

Students' Performance in Arranging English Words into Simple Sentences Utilizing Jumbled-Word Cards

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Abstract

In the modern era, teachers can use jumbled words as a medium in the learning-teaching process, especially in English. This research aims to discover the students' performance in arranging simple sentences utilizing jumbled-word cards. This research relays on quantitative descriptive research. The respondents of this research are the eight-grade students of MTs Al Kautsar Sleman in the academic year 2021/2022. The researchers select one class as the respondents, consisting of 15 (fifteen) students. The students were taught by applying a jumbled-words technique. The instrument for collecting data was a test. After collecting data, the researchers analyzed students' performance by measuring the grammatical aspect of the test results. The test is about simple present tense and present continuous tense. This research shows that 10 (ten) students' have 8 (eight) scores and 5 (five) students have 7 (seven) scores. Both are categorized in the "good" performance category. The mean average score for the student's performance in arranging jumbled words into simple sentences 7,6 is categorized as "good" performance. This research shows that students could understand most items in Subject + Verb. It is proven by the performance score percentage of 35% or 592 points. Meanwhile, the lowest true work in arranging the word is on the use of subject + verb + object + adjective/adverb with 32% or 552 points.

Keywords: students' performance, jumbled-word cards, simple sentence, English tenses

1. Introduction

1.1 Research Background

Nowadays, English is considered a global language (Chang, 2021). As a global language, it is used as a tool to communicate with other people worldwide (Nunan, 2001). The same language used makes the communication easier to have a mutual understanding. It implies that people need language to communicate to express and share their ideas, feelings, and desires with others (Liu et al., 2019). Having a good mastery of English is not the performance one is born with. The performance has to be learned and practiced for a certain time. The success of

learning English depends on how serious you are in your efforts. Some people need a short time to master English, but others need a longer time to keep up with it. In brief, the more serious the one to learn it, the sooner time needed to master it.

English in Indonesia is one of the compulsory subjects taught, starting from Primary School to Senior High School, even in university, but it is challenging (Tran & Waluyo, 2021). One of the reasons our government makes a policy of English as a compulsory subject in Indonesia is caused that English is used as a lingua franca in a multilingual country (Rahayu, 2019). English can be categorized as a difficult subject; of course, this happened because English is a foreign language that Indonesian does not know much. There are four English skills in learning English, i.e., listening, speaking, reading, and writing. They are called language skills (Ouaja et al., 2020).

Besides the language skills, English has some aspects to teach to the students. Those aspects are vocabulary, pronunciation, grammar, and many more (Khoiriyah et al., 2019). Writing is a process of communication that uses a conventional; graphic system to convey a message to the reader. For many foreign language learners, writing is considered the most difficult skill because they have to combine the correct grammatical and coherence of the paragraph (Lu, 2021; Yuan, 2021; Zhang et al., 2020). It means writing as a process of expressing ideas or thoughts in words. Meanwhile, writing to send a message or information must easily make the readers understand it. In other words, writing can be defined as communication by transforming observations, information, thoughts, or ideas into the language (Naghdipour, 2021; Peter & Singaravelu, 2021). The process of expressing ideas or thoughts in words should be done at our leisure. Thus, writing is an activity of transferring the writer's thoughts to pieces of books.

Writing can be enjoyable as long as there are ideas and the means to achieve them. According to Barnaba & Rahmawan (2019), some students know or have the ideas to write, but they do not know how to put them into sentences. Sarwat et al. (2021) stated that writing is the most difficult skill for second language learners to master. The difficulty in writing is not only in generating and organizing ideas and finding vocabulary but also in utilizing correct grammar. Many students could not express their ideas in written form, although they may know what will be written (Utami et al., 2018). Writing is a skill that is required in written communication. It requires complex thinking.

Unfortunately, students tend to learn that writing is a complicated skill because it requires hard thinking, writing ideas, and producing words, sentences, and paragraphs simultaneously. Another problem the students encounter in writing is that sometimes there is an idea energizing in students' minds, but it is difficult to express it in written language (Al-Yaseen, 2018; Peter & Singaravelu, 2021). In other words, students get difficulties in transferring their ideas into writing. Many students either think or say they cannot or do not want to write. It could be caused by having a lack of confidence, boredom, or having nothing to say. In short, writing skills are more complex and difficult to teach, requiring and mastering not only grammatical and

rhetorical devices but also conceptual and judgment; because of the difficulties of writing, some efforts have been done to solve the problem (Al-Mukdad, 2019; Hartono et al., 2019; Hartono & Maharani, 2020; Tanasy & Nashruddin, 2020).

Good writing is not always easy and maybe a challenge even for the best students. Ma'rufah et al. (2021) state that if the goal of writing is to communicate meaning to ourselves and others, thinking will occur as the writer generates ideas, thoughts, and images; creates an order to those thoughts; and communicates this meaning to others through interesting text that, ideally, is well written. Some students cannot write an English sentence of any tenses; they have less vocabulary and grammatical understanding in arranging words into a good and correct order (Nainggolan, 2021). Furthermore, Mouri (2020) states that students cannot compose a sentence for some reason. These reasons are students did not know the formulation of the simple present; students were not able to write a sentence in the simple present; students did not know about adding s/es in the simple present, and students were not able to identify with being in simple present. Therefore, the researchers assume that it is necessary to challenge students to firstly arrange English words into simple sentences, simple present tense, and present continuous tense, utilizing jumbled-words cards before asking them to write. Besides, jumbled-word cards can be applied to stimulate student interest in the learning process. The researchers try to solve the previous problems mentioned by utilizing the mixed jumbled-words cards technique. By utilizing it, the teacher will find many possibilities to enrich the vocabulary and grammatical understanding, especially for junior high school students.

1.2 Research Question

To simplify this research, the researchers formulate the research question as follows: how is students' performance in arranging English words into simple sentences utilizing jumbled-words cards?

1.3 Significance of the Research

This research is expected to contribute to educational development both theoretically and practically. Theoretically, this research is expected to be a reference for English beginner learners in understanding vocabulary and grammar through jumbled-word cards. Furthermore, it is expected to be the additional information for English teachers in tenses, focusing on the simple present and present continuous tense. Besides, it is also expected to be a resource or reference for dealing with similar research focused on performance in arranging words into sentences.

First, this research may help the teacher know the student's performance in understanding vocabulary and grammar. Second, the result of the research can be useful in finding out the appropriate technique for teaching tenses. Third, the result of the research can be useful to minimize the lack of grammar and vocabulary understanding of students. Forth, the teacher can apply jumbled words in teaching simple sentences. Fifth, students can use jumbled-word cards to support themselves in learning tenses. Sixth, using jumbled-word cards may help students understand the

correct word order in a sentence. Seventh, the researchers expected that school could help resolve the difficulty as the problems arranged the simple sentence. Eighth, the researchers expected that schools could help to improve the quality of learning and teaching by utilizing simple present tense and present continuous tense. Ninth, the result of this research for the other researchers is the reference for conducting further research.

