



The Influence of Using Scrambled-Sentence Game on Students' Writing Skills and Motivation

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Abstract

This research investigates the impact of the Scrambled Sentence Game on the writing skills of 9th-grade students at UPT SMPN 4 Binamu for 2024/2025 academic year. This research employs a quantitative method, utilizing quantitative data obtained from pre-tests, post-tests, and questionnaire. The experimental group was guided through the Scrambled Sentence Game, whereas the control group was taught by the teacher using traditional methods. Quantitative results indicated a notable rise in the student writing scores within the experimental group. This indicates that scores improved from 55.96 (pre-test) to 80.96 (post-test), whereas the control group's scores increased modestly from 56.28 to 66.16. The paired t-test results indicate a significant mark of 0.000 (<0.05), confirming the statistical effectiveness of the treatment. Moreover, regression analysis indicated that 56.6% of the enhancement in writing skills was linked to the use of the Scrambled Sentence Game. Students engaged actively, exhibited curiosity, and expressed a strong desire to improve their English writing skills. A set of questions data additionally showed that 54.4% of the differences in students' motivation was affected by the implementation of the Scrambled Sentence Game. To sum up, the Scrambled Sentence Game was an effective educational method that greatly enhanced students' writing skills and motivation. The results indicate that this game-oriented method can act as a beneficial substitute in English Language instruction, enhancing both language skills and positive learning attitudes.

Keywords: Scrambled Sentence Game, Writing Skills, 9th-Grade Students, Quantitative Method, Pre-Test and Post-Test, Student Motivation, English Language Instruction, Educational Games, Regression Analysis, UPT SMPN 4 Binamu.

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Original Research Article

INTRODUCTION

In 2022, following multiple curriculum modifications in our country since the 1994 curriculum, including the 2004, 2006, and 2013 curriculums, the Merdeka Curriculum was introduced. This curriculum has transformed Indonesian education, allowing schools to create their own curriculum, particularly the 2013 curriculum, in English language instruction. In this context, the most notable advantage is the liberty for teachers to devise creative and innovative teaching approaches once more. Educators can modify their methods based on students' learning preferences, considering each person's distinct requirements in the educational experience. This flexibility allows teachers to offer more captivating and pertinent learning experiences, incorporating local aspects such as folklore or cultural wealth into English Language education.

This not only provides students with tangible resources but also enhances their engagement in the learning experience. The Merdeka Curriculum's implementation in English education also facilitates the use of local resources abundant in culture, history, and traditional tales. Educators can once more freely incorporate local values into English instruction, linking language skills in English with the cultural identity of students. This not only enhances their grasp of English but also expands their awareness of the cultural wealth of the nation.

The most crucial aspect of that curriculum itself is the teacher. The role of teachers is crucial in meeting educational goals in the classroom. Educators, as teachers, should possess elevated professionalism and exceptional skills in guiding students' education. They should be capable of stitching together the elements of challenges into a journey to prevent students from experiencing a lack of motivation in their

learning. They are professionals, educators primarily responsible for educating, guiding, teaching, directing, training, assessing, and evaluating students within formal education (Sadulloh, 2018). Teacher skills produce different learning results as Healthy. Because of that, it is expected that English teachers can have extensive knowledge in guiding students in developing their English learning skills.

In studying English, there are at least four abilities that need to be developed. Specifically, listening, speaking, reading, and writing. These four abilities have distinct definitions, and the approach to learning varies. Challenges in the four skills are the primary reasons for difficulties in learning English. Additionally, three aspects of language significantly influence these four skills: pronunciation, vocabulary, and grammatical structure. One can argue that challenges in learning English are influenced by more than just those skills. In this instance, the three language components identified are also contributing factors, specifically mispronunciation in English, insufficient vocabulary, and a lack of understanding of English language structure. In the case of ninth grade students at UPT SMPN 4 Binamu, the researcher focused on their writing abilities as they were still deficient in creating basic sentences. They had not yet mastered identifying verb usage based on the specified tense. This is demonstrated by the student's low score in English. For instance, in the even semester of the 2023/2024 academic year, the average English score among eighth grade students at UPT SMPN 4 Binamu is 78. Hence, a resolution is required to enhance students' deficiencies in studying English.

