

BOOSTING ENGLISH WRITING PROFICIENCY USING SCRAMBLE WORD ON STUDENT OF STULA.COM

Si Putu Agung Ayu Pertiwi Dewi^{1*}, Ni Komang Purwaningsih²

Stikes Bina Usaha Bali¹²

Email: gungayoe@gmail.com^{*}, purwacham89@email.com

A B S T R A K


Penelitian ini mengeksplorasi efektivitas kegiatan scramble word dalam meningkatkan kemampuan menulis bahasa Inggris pada mahasiswa Stula.com. Dengan menggunakan desain kuasi-eksperimental, 60 siswa dibagi menjadi kelompok eksperimen, yang berpartisipasi dalam latihan kata acak, dan kelompok kontrol, yang terlibat dalam tugas-tugas menulis tradisional. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menulis bahasa Inggris menggunakan scramble word pada siswa stula.com. Penilaian pra-tes dan pasca-tes dilakukan untuk mengukur peningkatan kemahiran menulis, menunjukkan peningkatan yang signifikan pada kelompok eksperimen, dengan skor rata-rata meningkat dari 65,4 menjadi 78,6 ($p < 0,05$). Sebaliknya, kelompok kontrol menunjukkan peningkatan skor rata-rata yang lebih kecil dari 64,8 menjadi 70,2. Analisis kualitatif sampel tulisan menyoroti peningkatan penting dalam struktur kalimat, penggunaan kosakata, kohesi dan koherensi dalam tulisan kelompok eksperimen. Kegiatan scramble word menumbuhkan akurasi tata bahasa yang lebih baik dan mendorong siswa untuk mengeksplorasi beragam kosakata dan aliran logis dalam komposisi mereka. Temuan ini menunjukkan bahwa strategi pembelajaran interaktif, seperti latihan scramble word, dapat secara efektif meningkatkan keterampilan menulis. Studi ini merekomendasikan untuk memasukkan kegiatan-kegiatan tersebut ke dalam kurikulum menulis bahasa Inggris untuk memberikan siswa peluang pengembangan bahasa yang menarik dan meningkatkan kompetensi menulis secara keseluruhan.

Kata Kunci: Scramble Word, Kemahiran Menulis, Bahasa Inggris, Pembelajaran Interaktif

A B S T R A C T

This study explores the effectiveness of scramble word activities in boosting English writing proficiency among students of Stula.com. Employing a quasi-experimental design, 60 students were divided into an experimental group, which participated in scramble word exercises, and a control group, which engaged in traditional writing tasks. The research aimed to determine boosting English writing proficiency using scramble words on the students of stula.com. Pre-test and post-test assessments were conducted to measure improvements in writing proficiency, revealing a significant enhancement in the experimental group, with mean scores increasing from 65.4 to 78.6 ($p < 0.05$). In contrast, the control group showed a smaller increase in mean scores from 64.8 to 70.2. Qualitative analysis of writing samples highlighted notable improvements in sentence structure, vocabulary usage, cohesion and coherence in the experimental group's writings. The scramble word activities fostered better grammatical accuracy and encouraged students to explore diverse vocabulary and logical flow in their compositions. These findings indicate that interactive learning strategies, such as scramble word exercises, can effectively enhance writing skills. The study recommends incorporating such activities into English writing curricula to provide students with engaging language development opportunities and improve overall writing competence.

Keywords: Word Scramble, Writing Skills, English, Interactive Learning

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INTRODUCTION

In today's globalized world, competency in English writing has become an essential ability for students, as it contributes to academic performance, professional prospects, and successful communication in various sectors. Writing in English needs a thorough command of syntax and vocabulary and the ability to organize ideas coherently and rationally. Despite the importance of these skills, many students, particularly non-native speakers, struggle to learn English writing. These challenges include limited vocabulary, grammatical errors, and difficulties with sentence structure, all of which can hinder their overall writing proficiency.

Writing is a productive skill that enables the student to communicate their ideas in a structured and clear manner. However, mastering this skill can be challenging, especially for learners of English as a foreign language, due to differences in grammar and sentence structure (Harmer Jeremy 2004). From that writing is one of the complex cognitive processes involving the integration of linguistic components such as grammar, vocabulary, cohesion and coherence. This integration of their components makes writing one of the most difficult skill to acquire (Nation and Newton 2008). Rahmawati (2019) also defined writing as the practice of conveying ideas and thoughts in written form on paper. The content of a piece of writing reflects the idea behind it. Grammar, which is the smallest component of a sentence, is essential in writing since it describes when an event occurred. Writing in English differs from writing in Indonesian because there are numerous sorts of sentences in English, depending on the time of the occurrence, which can be present, past, or future. As a result, everyone who wishes to write in English must know grammar.