1.4 Scope of the Research

This research is small-scale research focusing on arranging English words in a simple sentence (positive sentence) since the research respondents are Junior High School students and beginners. A simple sentence refers to simple present tense and presents continuous tense as the main focus. Arranging the words emphasizes the right placement of subject, verb, object, and adverb or adjective utilizing jumbled-words cards. Furthermore, this research is also limited to eight grade students of MTs Al Kautsar, a small private secondary school, in the academic year 2021/2022 located in Sleman, Yogyakarta.

2. Methods

2.1 Research Design

Research design is a series of procedures and methods used to analyze and collect data to determine the variables that will become the research topic (Farrall, 2021). Research design is a plan for conducting the research; research design is closely related to the research process. Research design can be interpreted as a structured work plan in terms of the relationships between variables comprehensively so that the research results can answer research questions (McGregor, 2020). Moreover, the researchers use the quantitative description as a research design. Quantitative description involves collecting data to answer questions about the subject's current status or topic of study.

2.2 Samples

In this research, the researchers use the sample by utilizing cluster sampling. According to Weyant (2022), cluster sampling is used when the population is large and widely dispersed. In addition, Abutabenjeh & Jaradat (2018) state that cluster sampling selects the group, not the individual. The participants in this research are the students in eighth grade at MTs Al Kautsar, Sleman, Yogyakarta. There are 15 students for sample data in this research. The sampling technique applied in this research was random cluster sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to compile a list of the elements composing the population. The researchers selected this sampling technique because random cluster sampling was easier the implementation and more manageable than the other technique.

2.3 Research Procedures

Wotela (2017) states that a research procedure is a sequence of actions to conduct research and effectively solve the research problems. Furthermore, Jeevan et al. (2019) state that a research procedure is a description that explains the process and practice of executing the research or collecting the data utilizing the appropriate method to answer the research questions. In this research, researchers first send a letter to the school. Second, the researchers made an appointment to meet the English teacher of MTs Al Kautsar Yogyakarta and discuss the lesson plan material. Forth, the researchers ask permission from the teacher about the data document. After the teacher gives permission, the researchers should be waiting for the data document. Then, the teacher sent the document to the researchers. After the researchers accepted the documents, the researchers collected the data and then explored the data. Next, the researchers explain the material about tenses to the student. Lastly, the researchers take the random card and ask the student to arrange the jumble word card.

2.4 Data Collecting Technique

The researchers asked for help and permission from the teacher about the students' tests about simple present tense and present continuous tense to collect the data. Then the researchers explored, identified, and analyzed the students' performance arrange simple sentence tests. To collect quantitative data, the researchers used a test. The test of arranging jumbled words was intended to find out the students' performance in arranging jumbled words into simple present sentences. The researchers instructed the students to arrange jumbled-word cards and give them 10 minutes. There were ten items about arranging jumbled words into simple present sentences and present continuous tense.

2.5 Data Analysis

Data analysis systematically searches for and compiles interview transcripts, field notes, and other materials researchers collect to increase their understanding (Cohen et al., 2017). The researchers used the following scoring rubrics and formulas to analyze the data to systematically analyze students' performance in arranging English words into simple sentences utilizing jumbled word cards at MTs Al Kautsar. To make it clear, the researchers draw the figure below:

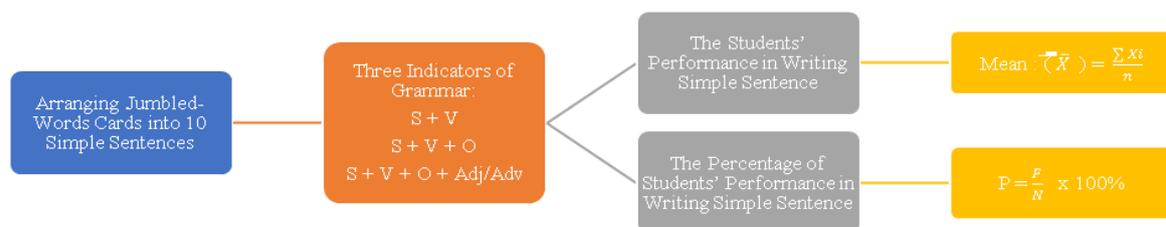


Figure 1 Flowing Chart of Data Analysis Technique

The simple sentence used in the test arranging jumbled-words cards in this research consists of 10 simple sentences. The test focuses on grammar. It means that each sentence must consider indicators such as Subject + Verb, Subject + Verb + Object, and Subject + Verb + Object + Adjective / Adverb. The researchers calculated the students' performance in writing certain simple sentences in English. Therefore, the researchers calculated students' performance in grammar. Researchers apply this formula to calculate the students' performance in each indicator.

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

Where:

P = the percentage of students' performance in each indicator

F = the number of each indicator got by students

N = the total number of each indicator got by students

2.5.1 Scoring Rubrics

Scoring rubrics are guidelines for researchers to analyze the data collected. Therefore, the researchers use Janssen et al. (2015) scoring rubric to analyze quantitative data. The following is the table of the scoring rubric used in this research.

Table 1 Scoring Rubric of Simple Sentence Grammatical Aspect

Components or Indicators	Score
All grammatical correct. The grammar is very good (All items are correct): <ul style="list-style-type: none"> • Correct word order • The use of the correct verb • The use of correct object or pronoun or adverb or adjective. 	4
The grammar is good: (one of three items is incorrect) <ul style="list-style-type: none"> • Correct word order • The use of the correct verb • The use of correct object or pronoun or adverb or adjective. 	3
The grammar is enough: (two of three items are incorrect) <ul style="list-style-type: none"> • Correct word order • The use of the correct verb • The use of correct object or pronoun or adverb or adjective. 	2
The grammar is poor: (all items are incorrect) <ul style="list-style-type: none"> • Correct word order • The use of the correct verb • The use of correct object or pronoun or adverb or adjective. 	1

2.5.2 Data Analysis Formula

To get the mean of students' performance in writing simple sentences utilizing jumbled-words cards, the researchers use the following formula:

$$\text{Mean: } (\bar{X}) = (\sum Xi)/n$$

Where:

X	= The mean
$\sum x$	= The total score
X_i	= the value, X, $i= 1, 2, 3, 4, \dots n$
n	= Number of students

Furthermore, the researchers measured the students' performance, either through each student's score or overall mean score, by adjusting the students' scores and overall mean score with the level of achievement as follows:

Table 2 The Level of Students' Performance

Test Score	Letter Grades	Category	
81 – 100	8,1 - 10	A	Excellent
61 – 80	6,1 - 8,0	B	Good
41 – 60	4,1 - 6,0	C	Fair
21 – 40	2,1 - 4,0	D	Less
0 – 20	0 - 2,0	E	Poor

Notation:

Excellent: when students can arrange the jumbled-words card perfectly

Good: when the student has one mistake, arrange the jumbled-word card

Fair: when the student has two mistakes arrange the jumbled-word card

Less: when the student has three mistakes arrange the jumbled-word card

Poor: all the arranged jumbled-words card mistake

3. Findings and Discussion

This section describes the result of the data found in this research. The test was about arranging ten simple sentences through jumbled-word cards. This study focuses on grammar perspective; several indicators are used to measure students' performance: subject-verb, subject-verb-object, and subject-verb-object-adverb/adjective. The researchers identified the frequency of correct answers from each sentence and concluded them. The researchers calculate the percentage of students' performance in writing particular tenses in simple sentences based on each frequency. Furthermore, the researchers explained the findings and the discussion related to the students' performance based on grammar. Below is the pie chart showing the student's performance in writing a simple sentence.

