
ENHANCING STUDENTS' WRITING PROCEDURE TEXT USING THE SCRAMBLE METHOD

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ABSTRACT: Students can communicate their ideas more effectively by writing down their ideas. Nevertheless, writing still presents challenges for students. Therefore, this research aims to determine the impact of the scramble method in improving students' procedural text writing skills and to find out what aspects of writing improve after using the scramble method. The experimental method using a pre-experimental design was used to conduct this research. Since the total population of this study was 26 students nursing students in the fourth semester, all the students were taken as samples using the study population sampling technique. To measure the students' writing ability, pre-and post-tests of procedures writing were applied. To analyze the data, a t-test of paired sample t-test was used. The result revealed that the scramble method was effective in improving students' writing skills. The findings revealed that the t-obtained (14.08) was higher than the t-table (2.059) at a significant p-value level less than 0.5. It indicated that the scramble method improved students' writing skills. Besides, students' writing skills increased in the following areas: vocabulary (1.85), organization (1.58), structure (1.15), content (0.81), and mechanism (0.65). Students' writing improved with the scramble method as they actively participated in reassembling scrambled sentences, encouraging their enthusiasm to write on engaging subjects.

Keywords: *writing, procedure text, scramble method*

MENINGKATKAN KETERAMPILAN MENULIS TEKS PROSEDUR SISWA MENGGUNAKAN METODE SCRAMBLE

ABSTRAK: Siswa dapat mengkomunikasikan gagasannya secara lebih efektif dengan menuliskan gagasannya. Menulis masih menghadirkan tantangan bagi siswa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui dampak metode scramble dalam meningkatkan keterampilan menulis teks prosedur siswa dan untuk mengetahui aspek menulis apa saja yang mengalami peningkatan setelah menggunakan metode scramble. Metode eksperimen dengan menggunakan desain pra-eksperimental digunakan untuk melakukan penelitian ini. Populasi penelitian ini adalah 26 mahasiswa keperawatan semester IV, maka seluruh mahasiswa tersebut diambil sebagai sampel dengan menggunakan teknik penelitian populasi sampling. Untuk mengukur kemampuan menulis siswa, diterapkan tes sebelum dan sesudah menulis prosedur. Untuk menganalisis data digunakan uji t-test berpasangan sampel t-test. Hasilnya menunjukkan bahwa metode scramble efektif dalam meningkatkan keterampilan menulis siswa. Hasil penelitian menunjukkan bahwa t-hitung (14,08) lebih tinggi dibandingkan dengan t-tabel (2,059) pada tingkat signifikan p-value kurang dari 0,5. Metode scramble meningkatkan keterampilan menulis siswa. keterampilan menulis siswa meningkat pada bidang berikut: kosakata (1,85), organisasi (1,58), struktur (1,15), isi (0,81), dan mekanisme (0,65). Tulisan siswa meningkat dengan metode scramble karena mereka berpartisipasi aktif dalam menyusun kembali kalimat-kalimat yang diacak, mendorong semangat mereka untuk menulis pada mata pelajaran yang menarik..

Kata Kunci: *menulis, teks prosedur, kalimat acak*

INTRODUCTION

English is one of the languages that is used as an international language and is used as one of the subjects or courses in schools and colleges. English is also a talent or skill that is considered important by people, therefore, not only students but people compete to master it by participating in training at language institutions. English is like other languages that have four skills, namely listening, reading, writing, and speaking. These four skills are very closely related and each ability will affect other abilities.

One of the language skills that the students need to be proficient in is writing. Writing is the mental process of coming up with ideas, choosing how to communicate them, and organizing them into clear statements and paragraphs for the reader (Nunan, 2003). Mastering English writing skills is essential for socialization and effective communication when expressing thoughts, feelings, and opinions (Sartika et al., 2022). In conclusion, proficient English writing is crucial for productive communication and personal growth.

Writing is a tactic for putting ideas down, engaging readers in discourse, and extending and deepening the author's perspective, according to Brown (2007). It means that writing enables the interaction of writers and readers as well as the expressing of ideas. Additionally, it serves as a tool for personal development by broadening the writer's perspective on the world. Moreover, Langan (2011) mentioned four fundamental stages of writing, namely planning, drafts, revisions, and edits. The first component is planning, which requires considering what ideas the writer has and what they will say or write. Drafting is the next step. At this point, the author is more concerned with the flow of writing than grammatical correctness. This is what authors usually refer to as their initial draft, which may go through multiple revisions. Purifying or contemplating comes next. What you read that has been written by the author is the process of revising. In other words, authors evaluate their writing based on the comments provided and reach a final decision.

Moreover, Hughes (2003) mentions five factors that must be considered in producing written work: (1) Content; how effectively students articulate their thesis statements and provide evidence to back them up; (2) Organization; the author's talent in utilizing the introduction, body, and conclusion. Additionally, the thoughts are logically placed; (3) Rhetorical conventions, including the use of subject sentences, paragraph coherence, transitions, discourse markers, cohesiveness, references, fluency, economy, and writing variety; (4) vocabulary; a list of all the words someone knows or employs. To be able to make the best decisions, authors need their writing to be effective and meaningful. (5) proper mechanics, such as appropriate spelling, grammar, citations, neatness, and presentation.

