

**THE EFFECTIVENESS OF SCRAMBLE METHOD
TO IMPROVE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT
AT MTS AL-ISLAM JORESAN PONOROGO**

THESIS



By:

AFIDAH NUR AINI WAROHMAH
NIM. 204200055

IAIN
PONOROGO

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2024**

ABSTRACT

Warohmah, Afidah Nur Aini. 2024. *The Effectiveness of Scramble Method to Improve Students' Writing Skill on Descriptive Text at MTs Al-Islam Joresan Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M.Pd.

Keywords : Scramble, Method, Writing Skill

Writing skill plays an important role in learning English because ideas or messages can be conveyed through this skill. In the process of learning writing skill, appropriate method needs to be applied so that students can express their thinking well. Scramble Method is a method that matches question cards with answer cards. This method is appropriate for use in writing skills because students can match words into sentences in a structured manner. Therefore, by using Scramble Method, students can express ideas with the correct series of words and sentence structures.

The aim of the research was to find out whether students who were using scramble method had better writing skills compared to those who were not using. The results of research using the scramble method were expected to have a good impact on writing learning. Apart from that, teachers can get references to appropriate and fun methods for learning writing in class.

This research used quantitative research. The form of research was experimental design using quasi-experimental design. The research population was seventh grade students at MTs Al-Islam Joresan Ponorogo, totaling 614 students, with a sample of 2 classes divided into an experimental class totaling 28 students and a control class totaling 28 students. The sampling technique used cluster random sampling. Data was collected through tests. Then the researcher used an independent sample t-test formula to analyze the data.

Based on the results of the data analysis, it is known that the writing skill of students who used the Scramble Method was better than used discussion method. The implication of the research was that students were more interested in learning writing, especially in descriptive text. Then their achievement also increased after being given treatment using the scramble method. This was proven by the fact that the average post-test score for the experimental class was 90.29 and the post-test average in the control class was 82.29. The Sig (2-tailed) value of the same variant was 0.000 with $\alpha = 0.05$. Based on data analysis, hypothesis testing stated that H_0 was rejected and H_1 was accepted. The conclusion from these calculations was that there was a significant difference between the writing achievements of students taught used the Scramble Method and those who were not. Based on the results of the research, it can be concluded that the Scramble Method is an effective method in improving students' writing skills.

APPROVAL SHEET

This is to certify Sarjana's thesis of:

Name : Afidah Nur Aini Warohmah
Student Number : 204200055
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : The Effectiveness of Scramble Method to Improve
Students' Writing Skill on Descriptive Text at MTs Al-
Islam Joresan Ponorogo

has been approved by the advisor and is recommended for thesis examination.

Advisor

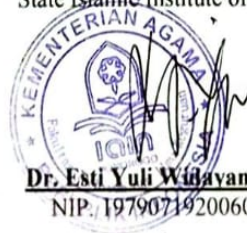


Fenty Andriani, M.Pd.
NIP.198702012018012001

Ponorogo, August 23rd2024

Acknowledged by

Head of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Dr. Esti Yuli Wijayanti, M.Pd.
NIP. 197907192006042002



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name : Afidah Nur Aini Warohmah
Student Number : 204200055
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : *The Effectiveness of Scramble Method to Improve Students' Writing Skill on Descriptive Text at MTs Al-Islam Joresan Ponorogo*

Has been approved by the board of examiner on:

Day : Tuesday
Date : 15th of October 2024

and has been accepted as the requirement for the degree the *Sarjana Pendidikan* on:

Day : Tuesday
Date : 29th of October 2024




Ponorogo, 29th of October 2024

Ratified by

Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Dr. H. Moh Munir, Lc., M. Ag.
NIP. 196807051999031001

Board of Examiners

1. Chairman : Dr. Esti Yuli Widayanti, M.Pd. ()
2. Examiner I : Dr. Dhinuk Puspita Kirana, M.Pd. ()
3. Examiner II : Fenty Andriani, M. Pd. ()

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini;

Nama : Afidah Nur Aini Warohmah
NIM : 204200055
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : The Effectiveness of Scramble Method to Improve Students' Writing Skill on Descriptive Text at MTs Al-Islam Joresan Ponorogo

Menyatakan bahwa naskah skripsi / tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya, saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id** Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 23 Desember 2024

Penulis



Afidah Nur Aini Warohmah

LETTER OF AUTHENTICITY

I, the undersigned:

Name : Afidah Nur Aini Warohmah
Student ID Number : 204200055
Major : English Language Teaching
Faculty : Tarbiyah and Teacher Training
Institution : State Islamic Institute of Ponorogo
Title of the thesis : The Effectiveness of Scramble Method to Improve Students' Writing Skill on Descriptive Text at MTs Al-Islam Joresan Ponorogo

I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited. I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, August 23rd 2024

Sincerely,



(Afidah Nur Aini Warohmah)

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool used by someone to speak, express ideas, and as a means of unite various people from different origins. Language functions as a means for developing knowledge and as a tool for interaction from one person to another.¹ With language, people can convey thoughts, emotions, messages, and opinions to other people.² In this world, there is an international language used to communicate between countries, namely English. English language learning has been implemented at the school level, starting from the first, namely kindergarten, then elementary school, then junior high school, after that high school, and the last is college.

English encompasses a number of abilities, such as speaking, writing, listening, and reading, which are called macro skills. Macro skills are general skills that are widely applied in various contexts. Meanwhile, microskills are skills that are specific and focused on certain activities. Microskills in English include grammar, vocabulary, and pronunciation. In this study, the researcher focused on writing skills.

Writing has an important role in learning English. Through writing, people are able to communicate their thoughts, beliefs, knowledge, and experiences.³ According

¹ Roberto E Lopez Martinez and Gerardo Sierra, "Research Trends in the International Literature on Natural Language Processing, 2000-2019 — A Bibliometric Study," *Journal of Scientometric Research* 9, no. 3 (December 31, 2020): 310, <https://doi.org/10.5530/jscires.9.3.38>.

² Fase Meida Hanas and Erna Dwinata, "The Effectiveness of Using Personal Photograph as Media in Teaching Writing of Descriptive Text at SMK "Sore" Tulungagung," *Journal of English Language Teaching Learning and Literature* 5, no.1 (May, 2022) :1, <https://jurnal.stkipgritrenngalek.ac.id/index.php/lingua/article/view/246>

³ Niawanti, Novalina Sembiring, and Anna Stasya Prima Sari, "Improving Students' Skill in Writing Descriptive Texts Through Personal Photograph Media to The Twelfth Grade Students of SMA Swasta Pelita Nusantara Lawe Sigala-Galain The Academic Year of 2020/2021", *Kairos Elt Journal* 5, no. 2 (Agustus 2021):57, <https://scholar.google.com/citations?user=nVKS-xUAAAJ&hl=id&oi=sra>

to Harmer, writing is defined as an active skill related to emotions and thought.⁴ Writing functions as a means to explain various things and information that can be received by readers. Writing skills cannot be mastered in a short time; they require quite a long and continuous practice.⁵ The phenomenon of using the scramble method to learn writing refers to the increasing number of students who experience difficulty understanding these skills. They tend to get bored when to write learning writing using monotonous and uninteresting media.

In addition to being a method and a source of amusement, scramble is a very useful learning tool that may be used for a variety of purposes, including teaching patience, memory training, anagram abilities, counting rapidly, and sentence construction.⁶ The stages in the scramble method are easy for junior high school students to understand and practice.⁷ Through this method, students can improve their anagram skills, which makes the language learning process more interactive. The scramble method requires strategic thinking because players must consider various word combinations to achieve the desired result. This can train students' patience because they need to persevere in finding solutions and rearranging the scrambled sentences.

Based on the theory put forward by Larsen's theory, which states that the scramble method can teach students about teamwork and the nature of language coherence.⁸ Students learn how sentences are connected at a suprasentential level using

⁴ Harmer. J., "How to Teach Writing", 2004, New York: Longman Inc.

⁵ Rapi Hamdi Nur, et.al, "Increasing Students' Achievement in Writing Recount Text By Using Active Knowledge Sharing Strategy,"2021,126.

⁶ Mega Silvia Sitompul and Indah Manik, "The Effect of Scramble to Improving Vocabulary Mastery of the First Year Student at State Vocational High School 1 Pematangsiantar" 05, no. 04 (2023): 13885.

⁷ Dewi Herlina & Syamsul Rizal, "The Effectiveness of Using Scramble Method to Improve Reading Comprehension", *Jurnal Pendidikan Tematik* 3, no. 2 (Agustus 2022): 162, <https://siducat.org/index.php/jpt/article/view/509>

⁸ Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Language Teaching*, Third edition (Oxford New York Auckland: Oxford University Press, 2011), 133.

formal linguistic tools like pronouns, which create cohesion in a text, and semantic propositions, which bring unity and coherence to the text. Students are given assignments that they may or may not have done before. The task is that students are given a sentence with scrambled words.. Students are instructed to restore the scrambled words so that they become the original sentence.

This idea is also supported by Darmawan Budiyanto and Sophia Rahmawati, they stated that by using Scramble Sentences, students can be more confident in writing activities.⁹ This method can help students become more creative, more easily express their ideas, and share with others. The Scramble method allows students to learn sentence structures gradually, so that they better understand grammar in a fun way. In addition, this method helps students organize ideas systematically, which can improve the quality of their writing. By practicing sentence structure through this method, students are also trained to think flexibly and be open to various possibilities in writing.

The purpose of this study is to evaluate the efficacy of the "scramble method" in enhancing students' descriptive text writing abilities. Researcher can enhance their writing abilities by producing descriptive texts that are distinct, captivating, and never dull. This research appears to be focused on students of Madrasah Tsanawiyah Al-Islam Joresan Ponorogo. This research aims to investigate how the use of the Scramble Method improved students' writing skills in descriptive text in their English learning. The researcher considers MTs Al-Islam Joresan Ponorogo appropriate to be the object of this research.

Based on preliminary observations, many students at MTs Al-Islam Joresan Ponorogo still experienced difficulties in learning writing skills in descriptive text. The

⁹ Darmawan Budiyanto & Sophia Rahmawati, "Scramble Sentence Method to Teach Writing Descriptive Text to the Eight Grade Students of SMPN 26 Palembang," *Journal of Language Education Development* 2, no 1 (2019): <https://ejournal.ummuba.ac.id/index.php/pbi/article/view/178>.

researcher chose phenomena at MTs Al-Islam Joresan Ponorogo to ascertain whether using the scramble method helps students write more descriptive texts. Researcher saw students directly when learning English, most of them felt less able to understand because the learning was less interesting and monotonous. It is not lost on researcher that students need appropriate and interesting methods to improve their writing skills.

Even though writing skills are important in learning English subjects, students have not shown interest in learning writing skills, so researcher want to test the effectiveness of using the scramble method in improving students' writing skills in descriptive text. It would be a shame if teachers did not utilize interesting methods for learning writing in class. The scramble method is a method-based approach used to improve students' writing skills. Several studies have been conducted to ascertain the effectiveness of the scramble method in enhancing students' language abilities. The term scramble means scramble, fight, or struggle.

Learning is carried out pairing the question and answer cards in groups given by the teacher correctly. The researcher used one type of scramble-type cooperative learning model, namely sentence scramble. A sentence scramble is a method of compiling sentences from random words. Sentence forms must be logical, meaningful, precise, and structured correctly. Scramble sentences will later be used in applying writing skills.

In this research, the application of scramble is carried out by providing images as media. Students learn sentences during learning, and then during the scramble stage, they are given pictures that match the sentences and random words that must be arranged. There are two types of variables in this study: independent and dependent variables. The scramble method is the independent variable, and students' writing skill on descriptive text is the dependent variable.

The difference between this research and previous research is that the application of scramble is carried out by providing image media. During the lesson, students study the sentences being taught, then at the randomization stage, students are given pictures that correspond to the sentences to be composed, and then the sentences are arranged into paragraphs. The application of the scramble method image medium in this research is expected to improve students' descriptive text writing skills through an easy and fun method.

B. Identification of Problems

The following problem identification was obtained based on the background of the mentioned problem:

1. Lack of writing mastery seems to be a problem often experienced by Madrasah Tsanawiyah students. Students still have difficulty understanding sentence structure, so interesting methods need to be used to make it easier for students to master writing.
2. With students' lack of writing mastery, it is feared that students will not be able to follow English subjects well, have difficulty constructing English sentences correctly, and will not be able to master English quickly.