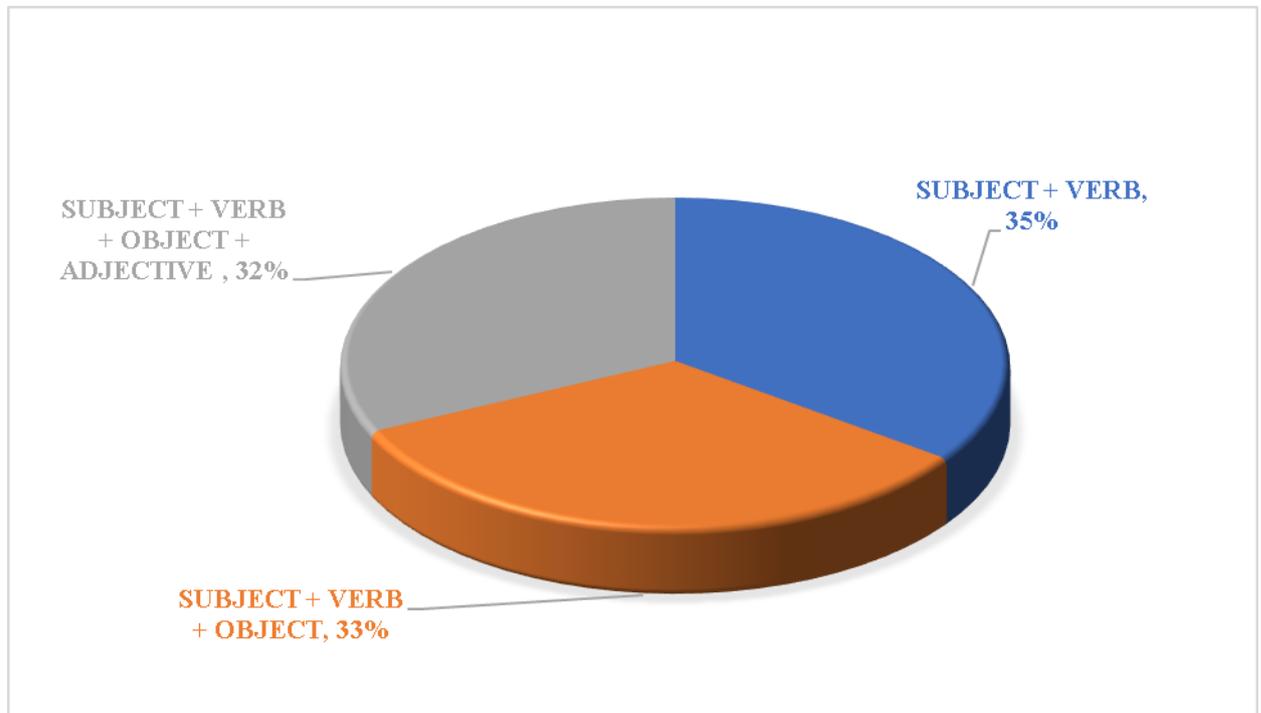


Figure 2 The Percentage of Students' Performance

Figure 2 shows the grammar percentage that students got on the test. The students arrange the jumbled-word card from the researchers. The following is an explanation and example of each indicator. It could be seen that subject + verb got 34%. It is because it is the easiest form to arrange a simple sentence. The students know after the subject, there is a verb. They also memorize the same vocabulary. Then, subject + verb + object got 33%. Next, subject + verb + object + adjective/adverb got 32%. It is because the form of arranging the simple sentence is more complicated.

3.1 Subject + Verb (G1)

The students could identify which are the subject and verb. The students knew how to use them to be of each subject. The students arranged the correct form of the verb used in the sentences. An example of students' correct answer was, "The students study maths at school." It was the subject of "students"; therefore, the verb used "study" without s/es. Another example of students' correct answer was, "They practice English speech in the dormitory." The subject of this sentence was "People"; therefore, the verb used "work" without s/es. In addition, the use of the jumbled words helped students to identify the subject of each sentence. Meanwhile, some students found it hard to write a correct sentence with subject and verb because they did not know which "vocabulary" should be used and paired with the subject. The figure below is the figure when the learning was held.