Based on the English syllabus of nursing, students should be able to express their ideas in the form of a text. A text that is paraphrased, translated, modified, or condensed, is the actual words that were used to create a written or printed work. Text is split into two categories, according to (Watcharapunyawong & Usaha, 2013): literary text and factual material. Drama, poetry, and story are the three basic types of literary works. The primary texts under the recount, reaction, explanation, debate, report, exposition, and procedure categories are also factual. About the text mentioned previously, nursing students must master a procedure text. A procedure text is one of the factual text categories that aim to instruct the reader on how to make or do a task (Devi et al., 2018).

Writing, however, is the most challenging language skill since it requires elaborating on and putting thoughts into a well-organized writing framework rather than simply recording words from the book (Amelia et al., 2022). Pamuji (2022) also states that students have difficulties when they want to write paragraphs, especially in English. Sometimes, they have many ideas but they do not know how to produce them in English written. In addition, students still had problems in writing procedural essays, such as topic development, vocabulary, and grammar (Ambarwati & Listyani, 2021). Additionally, when considering the text's general structure and linguistic elements, students did not comprehend how to produce procedure text. Consequently, students were not fully aware of proper word choice and text structure when producing process text (Dewi et al., 2023).

To overcome students' problems in writing procedure text, the scramble method can be utilized by the lecturer. The scramble method is a type of writing exercise where students are given a passage with a few sentences in it by their teachers. They are instructed to reassemble the sentences in their original order by unscrambling them. Ordering jumbled up sentences demonstrates coherent and cohesive sentence or word organization in a text (Larsen-Freeman, 2000). By applying this method, the student's motivation will be increased because they will be interested in the learning process and encouraged students to be active. Besides, students using this method must use both their right and left brains (Huda, 2014). In short, scramble method can aid students to enhance their writing skills by arranging the sentences in good order so that the text will be organized well, coherent, and cohesive.

Studies have demonstrated that using the scramble technique helps students write better recounts, narratives, reports, and other types of descriptive writing. (Andini et al., 2017; Mundhisari, 2017; Muklas & Nurbayanah, 2018; Utami et al., 2018; Budiyanto & Rahmawati, 2019; Rahmawati, 2016; Viani, 2002). Additionally, the scramble method has the following advantages. First, it can help children become better readers and writers because it helps them remember words visually and put them into sentences (McLaughlin & Andres, 2003). Second, to teach the pupil how to think clearly and quickly. Third, to encourage the student to study while taking the test with a random response. Fourth, test the students' self-control. Fifth, students who can think and learn with enjoyment will be more attractive and imaginative (Huda, 2014).

The steps applied scramble method adapted from Huda (2014) are as follows. First, prepare a suitable topic. Second, explain the example of sentence material learned that day i.e., about arranging and writing text through the scramble method. Third, Second, give the scramble sentences to the students. Fourth, ask the student to rearrange the sentences into the right procedure text. Fifth, ask students to submit it. Sixth, discuss the answer together. Seventh, give appreciation to the students who have succeeded in answering the exercises well and fast.

In accordance with the previously mentioned data, the content, methods, and samples of the current research all have gaps. With nursing students as its sample, this study utilized procedural texts using a pre-experimental methodology. Because nursing students at STIK Bina Husada Palembang still struggled to articulate their thoughts in writing, it was decided to study the writing of procedural texts. This current research attempted to examine the effectiveness of scramble sentence development in enhancing the students' writing skills of procedure text

METHODOLOGY

The researcher used an experimental study with a pre-experimental design in this study. The population was all the fourth-semester nursing students at STIK Bina Husada Palembang consisting of 26 students. Since the population was 26 students, the whole population was taken as the sample. The researcher used the study population as the technique in choosing the sample for this study.

To collect the data, the written test of essay composition was applied. The sample students were assigned to answer the pre- and post-tests of procedure text composition. The students' writing tests were scored based on a scoring rubric that covered vocabulary, structure, organization, content, and mechanism by Brown (2007).

To make the data valid, the writing test was matched based on the nursing English syllabus. To make the data reliable, inter-rater reliability was used in which two independent lecturers were score the students' writing test. Pearson Product Moment Correlation was used to analyze data collected from both raters after they rated the test using scoring rubric. Based on the calculation of students' writing, it was found that the reliability of the writing test (0.89) was higher than 0.07 and it was considered reliable.

To analyze the data, t-test of paired sample t-tes was used in order to know the students' improvement after giving the treatment (scramble method).

FINDINGS AND DISCUSSION

Based on the decriptive statistics, it was found that in the pre-test, the highest score was 80, the lowest score was 80, the mean score was 68 with standard deviation of 7.65. While in the post-test, the highest score was 97, the lowest score was 77, the mean score was 88.27 with standard deviation of 5.97. Figure 1 displays the distribution of pretest and posttest scores in the experimental class.