Moreover, the crucial factor in the success of learning English is the students' enthusiasm. To stimulate this interest, education should occur in an engaging manner and require student participation. Consequently, the utilization of media or educational approaches is extremely significant. By utilizing media/methods in English education, it is anticipated that student learning results will improve, making the learning experience more engaging for students. By utilizing engaging and interactive learning resources/methods, students will be encouraged to think actively until they discover answers to what they don't yet know. They become motivated to continue learning new things that he has not yet mastered.

An engaging learning tool for studying English is the scrambled sentence game. Harjasurjana and Mulyati in Rahayu (2007) indicated that the word "Scramble" was taken from English referring to action, struggle, and combat. This clause is utilized for a type of wordplay, in which the game organizes letters that have been mixed up into the proper word.

Scramble refers to a game that can be played by a group of 2 or 4 individuals; in this game, players must reorder words from letters, sentences from words, and discourse from fragments of a sentence, the arrangements of which have been mixed up in advance. In this study, the researcher utilized a scrambled sentence game to explore the effectiveness of learning media in enhancing writing skills.

The Scrambled Sentence Game is an educational exercise aimed at helping students grasp sentence structure by organizing jumbled words into a proper sentence. As per Robber (2007), this game encompasses grammar and syntax

abilities, enabling students to enhance their comprehension of sentence elements such as subjects, predicates, objects, and descriptions. This task is quite beneficial for assisting students in developing fundamental language abilities in an engaging and enjoyable manner.

The Scrambled Sentence Game enhances grammar abilities while also developing critical thinking skills. Richards and Rodgers (2014) observed that this activity aids students in grasping the connections between words in sentences, recognizing grammatical structures, and enhancing logical reasoning. The act of writing motivates students to engage in syntactic analysis actively, enabling them to grasp how sentences are structured.

The Scrambled Sentence Game is an instructional game aimed at enhancing grammar understanding and skills in constructing sentences. This game may be played by following these steps:

a. Ingredient Readiness

The educator organizes the content as a compilation of assorted words. These words need to be organized in a manner that, when reordered, they create coherent sentences.

1) Ensure that the sentences match the students' skill level. For novices, utilize straightforward sentences following a subject-verb-object structure. Certainly! Please provide the text you'd like me to paraphrase, and I'll be happy to assist you.

2) Write or print scrambled words on cards or paper for convenient use.

Robber (2007) emphasizes the significance of adjusting materials to match students' ability levels for successful learning.

b. Group or Individual Division

Establish if the game is played individual or in teams.

1) In personal settings, each student independently formulates sentences using words.

2) In a group environment, students can collaborate to finish assignments together, fostering teamwork and communication. Brown (2001) observes that teamwork enhances social skills and also language understanding.

c. Providing Directions

That Instructor clarifies the game's Rule, such as:

1) The participant must organize the provided words into coherent and grammatically accurate sentences.

2) The time for completion is restricted to protect the dynamics of the game.

3) Each constructed sentence will be evaluated according to grammatical correctness and sentence structure. According to Richard's Family and Rodgers (2014), providing clear instructions aids students in comprehending learning goals.

d. Distribute the Scrambled Sentence to Student or Group.

1) Start the game by giving a signal, like as "Start" command.

- 2) Student or group work to arrange words into the correct sentence.
- 3) The teacher can observe the process to provide guidance if needed, without interfering too much so that participants can learn independently. Larsen-Freeman (year 2000) emphasizes the importance from teacher role as a facilitator in interactive learning.

e. Evaluation from Results

After the time is to the top, Student send the results from theirs sentence arrangement.

The teacher evaluates results by:

- 1) Inspect grammatical accuracy.
- 2) Giving an explanation if there is an error.
- 3) Provide score or feedback, depending on that's the purpose of learning.

Nation (2001) explain That evaluation help Student understand their strengths and weaknesses in language learning.

f. Discussion and Reflection

After evaluation, own class discussion to discuss Results from games.

- 1) That Teacher explain That Correct sentence structure and provide the reasons behind each structure used.
- 2) Student can ask question about their error and get more in-depth explanation.