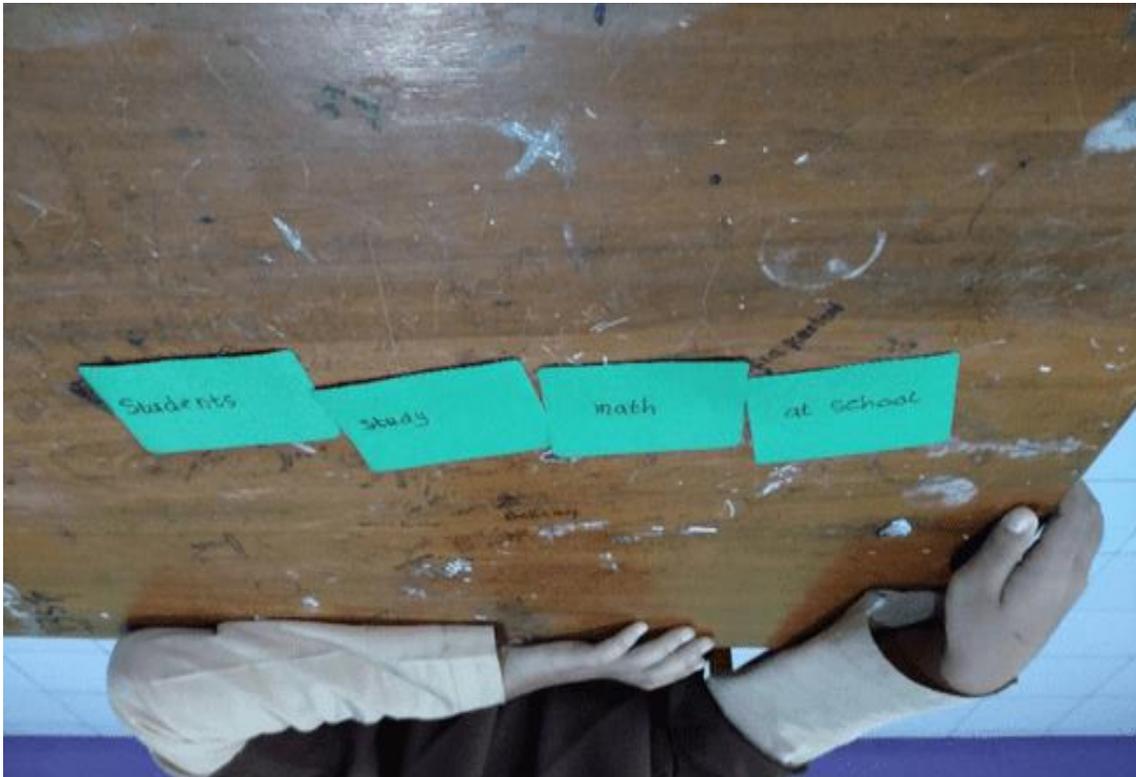


Figure 3 The Example of Students' Work #1

3.2 Subject + Verb + Object (G2)

The students had a performance to identify the subject, verb, and object. The students knew how to use the "to be" of each subject and the classification of the noun used as an object. The students arranged the correct form of the verb and object used in the sentences. An example of students' correct answer was, "Children are coloring vases in the classroom." The subject of this sentence was "Children"; therefore, the verb used "is coloring." The students also understood that the setting is a class because of the "classroom."

The other example of students' correct answer was "I read the announcement on the billboard." The subject of this sentence was "I"; therefore, the verb used "read" without s/es. In addition, the use of the card gave direction to the students to identify the object of each sentence. Meanwhile, some students found it hard to arrange correct sentences with subject, verb, and object because they did not know the object's name in English that should be used and paired with the subject and verb to write a simple sentence. It is the figure when learning is held.

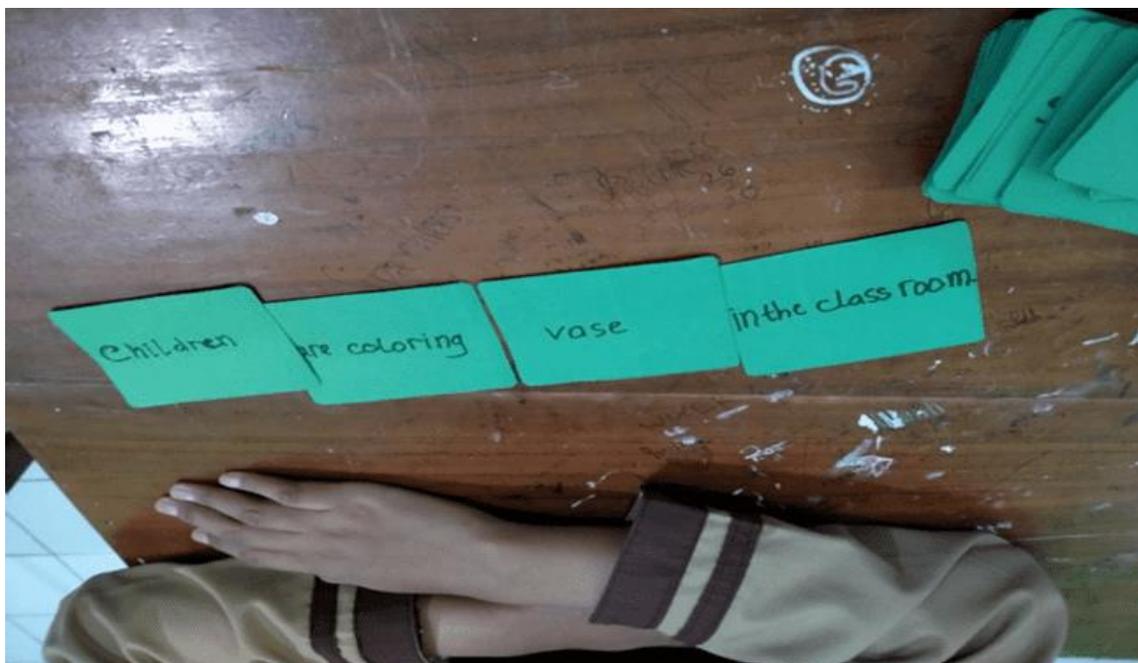


Figure 4 The Example of Students' Work #2

3.3 Subject + Verb + Object + Adjective/Adverb (G3)

Students' performance increased by utilizing the jumbled-words technique. It can be seen from the example below. In this sentence, there was no student mistake. The student could write correctly. All grammar was perfect. Some students had a performance to identify the subject, verb, object, and adjective/adverb. The students knew how to use the adjective/adverb to complete the subject. The students wrote the correct form of the verb, object, and adjective/adverb used in the sentences. An example of students' correct answer was, "I am listening to the music." The subject of this sentence was "I"; therefore, the verb used "am listening to." The object is "music". Adverb of time "in the morning." Below is an example of jumbled words done by the students.

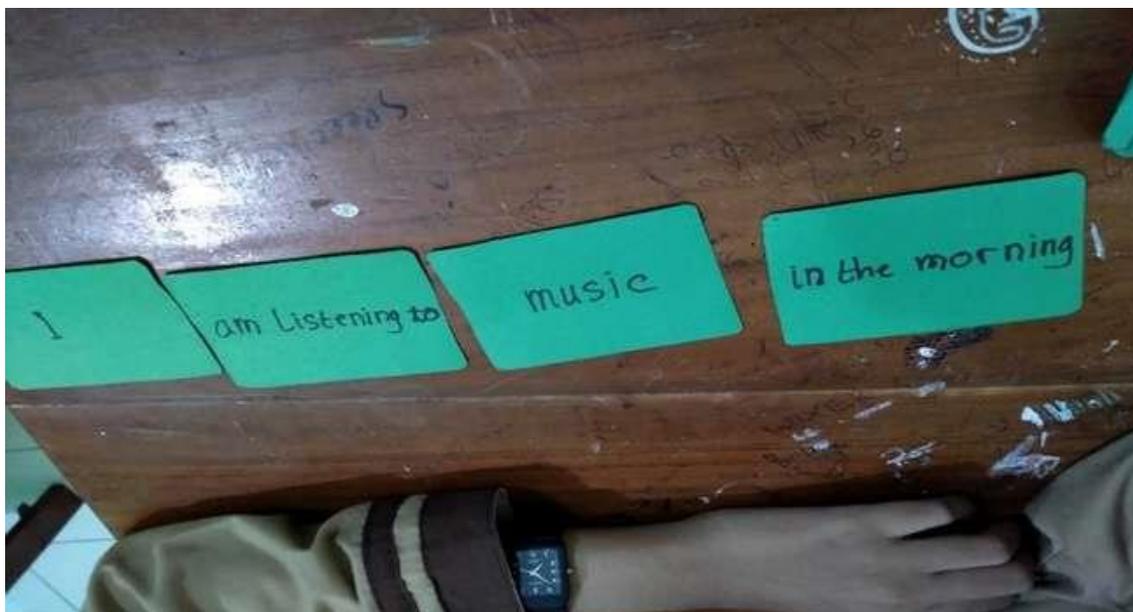


Figure 5 The Example of Students' Work #3

The use of the jumbled-words cards helped students to identify the object of each sentence. However, some students also could identify vocabulary by using it. It is in line with Utami et al. (2018) that said media have an equal position with teachers because the media is an integral part of teaching. Meanwhile, some students found it hard to write a correct sentence with subject, verb, object, and adverb/adjective because they did not know much about adjectives and adverbs. Below are the jumbled word mistakes done by students who made mistakes.