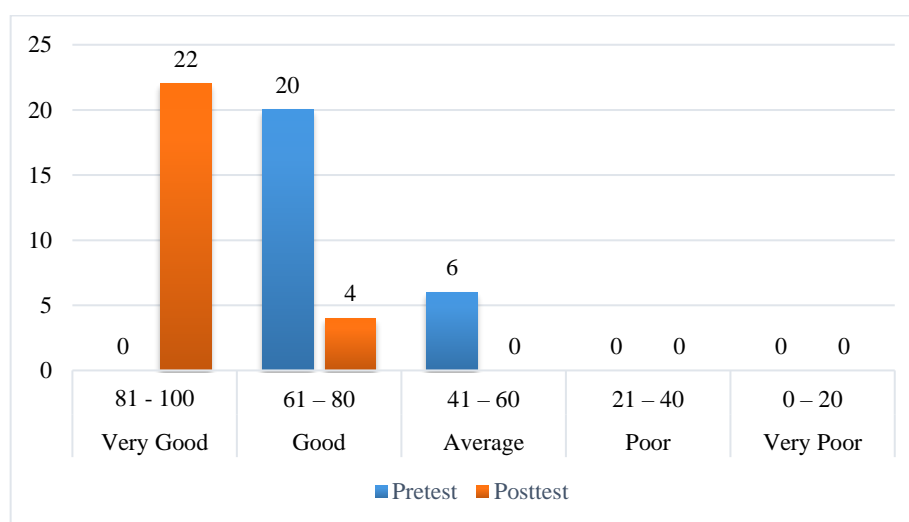


Figure 1. The Distribution of Pre-and Post-tests Score Students

As seen on Figure 1. The distribution score of the students prior to learning writing using the scramble method revealed that no students fell into the poor and very poor categories, 6 students fell into the average category, 20 students fell into the good

category, and no students fell into the very good category. After employing the scramble method to teach writing, the distribution score of the students revealed that none were in the poor, very poor, or average categories, while 4 students were in the good category and 22 students were in the very good category.

Based on the comparison of the students' scores in pre-and post-tests, the findings revealed that there is an increase after the implementation of the scramble method in writing procedure text. It also showed that the average pre-test score was 68, while the post-test score was 88.27. This demonstrates a 20.27 difference between the pre-test and post-test. Because t-obtained (14.08) was higher than t-table (2.059) at the significant level of p-value less than 0.5, it indicated that the scramble method improved students' writing skills, particularly in writing procedure text. See Table 1.

Table 1. Pre-test and Post-test Statistical Data Writing of Procedure Text

	Mean	Mean Difference	t	df	Sig. (2tailed)
Pre-test	68	20.27	14.08	25	.000
Post-test	88.27				

Based on the vocabulary, organization, structure, content, and mechanism, it was discovered that each writing-related metric had improved. According to Table 2, the students' writing skills increased in the following areas: vocabulary (1.85), organization (1.58), structure (1.15), content (0.81), and mechanism (0.65).

Table 2. Students' Progress in Terms of Aspects of Writing

	Vocab	Structure	Organization	Content	Mechanism
Pretest	5.08	3.81	4.96	3.65	2.92
Pos-test	6.92	4.96	6.54	4.46	3.58
Improvement	1.85	1.15	1.58	0.81	0.65

The finding revealed that there was a significant improvement in writing procedure text after having taught using the scramble method. The progress could occur because, after assigning the pre-test to the students, the writer treated them for one month using the scramble method. The students' scores in writing procedure text could improve because of following the implementation stated by Huda (2014). Following the steps, students' writing developed. They are more willing to write because it begins with a topic they are interested in. Students also actively participate in reconstructing scrambled sentences, which forces them to put their writing abilities to use.

The result of this study was in line with Budiyaniti and Rahmawati (2019) who stated that by using the scramble method, students were capable of critical thought. They could expand their understanding and use it in their writing by mastering the offered challenge. Moreover, the scrambling method has been shown to improve students' writing abilities in a variety of text kinds, such as recounts, narratives, reports, and descriptive writing (Andini et al., 2017; Mundhisari, 2017; Muklas & Nurbayanah, 2018; Utami et al., 2018; Budiyaniti & Rahmawati, 2019; Rahmawati, 2016; Viani, 2002). It also promotes interactive, imaginative learning and inspires students to read and write (Afrizal, 2016).

In terms of aspect of writing, the students also got improvement in each aspect, namely vocabulary (1.85), organization (1.58), structure (1.15), content (0.81), and mechanism (0.65). These results also line with the researchers who have noted gains in

vocabulary, organization, and different writing elements, such as sentence structure and coherence (Andini et al., 2017; Mundhisari, 2017; Mukhas & Nurbayanah, 2018; Utami et al., 2018; Budiyanto & Rahmawati, 2019; Rahmawati, 2016; Viani, 2022).

CONCLUSION

The results of the study show how using the scramble method significantly improved students' ability to write procedure documents. This advancement can be credited to the approach's engaging and interactive nature, which encourages student engagement, participation, and critical thinking. The scramble method has been shown to be beneficial in boosting a number of writing-related elements, including vocabulary, organization, structure, content, and mechanics. This new research supports this finding. The positive effects of the scramble method on students' writing abilities across a variety of text kinds are highlighted by the results as a whole.

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