METHODOLOGY

The research design employed is a quantitative approach to offer a more profound and comprehensive understanding of a symptom. This design aims to combine numeric and narrative data. Thus, the limitations of one method can be balanced by the advantages of a different method. A sample refers to a segment of a population chosen for examination in a research project. Cohen, Manion, and English: Morrison (2007) define a sample as "A small segment of the population chosen to represent a larger group as a whole." This example is chosen with the aim that the findings derived from the sample can be applied to the whole population. Appropriate sample selection is crucial for achieving valid and dependable outcomes.

The sample for the research included class 9.1 with 25 students serving as the experimental group and class 9.3 with 25 students as the control group. Quantitative data gathering methods focus on obtaining data that can be computed and examined statistically. Creswell (2014) states that quantitative methods are approaches for gathering numerical data capable of being examined through statistical processes to evaluate hypotheses. In this research, various quantitative methods for data collection that may be utilized include:

a. Writing Test

One of the main ways to measure students' writing ability is through a write test. According to Ary, Jacob, And Sorensen (2010), test are one of the most commonly used

tools for collecting quantitative data, as they provide results become measured objectively. In the This Study, write test can be done before and after the implementation of the random sentence game to determine whether there is an increase in students' writing skills.

b. A list of Questions

According to Bird hunter (2014), a list of questions is an effective tool to collect data on respondents' attitudes, opinions, or perceptions of a phenomenon. In the context of this study, the questionnaire can be used to measure students' motivation towards the use of random sentence games in writing learning. The Likert scale can be used in the questionnaire to assess the level of student agreement with certain statements.

FINDINGS

As quantitative data, the researcher utilized the pre-test and post-test results as quantitative data for both the experimental and control classes. In the experimental class, a scrambled sentence game was utilized, while conventional learning media were employed in the control class. Moreover, scholars utilized student surveys as quantitative information.

a. The Scores from Pre-Test and Post-Test of the Experimental Class

In this research, the investigator selected class 9.1 of UPT SMP Negeri 4 Binamu in Jeneponto Regency as the experimental group. It was made up of 25 students. Initially, the researcher performed a pre-test to assess students' skills across various text types. Following the pre-test, the class underwent treatment four times utilizing a scrambled sentence game.

The experimental class's highest pretest score is 67, while the lowest score is 41. Moreover, the experimental class achieved a top post-test score of 93, while the lowest score was 70.

b. The Scores of the Control Class for the Pre-Test and Post-Test

The researcher utilized grade 9.3 students as the sample for the control class, which was chosen randomly. Similar to the experimental class, this group was required to complete the same pre-test initially and examine various text types without utilizing the scrambled sentence game. The material was provided to them as usual. Following four sessions of teaching and learning, the control class must also administer a posttest comparable to that of the experimental class. In the control class, the highest pretest score is 70 and the lowest score is 44; conversely, the highest posttest score for the control class is 81, while the lowest score is 52.

Based on the formulation of the research problem, in processing the data above the researcher used the SPSS ver. 25 application. The following are the results of the pretest and posttest in the control class and treatment class.

a. Control Class

Table 1. Table from in pairs sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.2800	25	8.79166	1.75833
	Posttest	66.1600	25	8.17863	1.63573

In this output we are shown a summary of the descriptive statistical results of two sample studied, that is Pre Test and Post Test values. for Pre Test value, that average learning results or means is 56.2800. When for Post Test value, that average learning results mark is 66.1600. The number from respondent or students used as research sample is 25 students. For the standard deviation value in the Pre Test was 8.79166 and the Post Test was 8.17863. Finally, the Standard. error means mark for Pre Test is 1.75833 and for the post test score was 1.63573.

Because the average learning results in the Pre Test is 56.2800 < Post Test 66.1600, the method descriptively there is a difference in the average learning outcomes between the results of the Pre-Test and Post-Test. Furthermore, to prove whether the difference is truly real (significant) or not, it is necessary to interpret the results of the paired sample t-test contained in the "Paired Samples Test" output table.

Table 2. Pair table sample correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.616	.001

The output above shows the results of the correlation test or relationship between two data or connection between Pre Test variable and Post Test Variable. Based on the output above, the correlation coefficient value (Correlation) is 0.616 with a significance value (Sig.) of 0.001. Because the Sig. value

of 0.001 < probability 0.05, it can be concluded that the Post Test variable has a significant influence on the Post Test variable. it could be said that there is the relationship between pre-test and post-test variables.