C. Limitation of Problem

The purpose of this study is to determine how well MTs Al-Islam Joresan Ponorogo students write descriptive texts using the scramble method. The following restrictions were made in order to define the study's scope:

1. Geographic Location: only seventh graders at MTs Al-Islam Joresan Ponorogo are included in the study.

2. The kind of method in the scramble method: the research only considers the effectiveness of the scramble method, such as arranging random words into correct sentences.
3. Skill: Research focuses on increasing skills in writing, which are difficulties often experienced by students.
4. Time Period: The research only considers data collected in the last 4 years to avoid outdated information.
5. Demographic Factors: This research takes into account demographic factors such as age, interests, and abilities to confirm the results.

These limitations help determine the scope of the research and ensure that the results are focused and relevant to the research questions.

D. Statement of the Problem

A brief description of the problem statement that will be studied and solved makes up the problem statement, which is a component of the research. The statement of the problem in this research is: Do students who are taught by using the scramble method had better writing skill on descriptive text than those who are not?

E. Objective of the Study

What is to be achieved in a study, including obtaining information, solving problems, and contributing new knowledge obtained during the study is the definition of the objective of the study. The objective of the study in this research is: To find out whether students who are taught by using the Scramble Method had better writing skill on descriptive text than those who are not.

F. Significances of the Study

The significance of the study might be stated as follows in light of the research objectives:

1. Theoretical Significance

The purpose of this study is to learn more about the Scramble Method, a useful method for improving English writing skill.

2. Practical Significance

a. Teachers

The researcher hopes that by using Scramble Method can help teachers, especially those at MTs Al-Islam Joresan Ponorogo make students learn more effectively by improve their writing skill.

b. Students

The researcher believe that writing skill improvement activities through the Scramble Method can be beneficial for high school students, especially those who attend MTs Al-Islam Joresan Ponorogo.

G. Organization of the Thesis

This research report has been organized by the researcher to facilitate reader comprehension. The topics this research covered are displayed below:

1. CHAPTER I: Introduction

An overview is given in this chapter of the background of the study, identification of the problem, limitations of the study, statement of the problem, objectives of the study, significance of the study, organization of the study, and also the research schedule.

2. **CHAPTER II:** Literature Review

The contents of this chapter include a theoretical background, previous research findings, a theoretical framework, and a hypothesis.

3. **CHAPTER III:** Research Methodology

This chapter consists of the approach and type of research, research setting, population, sample, and respondent, operational definition of research variables, techniques and instruments of data collection, validity and reliability, and data analysis technique.

4. **CHAPTER IV:** Research Findings and Discussion

Contains a description of the data analysis regarding the effectiveness test of the 'Scramble Method' is better mastery skill in writing through a series of tests. Then connect the findings with theories that have been established as the basis of research.

5. **CHAPTER V:** Conclusion

Contains the conclusion of the thesis preparation, including conclusions about the effectiveness of the scramble method based on the findings of a series of tests in the previous chapter. Then this discussion ends with suggestions for further research, a bibliography, and other important attachments.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Writing

In the sub-chapter, the researcher discusses the definition of writing, the process of writing, the problem of writing, and how to assess writing.

a. Definition of Writing

Writing is an activity that aims to explain one's needs and meaning to others in written form in the form of sequential sentences. Students can express their imaginations about their designs through writing activities, this is functional communication. Writing has an important role, especially in terms of conveying ideas and creativity. There are several important aspects that must be considered in writing, including content, organization, purpose, vocabulary, punctuation, and spelling.¹⁰ A writer should be able to fulfill these aspects so that the writing results are maximized.

Writing is a difficult skill compared to other English language skills. Writing is not only in narrative form, but writing is a versatile tool for conveying explanations in learning and teaching.¹¹ The functions of writing include managing communication by combining several vocabularies, sending messages through writing, implementing thoughts, and serving as a medium for

¹⁰ Rini Widiastuti and Nafisah Endahati, "The Efforts to Improve Writing Skill of Secondary School Students by Using Snake and Ladder Method," *ELTICS : Journal of English Language Teaching and English Linguistics* 5, no. 1 (January 30, 2020): 2, <https://doi.org/10.31316/eltics.v5i1.531>.

¹¹ Berrin Genç Ersoy and Derya Göl Dede, "Developing Writing Skills, Writing Attitudes and Motivation through Educational Methods: Action Research," *International Journal of Contemporary Educational Research* 9, no. 3 (October 30, 2022): 569, <https://doi.org/10.33200/ijcer.1089781>.

learning. Therefore, it is important to study writing when learning English. Writing is a foundation for expressing important things in language learning.

Writing can be defined as a means to free oneself from feelings, fears, and other expressions of the heart. That means these things are stated in written form. The time needed to learn this skill is not short.¹² Students need a long time to master writing skills. Most students still do not have good writing skills, many of them make mistakes in writing sentence structures and paragraphs.

b. The Process of Writing

The writing process is a series of processes carried out with the aim of producing a good written product. The main thing emphasized in this process is to focus on the process, not the end result. In fact, children of any age can write. The writing genre is also part of the writing process. In this process, there are several steps that must be understood, including:

- a. Writing begins with prewriting; by outlining and brainstorming ideas, this can also be called planning.
- b. Arranging ideas in an integrated way is called drafting.
- c. Assessing the entire text as a whole and avoiding mistakes that occur in writing, this stage is called revising.
- d. Correct errors found in the revision process include errors in grammar, spelling, punctuation, capitalization, and others. This is included in the editing stage.

¹² Fahlia Rachmaida and Mutiarani Mutiarani, "The Use of Spinning Wheel Methods to Improve Students' Writing Procedural Texts," *Journal of Languages and Language Teaching* 10, no. 4 (October 25, 2022): 530, <https://doi.org/10.33394/jollt.v10i4.5766>.

- e. Sharing the results of writing for the publication of scientific works is called publishing.

The writing process provides many benefits for students because it is the right approach to developing writing talent. However, it cannot be denied that writing has many obstacles and difficulties to overcome. Some of the difficulties experienced by students in the writing process include difficulty getting ideas, increasing writing details, choosing suitable words, arranging ideas, organizing words into correct sentences, and creating correct paragraphs. Therefore, Jesus, Alexander, and Elica said that students are given the opportunity in the writing process to organize ideas in an orderly manner and combine them into a draft so that they can follow a process that can be followed.¹³ For example, if students experience difficulties, the teacher can provide guidance at the pre-writing stage.

c. The Problems of Writing

Writing is a skill in English that is not easy to learn, so many students still have difficulty learning it. Some problems that often occur in learning to write are difficulties in composing sentences, paragraphs, and text. When they want to write, students find it difficult to express their ideas, and they cannot organize them into sentences.¹⁴ Another thing that triggers writing problems in students is that they are required to master the genres.¹⁵ This causes students to

¹³ Jesús Martínez, Alexander López-Díaz, and Elica Pérez, "Escritura Como Proceso En La Enseñanza de Inglés Como Lengua Extranjera," *RECIE. Revista Caribeña de Investigación Educativa* 4, no. 1 (January 22, 2020): 53, <https://doi.org/10.32541/recie.2020.v4i1.pp49-61>.

¹⁴ Annisa Syauqina Kadar, et.al., "Enhancing Students' Writing Proficiency Through Extended Writing Projects," *Klasikal: Journal of Education, Language Teaching and Science* 5, no. 1 (April 2023): 237, <https://www.journalfkipuniversitاسbosowa.org/index.php/klasikal/article/view/864>

¹⁵ Fika Alisha, Nisfu Safitri, And Iman Santoso, "Students' Difficulties In Writing EFL" 2, no. 1 (2019): 21.

have difficulty expressing their ideas because each genre has different language characteristics and structures from other genres.

d. How to Asses Writing

Writing assessment can be carried out in several types of assessment, one of which is formative assessment. Formative assessment is an assessment that aims to monitor the extent of student understanding by providing ongoing feedback in order to develop student teaching and learning in English. This assessment is useful for identifying gaps and areas that need to be focused on.¹⁶ The model of formative assessment is that students are asked to map a concept in class to aim at understanding the topic. Apart from that, formative assessment also takes the form of presenting several sentences to explain the main points of the lesson. Formative assessment is planned where the process is that the teacher provides tests of students' conditions, such as assessing motivation to adapt to the on-going class process.

Brown stated that classroom evaluation of learning is best served through analytic scoring, in which as many as five or six major elements of writing are scored.¹⁷ These elements include organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression. Analytical assessments help teachers provide more detailed feedback to students. This allows them to focus on certain aspects of their writing. By considering these elements, teachers can provide more effective guidance to improve students' writing abilities.

¹⁶ Maya Masita and Nur Fitri, "The Use of Plickers for Formative Assessment of Vocabulary Mastery," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 2 (October 6, 2020): 314, <https://doi.org/10.30605/25409190.179>.

¹⁷ Brown, H.D & Abeywickrama, P. (2018). "Language Assessment: Principles and Classroom Practices", *San Fransisco State University*: Pearson Education Third Edition. 251.

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is text that explains the characteristics of an object, person, or animal in order to provide knowledge about the thing being described to the reader. Descriptive text is defined as a type of text with the purpose of providing information.¹⁸ The purpose of this text is to describe people, places, animals, and objects in detail so that readers can easily understand them. The explanation in descriptive text should form an image that can be felt by the reader as part of the experience.¹⁹ In descriptive text, most of it contains visual experiences, but it is also related to other types of perception.

Descriptive text is text that describes an object. According to Shinoda and Siahaan, descriptive text is text written in English that describes concrete or abstract objects.²⁰ This text can talk about various topics such as people, animals, trees, houses, or campsites. Readers are expected to imagine or understand the object or situation described. Explanations in descriptive text include color, shape, size, texture, and other details to create a vivid picture.

¹⁸ Wika Hafsa M Lubis & Yulia Sari Harahap, "The Effect of Using Visual-Picture Sequences Towards Students' Ability in English Writing Descriptive Text," *Jurnal Inovasi Penelitian* 3, no. 5 (Oktober 2022): 6243, <https://stp-mataram.e-journal.id/JIP/article/view/2066>

¹⁹ Darmawan Budiyanto and Sophia Rahmawati, "SCRAMBLE SENTENCE METHOD TO TEACH WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMP N 26 PALEMBANG," *Journal Of Language Education and Development (JLed)* 2, no. 1 (December 31, 2019): 172, <https://doi.org/10.52060/jled.v2i1.178>.

²⁰ Siahaan & Shinoda., "Generic Text Structure" Pematang Siantar. Graha Ilmu. 2008.

b. Generic Structure of Descriptive Text

Generic structure in descriptive text is identification and description.²¹

The following is the explanation:

1. Identification: includes recognition of the person, place, animal, or object to be explained.
2. Description: focuses on detailed descriptions of aspects such as shape, color, or other characteristics related to the object being described.

c. Language Features of Descriptive Text

1. Specific participant: a subject who has a specific and unique object.
2. Use of adjectives: to describe nouns
3. Use of simple present tense: the sentence structure used is simple because it describes facts about the object being described.

3. Scramble Method

a. Definition of Scramble Method

The scramble method is an interesting learning method that works by matching question cards and answer cards. In the scramble sentence method, scramble is defined as a method of arranging word into a proper sentence. The word "scramble" comes from English, which means to scramble, struggle, and fight.²² The technique in this method is that students are able to arrange or sequence a language structure that was previously deliberately scrambled.

²¹ Sipayung, K. T., Tampubolon, S., Napitupulu, F. D., & Tobing, F. L. (2021). Generic structure of descriptive text written English language learner and teachers. *Linguistics and Culture Review*, 5(S3), 1636-1650. <https://doi.org/10.21744/lingcure.v5nS3.1950>

²² Noor Fadhilah Damanhuri, "UNIVERSITY OF ISLAM MALANG FACULTY OF TEACHER TRAINING AND EDUCATION ENGLISH EDUCATION DEPARTMENT," n.d.