With the challenges present in writing, educators are required to seek some innovative methods in order to improve students' writing abilities. A technique for teaching writing where the teacher provides detailed guidance in the form of questions, an outline, a model, or some other way of focusing and directing the students' writing. Guided writing seeks to reduce the number of student errors and to provide a specific focus on some aspect of either the form or content of a piece of writing or both. (Richards and Schmidt 2010).

It is critical to establish innovative exercises to improve writing abilities in foreign languages in the public sector. Using these creative activities, children can explore their creativity through a variety of experiences that contribute to improving their language competence and potentiating their understanding by building links with new interdisciplinary information at school (Niño and Páez 2018). One of the creative activities in writing is by implementing games in it. The use of games in writing is important as a creative and innovative method of teaching writing. It is really significant. Games are an engaging approach for kids to learn because they do not have to receive teachings under stressful settings, but rather play while learning (Rahayu and Astutie 2018).

One such innovative method is the use of word scrambling. Word scrambling is an activity that encourages students to rearrange random words into meaningful and grammatically correct sentences. This interactive learning method, which involves active participation, tends to increase student motivation and engagement, making the learning experience more enjoyable and effective. Word scrambling activities offer just that, allowing students to practice writing in a fun and stimulating way (Celce-Murcia, M., Brinton, D., & Snow 2014)

Research titled 'Improving Students' Writing Skills Using the Scramble Sentence Method (Afrizal 2016) exploring the use of word games, namely the Scramble Sentence method, can improve students' writing skills and can motivate students to learn to write. The research carried out was collaborative classroom action research because the main aim of this research was to

improve the writing skills of students at SMP Negeri 3 Bireuen. There are two cycles consisting of planning, implementation, observation and reflection. In cycle I, the action was carried out three times, but it was not successful because the students' average score was only 68.64 and had not yet reached the success criteria. So the researcher revised the plan and continued to cycle II. In cycle II, action was also carried out three times and success based on the students' average score increased to 88.21. Based on the results of the questionnaire, the researchers obtained an average student response score of 4.74 and were categorized as strongly agree. This means that most students are motivated to learn to write through the Scramble Sentence Method. So, based on the findings, the researcher concluded that this research was successful in increasing and motivating students in learning to write.

The next related research is classroom action research conducted by Febriyanto entitled Scramble Game in learning writing in Class V elementary school. The research results showed that learning to write using scramble games can create a fun and meaningful learning atmosphere. The instruments used in this research were observation sheets, interview sheets, field notes, evaluation sheets and student worksheets. The results of research carried out over three cycles show that the average value of the learning process and outcomes in the form of writing skills obtained by students has increased. This shows that students are interested in the learning process using the scramble game technique in learning English in class V elementary school (Febriyanto 2018).

Meanwhile, another study that shows the success of using the scramble method in improving the ability to read English text was carried out with the title Application of the scrambling method in improving the ability to read English text (Wantu 2018). This research uses a classroom action research method with a qualitative descriptive approach through research procedures consisting of the preparation stage, implementation stage, observation and evaluation stage, analysis and reflection stage. Based on the results of the classroom action research conducted, it was concluded that there was an increase in student learning outcomes after the scramble method was implemented.

From the three studies that used the scramble word method in learning, it can be concluded that this technique has a positive impact on improving students' skills, both in writing and reading, as well as motivating students in the learning process. By combining elements from this research, research on word scramble activities has the potential to make a significant contribution to understanding how different learning methods can positively influence students' writing skills.

The use of scramble words in this research focuses on students who use this method to improve their English writing skills. Innovative strategies such as word scramble exercises can be easily integrated into offline and online education offering students a flexible and engaging way to improve students' writing skills.

Research on improving English language skills through word scramble activities is very important to do at this time. Considering that many students, especially non-native speakers, often face challenges in writing well in English. Limited vocabulary, grammatical errors, and difficulty in constructing coherent sentences are some of the obstacles that can hinder the development of their writing skills. By identifying effective methods to address these issues, this research has the potential to provide beneficial solutions for educators and students.