Table 3. Pair table sample test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-9.88000	7.45162	1.49032	-12.95588	-6.80412	-6.629	24	.000

Research Hypothesis Formulation:

H0 = There is no difference in the average learning outcomes of the Pre-Test and Post-Test.

Ha = There is A difference in the That average between That learning results from That Pre-Test and Post-Test.

Guidelines for Decision Making in Paired Sample T-Tests According to Singgih Santoso (2014:265), the guidelines for decision making in paired sample t-tests based on the significance value (Sig.) of the SPSS output results are as follows.

- 1). If Sig. (2-tails) mark is < 0.05 , then H_0 is rejected and H_a accepted.

- 2). On the contrary, If the Sig. (2-tailed) value > 0.05 then H_0 is accepted and H_a is rejected.

Based on the “Paired Samples Test” output table above, it is known that the Sig. (2-tailed) value is $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pre-Test and Post-Test.

b. Experimental Class/Treatment Class

Table 4. Pair table statistical sample

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55.9600	25	7.96597	1.59319
	Posttest	80.9600	25	5.39660	1.07932

In this output we are shown a summary of the descriptive statistical results of two sample studied, that is Pre Test and Post Test values. For Pre Test score, the average learning outcome or mean obtained was 55.9600. While for the Post Test score, the average learning outcome score obtained was 80.9600. The number of respondents or students used as research samples was 25 students. For the Std. Deviation value (standard deviation) in the Pre Test was 7.96597 and the Post Test was 5.39660. Finally, the Mean Standard Error value for Pre Test is 1.59319 and for Post Test is 1.07932.

The average learning outcomes indicate that the Pre Test score of 55.9600 is less than the Post Test score of 80.9600, suggesting a noticeable difference in average learning results between the Pre-Test and Post-Test scores. Additionally, to determine if the difference is genuinely significant or not, an interpretation is required.

That originates from That in pairs to taste t-test included in the “In Pairs Sample Test” output table. The output presents the findings of the correlation test or link between two datasets or the connection between the pretest variable and the post-test. According to the output above, the correlation coefficient value (Correlation) is 0.811, and the significance value (Sig.) is 0.000. Since the Sig. value of 0.000 is greater than the probability of 0.05, it indicates that there is an effect on the relationship between the Pre-Test and Post-Test variables.

Research Hypothesis Formulation:

H_0 = There is no difference in the average learning outcomes of the Pre-Test and Post-Test.

H_a = There is A difference in the That average between That

learning results from Pre-Test and Post-Test

Guidelines for Decision Making in Paired Sample T-Tests According to Singgih Santoso (2014:265), the guidelines for decision making in paired sample t-tests based on the significance value (Sig.) of the SPSS output results are as follows.

- 1). If Sig. (2-tails) mark is < 0.05 , then H_0 is rejected and H_a accepted.
- 2). On the contrary, If the Sig. (2-tailed) value > 0.05 then H_0 is accepted and H_a is rejected.

Based on the “Paired Samples Test” output table above, it is known that the Sig. (2-tailed) value is $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. So, it can be concluded that there is an average difference between the learning outcomes of Pre-Test and Post-Test.

Based on the formulation of the research problem, the researcher explained the data analysis process to answer it. In addition to the pretest and posttest, the researcher also used a student questionnaire to measure their motivation and involvement during the treatment. The questionnaire consisted of 15 numbers covering all variables, namely scrambled sentence games as independent variables, writing and motivation as dependent variables. The following are the results of data analysis using student questionnaires.

- a. Do the use of scrambled sentence game influence the writing skill at ninth grade students of UPT SMPN 4 Binamu?

Table 5. Output table from variables inserted/deleted

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	scrambled_sentence_game ^b	.	Enter

a. Dependent Variable: wrting

b. All requested variables entered.

The output table "Entered/Deleted Variables" above provides information about the research variables and methods used in the regression analysis. The independent variable used in this analysis is the Random Sentence Game. While the

dependent variable is the Writing variable. The regression analysis uses the Enter method. No variables are deleted so the Deleted Variables column has no numbers or is empty.

