THE APPLICATION OF SCRAMBLE GAMES TO IMPROVE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE LEARNING

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Abstract

This study aims to explore the effectiveness of using scramble games as a teaching method to improve students' writing skills. The research is based on the low English language proficiency, particularly in writing, among Indonesian students. Scramble games, which involve arranging wors or sentences randomly, were chosen as a teaching mehod to make the writing learning spocess more engaging and interactive. The results of the study indicate that this method can help students better understand vocabulary and sentence structure as wellas enhance critical and collaborative thinking skills.

Keywords : Writing skill; Scramble game; Descriptive Text

Introduction

Language is a symbol of the sounds of human speech that are used to communicate with each other. One of the international languages is United Kingdom. The United Kingdom language is a necessary competency to face global challenges, ranging from economic and business challenges to education and self-development. Although United Kingdom is important, its use in Indonesia is not as popular as everyday use of Indonesian. According to the daily news published by Riza Mulyadi based on the sources that have been described, research was obtained that the United Kingdom language ability of the Indonesia people is still low. Data recorded in the EF English Language Skill Index (EF EPI) 2023 at (wikipedia, 2024) shows that Indonesia is ranked 79th out of 113 countries.

The index shows that the United Kingdom score of Indonesia residents is 469. In the field of education, the United Kingdom language has been accepted by students from elementary school to college. One of the English skills that students must master is writing. According to (Gymnastiar & Apsari, 2019)

Writing is a complex process, meaning that in writing students must consider many things to produce good writing. For example, when someone writes an essay, he must think about the structure, correct grammar, and content that is relevant to the topic being discussed. Writing skills use forms of communication in the form of words. For example: letters, messages, novels, or esas. This writing skill is important because it can be a means to create new ideas, practice skills. Organizing ideas and concepts, helping to absorb information, and practicing an active and critical attitude. Although writing is important, there are still many students who experience difficulties. The causative factors are: first, lack of interest in learning United Kingdom; second, lack of understanding of the generic structure of descriptive texts; third, lack of knowledge

about the use of grammar; and lastly, lack of motivation in writing. That is the obstacle for students in menullis, especially when writing descriptive texts that require writing skills and mastering vocabulary. Textual is a text that describes an object, such as a person, object, or animal using clear language. With this problem, the researcher uses the scramble game in teaching writing skills that can help the problems faced by students.

According to Shoimin in (Rahayu, 2021, p. 13) The scramble game is a learning process that involves students in solving problems by finding answers from the answer sheets that have been provided which contain alternative problem solving. This scramble game is a cooperative learning method. The advantages and disadvantages of Permian Scramble.

Here are the advantages and disadvantages of using the scramble game learning model (Shoimin, 2019, p.19)

1. Advantages of the game scramble method
   a)   Children are trained to be able to think quickly and precisely.
   b)   Making students more active
   c)   Help students understand vocabulary more easily
2. Disadvantages of the scramble method
   a)   Makes it easier for students to cheat
   b)   Make students only fixated on the answers that have been provided
   c)   This method can make the class noisy so that it interferes with other classes' lesson time

The scramble game can be done in class by following the following steps (miftahul huda, 2013):

1.   Teachers deliver material
2.   The teacher gives each student a worksheet
3.   students do the assessment given by the teacher
4.   The teacher corrects the student's answers that have been completed.
5.   If all students have finished, the assessment is handed over to the teacher.
6.   The teacher checks the results of the student's assessment, the assessment is given based on how many correct answers are given.
7.   Teachers give awards and appreciation to successful students and provide learning support to students who still have low scores.

This study will examine the influence of scramble games on students' ability to write descriptive texts. With the formulation of the problem, can the use of the scramble game method help students in writing descriptive texts? This study aims to determine the level of effectiveness of the use of scramble games on the ability to write descriptive texts in 6th semester students of the United Kingdom language education study program, Bhinneka University PGRI Tulungagung. Seeing the level of effectiveness of the scramble method in teaching descriptive texts.

This study uses the study of the theory of coconstructivism from Von Glasersfeld which emphasizes that learning is a process in which students construct their knowledge

through active interaction with their environment. The use of games can provide active interaction for students to build their writing skills and knowledge.

This research is expected to contribute to students, United Kingdom teachers and future researchers. So that it can be an inspiration to teach descriptive texts

Methods

This study uses quantitative data processing. By using methods to test certain theories, test the relationships between variables. Using the experimental method. This research method is widely used in educational research because it can provide scientific information with both internal and external validity (Asdar, 2018). The purpose of the quantitative experiment method is to test variables by testing the causal relationship. In this context, the researcher aims to assess the scramble method to observe changes in students, becoming a benchmark to evaluate the effectiveness of the scramble game method.

Definition of population, according to Sugiyono (Quantitative P., 2016) Population represents a collective domain consisting of entities or individuals with a certain number and characteristics that are designated by the research to be studied and subsequently. This is not only related to the quantity of respondents, but also related to the individual character of each participant.

