

THE EFFECT OF JUMBLED SENTENCES UPON STUDENTS' WRITING OF DESCRIPTIVE TEXT

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Abstract

This study aims to find out the effect of jumbled sentences toward students' writing descriptive texts at 10th grade of Madrasah Aliyah Negeri Tanjungpinang. This research used Quasy-Experimental as a design of the study using two groups of research as the samples. The pre-test was given at the beginning of the study in each class, and then followed by given the treatment of the jumbled sentences technique in writing descriptive text at the experimental class and paragraph writing techniques at the control class. After that, a post-test was given at the end of the study. Furthermore, the pre-test and post-test scores of the two classes were analyzed using SPSS 22 to find the mean scores of the two classes. Then, Independent T-test was also run to test the research hypothesis. The statistical test analysis that has been used in this study identifies that the use of the jumbled sentences technique in writing descriptive text was not really effect the students' writing performance, especially to be applied on students during the Covid 19 pandemic as it is now especially in Tanjungpinang on 2020, eventhough there was differences betwee the mean scores of pre-test and post-test in each class from 64.176 to 85.618 in the experimental class and 63.735 to 84.176 in the control class, but it was not significant difference between the mean scores in the both of classes which is experimental group and the control group. Thus, it answers the hypothesis that the effect of jumbled sentences upon students' writing of descriptive text at 10th of MAN Tanjungpinang had no significant effect in improving students' writing skills on descriptive text.

Kata Kunci: Writing, Descriptive Text, Jumbled Sentences

I. Introduction

Writing is one of the basic skills for learning English and must be mastered well, especially for students. Writing is the most difficult skill for second language learners. The students must be learned and mastered in organizing and express their ideas in modifiable text (Richards & Renandya, 2002). Another definition stated writing is language ability that is used to communicate indirectly or not face to face with other people (Sakdiyah et al., 2019). In curriculum 2013 (K13), there are five types of texts that must be mastered by the students, such as narrative text, descriptive text, report text, etc. in the application, the students are expected to understand the the social function, generic structures, and language features of the text.

Based on some text above, one of the genres that should be taught at tenth grade in senior high school is descriptive text. According to Gerrot and Wignel (1995) descriptive text is a kind of text which is aimed to descrie a particular person, place or things (Masitoh & Suprijadi, 2015). Another definition defined descriptive text is the part of paragraph that describe the character (Eryansyah et

al., 2019). It can be concluded that descriptive text is one of the texts that describe a specific object especially in physical description by visual experience and it has the function to present the fact and information about an object.

The reason of the researcher chose the descriptive text was because the researcher found almost all the students have some problems in writing descriptive text. Some problems was find when the researcher did her internship at Madrasah Aliyah Negeri Tanjungpinang, especially the students at tenth grade, among them the students could not develop their idea in writing, the students still passive when they were learning writing a text, the students did not know how to write a text with the correct organization, and the students lacked of vocabulary.

In writing, almost all the students still difficult to express their own ideas and it also not an easy task for the teachers in teaching writing (Subroto & Andriyani, 2018). So, the teachers must have great techniques in teaching writing a text to makes the students understand and know the organization properly. Consequently, the researcher found jumbled sentences technique that is suitable in teaching writing.

According to Larsen- Freeman & Marti (2011) jumbled sentences technique is a part of communicative language teaching method. In communicative language teaching it is called scrambled sentences. Students will combine sentences on a surreal level through language means such as pronouns, which will make the text coherent and semantic propositions, unify the text and make it coherent. Mardiana (2017) stated jumbled sentences technique is important to be practiced because through practicing this technique, it can help the students to generate their ideas, to enrich the vocabulary and to emphasize their writing skill (Utami et al., 2018). It means jumbled sentences technique aim to make the students focus and think creatively to generate their ideas in writing a text. Therefore, based on the introduction before, the researcher conducted this research to know the effect of jumbled sentences on students' writing at MAN Tanjungpinang.