Table 6. That Analysis of Variance output table

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.251	1	6.251	30.019	.000 ^b
	Residual	4.789	23	.208		
	Total	11.040	24			

a. Dependent Variable: wrting

b. Predictors: (Constant), scrambled_sentence_game

Based on the "ANOVA" output table above, the significance value (Sig.) in the F test is 0.000. Because Sig. $0.000 < 0.05$, then as a basis for decision making make in the F test, it can be concluded that scrambled sentence game (X) has a influence on t h e application from Writing (Y) or is important. Thus, t h e condition become capable to interpret the mark from the

determination coefficients in multiple linear regression analysis have been met.

The next step is to see what percentage (%) influence the variable has. (Scrambled) sentence game) random sentence game (X) on Write (Y). In this case, we refer to the R Square value contained in t he results of the multiple linear regression analysis, namely in the "Model Summary" table below.

Table 7. SPSS output table "Model Summary"

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 ^a	.566	.547	.45632

a. Predictors: (Constant), scrambled_sentence_game

From the SPSS Output table "Model Summary," it is noted that the R Square, or coefficient of determination, is 0.566. The R Square value of 0.566 is derived by squaring the correlation coefficient "R", which is 0.752 multiplied by 0.752 equals 0.566. The value of the coefficient of determination (R squared) is 0.566 or 56.6%. This figure indicates that the variable (Random sentence game) random sentence game (X) affects the Writing variable (Y) by 56.6%. The remaining 43.4% (100% - 56.6%) is affected by additional factors not included in this regression equation or by variables that have not been examined.

The extent of the impact of other factors is referred to as error (e). To determine the error value, we can employ the equation $e = 1 - R^2$. The coefficient of determination typically varies between 0 and 1. If in a Study the value of R Rectangle is found to be reduced or negative (-), it indicates that variable X does not affect variable Y. Additionally, a lower value of the Determination Coefficient (R Square) signifies that the impact of the independent variable (X) on the dependent variable (Y) is diminishing. On the other hand, if the R Square value approaches 1, the impact will be more significant.

The hypothesis suggested in this F test is "The use of a scrambled sentence game affects the writing ability of ninth-grade students at UPT SMPN 4 Binamu."

There is two ways that we can use as a reference or guidelines for perform hypothesis testing in the F test. The first is to compare the significance value (Sig.) or probability value of the Anova output results. The second is to compare the calculated F value with the F table value.

- 1). Based on the Meaning Mark (Signature) from the analysis of variance Output

- a) If Signature. mark < 0.05 , Then the hypothesis is accepted. So that, the scrambled sentence game (X) has an influence on Writing (Y).
 - b) If Signature. mark > 0.05 , Then the hypothesis is rejected. So that, the scrambled sentence game (X) has no influence on Writing (Y).
 - 2). Based on the comparison from the calculated F Mark with F Table
 - a) If the calculated F value $> F$ table, then the hypothesis is accepted. So it means that the Random Sentence Game (X) has an effect on Writing (Y).
 - b) On the other hand, if the calculated F value $< F$ table, then the hypothesis is rejected. So, it means that the Random Sentence Game (X) has no effect on Writing (Y).
- The following is the explanation:
- 1) Based on the Meaning Mark (Signature) from the analysis of variance Output

Based on the SPSS output table above, the Sig. value is 0.001. Because the Sig. value is $0.001 < 0.05$, then based on the basis of decision making in the F test, it can be concluded that hypothesis is accepted or in the other words, student motivation (X) and student involvement (X2) together influence the implementation of the scrambled sentence game (Y).

Part T-Test:

The t-test is one of the research hypothesis tests in simple linear regression analysis and multiple linear regression analysis. The t-test aims to determine whether the independent variable (X) influence dependent variable (Y)

Table 8. SPSS output table "Coefficient"

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	34.350	2.387		14.389
	scrambled_sentence_game	-.592	.108	-.752	-5.479

a. Dependent Variable: wrting

The Hypothesis we propose in the This Study is:

- a. H1 or The First hypothesis: there is an influence of Scrambled sentence game (X) on writing (Y).
- b. H2 or The Second hypothesis: there is no influence of Scrambled sentence game (X) on the writing (Y).

To stage the research hypothesis test on, we must first know the base for decision making in partial t-test. In this case, there are two references that we can use as a basis for decision making, first by looking at the significance value (Sig).