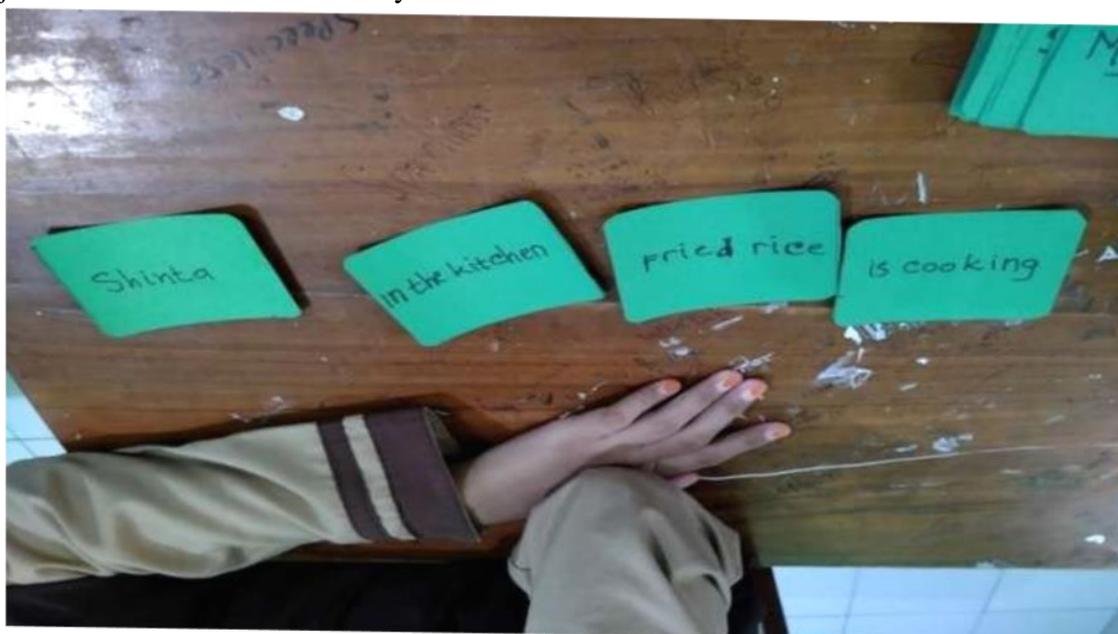


Figure 6 The Example of Students' Work #4

Figure 6 above shows that the student did not rearrange correctly. "Shinta" as a subject. In the kitchen should be as an adverb. "Fried rice" as an object. Then, "is cooking" as a verb. The correct answer is, "Shinta is cooking fried rice in the kitchen." The researchers found that the lack of vocabulary was another factor in students' low scores in arranging simple sentences. Another proof that students were still confused about the object and verb is shown in the figure below.

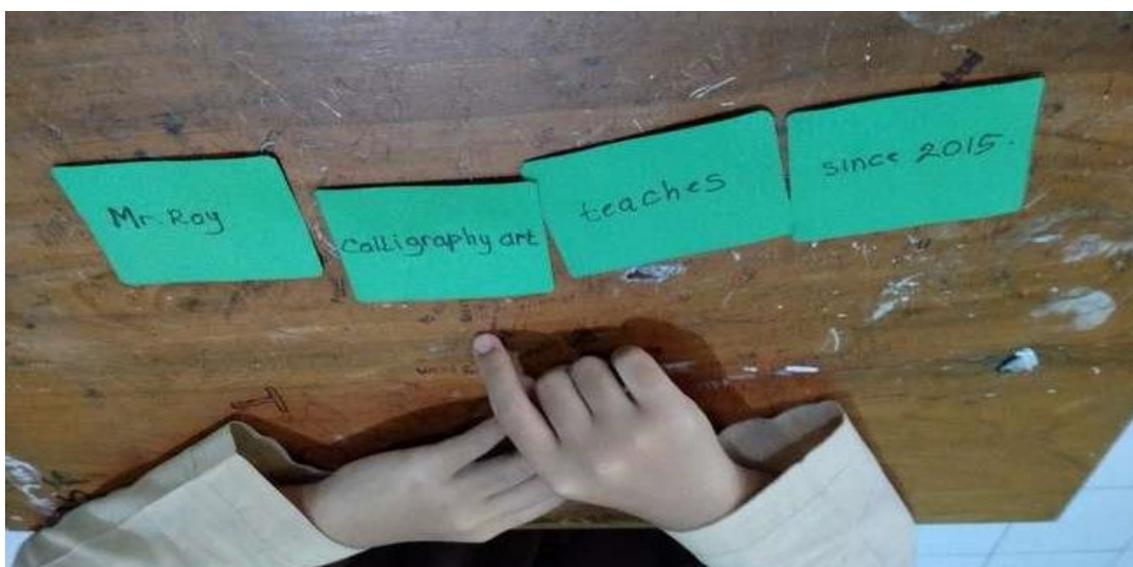


Figure 7 The Example of Students' Work #5

In the figure above, the students miss the object. The student thought that "calligraphy art" was the verb and "teaches" was the object. Even though the learning process taught the English teacher about adding s/es for the subject, the student forgets about that one. The good thing, a student, has already known about the "subject" and the "adverb of time." The student could recognize "Mr. Roy" as the subject and "since 2015" as the adverb of time. However, the figure below is the correct sentence utilizing jumbled-words cards. This sentence utilizes simple present tense, which "Mr. Roy" as the subject who is the person doing something, "teaches" as the verbal sentences which have to add "es" after the verb, and "calligraphy art" as the object because it explains the activity for verb, meanwhile "since 2015" is the explanation since when the subject did the activity. The figure below is the correct jumbled-word cards after the English teacher gave directions.