One innovative aspect of this research is the focus on interactive activities such as word scrambles. This approach not only offers a new way of teaching sentence structure and grammar, but can also freshen up students' learning experiences. By involving them in interesting activities, students are expected to be more motivated and involved in the learning process, which in turn can improve their learning outcomes.

In addition, mastering the ability to write in English is the key to academic success and career opportunities at a global level. By improving these skills, students not only prepare

themselves for the challenges in the world of education, but also for the needs of an increasingly competitive professional world.

METHOD

This study employs a quasi-experimental research design, according to Creswell (Rohayati 2021) which is commonly used in educational research to compare the effects of an intervention on two groups, even when random assignment is not possible. The quasi-experimental approach is suitable for this study as it involves the comparison of outcomes between groups that receive the intervention and those that do not, without random assignment. The following sections describe the research design, data collection method and data analysis.

The research design used a quasi-experimental research approach with a pre-test and post-test control group. In specific types of experimental study, one of two groups is used: the other is the experimental group. For example, if we wanted to investigate the efficacy of a new teaching approach, we could teach one group (the experimental group) using the new method and another group (the control group) using the standard teaching method. The control group was chosen because it is equivalent to the experimental group (Richards and Schmidt 2010)

This method is frequently employed in educational research when random assignment is not possible, as it allows for the comparison of outcomes between groups that get an intervention and those that do not. This study will compare two groups of students: the experimental group, which will take part in scramble word activities, and the control group, which will not. The study aims to assess the effectiveness of scramble word exercises in boosting students' English writing skills by providing a pre-test before the intervention and a post-test afterwards. The quasi-experimental design is appropriate because it allows researchers to evaluate changes related to the intervention while controlling for other variables that may influence the result.

The data collection in this study is the administration of English writing tests taken from pretest and posttest results. The assessments will evaluate students' writing abilities in some critical areas: sentence structure, vocabulary usage, cohesion and coherence. Before the intervention, all participants will take a pre-test to create a baseline of their writing skills.

According to Sugiyono (2017) stated that research object is an attribute or characteristic or value of a person, object or activity that has certain variations which are applied by researchers to study and then draw conclusions." So, the goal of inquiry is the nature and state of an object or person that is the focus of attention and may be determined. In this study, the participants are Stula.com students enrolled in an English writing course. A total of 60 students will be chosen using the purposive sampling method to choose participants who are most likely to be able to offer meaningful data by the research objectives. This strategy ensures that all participants meet specific criteria. They will be divided into two groups. The first group, namely the experimental group, consists of 30 students who will participate in word scramble activities as part of their writing practice. This activity is designed to help improve students' writing skills more interactively and engagingly. Meanwhile, the second group was the control group, which likewise had 30 students. They will complete standard writing assignments without using scramble word activities. This portion of the research intends to compare the effectiveness of the scramble word method with traditional writing approaches in enhancing students' writing abilities.

The intervention will last six weeks, with the experimental group participating in scramble word activities twice a week. These tasks entail rearranging scrambled words into grammatically accurate and comprehensible sentences, which gradually increase in difficulty during the sessions. Meanwhile, the control group will continue receiving conventional writing training without participating in the scrambled word tasks. The instruments used in this study

are pretest and posttest writing assessment, scramble word exercise and rubrics for writing assessment.

This study's data analysis will take both quantitative and qualitative approaches. According to Sugiyono (2018) quantitative research is research that is conducted in order to collect data that can be analysed numerically, whether through questionnaires, observations, or data analysis. The data that has been collected is then analyzed using statistical methods to obtain objective and actionable results. Furthermore according to Sugiyono (Silmi 2017) Quantitative research methods can be defined as research methods based on the positivist philosophy that are used to study specific populations or samples by collecting data using research instruments and analyzing quantitative/statistical data with the goal of testing prepared hypotheses. For quantitative analysis, the pre-test and post-test scores of both groups will be assessed using the paired sample t-test, which is well-suited to determining if there are significant differences within and between groups in experimental research. The analysis will be carried out using SPSS statistical software, which is well-known in educational research for its ability to handle experimental data accurately.