The population in this study is students and students of the United Kingdom English Education program at Bhinneka University PGRI Tulungagung, while the sample is a group of respondents from a population who have the same characteristics, so they represent the whole (Quantitative P., 2016). The sample in this study consisted of sixth-semester students of the United Kingdom Language Education Study Program.

This study uses primary data, namely data collection directly at the research site. The primary data used in this study were questionnaires and tests given to respondents. The sample collection technique in this study is purpsive sample. Meanwhile, the design used by the author uses a one group pre-test post-test design. Where the experimental group will be given 2 tests and a treatment. The authors will compare the results to see the differences. The overview of the one group pre-test post-test design is illustrated below:

O1-----X---O2

Information:

O1   : Pre-test

O2   : Post-test

X   : Treatment

A hypothesis is a tentative affirmation of the problems proposed by researchers in conducting research whose existence is still weak. according to Sugiono (Quantitative, 2024, p. 52) Hypotheses function as tentative affirmations in research, so they require testing because of their inpastic nature. In this study, the hypothesis proposed is: Ha is suspected to have a cyclical influence on writing ability through rainan scramble on descriptive texts in students in the 6th semester of United Kingdom education at Bhinneka University PGRI Tulungagung for the 2023/2024 academic year and H0 is suspected to have no influence of cyclical on the influence of cyclical on writing ability through raining scramble on descriptive texts in the 6th semester of United Kingdom education at the University Bhinneka PGRI Tulungagung for the 2023/2024 school year.

The researcher used the help of the SPSS 26 application to analyze the tests of realism, validity, normality, homogeneity, and paired t-test.

Result and Discussion

This research focuses on the effectiveness of using a scramble game learning model to teach students with the ability to write descriptive texts. In this study, data was collected from questionnaires, pretests, and posttests involving 18 students as respondents. The following are the results of the respondents' pretest postest:

Table 1 Pretest and posttest results

Pretest	Postest
71	85
74	82
63	84
67	79
68	80
61	79
71	80
65	77
61	76
73	82
70	77
69	80
65	77
66	81
70	79
71	76
68	81
69	82

The results of the study in the table above show that there is a significant improvement in the ability to write descriptive texts in the experimental group. This increase can be seen from the higher average posttest scores in the experimental group. The aspect that experienced the most significant increase was the suitability between themes, the use of spelling, vocabulary and grammar. After the data is collected, the

researcher then conducts data analysis. Before being analyzed, the data was tested first, which consisted of a test of realism, normality, homogeneity, and paired t-test.

The feasibility test was used to measure the consistency of pretest and posttest data and to measure the influence of variable X on variable Y. The following are the results of the feasibility test of this study:

Figure 1 Reality test results

Cronbach's Alpha	N of Items
,609	6

Based on the feasibility test, it was obtained from cronbach's Alpha , which was 0.609 >0.6. Thus, the question is declared reliable and can be used as a research instrument. The normality test analysis in this study used shapiro wilk. This normality test is used to determine the normality of a data. Dai normality test using shapiro wilk obtained the results of the sig value. > 0.05. It can be concluded that the data in the experimental class are distributed normally.

The homogeneity test is a data test to find out whether a variable is homogeneous or not. The results of the hoogability test obtained were 0.135 > 0.05, so the data came from a homogeneous sample.

The paired T-test is a data analysis to determine the effect of a treatment. The billing of paired T-test results is as follows:

1. If the value of sig. < 0.05 then H0 is rejected
2. If the value of sign. > 0.05 then H0 is accepted and Ha is rejected

The following are the results of the Paired T-test of this study:

Tabel 2 Uji Paired T-test

			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Mr. (2-tailed)
					Lower	Upper			
Pair 1	pretest - Post-test	-11,944	3,903	,920	-13,885	-10,004	-12,984	17	,000

From table 1, the sign value is 0.00 < 0.05. Based on the criteria, H0 was rejected and Ha was accepted. So it can be concluded that there is an influence of the application of scramble games on students' ability to write descriptive texts. It can be concluded that students who learn with the scramble games method are more able to compose sentences that match the theme and correct spelling errors. This shows that the scramble game method is effective in helping to improve their writing skills.

In addition, the use of scramble games also increases students' motivation and interest in learning. Students are more enthusiastic in participating in learning and more active in participating. This method makes learning to write more fun and interactive, so students don't feel burdened

Conclusion

Based on the results of the research, it can be concluded that the scramble game method is effective in improving the ability to write descriptive texts in the 6th semester students of the United Kingdom language education study program at Bhinneka University PGRI Tulungagung. This method helps students understand the structure of descriptive texts, corrects spelling mistakes and increases motivation and interest belajar.me as a writing learning method can be an interesting alternative for teachers in teaching

The use of scrable games as a writing learning method can be an interesting alternative for teachers in teaching writing skills to students. This method not only makes learning more interactive and fun, but it also helps students overcome difficulties in writing descriptive texts.

Thus, it is recommended for teachers to adopt the scramble game method in learning to write descriptive texts. In addition, further research can be conducted to explore the effectiveness of this method on other writing skills, as well as at various different levels of education.

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