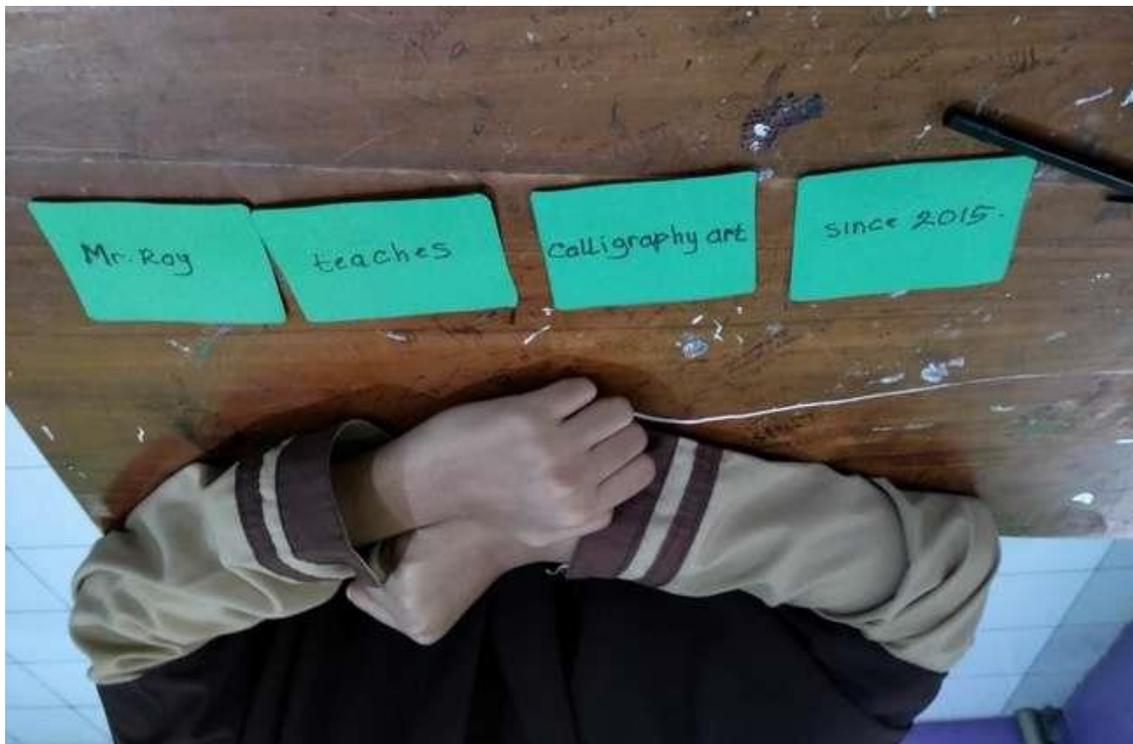


Figure 8 The Example of Students' Work #6

However, in the process of learning, one word usually makes students confused. It was shown from the jumbled-words cards below. The cards' words were "children" and "vase." Sometimes, the student guessed the subject because usually, the subject had one word. In this case, students missed guessing the subject between "vase" and "children." It should be "children" who became the subject, and the "vase" became the object. The student misses the concept of the formula. The formula for present continuous tense is (Subject + Verb-ing + Object + Adjective/Adverb). The students use "are coloring" card as the subject, "children" cards for the verb, "in the classroom" as the object, and "vase" card as the adverb of place. That was a mistake since it did not follow the formula of present continuous tense. Below is an example of a student's mistake.

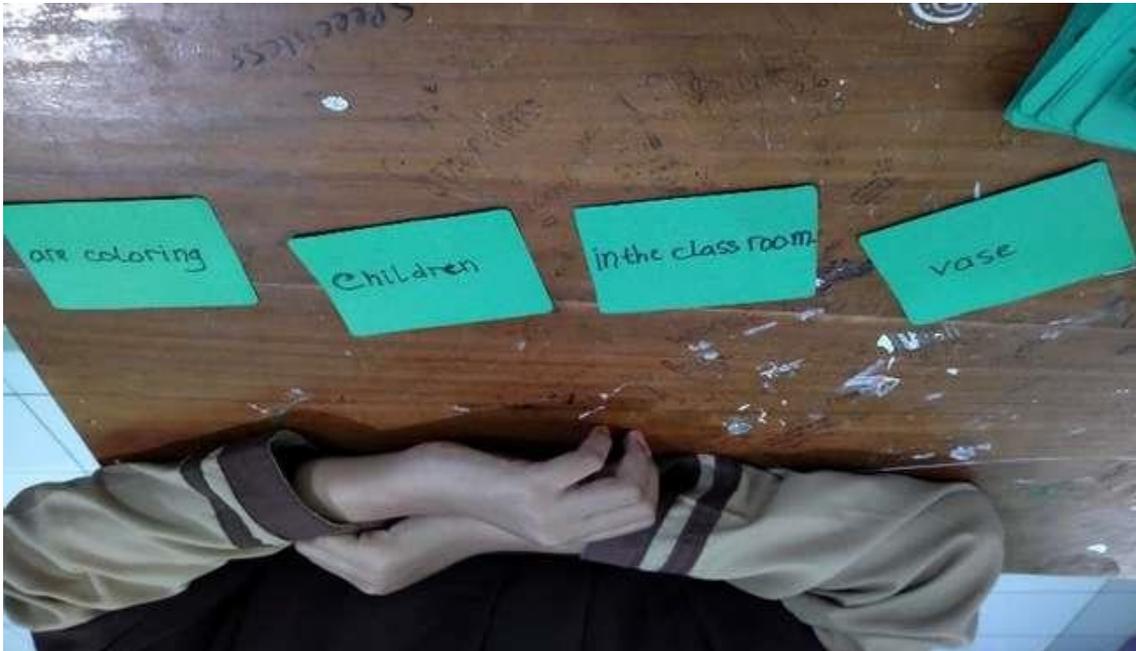


Figure 9 The Example of Students' Work #7

The teacher's directions played an important role in the process of learning. It becomes an advantage and disadvantage at the same time. The bonding between teacher and students became a good relationship since the teacher could help students understand and remember the lesson until the student graduated from the school. Meanwhile, it would be a big problem in a large class because there is only one teacher in class for many students. The teacher cannot teach one by one by utilizing jumbled-word cards. However, the correct jumbled-word cards are shown in figure 10 below. The card "children" as the subject, "are coloring" as the verb, "vase" as the object since it explains the activity in the sentence, and "in the classroom" acts as the adverb of place.