Based on Meaning Mark (Signature)

- 1). If Significance Value (Sig.) $< \text{probability } 0.05$ means there is an influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted. accepted
- 2). If Significance value (Sig.) $> \text{probability } 0.05$ then there is no influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted. rejected.

According to the SPSS output table "Coefficients" presented above, the Significance value (Sig) for the student learning motivation variable (X) is 0.001. As the Significance value (Sig) for the student learning motivation variable (X) is 0.001, it can be determined that the student learning motivation variable (X) significantly impacts the student learning motivation variable (X). Signature 0.000 mark <probability

0.05, it can be inferred that H1 is accepted. This indicates that there is a random sentence game (X) that affects Writing (Y).

b. Is Student motivated to write in the English by use scrambled sentence game ?

Explanation:

Variables: scrambled sentence game (X) And Motivation (Y)

Table 9. That output table "Variable "Inserted/Deleted"

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	scrambled_sentence_game ^b	.	Enter

a. Dependent Variable: Motivasi

b. All requested variables entered.

The output table "Included/Deleted Variables" above provides information about the research variables and methods used in the regression analysis. Independent variables variable used in the This analysis is Randomized sentence game. When

the dependent variable is the Motivation variable. Regression analysis uses the Enter method. No variables are deleted so the Deleted Variables column has no numbers or is empty.

Table 10. That "ANOVA" output table

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.708	1	9.708	27.456	.000 ^b
	Residual	8.132	23	.354		
	Total	17.840	24			

a. Dependent Variable: Motivasi

b. Predictors: (Constant), scrambled_sentence_game

Based on the "ANOVA" output table above, the significance value (Sig.) in the F test is 0.000. Because Sig. $0.000 < 0.05$, it is the basis for decision making in the F test. From the test it can be concluded that (Random sentence game) random sentence game (X) has an effect on the application of Motivation (Y) or method important. Thus, the condition For We to become capable to interpret That value of coefficient of

determination in many ways linear regression analysis own has been fulfilled.

The next step is to see what percentage (%) influence the Motivation variable (X) has on in the random sentence game (Y). In this case we refer to the R Square value contained in the results of the multiple linear regression analysis, namely in the "Model Summary" table below.

Table 11. That SPSS output table "Model Summary "

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738 ^a	.544	.524	.59462

a. Predictors: (Constant), scrambled_sentence_game

According to the SPSS output table "Model Summary," the coefficient of determination, or R-squared, is known to be 0.544. The R Square value of 0.544 results from squaring the correlation coefficient "R," which equals 0.738 multiplied by 0.738, yielding 0.544. The value of the coefficient of determination (R Square) is 0.544, which corresponds to 54.4%. This numerical approach that Motivation factor (X) affects that variable Scrambled sentence game (Y) by 54.4%. When That Rest (100% - 54.4% = 45.6%) is influenced by external variables not included in this regression equation or factors that have not been examined.

The extent of the impact of additional variables is also referred to as error (e). To determine the error value, we utilize the formula $e = 1 - R^2$. The size of the coefficient of determination, or R-squared, typically ranges from 0 to 1. If a study reveals that R Square has a negative value, it indicates that variable X does not affect variable Y. Furthermore, a lower R Square value signifies a diminishing influence of the independent variable (X) on the dependent variable (Y). On the other hand, if the R Square value approaches 1, then the effect will be more significant.

The hypothesis (assumption) proposed in this F test is "Is there an influence of random sentence games on writing motivation in English?" Basis for Decision Making in the That F Test There is two method That We Can use as A reference or guidelines for do A hypothesis test in the That F test. That First is to compare That Significance value (Sig.) or probability value of Anova output results. The second is to compare the calculated F value with the F table value.

- 1). Based on the Meaning Value (Sig.) from That Anova Output

- a) If Significant value < 0.05 , Then Hypothesis is accepted. Then scrambled sentence game (X) has an effect on Motivation (Y).
 - b) If That Signature. mark > 0.05 , then hypothesis is rejected. Then scrambled sentence game (X) has no effect on Motivation (Y).
- 2). Based on the Comparison from F Calculation Mark with F Table
 - a) If That F count mark $> F$ table, Then the hypothesis is accepted. Then it means that Scrambled sentence game (X) own an influence about Motivation (Y).
 - b) On the contrary, If That F count mark $< F$ table, then the hypothesis is rejected.
- So, it means scrambled sentence game (X) has no influence on Motivation (Y).