The scramble method is defined as a collection of mixed or irregular word that are then arranged into a sentence that has meaning. The application is that students are asked to arrange random words that have been given into sentences that have meaning. Those who share your interest in puzzles will be interested in this method. This method is almost similar to the puzzle method. Scramble is a learning method to assist students in solving problems by dividing question cards and answer cards.

b. The Use of Scramble Method in Teaching Writing

In this research, the researcher used one type of scramble method, namely sentence scramble. Sentence scrambling is a method used to improve writing skills by arranging random words into the correct sentences. The sentence structure in this sentence scramble must comply with grammatical rules.

c. The Advantages of Scramble Method

There are several advantages to using the scramble method. *First*, scramble is a method that can increase students' interest in learning because, in this method students scramble and it is assumed that the scramble is considered effective in making students interested and enjoy learning to improve their vocabulary and writing skills. *Secondly*, acquiring special skills in learning English in an enthusiastic way because the learning model focused on student activity.²³ *Third*, students can build answers and concepts of meaning because the application of this method means students are invited to search for answers to questions or matching concepts creatively. *Fourth*, namely, being able to

²³ Susi Susanti, "IMPROVING STUDENTS' ABILITY IN MASTERING BASIC ENGLISH GRAMMAR THROUGH BOARD METHODS" 1, no. 2 (2019): 11–12.

optimize students to think creatively to define and construct new structures so that they can increase their knowledge and understanding. One of the keys to this method is accuracy and speed of thinking when answering questions.

Based on the theory put forward by Larsen's theory, which states that the scramble method can teach students about teamwork and the nature of language coherence.²⁴ Students learn how sentences are connected at a suprasentential level using formal linguistic tools like pronouns, which create cohesion in a text, and semantic propositions, which bring unity and coherence to the text. Students are given assignments that they may or may not have done before. The task is that students are given a sentence with scrambled words.. Students are instructed to restore the scrambled words so that they become the original sentence.

This idea is also supported by Darmawan Budiyanto and Sophia Rahmawati, they stated that by using Scramble Sentences, students can be more confident in writing activities.²⁵ This method can help students become more creative, more easily express their ideas, and share with others. The Scramble method allows students to learn sentence structures gradually, so that they better understand grammar in a fun way. In addition, this method helps students organize ideas systematically, which can improve the quality of their writing. By practicing sentence structure through this method, students are also trained to think flexibly and be open to various possibilities in writing.

²⁴ Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Language Teaching*, Third edition (Oxford New York Auckland: Oxford University Press, 2011), 133.

²⁵ Darmawan Budiyanto & Sophia Rahmawati, "Scramble Sentence Method to Teach Writing Descriptive Text to the Eight Grade Students of SMPN 26 Palembang," *Journal of Language Education Development* 2, no 1 (2019): <https://ejournal.ummuba.ac.id/index.php/pbi/article/view/178>.

B. Previous Research Findings

There are many studies that discussed the scramble method to improve students' skills in writing descriptive text. In this section, the researcher explains the relevant previous research for this study.

First, research entitled "Scramble Sentence Method to Teach Writing Descriptive Text to the Eight Grade Students of SMPN 26 Palembang," written by Darmawan Budiyanto and Sophia Rahmawati, has a difference with this research, namely in the object of the research, where the object of the research is the eighth grade while the object of this research is the seventh grade. The populations of the two studies are also different. Both studies have similarities, namely that they both use the scramble method to learn to write descriptive text. Apart from that, these two studies also use the same method, namely quantitative methods.

Second, the thesis research entitled "The Effectiveness of Using the Scramble Method to Increase Vocabulary Mastery in Descriptive Texts at 7th Grade Students of SMP Negeri 2 Baturraden Purwokerto" written by Ika Wahyuningsih discussed the impact of the scramble method in improving students' vocabulary mastery. The difference between the two studies lies in the dependent variable, where this study uses the dependent variable, namely vocabulary mastery, while this study has the dependent variable as writing ability. Both studies have similarities, namely that they both use the scramble method in teaching descriptive text. Apart from that, these two studies also used the same instruments, namely the pre-test and post-test.

Third, research entitled "A Study of the Scramble Method in Teaching English for Secondary Students's Writing Skill" written by Suci Ariyani, discussed the use of the scramble method in improving students' writing skill. The difference between research and this research is the method. The research methods are different; the

research uses qualitative methods with concept analysis or literature study methods, while the research uses quantitative methods with statistical analysis methods. Both studies have something in common, namely that they both use the scramble method for learning writing. Apart from that, the object of both studies is middle school, but this research is specifically at junior high school.

Fourth, the research is entitled "The Use Scramble Model in Students' Ability of Narrative Text Writing at Class XI SMA Negeri 2 Lawe Bulan Academic Year 2021/2022," written by Hajrah Yusmaini et al., discussed the application of the scramble model in improving students' narrative text writing skill. The difference between this research and this research is that this research uses narrative text for writing ability, while this research uses descriptive text for writing ability. The objects of the two studies are also different, namely the high school level and the junior high school level. What the two studies have in common is that they both use the scramble method to improve students' writing skills.

Fifth, research entitled "Developing Scramble-Based Learning Methods to Increase Students' Reading and Writing Comprehension," written by Dani Gunawan, has differences and similarities. What the two studies have in common is that they both use the scramble method to improve students' writing skills. The level of the research location is different, namely elementary school level and junior high school level. There was only one class used in the research, whereas this research used two classes.

The difference between this research and previous research is that the application of scramble is carried out by providing image media. During the lesson, students study the sentences being taught, then at the randomization stage, students are given pictures that correspond to the sentences to be composed, and then the sentences

are arranged into paragraphs. The application of the scramble method image medium in this research is expected to improve students' descriptive text writing skills through an easy and fun method.

C. Theoretical Framework

A thinking framework is a set of logical framework concepts developed and connected from one or more theories created by a researcher to design a study.²⁶

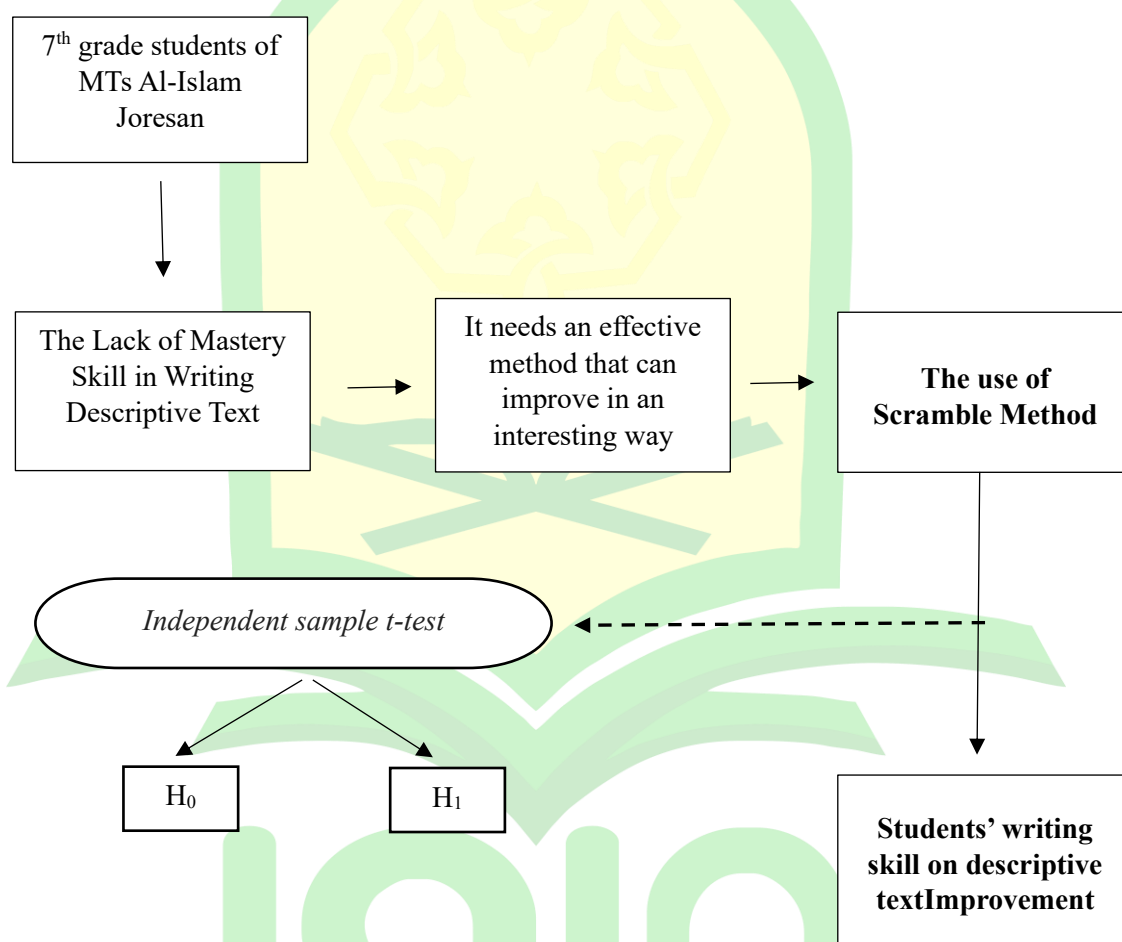


Figure 2.1 Theoretical Framework

²⁶ Lara Varpio et al., "The Distinctions Between Theory, Theoretical Framework, and Conceptual Framework," *Academic Medicine* 95, no. 7 (July 2020): 990, <https://doi.org/10.1097/ACM.0000000000003075>.

The conceptual framework for the two variables is as follows:

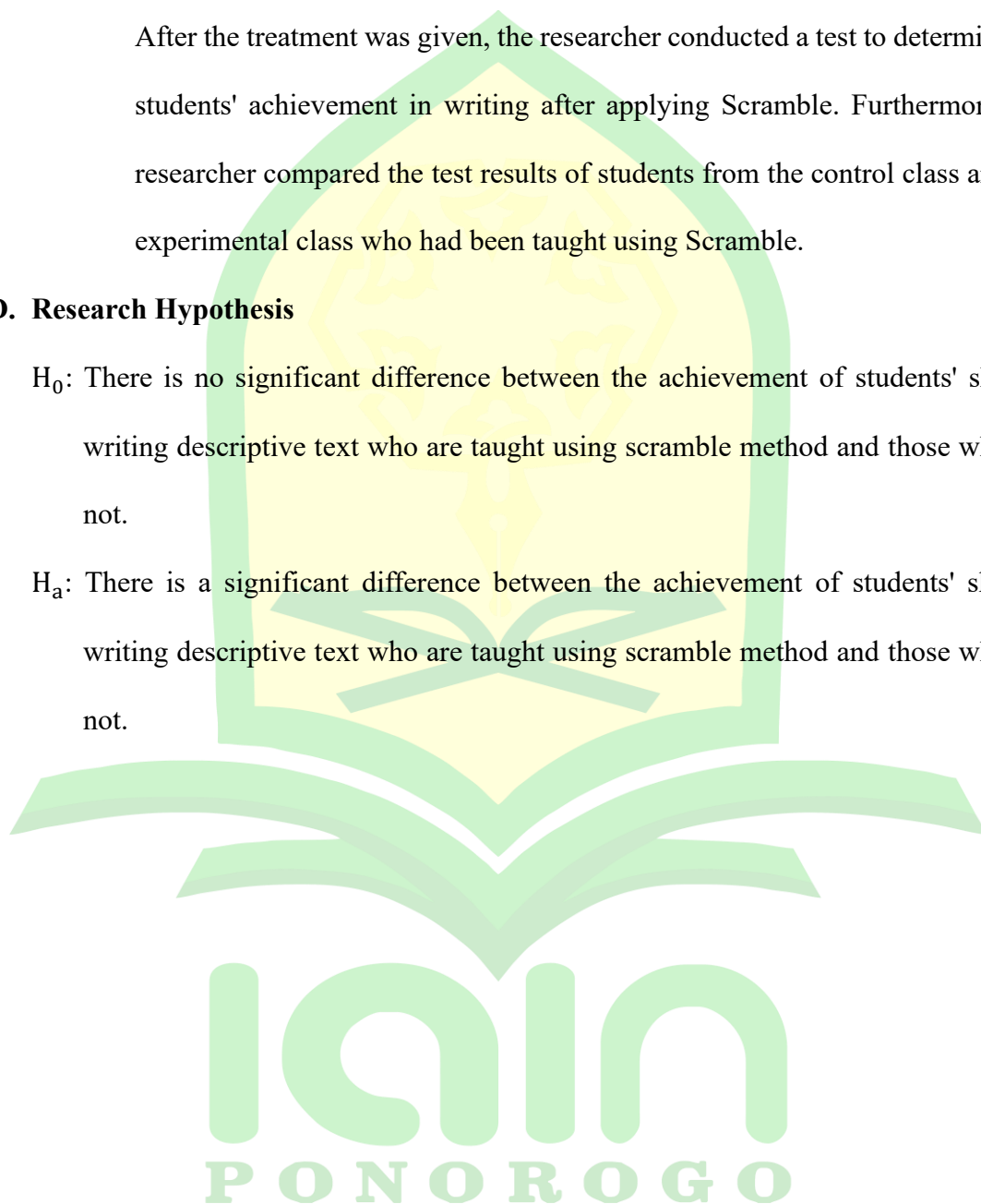
1. The researcher gives treatment to the experimental class to teach writing in descriptive text using the Scramble Method.
2. The researcher did not give treatment to the control class.

