

Implementing the Cooperative Learning type Scramble Method to Enhance Arabic Sentence Writing Skills

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scramble method;
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Abstract

This study is a solution to the problem of low Arabic sentence writing skills in class V MI Hamzanwadi East Lombok. Among the factors causing this is the lack of writing practice, and teachers also often face obstacles in teaching writing Arabic sentences that are effective and interesting for students. The purpose of the study was to evaluate in detail the improvement and implementation of the scramble method in improving Arabic sentence writing skills of the material "في المدرسة". The research method used is Kurt Lewin's PTK model structured in two cycles, including: planning, action, observation, and reflection. Data collection techniques used interviews, observations and tests. The results revealed a significant increase in teacher activity (from 70 in cycle I to 83.6 in cycle II) and student activity (from 72 to 85). Writing skills with the scramble method also showed improvement, with the class average score increasing from 65.69 in cycle I to 83 in cycle II. The learning completeness rate increased dramatically from 46.15% in cycle I to 84.61% in cycle II. This study highlights the importance of scramble method in improving Arabic language learning in MI. Its practical implications include recommendations for the application of this method in Arabic language teaching in MI as well as directions for further research in this field, strengthening the educational foundation at this level.

Kata kunci:

Keterampilan menulis
Arab;
Metode scramble;
Penelitian tindakan.

Abstrak

Studi ini menjadi solusi masalah rendahnya keterampilan menulis kalimat bahasa Arab di kelas V MI Hamzanwadi Lombok Timur. Diantara faktor penyebabnya adalah kurangnya latihan menulis, serta guru juga sering menghadapi kendala dalam mengajarkan menulis kalimat bahasa Arab yang efektif dan menarik bagi siswa. Tujuan penelitian adalah untuk secara rinci mengevaluasi peningkatan dan implementasi metode scramble dalam meningkatkan keterampilan menulis kalimat bahasa Arab materi "في المدرسة". Metode penelitian yang digunakan adalah PTK model Kurt Lewin yang terstruktur dalam dua siklus, mencakup: perencanaan, tindakan, pengamatan, dan refleksi. Teknik pengumpulan data menggunakan wawancara, observasi dan tes. Hasil penelitian mengungkapkan peningkatan yang signifikan dalam aktivitas guru (dari 70 pada siklus I menjadi 83,6 pada siklus II) dan aktivitas siswa (dari 72 menjadi 85). Keterampilan menulis dengan metode scramble juga menunjukkan peningkatan, dengan skor rata-rata kelas meningkat dari 65,69 pada siklus I menjadi 83 pada siklus II. Tingkat ketuntasan belajar meningkat secara dramatis dari 46,15% pada siklus I menjadi 84,61% pada siklus II. Penelitian ini menyoroti pentingnya metode scramble dalam meningkatkan pembelajaran bahasa Arab di MI. Implikasi praktisnya mencakup rekomendasi untuk penerapan metode ini dalam pengajaran bahasa

Arab di MI serta arahan untuk penelitian lebih lanjut dalam bidang ini, memperkuat landasan pendidikan di tingkat ini.

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INTRODUCTION

Previous research indicates that proficiency in Arabic encompasses essential skills such as listening, speaking, reading, and writing (Qurani et al., 2023). These four language skills must certainly complement, influence and be influenced. Writing skills (*maharah al-kitabah*) are the highest of the four language skills (Munawarah & Zulkiflih, 2021).

Writing skills are making letters or numbers with pens, pencils, chalk and others. Arabic writing skills are skills that are considered difficult in learning and these skills also require a very long time to take these skills (Taufik, 2016). Arabic writing skills can be grouped into three, namely controlled, guided writing skills (*muwajjah*) and free writing (*hurr*) or often referred to as free writing (Khaerati et al., 2023). Brown argues that learning to write (*Maharah Kitabah*) is the practical implementation of good writing. This means that teachers must familiarize students to learn to write by considering goals, writing with the right techniques, carrying out writing in accordance with predetermined stages and most importantly considering time (Abidin, 2012).

