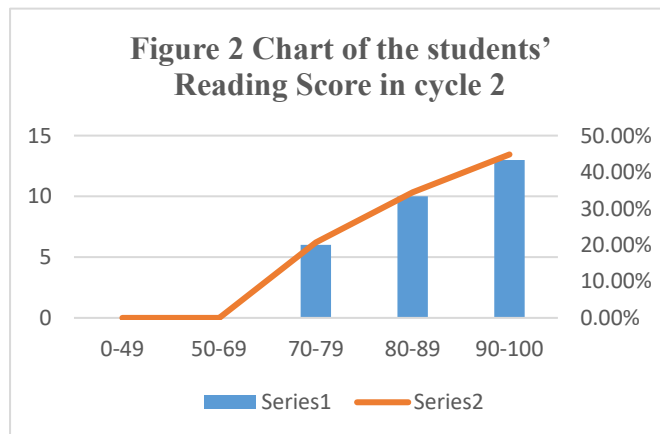
This reflecting was focused on the students' reading skill that has improved by using descriptive text. The improvement could be identified from the achievement of the criteria of success. The students were actively involved during the teaching and learning process. This could be seen from the students' participation in every part of this technique.

Based on the result of oral test and the observation, the students could interest the reading using description of a favorite artist with the picture technique. It also shows the students are more active and interesting in learning, so they can memorize easily what the subject matter, only need to give motivations. According to the student's opinions, where the teacher used description of a favorite artist with the picture technique in teaching or test, the students would

pay attention and focus to teaching English. The teaching learning process could run well because the writer as the English teacher had been able to solve some obstacles both from the students and the writer as the English teacher. For detail score in cycle 1 can be seen in table 4.4.

Table 04. Reading Score in Cycle 2

No	Name	Cycle 2
1	BM	70
2	DK	90
3	DRF	80
4	DW	80
5	EA	80
6	FP	80
7	HN	90
8	IA	80
9	LH	100
10	LKS	80
11	MA	90
12	NA	70
13	NI	80
14	RG	80
15	RIF	100
16	RUS	70
17	SR	90
18	SS	70
19	SWTI	80
20	TA	70
21	US	90
22	WA	100
23	YA	90
24	YII	90
25	YMA	80
26	ZH	90
27	ZK	100
28	ZM	70
29	ZW	90
Σx		2430
Mean		83,79



Based on the data, the writer found that there were 0 or 0% students who got 0-49 and 2 or 6,90% students who got 50-69. On the other hand, there were 4 students or 13,79% of students' total got 70-79, there were 14 students or 48,28% of students' total got 80- 89, and there were 9 students or 31,03% of students' total got 90-100. It meant they were not mastering in reading lesson.

Table 05. Score of Reading Test in Cycle 2

No	Score level	Category	Number	Percentage
1	0-49	Very poor	0	0,00%
2	50-69	Poor	0	0,00%
3	70-79	Fair	6	20,69%
4	80-89	Good	10	34,48%
5	90-100	Very good	13	44,83%
			29	100%

Besides, the writer made four categories to determine students' score in qualitative way. Based on table, the writer found that 0% of students got very bad, 0% of students got poor, 20,69% of students got fair, 34,48% of students got good, and 44,83% of students got very good.

All the data above showed result of reading scores are satisfactory and there were 100% of the students' score passed Minimum Mastery Criteria (KKM).

Improving Students' Reading Comprehension

To find out students' reading comprehension using scrabble games is able to improve at SMA Islam Arrahmaniyah NTB, the writer described the results of the pre test, cycle 1, and cycle 2. with the results that had been collected, the writer wants to know whether the process of teaching and learning activities to students in reading descriptive text and success in the scrabble game, to analyze the study data using quantitative descriptive techniques.

The test is given in two stages, namely a test conducted before the teaching and learning process (pre-test) and a test conducted at the end of each cycle (post- test). In this study, the writer conducted a post-test twice; the first post-test was carried out in cycle I, and the second post-test was carried out at the end of cycle 2. The values of pre-test, post-test 1 and post-test 2 are as follows:

Table 06. The Comparison of Students' Reading Score in Pre Test, Cycle 1, and Cycle 2

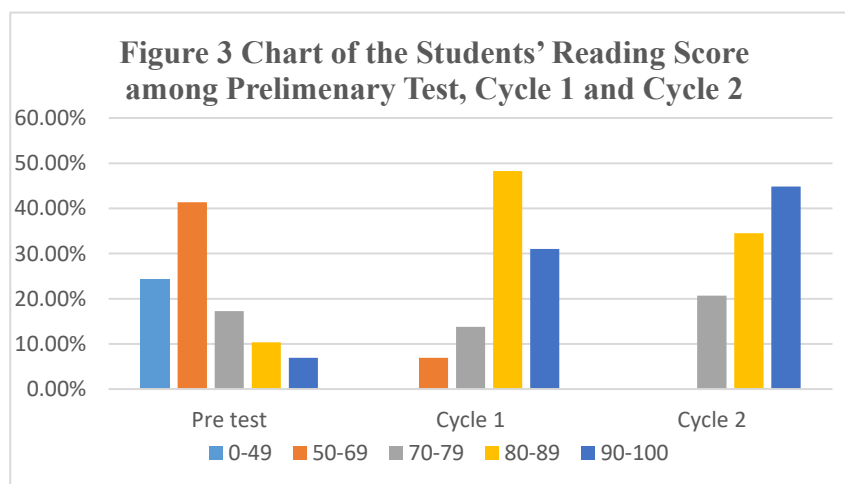
No	Score Level	Number of Students			Category
		Pre test	Cycle 1	Cycle 2	
1	0 – 49	7	0	0	Very poor
2	50-69	12	2	0	Poor
3	70-79	5	4	6	Fair
4	80-89	3	14	10	Good
5	90 – 100	2	9	13	Very good