After the treatment was given, the researcher conducted a test to determine the students' achievement in writing after applying Scramble. Furthermore, the researcher compared the test results of students from the control class and the experimental class who had been taught using Scramble.

D. Research Hypothesis

H_0 : There is no significant difference between the achievement of students' skill in writing descriptive text who are taught using scramble method and those who are not.

H_a : There is a significant difference between the achievement of students' skill in writing descriptive text who are taught using scramble method and those who are not.



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher employed quantitative approaches to conduct this study. Quantitative methods were chosen because this study requires objective measurements, data that can be tested statistically, and results that can provide strong conclusions regarding the effectiveness scramble method to improve students' skill in writing descriptive text. It is defined as the systematic investigation of events by gathering quantifiable data and analyzing the results using computer, mathematical, or statistical techniques.²⁷ The main purpose of the quantitative method is to test hypotheses using existing theories. The goal of this quantitative study was to evaluate the effectiveness of the scramble method in improving students' skills in writing descriptive text. Quantitative data collection techniques would probably be applied. This study used a quasi-experimental design for its design because in school research, participants are formed naturally, such as classes that have been determined by the school, the appointment of participants is done non-randomly, so that the experimental research design is classified as quasi-experimental.²⁸ Research using a quasi-experimental design includes control and experimental groups that are not selected at random. In order to compare classes that employed the scramble method and those that did not, the researcher used two courses in this study. A pre-test and a post-test were the tools employed in this study. In a study, a post-test is administered following treatment, whereas a pre-test is administered prior to treatment.

²⁷ Abdullah et al., 1., "METODOLOGI PENELITIAN KUANTITATIF", n.d., hlmn. 1.

²⁸ Muhamad Galang Isnawan, *Kuasi Eksperimen*, (Lombok Barat: Nashir Al-Kutub Indonesia, 2020), 6.

B. Research Setting

1. Location of Research

This research was conducted at MTs Al-Islam Joresan Ponorogo, which is located in Joresan Village, Mlarak District, Ponorogo Regency. The reason this location was chosen as a place to conduct research was because at this school there were students who lacked mastery of writing descriptive text when learning English. This was known based on observations made by the researcher when carrying out an internship at the school. This showed that students still need to focus their learning on mastering their writing skills. This problem was relevant to the research objective to be achieved, namely to determine the effectiveness of using the scramble method to improve students' skills in writing descriptive.

2. Time of Research

The time used by researcher carried out this research was from the date the research permit was issued until the research completion certificate was issued. In the control and experimental classes, the pre-test was administered during the first meeting, and the post-test was administered during the last meeting. The pre-test and post-test are administered simultaneously in the validation class.

C. Research Population and Sample

1. Research Population

Population is all of the research's constituents, including objects and subjects with certain characteristics. In other words, a population is all members of a group of humans, animals, events, or objects that live together in one place, which is the target of conclusions drawn from the final results of research.²⁹ The

²⁹ Nur Fadilah Amin, et al., "KONSEP UMUM POPULASI DAN SAMPEL DALAM PENELITIAN," n.d., hlm.17.

population in this study were all seventh grade students of MTs Al-Islam Joresan Ponorogo, consisting of 614 students.

2. Research Sample

The sample is part of the population that is the actual source of data in a study.³⁰ The samples in this study were classes VII A and VII C because these classes have similar characteristics. There were 28 students in class VII C, which was the experimental class, and 28 students in class VII A, which was the control class. So the sample size was 56 respondents, representing MTs Al-Islam Joresan Ponorogo students. A sample is a subset of the population that serves as the study's actual source of data. The samples in this study were classes VII A and VII C because these classes have similar characteristics.

The sample for this study was chosen using the cluster random sampling technique. Cluster random sampling is sampling carried out in groups or regions and is used if the population is large enough so that several classes or groups need to be created.³¹ The use of cluster random sampling makes it easier for researcher to take samples from several classes into one unit, because it is cost and time efficient so it can speed up data collection.



³⁰ Amin, Garancang, and Abunawas, hlm. 20.

³¹ Imam Machali, *Metode Penelitian: Panduan Praktis Merencanakan, Melaksanakan dan Analisis dalam Penelitian Kuantitatif*. (Yogyakarta: Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta), 71.

D. Operational Definition of Research Variables

1. Research Variable

a. Independent Variable

Any variable that affects the dependent variable is considered an independent variable. The independent variable in this research was the scramble method.

b. Dependent Variable

A variable that is impacted by the independent variable is called a dependent variable. The dependent variable in this research was the students' skill in writing descriptive text.

2. Operational Definition

- a. A learning strategy known as the "scramble method" involves matching question cards with answer cards. In this research, there were one types of scramble, namely sentence scramble. The indicator is that students can construct sentences scramble correctly and match questions and answers correctly.
- b. Writing is the act of putting ideas and thoughts into words and phrases that can be understood.³² The indicator was that students' writing skills could increase, as shown by the post-test results.

³² Wulan Nur Hidayat, Imam Subari, and Purna Wiratno, "Improving Students' Writing Ability Through Clustering Technique At The Tenth Grade Of Sman 8 Bandar Lampung In The Academic Year Of 2021/2022," n.d., 2.

E. Data Collection Techniques and Instrument


1. Data Collection Technique

This study employed a test as its method of gathering data. Pre- and post-tests are the tests that are administered. Before students receive treatment, a pre-test is administered, and after they receive treatment, a post-test is administered.


2. Instrument

A test served as the research tool in this case. A test is a routine process that asks several questions about the content that has been covered in order to assess students' abilities on a regular basis.³³ A pre-test and a post-test were administered. The exam consists of two fill-in-the-blank questions with topics pertaining to how well the Scramble Method works to help students become better descriptive text writers.

Table 3.1 Blueprint of the Test Instrument

Variable	Indicators	Theory	Sample of Questions	Pretest	Posttest
Writing Skill	1) The students be able effectively identify relevant information to support their ideas (Contents) 2) The student can organize their thoughts coherently, using appropriate	According to Brown (2018), Classroom evaluation of learning is best served through analytic scoring, in which as many as five or six major elements of	Continue the following sentence into a correct descriptive paragraph!  My mother is thin. The things you should pay attention to are:	1	1

³³ Dickson Adom, Jephtar Adu-Mensah, and Dennis Atsu Dake, "Test, Measurement, and Evaluation: Understanding and Use of the Concepts in Education," *International Journal of Evaluation and Research in Education (IJERE)* 9, no. 1 (March 1, 2020): 110, <https://doi.org/10.11591/ijere.v9i1.20457>.

	<p>conjunctions to lead the reader through a sensible flow of concepts (Logical development of ideas)</p> <p>3) The student consistently demonstrates correct spelling, punctuation, and capitalization throughout their writing (Mechanism)</p> <p>4) The student can construct grammatically correct sentences with proper verb and pronoun usage (Grammar)</p> <p>5) The student can adopt an appropriate written style for the intended audience and purpose, using precise language to convey their ideas effectively (Style and quality of expression)</p>	<p>writing are scored.</p>	<p>a. The topic is relevant to the issue and the topic is clear and comprehensive.</p> <p>b. Complete identification and description compiled with appropriate conjunctions</p> <p>c. Very few grammatical inaccuracies</p> <p>d. Effective choice and form of words</p> <p>e. Use correct spelling, punctuation, and capitalization</p>		
			<p>Continue the following sentence into a correct descriptive paragraph!</p>  <p>Cat is a cute animal.</p> <p>The things you should pay attention to are:</p> <p>a. The topic is relevant to the issue and the topic is clear and comprehensive.</p> <p>b. Complete identification and description compiled with appropriate conjunctions</p> <p>c. Very few grammatical inaccuracies</p> <p>d. Effective choice and form of words</p> <p>e. Use correct spelling, punctuation, and capitalization</p>	<p>2</p>	<p>2</p>

According to the results of H. Douglas Brown's research regarding language assessment in written form, the test consists of five components that are assessed³⁴, namely:

Table 3.2 Scoring Rubric Essay Assessment

Aspects	Score	Description
Focus and Goals	5	Clear and specific goals that are fully achieved, maintaining a strong focus throughout the text.
	4	Mostly clear goals that are achieved with minor deviations in focus.
	3	Partially clear goals that are somewhat achieved, with noticeable deviations in focus.
	2	Goals are vaguely defined or unachieved, with significant deviations in focus.
	1	Goals are unclear or unachieved, lacking focus entirely.
Content and Development	5	Rich, detailed, and highly relevant content with thorough development.
	4	Substantial content with mostly relevant details and good development.
	3	Adequate content with some relevant details and basic development.
	2	Limited content with few relevant details and weak development.
	1	Minimal or irrelevant content with no development.
Structure and Organization	5	Well-organized, with a clear and effective structure that enhances understanding.
	4	Mostly well-organized, with a coherent structure that generally supports understanding.
	3	Adequately organized, with some lapses in structure that may hinder understanding.
	2	Poorly organized, with a structure that confuses or obstructs understanding.
	1	Completely disorganized, with no discernible structure.
Style and use of language	5	Engaging, varied, and sophisticated language use that enhances the overall quality.
	4	Mostly engaging, with some variety and skillful language use.
	3	Adequate style, with some attempts at variety and appropriate language use.
	2	Awkward or monotonous style, with little variety or inappropriate language use.
	1	Poor style, with repetitive or inappropriate language use.
Grammar and Spelling	5	Virtually error-free, with exceptional grammar and spelling.
	4	Few errors, with minor grammar and spelling mistakes.
	3	Some errors, with noticeable grammar and spelling issues.
	2	Many errors, with frequent grammar and spelling mistakes.
	1	Numerous errors, with pervasive grammar and spelling issues.

$$\begin{aligned}
 \text{Total Score} &= (\text{score of question number 1} + \text{score of question number 2}) \times 2 \\
 &= (25+25) \times 2 \\
 &= 50 \times 2 \\
 &= 100
 \end{aligned}$$

³⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 244–45.

The table included various aspects that were evaluated while writing the descriptive text adopted by the researcher. The hope was that by considering these aspects, assessment of student work could be carried out more easily and in a structured manner.

F. Validity and Reliability

1. Validity

A validity test is a test designed to ascertain the measurement's accuracy.³⁵

Products Moment Pearson was utilized in this work as a validity test. Product Moment Pearson is a statistical measure to determine the strength and direction of a linear relationship between two variables. With rough numbers as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description:

$\sum XY$: The whole score multiplication of the x and y variables

$\sum X^2$: The whole number of x variables squares

$\sum Y^2$: The y variable's entire number squared

r_{xy} : Validity coefficient (*product moment correlation*)

$\sum x$: The whole number of x variables scores

$\sum y$: The whole number of y variables scores

N : The number of issues

³⁵ Heny Puspasari and Weni Puspita, "Uji Validitas dan Reliabilitas Instrumen Penelitian Tingkat Pengetahuan dan Sikap Mahasiswa terhadap Pemilihan Suplemen Kesehatan dalam Menghadapi Covid-19," *Jurnal Kesehatan* 13, no. 1 (April 30, 2022): 66, <https://doi.org/10.26630/jk.v13i1.2814>.