II. Research Method

In this research, the researcher used Quasi-experimental design as the method. Quasi-experimental is a design that has control and experimental group. According to Creswell (2014) quasi-experimental design devided into two designs such as time series design and nonequivalent control group design. Based on that, the researcher used nonequivalent control group design. It means this research had two both pre-test and post-test at an experimental and control group. But there was only one class (experimental class) that has been taught by jumbled sentences technique to find out the effect of jumbled sentences by doing data analysis from the data obtained from the means scores of experimental and control group. The figure of nonequivalent control group design adapted from Cresswell (2014) can be seen as follow:

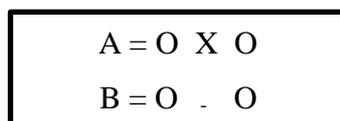


Figure 1. The design of the research

The sample of this research was tenth grade of Madrasah Aliyah Negeri Tanjungpinang. There were 17 out of 30 students as active participants at experimental class (X MIPA 2) and 17 out of 20 students at control class (X BAHASA). Besides the researcher determining the sample of this research used purposive sampling. It was because X MIPA 2 and X BAHASA were willing to be participants in this research. According to Bernard (2006) purposive sampling is a non-random technique that does not need underlying theories or a set number of participants.

In this research, the researcher used a writing test as the instrument to collect the data. Besides, given the existence of a pandemic Covid19 that is happening at this time, the researcher used Google Classroom and WhatsApp Group applications to implement the process of collecting the data online. This research divided into two tests. First, the pre-test has been given before the treatment, the researcher has taught descriptive text about people especially national hero in Indonesia that appropriate with the syllabus at experimental class and control class. Then, the students instructed to write a descriptive text based on the picture that has been given by the teacher. The purpose of the pre-test was to find out the students' performance of writing descriptive text before the treatment jumbled sentences technique at experimental class and paragraph writing at control class given to the students.

Second, the post-test has been given after the treatment was done. In the post-test, the students instructed to write a descriptive text about national hero based on the picture and some words that has been given by the teacher. It was to find out whether or not significant effect after they got the treatment before in writing descriptive text especially about national hero. The comparison of the students' means scores of post-test from experimental class and control class could give the result there was whether or not significant effect of jumbled sentences technique on students' writing descriptive text at tenth grade of MAN Tanjungpinang.

In this research, the researcher has been aided by an assessor to assess the students' result of pre-test and post-test to know the students' final score of each test. After getting the scores, the researcher used SPSS 22 application to check the normality and homogeneity of the data. Then, to answer the research question of this research, the independent t-test was run by the researcher to find out whether or not significant effect jumbled sentences technique on students writing at MAN Tanjungpinang.

The hypothesis for independent t-test of this research used significant value of alpha (0.05). First, if the sig. (2 tailed) is greater than 0.05 means null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, the means of both groups are equal or have no significant difference. Second, if the sig. (2 tailed) is less than 0.05 means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, the means of both groups are different or have significant difference.

III. Findings and Discussion

a. Findings

As mentioned previously, this research aimed to know whether there was a significant effect of jumbled sentences on students' writing at MAN Tanjungpinang. The jumbled sentences technique had been taught at experimental class and paragraph writing technique had been taught at control class. There were pre-test and post-test that has been given at experimental class (X MIPA 2) and control class (X BAHASA). Based on the finding, there was no significant effect of jumbled sentences on students' writing at MAN Tanjungpinang. It is verified by the following data descriptions.

1. Students' Writing Performance on Pre-test and Post-test

In this research, there are pre-test and post-test at experimental and control classes. Firstly, the pre-test at experimental class was done on 1st of September 2020 and the pre-test at control class was done on 3rd of September 2020. In this step, the researcher asked the students at both of classes to understand the examples of descriptive text that has been set and given by the teacher. Then, they instructed to describe a picture that was set by the teacher and make a descriptive text with the physical description based on the correct purpose, generic structures, and language features of the

text. After finished, they asked to submit the photos of their worksheet by Google Classroom or WhatsApp Group Applications. The purpose was to know the students' writing performance before being the treatment.