Aside from that, according to H.Khairinal (2018) qualitative research focuses on providing clear and detailed descriptions of the phenomenon being investigated. This qualitative research utilised a case study design Haryanto & Mulyono (2018) defines case studies as research of a contemporary phenomenon in a real environment, particularly when clear boundaries exist between the phenomenon and context. The qualitative analysis will be conducted using content analysis on samples of writing results collected from both groups. The goal of this analysis is to identify general improvements as well as problems that have arisen in sentence structure, vocabulary usage, cohesion and coherence. With this approach, researchers hope to learn more about the implications of the scramble word method on student writing ability.

The ethical considerations of this study ensure the confidentiality and anonymity of the participants. Protecting participants' privacy and obtaining informed consent are key ethical requirements in social research (Bryman 2012). All students will be informed about the study's purpose, and they will have the right to withdraw at any point without any negative consequences. By following this methodology, the study aims to provide evidence on the effectiveness of scramble word activities in boosting English writing proficiency, contributing valuable insights to the field of language learning and education.

RESULTS AND DISCUSSION

Result

In this research, the application of the scramble word method to students based on research results shows its effectiveness in improving writing skills. The steps taken during the research included several stages. First, the teacher introduces the scramble word method as an interactive way to learn to write. Students are explained sentences where the words are scrambled and must be rearranged. Next, students are divided into small groups, and each group is given a worksheet containing random words to arrange into correct sentences. In the core activity, students work together to construct scrambled sentences, with the teacher walking around to guide them if needed. After completing the assignment, each group presents its answer, and the teacher discusses the results and provides feedback, emphasizing correct grammatical rules. Finally, students are given independent practice as reinforcement, and evaluations are carried out to measure improvement in writing skills through a post-test.

Based on research results, the scramble word method is proven to be effective in increasing students' motivation to learn to write. Therefore, teachers need to create an interactive and fun classroom atmosphere during the activity. Significant improvements in students' writing abilities will be achieved if this method is applied consistently and over a

sufficient period, as was done in the six-week study. According to (Fradana 2024) scramble games can be use as the innovation in practicing the students' writing skill. The resulting impact of the implementation of scramble games can make the students more active, creative and interested during the learning process. Students are trained to think critically to find solutions to the problems they face and students will focus on the problems they face and practice coordination accuracy between scramble games to solve problems.

After conducting the study with both the experimental and control groups, the results were analyzed quantitatively and qualitatively to evaluate the effectiveness of scramble word activities in enhancing English writing proficiency among students of Stula.com.

Quantitative Results

The results of the pre-test and post-test scores were analyzed using paired sample t-tests to measure within-group improvements, and independent sample t-tests to compare the performance between the experimental and control groups. Here is the quantitative data represented in the table format below.

Group	Pre-Test Mean Score	Post-test Mean Score	Paired t-Test Value	p-Value (paired)	Independent t-Test (Post-Test Comparison)	p-Value (Independent)
Experimental Group	65.4	78.6	5.12	$P < 0.01$	-	$P < 0.05$
Control Group	64.8	70.2	2.45	$P < 0.05$	-	

The findings of the pre-test and post-test analyses shown in the table show that there is a significant difference in improving writing skills between the experimental and control groups following the six-week intervention utilizing the scramble word approach. The average score in the pre-test was 65.4 for the experimental group and 64.8 for the control group.

This modest change was not statistically significant, implying that both groups began the study with roughly equal levels of writing competence. Following the intervention, the post-test revealed a considerable improvement in the experimental group, with an average value of 78.6, compared to the control group, which only had a mild increase with an average value of 70.2. The independent t-test revealed that the experimental group improved their writing ability more significantly than the control group ($p < 0.05$). This demonstrates that scramble activities have a major impact on boosting students writing skills.

The paired t-test revealed a substantial rise in the experimental group from pre-test to post-test (t-value = 5.12, $p < 0.01$). This suggests that the scramble word method significantly improves students' writing skills in the experimental group. Meanwhile, the control group also experienced an increase, although not as strong as the experimental group, with a t value of 2.45 ($p < 0.05$).

Overall, the findings of this study suggest that the scramble word strategy had a greater influence on developing students' writing abilities than the usual method used with the control group.