Table 3.3 The Classification of Validity

0,80 – 1,00	Very high validity (very good)
0,60 – 0,80	High validity (good)
0,40 – 0,60	Medium validity (fair)
0,20 – 0,40	Low validity (less)
0,00 – 0,20	Very low validity (very less)

The researcher decided to carry out validation calculations in the validation class, namely class VII B. The capabilities of this class were the same as those of the experimental and control classes. Valid questions can be used as instruments, while invalid questions cannot be used as instruments. Following the validation class's calculations, the researcher's results were as follows:

Table 3.4 The Validity Test Results of Pre-Test Instrument

No. Item	r_{xy}	r_{table}	Interpretation
1	0,860	0,3739	Valid
2	0,838	0,3739	Valid

Both of the questions were deemed valid based on the outcomes of the validation test mentioned above. The researcher decided to use these two questions as a pretest research instrument. Besides, the outcomes of the post-test instrument validation were as follows:

Table 3.5 The Validity Test Results of Post-Test Instrument

No. Item	r_{xy}	r_{table}	Interpretation
1	0,883	0,3739	Valid
2	0,849	0,3739	Valid

2. Reliability

A reliability test is a test that aims to gauge the degree to which an instrument can be trusted.³⁶ The reliability test in this study used Cronbach's Alpha:

Description:

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum pq}{s^2} \right]$$

r_{11} : Overall test reliability

k : number of items in question

p : Proportion of examinees getting each item correct

q : Proportion of examinees getting each item wrong

s^2 : The variance of scores on the total test

Table 3.6 The Classification of Reliability

Value of r	Classification
0,000 < r < 0,199	Very low
0,200 < r < 0,399	Low
0,400 < r < 0,599	Medium
0,600 < r < 0,799	High
0,800 < r < 1,000	Very High

A higher Cronbach's Alpha value (which goes from 1 to 5) denotes superior aptitude. That is why researcher use Cronbach's Alpha because it is in accordance with the assessment of writing skills.

The results of the reliability test of the test instrument are presented in the following table::

³⁶ Heny Puspasari dan Weni Puspita, "Uji Validitas dan Reliabilitas Instrumen Penelitian Tingkat Pengetahuan dan Sikap Mahasiswa terhadap Pemilihan Suplemen Kesehatan dalam Menghadapi Covid-19." *April 2022*, no. 1:66.

Table 3.7 The Reliability Test Results of Pre-test Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.612	2

Based on statistical calculations, the reliability test results revealed that the Cronbach's Alpha value is 0.612, more than 0.60. It means the pre-test instrument can be said to be reliable or trustworthy.

Table 3.8 The Reliability Test Results of Post-test Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.666	2

The results of the reliability test carried out using statistical calculations show that the value of Cronbach's Alpha is 0.666, which is > 0.60 . That means the pre test instrument can be said to be reliable or trustworthy.

G. Data Analysis Technique

The data analysis technique in this study used several statistical tests, such as normality test, homogeneity test, and hypothesis test.

1. Normality Test

The purpose of the normality test is to determine whether or not the independent and dependent variables in a regression model have a normal distribution. Regression models that are good are those that use data that is normally distributed or very nearly normal.³⁷ To determine if the data in this study were normal or not, one-sample Kolmogorov-Smirnov parametric statistical analysis was used because the number of samples was more than

³⁷ Mitha Christina Ginting dan Ivo Maelina Silitonga, "Pengaruh Pendanaan Dari Luar Perusahaan Dan Modal Sendiri Terhadap Tingkat Profitabilitas Pada Perusahaan Property and Real Estate Yang Terdaftar Di Bursa Efek Indonesia," *Juli-Desember2019* 5, no. 2 (n.d.): 199.

50. If the p value is > 0.05 , The data could be characterized as regularly distributed, and vice versa. The data was not normal if the p value was less than 0.05.

2. Homogeneity Test

The homogeneity test is a test to ascertain the similarity or dissimilarity of many population variations. This test is conducted in order to prepare for the analysis of the independent sample t test.³⁸ If the data group has a normal distribution, the homogeneity test can be performed. The purpose of the homogeneity test was to demonstrate that the differences observed in parametric statistical tests are genuinely the consequence of group differences, not as a result of differences within groups. The Lavene Test was employed in this study using SPSS 22. The criteria were: if the sig. (probability) > 0.05 , the data originates from a population with the same variance; if not, the data originates from a population with an unequal variance.

3. Hypothesis Test

A hypothesis test is a subfield of inferential statistics that employs statistical testing to determine if a claim is true.³⁹ A hypothesis is a statement that is still weak and needs to be proven. A researcher will be able to answer questions in the form of rejection or acceptance of a hypothesis by conducting a hypothesis test. An independent sample t-test was employed in the study. One of the criteria for the Independent Sample T-Test was that it

³⁸ Usmadi Usmadi, "PENGUJIAN PERSYARATAN ANALISIS (UJI HOMOGENITAS DAN UJI NORMALITAS)," *Inovasi Pendidikan* 7, no. 1 (November 3, 2020): 51, <https://doi.org/10.31869/ip.v7i1.2281>.

³⁹ Gangga Anuraga, Artanti Indrasietianingsih, and Muhammad Athoillah, "Pelatihan Pengujian Hipotesis Statistika Dasar dengan Software R," *BUDIMAS : JURNAL PENGABDIAN MASYARAKAT* 3, no. 2 (July 19, 2021): 328, <https://doi.org/10.29040/budimas.v3i2.2412>.

could only compare two paired samples, and the amount of data from each sample was less than 30.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Findings of the Research Location

1. The History of MTs Al-Islam Joresan Ponorogo

The "Al-Islam" Islamic Boarding School, which is situated in Joresan village, Mlarak District, Regency Ponorogo, East Java, was founded in response to a crisis that impacted the standard of living for Indonesian Muslims in the 1960s, particularly in Ponorogo. In those days, it meant the development of Muslim life, the formation of the community Islam, and children quitting school as a result of the poverty and backwardness that still permeate the majority of Ponorogo residents' lives, particularly those who reside in rural areas.

While there have long been a number of modernist Islam-oriented Islamic educational institutes in Ponorogo, its existence was already considered a place seeking knowledge from the gentry that was not accessible to the lower class, resulting in backwardness and a lack of knowledge that was still worrying.

The theologian became concerned about this situation and joined the Nahdlatul Ulama Branch Council of Representatives (MWC-NU) in the Mlarak District to take part in the fight against educational backwardness in society. In the MWC-NU meeting in Mlarak sub-district at that time, chaired by KH. Imam Syafaat, concern was formulated in the meeting agenda regarding the establishment of a secondary-level Islamic educational institution in Mlarak District.

Subsequently, the Islamic educational institution was established twice in order to reinforce its vision, mission, and aims. The first one took place in the residence of KH. Hasbullah Joresan Mlarak village, coinciding with the late Kyai

Muhammad Thoyyib's Haul celebration, who founded Joresan village. The second meeting at home went wrong for one NU figure, Mlarak KH. Abdul Karim from Joresan village.

At the next meeting, namely at KH Imam Syafaat, priest Intercession in Gandu Mlarak Ponorogo village, which was attended by Nahdliyyin figures such as KH. Imam Syafaat, KH. Maghfur Hasbullah, KH. Mahfudz Hakiem, BA, Kafrawi, H. Farhan Abdul Qodir, K. Qomari Ridwan, K. Imam Mahmudi, Ibn Mundzir, Bazi Haidar, K. Markum, Ashmu'i Abdul Qodir, Ahmad Hudlori Ibnu Hajar, and Hirzuddin Hasbullah, thanks to Allah SWT's blessing. The embryo was born at Al-Islam Islamic Boarding School, to be precise, on May 2, 1966, which is the 12th Muharram, 1386 H.

It was formerly known as Madrasah Tsanawiyah, or "Al-Islam." Then, following class IV, the name was eventually added after four years of operation: Madrasah Tsanawiyah Aliyah "Al-Islam." Even if NU Ulama was the ones who first brought Madrasah Tsanawiyah Aliyah "Al-Islam" into existence, Al-Islam Islamic Boarding School continues to stand for all groups. And thank God, so far there are one thousand and three hundred students from various backgrounds attend this course. The idea that Islamic boarding schools "Al-Islam" were established exclusively for Nahdliyyin citizens is rejected by Indonesia.

Al-Islam Richardus Nagkih Islamic Foundation Notarial Deed Sinulingga, SH. Number 74, Dated September 17, 1982, perfected with a Deed of Amendment by Mrs. Kustini Sosrokusumo, SH Number 16, Dated January 26, 1989.

2. Vision, Mission and School Goals

a. School Vision

“Excellent in achievement, Moral Karimah, Skilled, and Independent”.

b. School Mission

- 1) Developing a spirit of achievement in the field of academics for all Madrasah residents.
- 2) Developing students' interests and talents as well as improve non-academic achievements through extracurriculars.
- 3) Developing a culture of politeness in speaking and politeness in behavior.
- 4) Improving the quality of education by integrating religious and cultural value systems with science and technology.
- 5) Prioritize character education by improving character and improving the soul.
- 6) Cultivate activities, namely smile, greet, be polite, enthusiastic, and wholehearted, for all madrasa residents.
- 7) Fostering student independence through habituation, entrepreneurship, and self-development is planned and sustainable.

c. School Goals

The MTs Al-Islam curriculum was prepared as a guideline for organizing learning activities to achieve educational objectives at MTs Al-Islam, which include developing the potential that exists in the MTs Al-Islam environment, improving the quality of unit education, both in the academic field and non-academic, maintaining regional culture, and founded on faith and piety to Allah SWT, science and technology have developed.

The goal of MTs Al-Islam Joresan, Mlarak District, Ponorogo Regency was as follows:

- 1) Obtained superior grades in academics and non-academics.
- 2) Optimized the learning process to be varied, innovative, and meaningful, including CTL as well as guidance and counseling services.
- 3) Developed discipline from all madrasa components (stakeholders) to form a strong and sturdy personality as a basis for every activity and as an asset madrasa.
- 4) Positioning itself as a madrasa developing cottage-based education Islamic boarding schools and developing ICT-based education.
- 5) Provided 100% of students with access to positive information from the internet.
- 6) Preserved Islamic boarding school cultures to always behave politely to all madrasa residents and the community.

3. Teachers and Human Resources

Teachers, principals, students, and staff were the human resources at MTs Al-Islam Joresan Ponorogo. Individually and in groups, they worked together to create relationships, participate in school activities, and achieve learning goals.

The general division of tasks in organizations such as schools aimed to facilitate interaction between individuals. In schools, principals monitor the distribution of tasks to ensure a clear understanding of what, when, and how tasks should be carried out by each individual and group.

B. Research Finding Description

This section explained the research findings descriptively. Data collection was carried out by the researcher, namely by carrying out pre-tests and post-tests in the experimental class (VII C) and control class (VII A). The researcher provided a brief explanation of descriptive technology to the experimental class. Then proceed with the provided scramble method of treatment. Meanwhile, in the control class, the researcher only focused on providing descriptive text material and did not provide scramble method treatment.

1. The Control Class Data Descriptions

This section described the learning procedures as well as the outcomes of comparing the control class students' pre- and post-test results.

a. The Control Class Research Procedures

The control group consisted of 28 students. This class did not receive the same treatment as the experiment class. In the control group, the instructor used the discussion method, which is typically how it is taught to students.

Students were given a pre-test at the first meeting to gauge their level of proficiency in writing about descriptive text. The researcher next went over a number of topics pertaining to descriptive text, including its definition, social role, generic structure, and linguistic characteristics. Students had the chance to ask questions about anything they were still unsure about. Following that, pupils were told to form four study groups, with seven students in each group. The researcher instructed everyone to discuss about pictures that were objects when creating descriptive texts about places. Each group was given the task of creating a descriptive text about a place with the keyword "calm." One of the groups presented the outcomes of their investigation in front of the group.

The researcher went over the information they had examined at the first meeting with the students once again during the second meeting. The assignment for the students was to use the word "cute" in a descriptive text about animals. The assignment was the same as the previous meeting, which was carried out in groups that had been formed at the previous meeting. After that, one group presented the results of their work in front of the class. The researcher provided input on the work that has been presented.

At the third meeting, students were given a stimulus in the form of a question related to one of the things they like, for example, "Do you have a favorite thing?". Then students were given instructions to create descriptive text about objects with the keyword "small". Assignments were carried out in groups. One of the groups came forward in front of the class to present the results of their work.