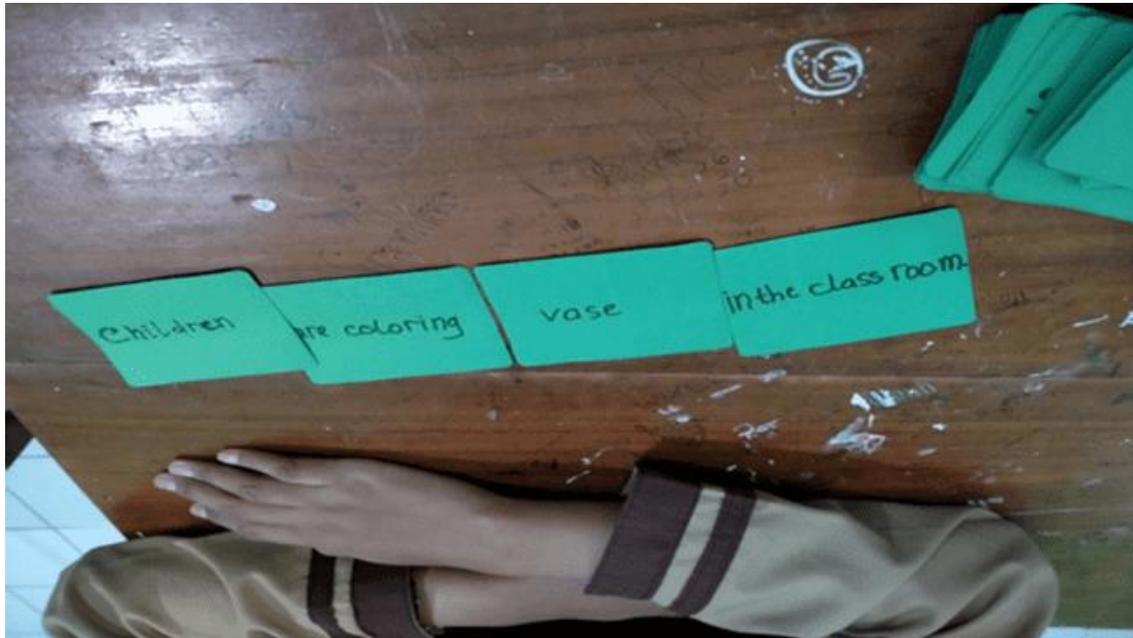


Figure 10 The Example of Students' Work #8

In the score of the test, the initial students "Snm", "Kzh", "Assa", "Edli", "Rna", "Frsb", "Zn", "Ahte", "Ali", and "Nrua" have higher total score, which is 120. The mean of 10 (ten) students above is 8. In this category, students are good at arranging word order, using the correct verb, and using the correct object, pronoun, adverb, or adjective. Meanwhile, the initial students "Map," "Terry," and "Yuhi" have 104 total scores. The mean of these 3 (three) students is 6,93. However, the initial students "Lmw" and "Dwnl" got 100 (one hundred) total scores, which had a 6,67 mean. The researchers showed the table and chart below to make it clear to capture the students' scores.

Table 3 Students' Score in Arranging Jumbled Words into Simple Sentences

No	Students	G1	G2	G3	Total	Mean
1	Snm	40	40	40	120	8
2	Kzh	40	40	40	120	8
3	Map	40	32	32	104	7
4	Assa	40	40	40	120	8
5	Edli	40	40	40	120	8
6	Rna	40	40	40	120	8
7	Lmw	36	32	32	100	7
8	Frsb	40	40	40	120	8
9	Zn	40	40	40	120	8

No	Students	G1	G2	G3	Total	Mean
10	Ahte	40	40	40	120	8
11	Ali	40	40	40	120	8
12	Dwnl	36	32	32	100	7
13	Nrua	40	40	40	120	8
14	Terry	40	36	28	104	7
15	Yuhi	40	36	28	104	7
Total (F)		592	568	552	1712	7,6
Students (N)		15				
Percentage (%)		34.57	33.17	32.24		

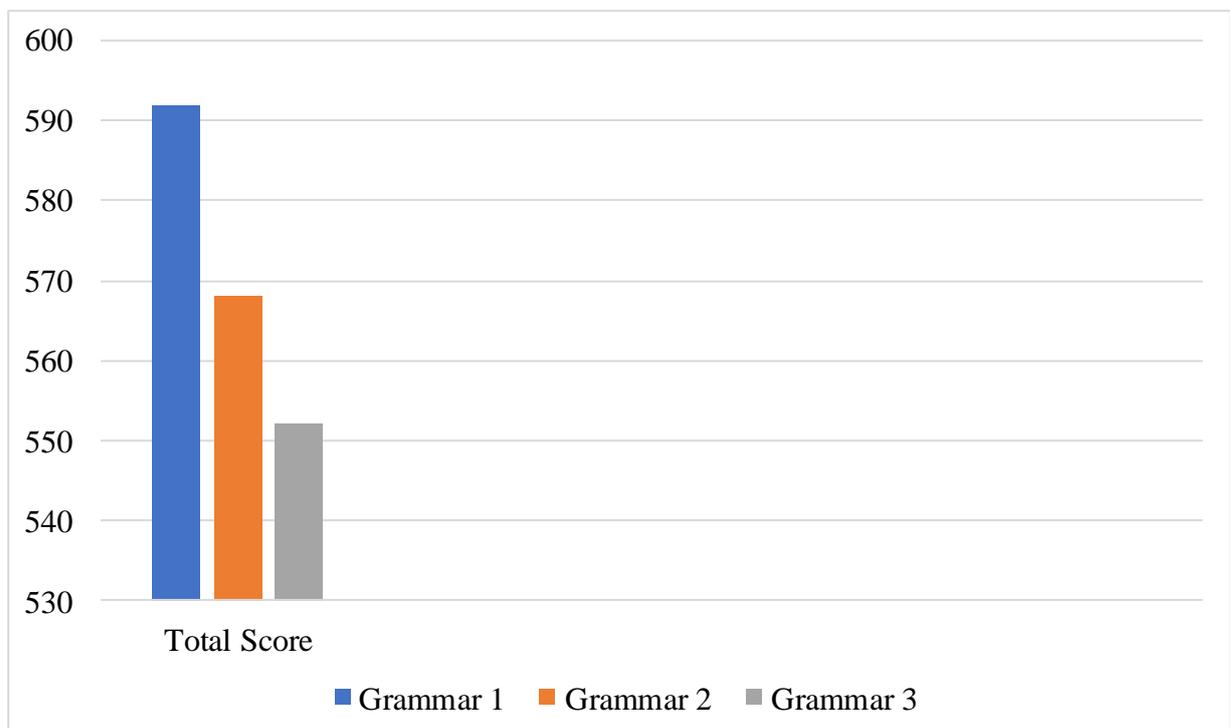


Figure 11 Total Score of Students' Performance in Arranging Words into Simple Sentences

Table 3 and figure 11 show the number of correct grammatical answers obtained by students in the test. It can be seen that subject + verb (G1) got 592, subject + verb + object (G2) got 568, and subject + verb + object + adjective/adverb (G3) gets 552. The table also shows that the highest percentage of 35% is occupied by the subject + verb. That is, from the three items, most students can master the material by utilizing the jumbled-words card. Based on the previous explanation,

students have good performance in a sentence because students can understand the use of subject + verb. Students have good performance in a sentence because students can understand the use of subject + verb. Based on the previous explanation, students have a low percentage related to grammar because students do not understand the use of subject + verb + object + adjective/adverb in arranging simple sentences. Below is the table of students' scores in arranging simple sentences.