Arabic sentence writing skills are one of the basic competencies that must be mastered by elementary school students (Rathomi, 2019). Based on the results of observations made by researchers. Many fifth-grade students at MI Hamzanwadi are still unable to write Arabic, on basic competencies 8.1 Arranging words into perfect sentences, making simple sentences about: في المدرسة, في المكتبة, في المقصف. In addition, they still find it difficult to write Arabic, such as composing words and composing in Arabic. This is also evidenced by the score obtained from the pre-cycle which is 55 which is still below the KKM, the KKM value at MI Hamzanwadi is 68.

Based on the researchers' analysis, there are several factors that cause the low writing skills of students in learning Arabic at MI Hamzanwadi, such as: lack of understanding of grammar rules, limited vocabulary, and lack of writing practice. Teachers also often face obstacles in teaching writing Arabic sentences that are effective and interesting for students. The solution is that researchers use the scramble method in learning Arabic. The use of this scramble method can make it easier for students to be

skilled in writing Arabic with random games of words, sentences or paragraphs (Hidayati, 2021).

Scramble is a learning method by distributing question sheets and answer sheets accompanied by available alternative answers (Ma'ruf & Zamhari, 2018). Students are expected to find answers and solve problems. Scramble is used for a type of children's game which is an exercise in developing and improving vocabulary thinking insights (Tanjung et al., 2021).

Through cooperative learning of scramble method, students can be trained to be creative in arranging randomly arranged words, sentences, discourse with a meaningful arrangement and may be better than the original arrangement (Suleman et al., 2021). Based on this description, it can be concluded that the Scramble Method is a cooperative learning method that uses random games of words, sentences, or paragraphs to train questions. This method emphasizes cooperation between group members to help each other and think critically in solving problems. This scramble method can spur students' interest in learning Arabic (Nasrullah & Iswahyudi, 2024).

Previous studies that are relevant to support this research are: *First*, a study entitled "Improving Arabic Writing Skills (*Kitābah*) by Using the Scramble Method in the Arabic Language Education Study Program, State University of Jakarta" (Ch, 2020). The study aims to find a clear picture of the effectiveness of using the scramble method to improve students' proficiency in Arabic writing skills. *Second*, the research entitled "The Effectiveness of Scramble Type Cooperative Learning Model on Arabic Writing Skills of Class VIII Students of MTsN Pangkep" (Rusydi, 2021), the research aims to determine the effectiveness of the Scramble type cooperative learning model on Arabic writing skills of class VIII students of MTsN Pangkep. *Third*, the research with the title "The Effect of Scramble Game Implementation on the Writing Ability of Grade IV Elementary School Students" (Amalinda & Fradana, 2024), the study aims to determine whether there is an effect of scramble game implementation on the writing ability of grade IV elementary school students.

The novelty of this research compared to the three previous studies can be seen from: a) Learning Material: This research uses specific and contextualized "في المدرسة" material, in contrast to research 1 and 2 which use *kitabah* material in general. b) School Level: This study was conducted on fifth grade elementary school students, in contrast

Implementing the Cooperative Learning type Scramble Method to Enhance Arabic Sentence Writing Skills to studies 1 and 2 which were conducted on university students and grade VIII students of MTsN. c) Type of Writing Ability: This study focused on improving sentence writing skills, while the previous 3 studies focused on overall writing skills.

This study aims to introduce a new method in the context of Arabic language learning at MI Hamzanwadi, East Lombok, namely the scramble method. Unlike previous approaches that may have focused more on basic techniques or skill integration, the scramble approach offers a game-based method designed to enhance student engagement and creativity in arranging words and sentences. Emphasizing student collaboration in solving language challenges can add value to traditional approaches that are more focused on rules and structure. Thus, this study is expected to provide new contributions to efforts to improve Arabic proficiency at the primary education level, particularly in the context of engaging and effective writing instruction.

This research aims to evaluate the effectiveness of the scramble method in improving the writing skills of fifth-grade students at MI Hamzanwadi, East Lombok. This method is chosen because its game-based approach is expected to enhance students' motivation to learn and facilitate more enjoyable and interactive learning in the context of Arabic language education.