In the fourth meeting, students were first instructed to create descriptive texts about people with the keyword "thin." The descriptive text can be from a mother, father, friend, or others. The researcher provided evaluations related to the learning that has been carried out. Students listen actively when the teacher delivers evaluations. Then students took a post-test to measure their' abilities after being taught without the Scramble Method treatment.

b. The Students' Scores in Control Class

The data displayed the pre- and post-test results completed by the students in the control group:

Table 4.1 Pre-test and Post-Test Score of Control Class

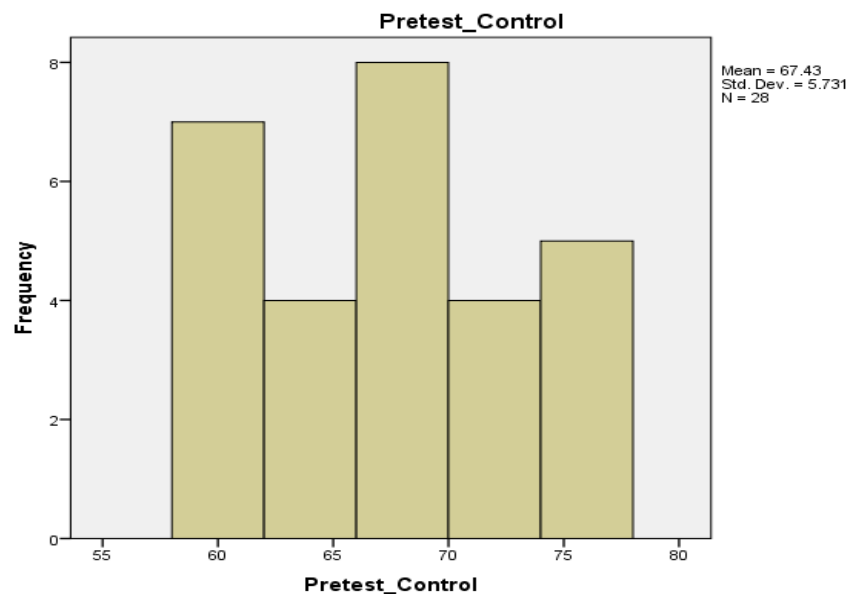
No.	Name	Score	
		Pre-Test	Post-Test
1.	AMR	64	76
2.	ARAP	60	72
3.	ADN	72	82
4.	AFB	60	78
5.	ANWD	68	86
6.	CRS	72	82
7.	FHA	68	78
8.	FAP	72	90
9.	HRWR	64	90
10.	HNF	60	82
11.	HAS	68	80
12.	IHI	64	84
13.	KZW	76	90
14.	KAPP	60	72
15.	MAM	76	86
16.	MANS	60	84
17.	MFAM	68	86
18.	MFN	60	82
19.	NASK	64	72
20.	NTR	68	86
21.	NCE	76	90
22.	NMK	72	82
23.	RAS	68	76
24.	RAA	76	80
25.	RQAA	68	90
26.	SPA	76	80
27.	WAM	60	82
28.	ZHL	68	86
Total		1888	2304
Mean		67,42857	82,28571

It is possible to draw the conclusion that the pre-test scores range from 60 to 76, with an average of 67.42857 and a total of 1888, based on the information presented in the table above. A total of 2304 and an average of 82.29571 were obtained, with the lowest post-test score being 72 and the highest being 90.

Table 4.2 Pre-test Frequency Distribution of Control Class

Pretest Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	7	25.0	25.0	25.0
	64	4	14.3	14.3	39.3
	68	8	28.6	28.6	67.9
	72	4	14.3	14.3	82.1
	76	5	17.9	17.9	100.0
	Total	28	100.0	100.0	

From the statistics supplied, there was a considerable variation in students' pre-test results. A total of 25%, or 7 students, scored 60, followed by 14.3%, or 4 students, with a score of 64. Then, 28.6%, or 8 students, scored 68. Followed by 14.3%, or 4 students, who got a score of 72. Next, 17.9%, or 5 students, got the highest score of 76. The following histogram representation can help visualize the distribution of student scores more clearly.

**Figure 4.1 Pre-Test Histogram of Control Class**

Based on the description on the histogram above, it can be observed that the average value on the pre-test is 67.43 with a standard deviation of 5.731. The mean value is the average value of the data distribution, while the standard deviation is information about the spread or variation of the data. So therefore, the conclusion is that the histogram shows a distribution of data with a fairly high average value and a relatively consistent distribution.

Table 4.3 Post-test Frequency Distribution of Control Class

Postest Control				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	3	10.7	10.7
	76	2	7.1	17.9
	78	2	7.1	25.0
	80	3	10.7	35.7
	82	6	21.4	57.1
	84	2	7.1	64.3
	86	5	17.9	82.1
	90	5	17.9	100.0
Total	28	100.0	100.0	

From the data supplied, there was great diversity in student post-test scores. A total of 10.7%, or 3 students, received a score of 72, followed by 7.1%, or 2 students, with a score of 76. Next, 7.1%, or 2 pupils, received a score of 78. Then 10.7%, or 3 pupils, received a score of 80. Next, 21.4%, or 6 pupils, received a score of 82. Then, 7.1%, or 2 pupils, received a score of 84. Furthermore, 17.9%, or 5 students, obtained a score of 86. And 17.9%, or 5 more pupils, received a score of 90. The following histogram depiction offers a more thorough visualization of the distribution of student grades:

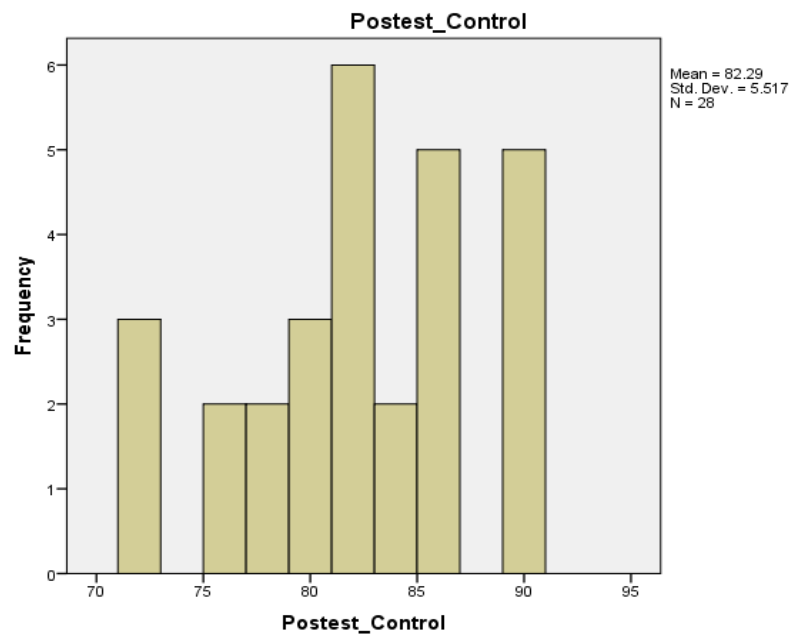


Figure 4.2 Post-Test Histogram of Control Class

Based on the histogram above, it shows that the mean value in the data distribution is 82.29 with a standard deviation of 5.517. The mean means the average value of the distribution, which is 82.29, while the standard deviation means a description of how far the individual values are spread relative to the mean. With this information, it can be determined that the data distribution in the histogram had a relatively high average value and a relatively consistent distribution.

2. The Experimental Class Data Descriptions

This section contained learning procedures and results for the for the students in the experimental class's pre- and post-test results.

a. The Experimental Class Research Procedures

The experimental class consisted of 28 students. The treatment was carried out in this class. In the experimental class, students were taught using the scramble method by the researcher.

Students were given a pre-test to gauge their understanding of and proficiency in writing about descriptive material at the first meeting. After that, the students learned about descriptive material, which includes basic knowledge of describing people, animals, objects, and places through the use of adjectives. The definition, text structure, social function, and internal linguistic features of descriptive text were all clarified by the researcher. Students had the chance to ask questions about the content they had learned. Next, the researcher gave the students an introduction to the scramble method, which would be applied in the class. At this meeting, the scramble method began to be applied. Before starting to use this method, students were instructed to form groups made consisted of 5–6 students. Next, they began employing the scramble method with a descriptive text theme in the form of a description of a place.

At the second meeting, the researcher also provided treatment using The scramble method involves providing images that match the theme of the descriptive text that will be assembled at this meeting, namely descriptive text about animals. Students must arrange random sentences given by the researcher on the sheet of paper provided. Students must pay attention to the correct order of sentences so that it becomes an appropriate descriptive text. In this case, students also paste the pictures provided onto the sheet of paper used to compose the sentences. Then, the researcher would examine, review, and provide feedback on what the students did.

At the third meeting, students did the same thing as at the second meeting. The difference was that during the third meeting, the assignment for the class was to write a descriptive text about something. Researcher pay attention to students by arranging sentences into paragraphs. After completion,

each group of students presented the results of their work to the class. Researcher provide corrections to the work that students present.

In the fourth meeting, students were instructed to put sentences together again with the theme of descriptive text about person. Before carrying out this method, students first discuss it with their group of friends. Students were also given the opportunity to ask questions regarding things that hindered them from compiling descriptive text. After completion, Students who received treatment utilizing the scramble method were given a post-test to gauge their knowledge and skills. This concluded the experimental class's series of meetings.



a. The Students' Scores in Experimental Class

The outcomes of the pre- and post-test scores of the students in the experimental class are listed below:

Table 4.4 Pre-Test and Post-Test Score of Experimental Class

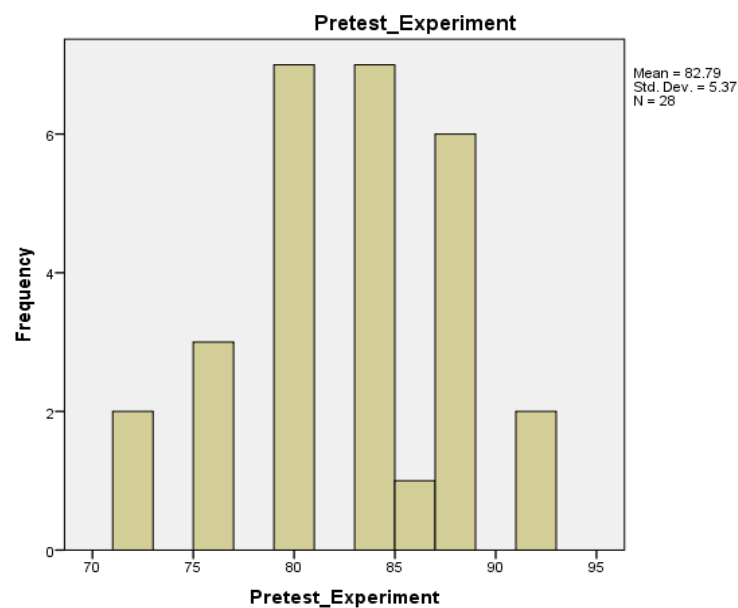
No.	Name	Score	
		Pre-Test	Post-Test
1.	AWE	88	92
2.	AFA	88	92
3.	AF	88	100
4.	AFP	80	88
5.	ASS	80	86
6.	AAN	86	92
7.	ARW	80	88
8.	ANES	80	92
9.	ANL	88	94
10.	AAI	80	84
11.	DFA	76	80
12.	DANA	88	96
13.	GAP	84	96
14.	LF	84	92
15.	LAZ	72	80
16.	LS	84	92
17.	MAIA	88	96
18.	MFK	84	88
19.	MKF	84	96
20.	MRAB	92	96
21.	MSR	80	88
22.	RDA	84	92
23.	RIF	72	84
24.	RWF	76	84
25.	SNA	92	100
26.	TN	76	84
27.	WF	80	88
28.	WFN	84	88
Total		2318	2528
Mean		82,78571	90,28571

The aforementioned table shows that, with a total of 2318 and a mean of 82.78571, the lowest pre-test score is 72 and the highest pre-test score is 92. Conversely, with a total of 2528 and a mean of 90.28571, the lowest post-test score is 80, and the highest post-test score is 100.

Table 4.5 Pre-test Frequency Distribution of Experimental Class

Pretest_ Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	2	7.1	7.1	7.1
	76	3	10.7	10.7	17.9
	80	7	25.0	25.0	42.9
	84	7	25.0	25.0	67.9
	86	1	3.6	3.6	71.4
	88	6	21.4	21.4	92.9
	92	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

The pre-test results of the students varied significantly, according to the statistics shown. 7.1%, or 2 students, received a score of 72, then 10.7%, or 3 students, received a score of 76. Then, 7 students, or 25% of the group, received an 80. Seven students, or 25% of the total, came in second with an 84. Subsequently, 3,6%, or 1 student, received an 86. Six students, or 21.4% of the total, then achieved an 88. And two students, or 7.1% of the total, received the highest score—92. The distribution of student scores can be more easily seen with the aid of the following histogram representation.