Table 4 Students' Performance Score Conversion in Arranging Simple Sentence

No	Performance Classification	Score (X)	G	G (X)
1	Excellent	8,1 - 10	A	
2	Good	6,1 - 8,0	B	15
3	Fair	4,1 - 6,0	C	
4	Less	2,1 - 4,0	D	
5	Poor	0 - 2,0	E	
Total			7,6*15	114

Table 4 shows the performance classification of the students. The scores 8,1 – 10 showed excellent performance, 6,1 – 8,0 showed good performance, 4,1 – 6,0 showed fair performance, 2,1 – 4,0 showed less performance, and 0 – 2,0 showed poor performance. Table 4 showed that ten students had "excellent" performance in grammar indicators, and five had "good" performance. After getting this result, the researchers measured the students' performance by counting their scores. The result showed that "excellent" and "good" in grammar indicators had 80 and 35 scores. The researchers created the figure below to show students' performance classification to make it clear.

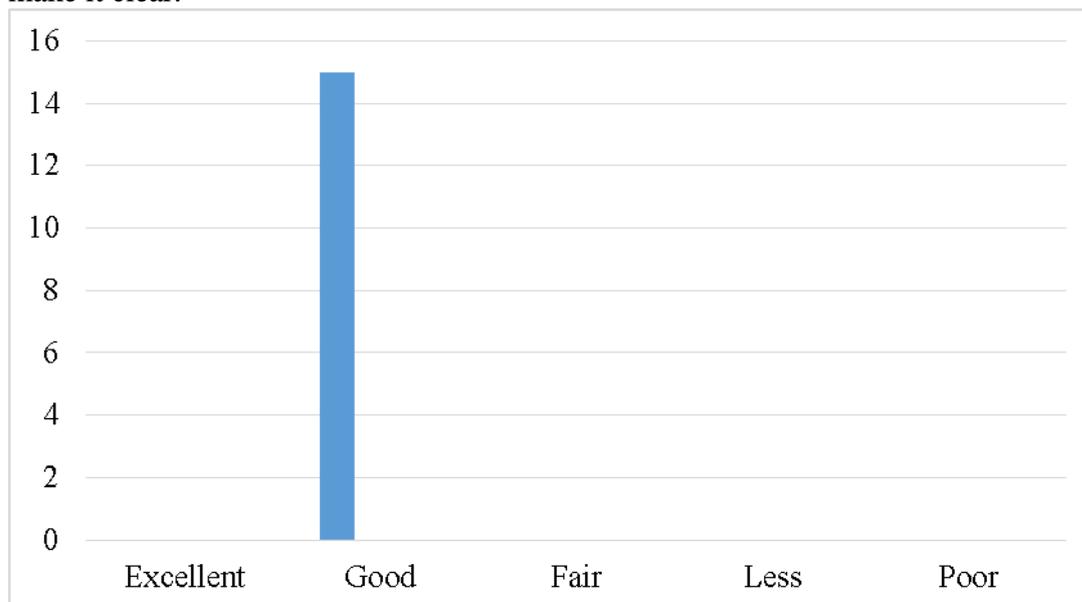


Figure 12 Students' Performance Classification

The researchers divided the classification into excellent, good, fair, less, and poor. The figure shows that out of 15 students, ten students had "excellent" performance in grammar indicators with a score range of 7,6 - 10, and 5 students had "good" performance in grammar indicators with a score range of 5 - 7,5. After getting this result, the researchers measured the students' performance by counting their scores. The result showed that "excellent" and "good" in grammar indicators had four categories, 80 scores, and 35 scores. From table 4, the researchers calculated the number of students and their level of performance.

Formula: Mean: $\bar{X} = (\sum Xi)/n$

Where:

- X = The mean
- $\sum x$ = The total score
- X_i = the value, $X, i= 1, 2, 3, 4,..n$
- n = Number of students

The total score of students is 114, and the number of students is 15. Therefore, based on the formula above, 114 average 15 is 7,6. Furthermore, to make it clear, the mean students' performance in writing simple sentences is presented in the following table and figure.

Table 5 The Mean Score of Students' Performance in Arranging Jumbled- Words

No	Aspects	X	N	Mean
1	Grammar (G)	114	15	114 / 15 = 7,6
Total		7,6		
Overall Mean Score		7,6		

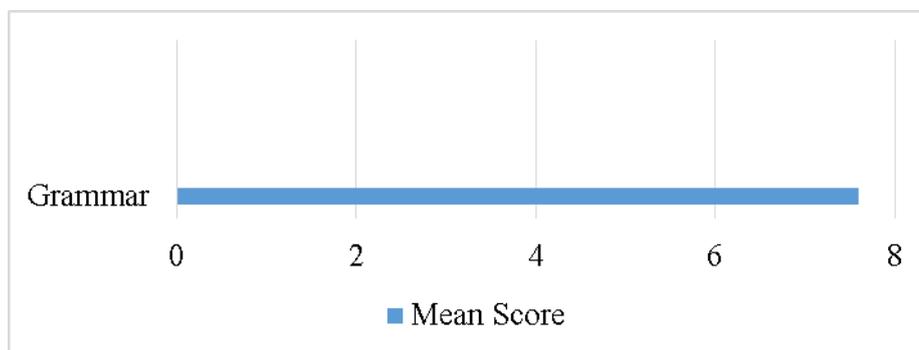


Figure 13 The Mean Score of Students' Performance in Arranging Jumbled- Words

Table 5 is the result of the mean score. It showed that the mean Grammar (G) score was 7,6. The average score was 7,6 or excellent. The researchers concluded that fifteen (15) eighth-grade students of MTs Al Kautsar Sleman in the academic year 2021/2022 in arranging simple sentences in English utilizing jumbled-words cards was 7,6, which means "GOOD" category. Jumbled words implemented in this research helped students to think creatively and logically. It also helped students determine the sentences appropriately and placed the subject, verb, object, adverb, or adjective. Jumbled-sentences technique helped students to generate their ideas. It helped students enrich their vocabulary and emphasize their writing skills.

4. Conclusion

In this part, the researchers conclude that students' performance mean score is categorized in the good category with a score of 7,6 (seven-point six). In detail, ten students scored 8 (eight), and five students got 7 (seven). The mean average score for the student's performance in arranging simple sentences is excellent, with a score of 7,6 (seven-point six). The researchers concluded that the performance of the student eighth-graders, MTs Al Kautsar 2021/2022, in arranging English words into simple sentences utilizing jumbled-words cards is excellent. Furthermore, students can understand most items in Subject + Verb. It is proven by the same highest percentage of 35 % with a 592 score. Meanwhile, the lowest true answer for arranging the word cards on subject + verb + object + adjective/adverb is 552 with 32%. On the other hand, using the jumbled-word cards technique increased students' performance in arranging simple sentences. Therefore, there are some challenges to utilizing a jumbled-words technique in the teaching and learning process, such as students could not pay attention to the jumbled-words cards more than to the material learned.

Other challenges found are small and unclear jumbled-word cards may arouse problems in the teaching-learning process since the students may misunderstand the card. Giving jumbled-word cards to each student could consume much time if the number of students in the class was large. However, teachers can use certain techniques to overcome students' problems. The teacher should consider time allocation for giving the technique. The teacher should consistently use a symbol or marking to indicate sentence errors and control the students' activities, including their attention during the teaching-learning process.

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