Qualitative Results

Sample qualitative analysis of students' writing showed several significant improvements in the experimental group's writing abilities:

In terms of sentence structure, the experimental group showed more variety of sentences used and more complex structures in their writing in the post test. It can also be seen that grammatical errors in sentence structure are reduced significantly after training using scrambled

words. In line with (Zubaidi 2012) audiolinguism theory, grammatical errors are a sign that the way the language material is presented is not good or the teacher is not proficient in teaching. Meanwhile, according to the communication approach, grammatical errors are actually a sign that the teaching and learning process is running smoothly and that these errors do not need to be avoided or avoided. In language learners often make mistakes. Error, or rather deviation from the correct structure.

The use of vocabulary in the experimental group was also more varied. This scramble word method makes them know more about various word choices such as the use of synonyms and the correct use of words in their sentences. According Harmer (Mandia 2017) Vocabulary is an important component in teaching English besides other components such as structure, pronunciation and intimation. He analogized that language is a body, structure is the bones that form the skeleton, then vocabulary is the flesh that makes the body have shape. In writing, students must have adequate vocabulary. It will automatically support his achievement of writing English language competencies. In improving writing competencies, implementing the use of games can be used as one method. In accordance with Rifa'i, Nurdianingsih, and Zainudin (2022) in using games as teaching method. The use guessing word game method as fun alternative in teaching students' vocabulary. Teaching vocabulary using guessing word game can help students easier to remember the vocabulary, because they were stimulated by the games. This has been proven to be able to increase student vocabulary.

There was an increase in the logical flow and connection between sentences which showed cohesion and coherence after the scramble word was implemented. In line with (Mandia 2017) cohesion and coherence are the main requirements for discourse or textuality, both of which are concepts of coherence. The definition of cohesion is the unity of form, while coherence is the unity of meaning. Another definition states that cohesion is the harmonious relationship between one element and another in discourse, so that a good understanding is created. Cohesion refers to the linkage of form, while coherence refers to the linkage of meaning. Good discourse generally has cohesion and coherence in it. One sentence has a connection with another sentence (Nezha 2014)

In the experimental group, this scramble word method made them more skilled at connecting ideas in their writing and easier to understand. Meanwhile in the control group there was improvement in your structure and vocabulary but no significant progress was seen as achieved in the experimental group. There were still problems with grammar and coherence in the control group's post-test writing.

Qualitative analysis of student writing samples showed several significant improvements in the experimental group's writing abilities:

Pre-test Writing Sample

Below is a pre-test writing sample before implementing scramble word.

Nurse important person because they help people. Nurse is people take care and help them get healthy. They work in hospital and clinics. Some nurse also work at school. They be lecture. To be a nurse you have go to college complete your degree.

The study of the findings of the student's writing above reveals that in the sentence structure, the pretest results demonstrate that this sentence contains an incorrect usage of the verb with the subject under consideration. When discussing nurses, the subject "nurse" must be followed by the verb "is". It is also clear that the phrase "hospitals and clinics" is being used inappropriately. There should be proper use of plural forms in the composition.

In terms of vocabulary, there are several errors and inaccuracies in the sentences. It is still necessary to pay attention to the use of the words "nurse and school" in the plural form

when matching words. Variations in the use of articles and prepositions need to be added and clarified, such as adding the articles "a" and "the" and the preposition "of".

In cohesion and coherence. In the cohesion analysis, there are inconsistencies in the subject and the pronoun "nurse" used at the beginning of the sentence which shows the singular form. However, in the second sentence it is changed to they. In coherence, it can be seen that the flow does not flow well, seen in the role of nurses in hospitals before the information about nurses working in schools and being lecturers.

Post-test Writing Sample

Below is a post-test writing sample after implementing scramble word.

Nurses are very professional person in the world because they help people. Nurses are trained people and dedicate themselves to take care and help them get healthy. They can work in various sector such as in hospital, clinic and school. The experienced nurse can be lecturer. They teach the people who can be the next nurse generation.

The results of the post-test analysis results in this paper show significant changes. Students can make sentences that are more complex and have variations in word use. In the sentence structure there are still several errors made in the second sentence, in the compound sentence structure. The word "theirselves" should be changed to "themselves". "take care and help them get healthy" is less clear because there is no clear subject for "them. The third and fourth sentences are simple sentences. There is an error in using "in" before the words hospital, clinic and school, it would be better to add the article "a". The fifth sentence is a complex sentence. "the people" should be replaced with "student or future nurse".