METHOD

The method used in the research is classroom action research method. This research was conducted to develop the quality of the learning process, so researchers went to the field to research and observe teachers during the learning process or ongoing learning, especially in Arabic subjects in class V MI Hamzanwadi in the 2023/2024 academic year. In its implementation, this class action research uses a collaborative or cooperative form in which the teacher as a researcher and other parties, in order to achieve the goal.

Susilo argues that classroom action research (PTK) is a controlled research process that is iterative and self-reflective in nature carried out by teachers or prospective teachers who aim to make improvements to systems, ways of working, processes, content, competencies and learning situations (Susilo et al., 2022). In addition, Suharsimi, Suhardjono, and Supardi in (Mulyasa, 2008) stated about PTK by separating the words from class action research. This research uses the Kurt Lewin model. The Kurt Lewin model is a spiral based on research that is conducted not only

once but repeatedly. Kurt Lewin states that in one cycle there are four main steps, including: planning, implementation (acting) , observing and reflecting (Hidayat, 2010).

There are two sources of data in this research, namely: Primary data secondary data. Primary data was obtained from the teacher to see the level of success, failure and implementation of the scramble method. Then from student data sources, to get data about the results of the application of improving Arabic sentence writing skills. Meanwhile, secondary data was obtained from searching documentation in the form of books, articles and lesson plan notes which were used to complete the primary data.

The data collection techniques that researchers use are: observation, interviews and tests to obtain data on learning outcomes of Arabic language subject matter at school grade V MI Hamzanwadi by applying the scramble method. Data analysis techniques in this study used descriptive statistics. The data analysis was calculated using simple statistics as follows:

1. Test assessment

The researcher summed up the scores obtained by the students, then divided by the students in the class, so that the average score was obtained. This assessment can be formulated as follows:

$$\bar{X} = \frac{\sum X}{\sum N}$$

Description:

\bar{X} = Average value

$\sum X$ = The sum of all students' grades

$\sum N$ = Number of students

A class can be said to be successful if it has achieved a class average score of at least 70. The following are the criteria for the success rate of students' class average scores.

Table 1. Criteria for Success Level Class Average

Success Rate Class Average	Criteria
81 - 100	Very good
61 - 80	Good
41 - 60	Sufficient
21 - 40	Less

≤ 20	Failed
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2. Assessment of learning completeness

Based on the instructions for teaching and learning, a student is said to have achieved completeness or success if he has reached a score level of 70. Meanwhile, the class can be said to have completed learning if in the class there are 75% of students who have achieved a score greater than or equal to 70.

Table 2. Class Success Rate Criteria

Success Rate (%)	Criteria
81%-100%	Very high
61%-80%	High
41%-60%	Sufficient
21%-40%	Low
$\leq 20\%$	Very low

To calculate the percentage of learning completeness, the following formula was used:

$$\text{Percentage} = \frac{\text{Number of students who completed}}{\text{Number of students}} \times 100\%$$

3. Teacher and Student Observation

Teacher and student observation analysis is obtained from observations of teachers during the learning process. To calculate the number of scores achieved by teachers or students can use the formula:

$$P = \frac{F}{N} \times 100$$

Description:

P = Observation Value

F = Score Obtained

N = Maximum Score

The results obtained were classified into a score using the following success rate criteria:

Table 3. Criteria for Observation Results of Teacher and Student Activities

Acquisition Score	Letter Grade	Description
91-100	A	Very good
81-90	B	Good
71-80	C	Sufficient
61-70	D	Less
0-60	E	Failed

RESULTS AND DISCUSSION

A. Application of Scramble Method to Improve Arabic Sentence Writing Skills في المدرسة Students of Grade V MI Hamzanwadi

1. Observation Results of Teacher and Student Activities in Cycle I

a. Observation results teacher activity

The following will present the data from the observations made in cycle I. As planned, observations were made of the teacher during learning. The aspects observed, namely: 1) Preparation, including: Teacher preparation in teaching, preparation of learning tools (lesson plans) and preparation of learning media. 2) Implementation, including: Initial activities (introduction), core activities, closing / final activities, time management and classroom atmosphere.