**Figure 4.3 Pre-Test Histogram of Experimental Class**

It is evident from the following histogram description that the pre-test mean value is 82.79, with a standard deviation of 5.37. The standard deviation provides information about the spread or variety of the data, whereas the mean value represents the average value of the data distribution. Consequently, it was determined that the histogram displays a data distribution with a reasonably high average value and a generally consistent distribution.

Table 4.6 Post-test Frequency Distribution of Experimental Class

Posttest Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	2	7.1	7.1	7.1
	84	4	14.3	14.3	21.4
	86	1	3.6	3.6	25.0
	88	6	21.4	21.4	46.4
	92	7	25.0	25.0	71.4
	94	1	3.6	3.6	75.0
	96	5	17.9	17.9	92.9
	100	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

The post-test results of the students varied significantly, according to the data that was provided. Two students, or 7.1% of the total, received a score of 80. Four students, or 14.3% of the total, received a score of 84. After that, 3.6%, or 1 student, received an 86. 21.4%, or six students, came next with an 88. 7 pupils, or 25% of the total, then received a score of 92. 3.6%, or 1 student, then achieved a score of 94. 17.9%, or 5 students, received the highest score of 96, followed by 7.1%, or 2 students, who received a score of 100. The distribution of student scores can be more easily seen with the aid of the following histogram representation.

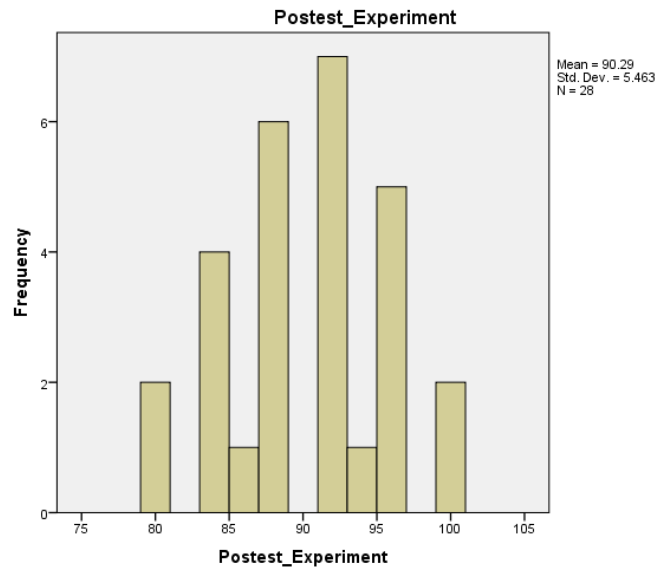


Figure 4.4 Post-Test Histogram of Experimental Class

It is evident from the following histogram description that the pre-test mean value is 90.29, with a standard deviation of 5.463. The standard deviation provides information about the spread or variety of the data, whereas the mean value represents the average value of the data distribution. Consequently, it was concluded that the data distribution depicted by the histogram had a reasonably high average value and a reasonably consistent distribution.

C. Data Analysis and Hypothesis Testing

This section contains explanations related to the analysis of hypothesis testing conduct by researcher. IBM SPSS Statistics 22 was utilized by the researcher to compute and explain statistical calculations in more detail and accuracy.

1. Assumption Test

This section explains the results of assumption testing. Researcher carried out two stages of assumption testing. This was to ensure that the data used was valid, normal distribution and homogeneity. This stage includes tests for normality and homogeneity to verify whether the data used in the analysis are appropriate.

a. Normality Test

Because the use of parametric statistics necessitates that the data for every variable under analysis be normally distributed, a normality test is conducted first, followed by hypothesis testing.⁴⁰ The Kolmogorov-Smirnov significance test was utilized to confirm the normality of the data for samples $N = 28$ (control class) and $N =$ (experimental class), with the assistance of IBM SPSS Statistics 22 software and a significance level set at 0.05.

Table 4.7 Normality Testing

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest_Experiment	.161	28	.061	.944	28	.139
	Posttest_Experiment	.159	28	.068	.953	28	.232
	Pretest_Control	.153	28	.094	.886	28	.005
	Posttest_Control	.122	28	.200 [*]	.933	28	.073

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It was evident from the preceding table that the control group's pre- and post-test Sig (significance) value is 0.094 and 0.200, respectively > 0.05 as the significance level (α). That means the control group's data was distributed normally.

Apart from that, the table showed that the experimental group's sig values for the pre- and post-tests were 0.061 and 0.068, respectively, which were above the significance level of 0.05 (α). Therefore, it may be said that the experimental group's data is also normally distributed.

⁴⁰ Sugiyono, "Quantitative, Qualitative, and R&D Research Methods". (Bandung: CV. Alfabeta, 2018), 171-172.

b. Homogeneity Test

A statistical method to determine if the variances of two or more population groups are identical or homogeneous is called a homogeneity test.⁴¹ Using IBM SPSS Statistics 22 software, the Lavene test is used to perform a homogeneity test, with a significance level of 0.05, was used in this research.

Table 4.8 Homogeneity Testing

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.080	3	108	.970
	Based on Median	.059	3	108	.981
	Based on Median and with adjusted df	.059	3	107.855	.981
	Based on trimmed mean	.083	3	108	.969

It is clear from the calculations in the above table that the average value was used to analyze the scores of the experimental group and the control group. The study's findings revealed a 0.970 significance value (Sig.). The data was homogeneous since this result was greater than the significance level (α) of 0.05.

2. Hypothesis Test and Interpretation

The following stage was hypothesis testing, which came after making sure the data complied with the homogeneity and normalcy assumptions. The researcher evaluated this study's data by contrasting the experimental group's and control group's pre- and post-test results using the independent samples T test. This statistical analysis provided answers to the research hypothesis. To assess the significance of the difference between the control group and the experimental group, the t-test value from the analysis is compared with the t-table value.

⁴¹ Budiyono, "Statistics for Research". (Surakarta: UNS Press,2009). 174.

Table 4.9 Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Pretest_Experiment	28	82.79	5.370	1.015
	Posttest_Experiment	28	90.29	5.463	1.032

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Result		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.043	.836	-5.181	54	.000	-7.500	1.448	-10.402	-4.598
	Equal variances not assumed			-5.181	53.984	.000	-7.500	1.448	-10.402	-4.598

The following were the steps in interpreting the t test:

- A. Determination of the level of significance (α): the α value used is 0.05.
- B. Determination of confidence intervals: Confidence interval calculated as $1 - \alpha$. Here, the confidence interval is 0.95.
- C. Degree of freedom (df) calculation: $df = 54$ ($N-2$; $56-2 = 54$)
- D. Comparing Sig. (2-tailed) with an α value determines decision making base on:
 - 1) If Sig. (2-tailed) < 0.05 , then there is a significant difference between post-test results for the control class and the experimental class
 - 2) If Sig. (2-tailed) > 0.05 , there is no significant difference between the post-test results of the control class and the experimental class.
- E. Formulation of hypothesis and decision:

H₀: There is no significant difference between students achievements taught using the 'Scramble Method' and those who are not.

H1: There are significant differences between students achievements taught using the 'Scramble Method' and those who are not.

F. Conclusion

The results of statistical computations using SPSS indicate that Sig. (2-tailed) < 0.05, where $0.00 < 0.05$, based on the data in the table. Next, $5.181 > 2.004$ in the t count > t table. This demonstrates that the post-test results for the experimental class and the control class differed significantly.

So it can be stated that H_0 is rejected and H_1 is accepted. Thus, there was a significant difference between the learning achievements of students who were taught using the scramble method and those who were not taught using the scramble method.

D. Discussion

This section discussed the analysis of the results used by the 'Scramble Method' to improve the writing skills of class VII students at MTs Al-Islam Joresan Ponorogo based on statistical calculations that had been carried out.

Writing skills have a crucial part in learning English. This skill is required in order to express ideasm, which can improve students' critical thinking. According to Harmer, writing is defined as an active skill related to emotions and thought.⁴² Writing functions as a means to explain various things and information that can be received by readers. Writing skills cannot be quickly learned; it require quite a long and continuous practice.⁴³ The phenomenon of using the scramble method to learn writing refers to the increasing number of students who experience difficulty understanding these skills. They tend to get bored when learning to write using monotonous and uninteresting media.

⁴² Harmer. J., "How to Teach Writing", 2004, New York: Longman Inc.

⁴³ Rapi Hamdi Nur, et.al, "INCREASING STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT BY USING ACTIVE KNOWLEDGE SHARING STRATEGY,"2021,126.

According to Brown, writing is a process of thought.⁴⁴ The process includes putting ideas down on paper in order to refine them, make them into words, and give them a logical framework and organization. It is a complex activity that involves mastering a second language at the sentence level, including grammar, structure, vocabulary, punctuation, and spelling. Then, at a higher level, it includes organizing and integrating information to form interesting and appropriate paragraphs or texts. This means that writing is not just about constructing sentences; other elements of language acquisition are also involved. That's why writing is a crucial ability to have.

The 'Scramble Method' may be the most effective strategy for enhancing students' writing skills in this situation. This claim was investigated in this study by statistical computations. The scramble method is carried out by giving envelopes containing question cards, words, and pictures to students who are the objects of descriptive text. Question cards are used to arrange the placement of sentences in descriptive text paragraphs. Random words are arranged into sentences on a large sheet of paper. Students arrange the random sentences by sticking them with glue. So, the large paper contains pictures, question cards, and words arranged according to the sentence structure in descriptive paragraph.

This scramble method can improve students' critical thinking. This is because students are required to arrange words correctly into sentences. In this study, students also have to match the question cards and answer cards correctly, where the answer cards are sentences that have been arranged into paragraphs. Cooperation between group members was also the main factor in implementing the scramble method.

⁴⁴ Brown, H.D., "Teaching by Principle an Interactive Approach to Language Pedagogy". 2001, Second Edition. New York Longman.

Students also have to manage their time in this method because the researcher instructed that the group that finishes first gets a reward.

In this research, it was found that utilizing the IBM SPSS Statistics 22 software, the results presented in Table 4.9 show a count value of 5.181. The researcher can state that this value is greater than the 5% significance level t_{table} value ($t_{test} > t_{table} = 5.181 > 2.004$). Therefore, it can be said that there was a significant difference in students' writing skills between those taught using the Scramble Method and those who were not. In addition, the Sig value. (2-tailed) shows test results less than α ($0.00 < 0.05$). Based on these data, the researcher concluded that The post-test results of the experimental group and the control group differed significantly.

These results are in line with Larsen's theory, which stated that scramble method can teach students about teamwork and the nature of language coherence.⁴⁵ Students learn how sentences connect at a suprasentential level using formal linguistic tools like pronouns, which create cohesion in a text, and semantic propositions, which bring unity and coherence to the text. Students are given assignments that they may or may not have done before. The task is that students are given a sentence with scrambled words.. Students are instructed to restore the scrambled words so that they become the original sentence.

This idea is also supported by Darmawan Budiyo and Sophia Rahmawati, they stated that by using Scramble Sentences, students can be more confident in writing activities.⁴⁶ This method can help students become more creative, more easily express their ideas, and share with others. The Scramble method allows students to learn

⁴⁵ Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Language Teaching*, Third edition (Oxford New York Auckland: Oxford University Press, 2011), 133.

⁴⁶ Darmawan Budiyo & Sophia Rahmawati, "Scramble Sentence Method to Teach Writing Descriptive Text to the Eight Grade Students of SMPN 26 Palembang," *Journal of Language Education Development* 2, no 1 (2019): <https://ejournal.ummuba.ac.id/index.php/pbi/article/view/178>.

sentence structures gradually, so that they better understand grammar in a fun way. In addition, this method helps students organize ideas systematically, which can improve the quality of their writing. By practicing sentence structure through this method, students are also trained to think flexibly and be open to various possibilities in writing.

The Scramble method can be applied not only to writing skills but can also be applied to critical thinking and creativity skills. This is because this method has significant implications. This method was also entertaining and challenging. Based on these challenges, students feel interested in learning new things that can add to their experience in the learning process, especially learning English. Apart from that, the scramble method can stimulate students to make sentences with the right structure.

Then, the researcher felt that the preparations made before going to the field using this method were not too complicated and could be said to be easy to implement. The classroom atmosphere given the Scramble Method treatment was felt to be more enjoyable and not boring. The researcher felt students' joy in their participation when the teaching and learning process used the scramble method. This method taught students to find the right idea in the random sentences provided. In addition, students can improve their vocabulary by learning the meaning of each word to be able to construct sentences correctly.