Then on terms of vocabulary. The vocabulary employed in these lines demonstrates basic understanding, although lacking in word variety and accuracy when utilizing professional terminology. Here are some observations and vocabulary analyses that can be corrected or improved after students use the scramble word method. Students are allowed to employ more complicated terminology, such as "professional" instead of "important". The use of the adjective "experienced" is intended to convey that nurses with experience can become teachers. As everyone can see, there is a wider range of words utilized than before.

Next on cohesion and coherence. The cohesion in this paragraph is better, such as using the word "they" to connect ideas about nurses and their workplace. There is consistent repetition of the word "nurse" to "they" which makes the paragraph more coherent. In coherence, the flow is more coherent because it follows a logic that explains the roles and skills of nurses and where they work. This shows the clarity of ideas in the writing.

DISCUSSION

The finding from the study provide the evidence that incorporating the scramble word activities into writing exercise significantly enhances students' English writing proficiency. This aligns with previous conducted in SMAN 4 Palu. This research is using the application of scrambled sentences technique which can improve writing skill of the student. This research applied quasi experimental research design that two groups had pretest and posttest. The population was the tenth grade students of SMAN 4 Palu. The sample was selected by using purposive sampling technique. The sample were X IPA 1 as the experimental group that consisted of 30 students and X IPA 5 as the control group that consisted of 30 students. In collecting the data, the researcher used test. The test was administered twice as pretest and posttest. Then, the data were analyzed statistically. Scrambled Sentences Technique can be used to improve the writing skill of the tenth grade students of SMAN 4 Palu in wrting recount paragraph (Andini 2017)

Furthermore, the results support Febriyanto (2018) obtained that the effectiveness of scramble games enhancing the writing skill. The evidence can be seen from the result in cycle III. There was an improvement in writing test results of the students. This kinds of game created fun and meaningfull experience to students in learning activities. This is one of creative teaching method can be applied in English class.

Another interesting outcome was the improvement in vocabulary usage in the experimental group. By engaging in scramble word exercises, students were exposed to new words and sentence patterns, which contributed to their improved lexical range. This finding aligns with the work of Richards and Schmidt (2010), who noted that interactive activities encourage students to experiment with language, expanding their vocabulary in the process. The smaller improvement observed in the control group indicates that traditional writing exercises, while helpful, may not be as effective in enhancing specific language areas like sentence structure and vocabulary. This suggests that scramble word activities offer a more targeted approach to improving essential writing skills.

In conclusion, the results of this study demonstrate that scramble word activities are an effective tool for improving English writing proficiency, particularly in the areas of sentence structure, vocabulary, cohesion and coherence. These findings contribute to the growing body of research supporting the use of interactive, form-focused activities in language learning.

CONCLUSION

This study purposed to investigate the effectiveness of scramble word activities in boosting English writing proficiency among students of Stula.com. The study found that students in the experimental group who engaged in scramble word activities improved their writing skills significantly more than those in the control group who did standard writing exercises. The quantitative analysis demonstrated that the experimental group made significant improvements in grammar accuracy, sentence structure, and vocabulary usage, as evidenced by their pre- and post-test results. Qualitative examination revealed more gains in coherence and cohesion in their writing. These findings imply that interactive and engaging learning activities, such as scramble word exercises, can help students boost their English writing skills. The mix of practical writing tasks and planned activities promotes a better comprehension of language mechanics, which improves overall writing ability.

SUGGESTION

Based on the study's findings, many recommendations are made to educators and curriculum developers. Educators should incorporate scramble word exercises into their writing curriculum to give students meaningful opportunities to improve grammar, sentence structure, and vocabulary. This can be accomplished through both in-person and online venues, ensuring equal access for all learners. Teachers can utilize scramble word activities as a scaffolding technique to prepare students for increasingly complicated writing projects, progressively increasing the complexity of the exercises as students' confidence and skills develop over time. Collaborative writing activities, in which students work in pairs or groups to unscramble phrases, can help them comprehend sentence construction while also boosting teamwork and communication.

Regular assessment of students' writing through pre- and post-tests can help instructors track individual progress and alter instruction accordingly. Constructive criticism on student achievement should emphasize areas of strength and chances for improvement. Future research could look into the long-term impact of scrambled word exercises on writing proficiency and their applicability to various writing genres, such as narrative, descriptive, or argumentative writing. Furthermore, investigating the effects of such activities on different learner populations may provide additional insights into their efficacy. By applying these guidelines, instructors

can help their pupils improve their writing skills, resulting in academic success and confidence in utilizing the English language.

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