Table 4. Observation Results of Teacher Activity Cycle I

No	Description	Total
1	Total Score	84
2	Final Score	70

The results of observations of overall teacher activity in teaching and learning activities in the first cycle were classified as low with a score of 84 and a final score of 70 (Less). The results of discussions from collaborating teachers with researchers concluded that there were several things that needed to be improved including: 1) When conveying learning objectives the teacher still reads the text of the learning objectives, 2) Guiding students to conclude the day's learning is not optimal, 3) Providing opportunities to express their opinions about the learning that has been followed has not been implemented because the lesson hours have ended, 4) Punctuality in teaching and learning is less disciplined, 5) The classroom atmosphere in the learning process is less conducive and students are less accustomed to working on tasks in groups. Thus, there are 5 aspects that are still lacking and must be improved in cycle II.

b. Observation results student activity

The following will present the data from the observations made in cycle I. As planned, observations were made of students during learning. The aspects observed, namely: 1) Preparation, including: physical preparation for the lesson, preparation of learning equipment and preparation of student performance, 2) Implementation, including: initial activities (introduction), core activities and closing activities (end).

Table 5. Observation Results of Student Activity Cycle I

No	Description	Total
1	Total Score	72
2	Final Score	72

The results of student observations in participating in learning in cycle I obtained a score of 72 with a final score of 72 (sufficient). By looking at the percentage above, the learning has not been in accordance with expectations because the success indicator is achieved if the student activity score reaches ≥ 75 . The results of the discussion with the collaborating teacher concluded

that there were several aspects that needed to be improved, namely: 1) Students did not summarize the learning outcomes of the day's meeting, namely writing Arabic sentences, 2) Students also do not conclude about the learning that has been followed because the lesson hours have ended, 3) when doing exercises students still find it difficult to write Arabic sentences, 4) students are less accustomed to conducting discussions. Thus, there are several aspects that are still lacking and must be improved in cycle II.

2. Observation Results of Teacher and Student Activities in Cycle II

a. Observation results teacher activity

The following is the data from the observations made in cycle II. As planned, the observations made were of the teacher's activities during learning.

Table 6. Observation Results of Teacher Activity Cycle II

No	Description	Total
1	Total Score	107
2	Final Score	83,6

The overall teacher observation results in participating in learning in cycle II are classified as good and have improved from cycle I. This can be seen from the scores obtained, namely 107 with a final score of 83.6 (Good). This can be seen from the scores obtained, namely 107 with a final score of 83.6 (Good). By looking at the value above, the learning is in accordance with expectations because the teacher activity score in managing learning reaches ≥ 75 .

b. Observation results student activity

The following is the data from the observations made in cycle II. As planned, observations were made of student activities during learning.

Table 7. Observation Results of Student Activity Cycle II

No	Description	Total
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1	Total Score	92
2	Final Score	85

The results of student observations in participating in learning in cycle II have increased from cycle I and obtained a score of 92 with a final score of 85 (Good). By looking at the percentage above, the learning is in accordance with expectations because the score of student activity in participating in learning reaches ≥ 75 .

B. Improving Arabic Sentence Writing Skills on *المدرسة في* by Using Scramble Method in Grade V MI Hamzanwadi

1. Results of Research on Improving Arabic Sentence Writing Skills *المدرسة في* Material in Cycle I

a. Planning

In this cycle I planning stage, the activities carried out are: (1) Developing lesson plans or lesson plans, (2) Preparing instruments and (3) Preparing learning media.

b. Implementation



Figure 1. Learning Implementation of Cycle I

The implementation of action in cycle I was carried out in 1 meeting with an allocation of 2 lesson hours (2 x 35 minutes). The material covered was writing Arabic sentences on *المدرسة في* using the Scramble method.