That Following is their explanation:

- 1) Based on the Meaning Mark (Signature) from That Anova Output

Based on the SPSS output table on, it is known that Signature. mark is 0.000. Because the Sig. value is $0.000 < 0.05$, then based on the basis of decision making in the F test, it can be concluded that hypothesis is accepted or in the other words, there is an influence of sranbled sentence game (X) on motivation (Y).

Partial T Test:

The t-test is one of the research hypothesis tests in simple linear regression analysis. And Lots linear regression analysis. That t-test Objective to determine whether the independent variable (X) part (individually) influence the dependent va riable (Y)

Table 12. SPSS output table "Coefficient"

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	39.368	3.111		.000
	scrambled_sentence_game	-.738	.141	-.738	.000

a. Dependent Variable: Motivasi

From the SPSS output table "Coefficient" above, we will conduct a test to determine whether the variable Scrambled sentence game (X) has influence to Motivation variable (Y). The Hypothesis that we propose in the Study is:

- 1). H1 or first hypothesis: there is a partial influence of scrambled sentence game (X) on the Motivation variable (Y).
- 2). H2 or the second hypothesis: there is no influence of scrambled sentence games (X) which partially influences the Motivation variable (Y).

To stage the research hypothesis test on, we must first know that the base for decision making in partial t-test. In this case, there are two references that we can use as a basis for decision making, first by looking at the significance value (Sig). Based on Meaning Mark (Signature)

- 1). If Significance Value (Sig.) < probability 0.05 means there is an influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted.
- 2). If Significance value (Sig.) > probability 0.05 then there is no influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted or rejected.

Based on the SPSS output table "Coefficients" above, the Significance (Sig) value of the variable (Scrambled sentence game) random sentence game (X) is 0.000. Because the Sig.0.000 value <probability 0.05, it can be concluded that the variable (Scrambled sentence game) random sentence game (X) has a significance value of 0.000. conclude That H1 or That First hypothesis is accepted. This method That there is an influence (Scrambled) sentence game) random sentence game (X) part influences the Motivation variable (Y).

CONCLUSION

This research determines that using the Scrambled Sentence Game positively affects the writing skills of ninth-grade students at UPT SMPN 4 Binamu. Students in the experimental group, instructed through this game, demonstrated more significant progress in forming grammatically accurate sentences and structuring coherent paragraphs than the control group. The approach successfully assists students in absorbing the principles of English sentence structure in a practical and enjoyable manner.

The Scrambled Sentence Game also enhances students' enthusiasm for learning to write in English. Numerous students who were once indifferent to writing became more engaged and passionate after the introduction of this interactive game. Motivation plays a crucial role in language learning, and game-based methods have been proven to enhance students' engagement and increase their activity in completing writing tasks.

Moreover, the Scrambled Sentence Game offers a valuable learning opportunity that promotes active engagement. The game promotes teamwork among students, particularly in group tasks, fostering peer learning and interaction. This cognitive

and social advantage elevates the game beyond a mere tool for writing practice—it transforms into a medium for comprehensive language development.

The results of this research indicated that 56.6% of the enhancement in students' writing skills could be directly linked to the implementation of the Scrambled Sentence Game. This robust statistical finding indicates that this approach is both intriguing and educationally effective. The remaining difference is influenced by external or internal factors discussed in the study, such as prior knowledge, home environment, or study habits.

Besides cognitive benefits, the Scrambled Sentence Game also enhances the affective domain by boosting student confidence and alleviating writing anxiety. Transforming writing tasks into games lowers the stress linked with grammar and structure, allowing students to feel more at ease.

In summary, the Scrambled Sentence Game is an effective and creative approach for enhancing students' writing abilities and motivation. It aligns with the aim of student-centered learning advocated in the Merdeka Curriculum and offers an effective option for English teachers seeking to enhance writing instruction. The findings of this research advocate for the broader use of this technique in English classrooms, particularly in junior high schools.

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