However, there was also the control group, which received instruction via the discussion method as used in the previous lesson. In this class, it can be seen that students were less enthusiastic and lacked enthusiasm for learning. They feel bored when the learning process takes place. Moreover, students who feel they have not mastered descriptive text material have difficulty understanding it. As a result, those who were not given the scramble method treatment felt they lacked understanding of descriptive text.

Considering the previously mentioned statistics, it can be concluded that H1 is accepted, and H0 is rejected. Therefore, the use of the scramble method can improve the writing skills of seventh grade students at MTs Al-Islam Joresan Ponorogo because it produces significant differences.



CHAPTER V

CONCLUSION

A. Conclusion

When the research was conducted, it was found that students still had difficulty in constructing sentences in descriptive texts. The mistakes that often occur are sentences that are not well structured in terms of meaning and grammar, as well as the use of punctuation and capital letters that are not appropriate. This happens because the learning method used is still traditional so that students have difficulty in understanding the material and feel bored. To overcome this, the researcher applied the Scramble method to make learning more fun and interesting, and encourage students to actively participate in learning activities. After conducting the research procedure and analyzing the data, it was found that the Scramble method can significantly improve students' descriptive writing skills. So, it can be said that the Scramble method is effective in improving students' writing skills in descriptive texts.

This study used a quasi-experimental design with student samples from two classes at MTs Al-Islam Joresan Ponorogo, namely class 7A as the control group and class 7C as the experimental group, each consisting of 28 students. The trial was conducted using an independent sample t-test on IBM SPSS Statistics 22, which showed that the average score of the experimental group was 90.29, while the control group scored 82.29. The normality and homogeneity tests showed that the data were well distributed and homogeneous. The results of the t-test ($t = 5.181$, $t_{table} = 2.004$) showed a significant difference between the trial

scores, so it can be concluded that the Scramble Method is effective in improving students' writing skills at MTs Al-Islam Joresan Ponorogo.

B. Recommendation

The followings are several recommendations that can be made to be useful for students, teachers, and further researcher:

1. Recommendation for Students

The researcher hoped that students would be very enthusiastic and motivated for learning English, especially in writing skills. Then students can also take advantage of other interesting learning strategies to help their studies and further improve their academic performance.

2. Recommendation for Teachers

To help students improve their writing skills, writing lessons for seventh grade students could be taught in class using the Scramble Method. Researcher has found that the benefits of the Scramble Method for helping students writing descriptive text sentences in English have been successful. Teachers were advised to use this method to help improve students' ability to write sentences in English descriptive texts. The way to use the method that developed visuals is by compiling and identifying sentence patterns together with colleagues or within the scope of group work.

3. Recommendation for Further Research

It is intended that the data from this study will serve as a resource for further research, both of whom have the same or different characteristics. The next researcher can replace the supporting media used in the scramble method by using other scramble method media or

adding more interesting patterns. This will provide a better picture and complement existing research.



BIBLIOGRAPHY

- Abdullah, Karimuddin, Misbahul Jannah, Ummul Aiman, Suryadin Hasda, et al. "Metodologi Penelitian Kuantitatif," n.d.
- Adom, Dickson, Jephtar Adu-Mensah, and Dennis Atsu Dake. "Test, Measurement, and Evaluation: Understanding and Use of the Concepts in Education." *International Journal of Evaluation and Research in Education (IJERE)* 9, no. 1 (March 1, 2020): 109. <https://doi.org/10.11591/ijere.v9i1.20457>.
- Alisha, Fika, Nisfu Safitri, and Iman Santoso. "Students' Difficulties in Writing EFL" 2, no. 1 (2019).
- Amin, Nur Fadilah, Sabaruddin Garancang, and Kamaluddin Abunawas. "Konsep Umum Populasi dan Sampel Dalam Penelitian," n.d.
- Anuraga, Gangga, Artanti Indrasetianingsih, and Muhammad Athoillah. "Pelatihan Pengujian Hipotesis Statistika Dasar dengan Software R." *Budimas : Jurnal Pengabdian Masyarakat* 3, no. 2 (July 19, 2021). <https://doi.org/10.29040/budimas.v3i2.2412>.
- Asy-Syafi'i, Imam B.I.J.A. "Tadzkirotus Saami' Wal Mutakallim fii Adabil A'lim wal Muta'alim." 2012.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. Nachdr. New York: Longman, 2006.
- Budiyanto, Darmawan, and Sophia Rahmawati. "Scramble Sentence Method to Teach Writing Descriptive Text at The Eight Grade Students of SMP N 26 PALEMBANG." *Journal Of Language Education and Development (JLed)* 2, no. 1 (December 31, 2019): 169–79. <https://doi.org/10.52060/jled.v2i1.178>.
- Budiyono. *Statistics for Research*. Surakarta: UNS Press, 2009.
- Damanhuri, Noor Fadhilah. "University of Islam Malang Faculty of Teacher Training and Education English Education Department," n.d.
- Genç Ersoy, Berrin, and Derya Göl Dede. "Developing Writing Skills, Writing Attitudes and Motivation through Educational Methods: Action Research." *International Journal of Contemporary Educational Research* 9, no. 3 (October 30, 2022): 569–89. <https://doi.org/10.33200/ijcer.1089781>.
- Ginting, Mitha Christina & Ivo Maelina Silitonga. "Pengaruh Pendanaan Dari Luar Perusahaan Dan Modal Sendiri Terhadap Tingkat Profitabilitas Pada Perusahaan Property and Real Estate Yang Terdaftar Di Bursa Efek Indonesia," vol. 5 no. 2 (Juli-December 2019):199 <https://ejournal.lmiimedan.net/index.php/jm/article/view/69>.
- Hanas, Fase Meida and Erna Dwinata. "The Effectiveness of Using Personal Photograph as Media in Teaching Writing of Descriptive Text at SMK "Sore" Tulungagung," *Journal of English Language Teaching Learning and Literature* 5, no. 1 (May 2022) : 1. <https://jurnal.stkipggritrenngalek.ac.id/index.php/lingua/article/view/246>

- Harmer, Jeremy. "How to Teach Writing" *New York: Longman Inc.*2004.
- Herlina, Dewi & Syamsul Rizal. " The Effectiveness of Using Scramble Method to Improve Reading Comprehension", *Jurnal Pendidikan Tematik* 3, no. 2 (Agustus 2022): 162, <https://siducat.org/index.php/jpt/article/view/509>
- Hidayat, Wulan Nur, Imam Subari, and Purna Wiratno. "Improving Students' Writing Ability Through Clustering Technique at The Tenth Grade of SMAN 8 BANDAR LAMPUNG in The Academic Year Of 2021/2022," n.d.
- Isnawan, Muhamad Galang. *Kuasi Eksperimen*. Lombok Barat: Nashir Al-Kutub Indonesia, 2020.
- Kadar, Annisa Syauqina, et.al. "Enhancing Students' Writing Proficiency Through Extended Writing Projects." *Klasikal : Journal of Education, Language Teaching and Science* 5, no. 1 (April 2023) : 237. <https://www.journalfkipuniversitasbosowa.org/index.php/klasikal/article/view/864>
- Larsen-Freeman, Diane, and Marti Anderson. *Techniques and Principles in Language Teaching*. Third edition. Oxford New York Auckland: Oxford University Press, 2011.
- Lopez Martinez, Roberto E, and Gerardo Sierra. "Research Trends in the International Literature on Natural Language Processing, 2000-2019 — A Bibliometric Study." *Journal of Scientometric Research* 9, no. 3 (December 31, 2020): 310–18. <https://doi.org/10.5530/jsciress.9.3.38>.
- Lubis, Wika Hafsari M and Yulia Sari Harahap. "The Effect of Using Visual-Picture Sequences Towards Students' Ability in English Writing Descriptive Text" *Jurnal Inovasi Penelitian* 3, no.5 (Oktober 2022): 6243, <https://stp-mataram.e-journal.id/JIP/article/view/2066>
- Machali, Imam. "Metode Penelitian : *Panduan Praktis Merencanakan, Melaksanakan dan Analisis dalam Penelitian Kuantitatif* Yogyakarta: Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 71.
- Martínez, Jesús, Alexander López-Díaz, and Elica Pérez. "Escritura Como Proceso En La Enseñanza de Inglés Como Lengua Extranjera." *RECIE. Revista Caribeña de Investigación Educativa* 4, no. 1 (January 22, 2020): 49–61. <https://doi.org/10.32541/recie.2020.v4i1.pp49-61>.
- Masita, Maya, and Nur Fitri. "The Use of Plickers for Formative Assessment of Vocabulary Mastery." *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 2 (October 6, 2020): 311–20. <https://doi.org/10.30605/25409190.179>.
- Mitha Christina Ginting dan Ivo Maelina Silitonga. "Pengaruh Pendanaan Dari Luar Perusahaan Dan Modal Sendiri Terhadap Tingkat Profitabilitas Pada Perusahaan Property and Real Estate Yang Terdaftar Di Bursa Efek Indonesia." *Juli-Desember2019* 5, no. 2 (n.d.).

- Nur, Rapi Hamdi et.al, "Increasing Students' Achievement in Writing Recount Text by Using Active Knowledge Sharing Strategy." *Jurnal Edukasi Nonformal* 2, no. 2 (September 1, 2021): 126. <https://ummaspul.e-journal.id/JENFOL/article/view/4327>.
- Puspasari, Heny, and Weni Puspita. "Uji Validitas dan Reliabilitas Instrumen Penelitian Tingkat Pengetahuan dan Sikap Mahasiswa terhadap Pemilihan Suplemen Kesehatan dalam Menghadapi Covid-19." *Jurnal Kesehatan* 13, no. 1 (April 30, 2022): 65. <https://doi.org/10.26630/jk.v13i1.2814>.
- Rachmaida, Fahria, and Mutiarani Mutiarani. "The Use of Spinning Wheel Methods to Improve Students' Writing Procedural Texts." *Journal of Languages and Language Teaching* 10, no. 4 (October 25, 2022): 530. <https://doi.org/10.33394/jollt.v10i4.5766>.
- Rahmawati, Istiqomah Nur, and M Pd. "English Education Study Program Teacher Training and Tarbiyah Faculty Raden Intan State Islamic University Lampung 2021/2022," n.d.
- Sembiring, Niawanti Novalina and Anna Stasya Prima Sari. "Improving Students' Skill in Writing Descriptive Texts Through Personal Photograph Media to The Twelfth Grade Students of SMA Swasta Pelita Nusantara Lawe Sigala-Galain The Academic Year of 2020/2021." *Kairos Elt Journal* 5, no. 2 (Agustus 2021): 57. <https://scholar.google.com/citations?user=nVKS-xUAAAAJ&hl=id&oi=sra>
- Siahaan & Shinoda. "Generic Text Structure." *Pematang Siantar. Graha Ilmu*. 2008.
- Sipayung, K. T., Tampubolon, S., Napitupulu, F. D., & Tobing, F. L. (2021). Generic structure of descriptive text written English language learner and teachers. *Linguistics and Culture Review*, 5(S3), 1636-1650. <https://doi.org/10.21744/lingcure.v5nS3.1950>
- Sitompul, Mega Silvia, and Indah Manik. "The Effect of Scramble to Improving Vocabulary Mastery of the First Year Student at State Vocational High School 1 Pematangsiantar" 05, no. 04 (2023).
- Sugiyono. *Quantitative, Qualitative, and R&D Research Methods*. Bandung:CV Alfabeta, 2018
- Susanti, Susi. "Improving Students' Ability in Mastering Basic English Grammar Through Board Methods" 1, no. 2 (2019).
- Usmadi, Usmadi. "Pengujian Persyaratan Analisis (Uji Homogenitas dan Uji Normalitas)." *Inovasi Pendidikan* 7, no. 1 (November 3, 2020). <https://doi.org/10.31869/ip.v7i1.2281>.
- Varpio, Lara, Elise Paradis, Sebastian Uijtdehaage, and Meredith Young. "The Distinctions Between Theory, Theoretical Framework, and Conceptual Framework." *Academic Medicine* 95, no. 7 (July 2020): 989–94. <https://doi.org/10.1097/ACM.0000000000003075>.

Widiastuti, Rini, and Nafisah Endahati. "The Efforts to Improve Writing Skill of Secondary School Students by Using Snake and Ladder Method" *ELTICS: Journal of English Language Teaching and English Linguistics* 5, no. 1 (January 30, 2020). <https://doi.org/10.31316/eltics.v5i1.531>.