The implementation of this cycle began by greeting students with greetings, asking how the students were doing, perceiving last week's lesson, motivating students and conveying learning objectives. Furthermore, the teacher explained how to write Arabic sentences on *المدرسة في* material. Students form 4 groups then work on group worksheets guided by the teacher if students find it difficult or something is not understood. After the students finish working, the teacher checks and assesses the results of the discussion. Then the teacher gives individual worksheets to students, students work on exercises after completing the work students exchange worksheets that have been done with their friends and then correct them with the teacher. The teacher asks students about material that students have not understood and provides reinforcement and concludes today's learning outcomes then the teacher closes the lesson by saying greetings.

c. Assessment

The following is the data on the results of the assessment carried out in cycle I. As planned, the assessment of student learning outcomes test with scramble method. In cycle I students were given Student Worksheets to find out the learning outcomes of writing Arabic sentences on *المدرسة في* material in class students. The data on the value of learning outcomes in cycle I are as follows:

Table 8. Learning Outcome Score of Cycle I

No	Description		Total	Criteria
1	Final Score of All Students		854	Good
	Average Student Score		65,69	
2	Percentage	T (Completed)	46,15%	Sufficient
	of Completion	TT (Not Completed)	53,84%	

From the table above, it can be explained that by applying the Scramble learning method in learning writing skills in cycle I, the average student score was 65.69 (Good) this is still not good and student learning completeness was 46.15% (Sufficient) with the number of students who completed learning 6 students. These results show that classically the value that students can achieve is not complete because students who get a score ≥ 70 are only 46.15%, very smaller than the minimum desired percentage of completeness which is 75%. From the acquisition of the percentage of learning completeness above, it shows that students' skills in writing Arabic sentences on *المدرسة في* material are still categorized as sufficient (46.15%) because there are still many students who have not reached the KKM.

d. Reflection

The reflection results obtained from cycle I are as follows: 1) Classically, the learning outcomes of Arabic sentence writing skills of *المدرسة في* material obtained by students have not yet reached completeness. 2) In learning Arabic sentence writing skills, the teacher only gave 3 examples of Arabic sentences, the teacher emphasized more on *المفردات في المدرسة* so that students felt difficult to write Arabic sentences and it greatly affected their fluency when writing. In addition, there are steps of the lesson plan that have not been implemented, namely: The teacher summarizes the learning outcomes of the day's meeting about writing Arabic sentences *في المدرسة*. 3) To improve cycle I learning, the teacher will provide more demonstrations by giving more examples of Arabic sentences of *المدرسة في* material, the teacher applies the steps that have not been delivered and does it on time.

2. Results of Research on Improving Arabic Sentence Writing Skills *في المدرسة* Material in Cycle II

a. Planning

In the planning stage of cycle II, the activities carried out are: (1) Develop a lesson plan according to the results of the reflection of cycle 1, namely; a)

The teacher will provide more demonstrations by giving 5 examples of Arabic sentences of *المدرسة في* material. b) The teacher applies the steps that have not been delivered and does it on time. (2) Prepare instruments and (3) Prepare learning media.

b. Implementation



Figure 2: Learning Implementation of Cycle II

The implementation of actions in cycle II was carried out in 1 meeting with an allocation of 2 lesson hours (2 x 35 minutes). The material covered was the same as cycle I, namely writing Arabic sentences on *المدرسة في* material using the Sramble method. In this second cycle, the activities carried out were not much different from cycle I, but in this second cycle students were rewarded if they got the best score in the class. In this second cycle, the students were getting used to the practice of writing Arabic sentences on *في المدرسة* material using the Sramble method. This can be seen when the teacher told the students to practice writing Arabic sentences with the majority of the material *المدرسة في* smoothly.

c. Assessment

The following is the data on the results of the assessment carried out in cycle II. As planned, the assessment of student learning outcomes test with scramble method. In cycle II students were given Student Worksheets to find out the learning outcomes of writing Arabic sentences on *المدرسة في* material in

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class students. The data on the value of learning outcomes in cycle II are as follows:

Table 9. Learning Outcome Score of Cycle II

No	Description		Total	Criteria
1	Final Score of All Students		1.155	Very Good
	Average Student Score		83	
2	Percentage	T (Completed)	84,61%	Very High
	of Completion	TT (Not Completed)	15,38%	

From the table above, it can be explained that by applying the Scramble learning method in learning writing skills in cycle II, the average score of students was 83 (very good) and learning completeness reached 84.61% (very high) with the number of students who completed learning 11 students. The result showed that classically, the score that students could achieve was good because the students who got a score ≥ 70 was 84.61% which was greater than the minimum desired percentage of completeness which was 75%. From the acquisition of the percentage of minimum learning completeness above, it shows that students' skills in writing Arabic sentences on *المدرسة في* material are categorized as very high (84.61%).