The table demonstrated that very poor performance occurred in pre test, poor was in pre test and cycle 1. Besides, fair occurred in pre test, cycle 1, and cycle 2. Hence, good and very good increased in cycle 2.

Table 07. The Table of Score Comparison in Preliminary Test, Cycle 1, and Cycle 2

No	Name	Pre test	Cycle I	Cycle II
1	BM	50	70	70
2	DK	40	90	90
3	DRF	40	90	80
4	DW	30	80	80
5	EA	80	80	80
6	FP	70	80	80
7	HN	90	90	90
8	IA	40	80	80
9	LH	70	90	100
10	LKS	70	80	80
11	MA	70	90	90
12	NA	80	70	70
13	NI	60	80	80
14	RG	50	80	80
15	RIF	50	80	100
16	RUS	30	60	70
17	SR	60	90	90
18	SS	20	60	70
19	SWTI	60	80	80

20	TA	70	70	70
21	US	60	80	90
22	WA	90	100	100
23	YA	60	80	90
24	YII	40	100	90
25	YMA	60	80	80
26	ZH	80	80	90
27	ZK	60	90	100
28	ZM	60	70	70
29	ZW	50	80	90
Σx		1690	2350	2430
Mean		58,28	81,03	83,79



Furthermore, Figure demonstrated that the number of students obtained high scores with whole mean score 83,79, it meant that all students passed the minimum score 70 as the Minimum Mastery Criteria (KKM) at SMA Islam Arrahmaniyah NTB. So, using scrabble game in this study were able to improve students' reading comprehension at SMA Islam Arrahmaniyah NTB.

DISCUSSION

This classroom action study was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting stages. The acting stage was conducted in one meeting that was performed during the teaching learning process. The writer observes the students and the teacher behavior during teaching learning process.

The general study question concerned in the improvement of students' reading comprehension by using scrabble game. Based on the preliminary study, the writer found that students' participation in the teaching learning process is quite disappointed. They were not

showing any interest in the learning process.

Whenever the teacher asked questions, they did not respond it, just kept silent. only two or three students that actively answer it.

Based on the observation in the classroom, teaching and learning process in cycle 1 was not applied properly. In the first cycle, based on students' tests result in the first cycle, it was found that many students had low scores or under minimum criteria mastery (KKM). The students felt unmotivated yet in reading text.

In this second cycle, both the teacher and the writer found many students had better progress in reading comprehension. the Based on students' tests result in the second cycle, average scores of students' reading comprehension in descriptive text was already satisfying. Almost all students obtained high scores or achieved minimum criteria mastery (KKM). In short, both the teacher and the writer decided to stop the actions because the result was satisfying and the categories fulfilled the criteria of success.

The discussion of this study indicated that scrabble game could improve students' reading comprehension. The process of teaching and learning using scrabble game improved from cycle to cycle. scrabble game improved all aspects of reading text. In line with Lidiasari, et al (2017) found that the use of Scrabble game in increasing students' English skill is proven to be an effective and interesting way because the students fell motivated and interested (Lidiasari & Supardi, 2017). That is suitable with the learning process in the class using scrabble game. The students more active, interesting with the material and pay attention with the teacher in learning process. In addition, this technique made students learning in the fun way and without felling stressed. They enjoyed the process of learning as well as playing the game.

CONCLUSION

Based on Classroom Action Study (CAR) which has been carried out in two cycles with the topic of describing your favorite artist, the writer conclude that learning activities in both cycles have increased significantly. Understanding of words, independence and success in using scrabble games. Student responses to the learning process activities got a very good response. Students feel happy with the game of scrabble and students' reading comprehension is better than before students were taught the scrabble game.

Student learning outcomes increase in each cycle. The results showed that the pre-test score (56.28) was for post-test I (81.03) while for post-test II (83.79). This shows that for each test in the cycle there is a significant increase. Furthermore, the increase is also seen from the percentage

of students who reach the KKM target (70). This is supported by the comparison of the percentage of students' scores in related to KKM, the pre-test score of 34.48% got upper minimum criteria mastery (KKM), and 65.52% got lower minimum criteria mastery (KKM). Besides, the post-test I score of 93.10% got upper minimum criteria mastery (KKM) and still 6.90% got lower minimum criteria mastery (KKM), while the second post-test score was 100% students obtained upper minimum criteria mastery (KKM). The results of the percentage of students who achieve the KKM target indicate that this CAR is successful.

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