d. Reflection

The reflection results obtained from cycle II are as follows: (1) Students' learning outcomes in cycle II have increased. (2) In this cycle II, the teacher has successfully applied the Scramble learning method for *المدرسة في* material so there is no need to do the next cycle. The application of Scramble learning method that has been applied in this study showed positive results. This can be seen from the students' activities in learning to write Arabic sentences on *في المدرسة* material has been running better. Likewise, students' skills have reached the expected completeness. This can also be seen from the

assessment criteria: (a) Accuracy of writing sentences (Can place the position of the word position). (b) Harakat / Punctuation (giving harakat in each lafadz / word). (c) Presentation (Neatness in writing hijaiyah letters in series).

DISCUSSION

From all the data on the results of learning activities of Arabic writing skills in class V by using the scramble method conducted by researchers in cycle I and cycle II. Can be known as follows:

Table 10. Research Results on Improving Arabic Sentence Writing Skills on *المدرسة في*

Material with Scramble Method			
No	Aspects	Cycle I	Cycle II
1	Teacher activity	70	83,6
2	Student activity	72	85
3	Class average	65,69	83
4	Learning completeness	46,15%	84,61%

From the table above, it can be concluded that the results of research on improving Arabic sentence writing skills on *المدرسة في* material in Class V at MI Hamzanwadi with the Scramble Method have increased in four aspects: (1) Aspects of teacher activity in cycle I and cycle II increased from a score of 70 to 83.6 (2) Aspects of student activity in cycle I and cycle II also increased from a score of 72 to 85, (3) Aspects of class average from cycle I to cycle II increased from a score of 65.69 to 83 (4) Aspects of learning completeness from cycle I to cycle II increased in percentage from 46.16% to 84.61%.

With the research on learning Arabic sentence writing skills *المدرسة في* material using the scramble method can create new innovations in Arabic language learning, learning also becomes interesting because of the method, and students are more active in the Arabic language learning process so that students' writing skills in Arabic language learning increase besides that students are also easier to learn to write Arabic well in composing words or sentences in Arabic.

This study not only shows the effectiveness of the Scramble Method in improving Arabic sentence writing skills in class V MI, but also makes a new contribution to the

Implementing the Cooperative Learning type Scramble Method to Enhance Arabic Sentence Writing Skills knowledge of the method. This study is different from previous studies because of the context (grade V MI) and material (في المدرسة) studied. The results of this study also showed significant improvement in four aspects: teacher activity, student activity, class average, and learning completeness. Thus, this study recommends the use of Scramble Method as one of the effective learning methods to improve Arabic Sentence writing skills in grade V MI students.

CONCLUSION

The results showed that the Scramble method was effective in improving the Arabic sentence writing skills of في المدرسة material in grade V students of MI Hamzanwadi. This can be seen from the increase in observation scores of teacher activities and student activities, as well as the increase in the average value of learning outcomes and the percentage of learning completeness from cycle I to cycle II. The increase was caused by several factors, namely: 1) Increased student participation and activeness in learning, 2) Increased student motivation and interest in learning, and 3) Increased understanding of learning materials. The findings of this study are in line with previous research and constructivism learning theory, which emphasizes the importance of students' active participation in the learning process, and students build their own knowledge through interaction with the environment and learning experiences.

Based on the results of the study, several things are recommended for the development of Arabic language learning in the future, namely: 1) Develop interesting and creative teaching materials and learning media that use the Scramble method, 2) Conduct further research on the effectiveness of the Scramble method on other materials and grade levels, and 3) Increase students' motivation and interest in learning through various innovative learning methods and strategies. The consistent and sustainable application of the Scramble method is expected to help overcome students' learning difficulties in writing Arabic and improve the quality of Arabic language learning at school.

This research makes a real contribution to the development of Arabic language skills, especially in the aspect of writing sentences. The Scramble method is proven to help students in improving their understanding of the material, increasing their motivation to learn, and improving their ability to compose Arabic sentences well. The

application of the Scramble method is expected to be an effective alternative learning method to improve the quality of Arabic language learning in schools, especially in the aspect of sentence writing skills.

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