Secondly, after given the pre-test, the researcher gave the treatment especially jumbled sentences technique at experimental and paragraph writing at control class in writing descriptive text. As mentioned before, the jumbled sentences technique as the treatment in this research only gave to experimental class (X MIPA 2). In that class, the students asked to understand the examples of descriptive text that has been set by the teacher. After that, they instructed to describe a picture of national hero with the physical description and find some words in the picture. Then, they instructed to makes that words into jumbled sentences. And the last, they instructed to reread, edit, and rearrange the jumbled sentences into correct order of descriptive text with the appropriate purpose, generic structures, and language features of the text. After the treatment finished, the researcher gave the post-test to the students at experimental class and control class. In this step, the students instructed to make a descriptive text with the correct order based on the picture and some words in the picture that has been set by the teacher. This test purposed to know the students' performance after being jumbled sentences technique in writing descriptive text as the treatment at experimental class.

Other than that, the researcher also taught in the control class using paragraph writing technique in writing descriptive text. The students also asked to write a descriptive text based on the picture that has been set by the teacher with the physical description. It is just that here the researcher did not complete the picture with some words as the key words to write some sentences. Then, the reasearcher also gave the post-test in this class. It also purposed to know the students' writing performance after being paragraph writing technique in writing descriptive text.

Based on the explanation above, the students' scores at experimental and control classes that have been obtained from pre-test and post-test presented as follow:

Table 1. The students' individual scores of pre-test and post-test at Experimental Class

Number of Students	Tests	Assessor 1			Assessor 2			$\frac{A1 + A2}{2} = n$	$\frac{n}{12} \times 100 = N$
		Component of Descriptive Text							
		P	S	L	P	S	L		
Students 1	Pre-test	3	2	3	2	1	3	7	58
	Post-test	4	3	3	4	3	3	10	83
Students 2	Pre-test	4	3	3	4	3	3	10	83
	Post-test	4	4	3	4	4	3	11	91
Students 3	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	4	4	4	4	4	12	100
Students 4	Pre-test	4	3	4	4	3	4	11	91
	Post-test	4	4	3	4	4	4	11.5	95.5
Students 5	Pre-test	2	2	2	2	1	2	5.5	46
	Post-test	3	3	3	3	3	3	9	75
Students 6	Pre-test	4	4	3	4	4	3	11	91
	Post-test	4	4	3	4	3	3	10.5	87
Students 7	Pre-test	3	3	4	4	3	4	10.5	87
	Post-test	3	4	4	3	4	4	11	91
Students 8	Pre-test	2	2	3	2	1	3	6	54
	Post-test	4	4	4	4	3	4	11.5	95.5
Students 9	Pre-test	2	2	3	2	1	3	6	54
	Post-test	4	3	3	4	3	3	10	83

Students 10	Pre-test	2	2	3	2	1	3	6	54
	Post-test	4	3	3	4	3	3	10	83
Students 11	Pre-test	3	3	2	3	3	2	8	66
	Post-test	3	3	2	3	3	2	8	66
Students 12	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	3	4	2	3	3	2	8.5	70.5
Students 13	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	4	3	4	4	3	11	91
Students 14	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	4	3	4	4	3	11	91
Students 15	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	3	3	4	3	3	10	83
Students 16	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	3	3	4	3	3	10	83
Students 17	Pre-test	4	3	3	4	3	3	10	83
	Post-test	4	4	3	4	3	3	10.5	87

Table 2. The students' individual scores of pre-test and post-test at Control Class

Number of Students	Tests	Assessor 1			Assessor 2			$\frac{A1 + A2}{2} = n$	$\frac{n}{12} \times 100 = N$
		Component of Descriptive Text							
		P	S	L	P	S	L		
Students 1	Pre-test	2	2	3	2	2	2	6.5	54
	Post-test	4	3	3	4	3	3	10	83
Students 2	Pre-test	4	3	2	4	3	3	9.5	79
	Post-test	4	3	3	4	3	3	10	83
Students 3	Pre-test	2	3	3	2	2	2	7	58
	Post-test	4	3	3	4	3	3	10	83
Students 4	Pre-test	4	3	3	4	3	3	10	83
	Post-test	4	3	4	4	3	4	11	91
Students 5	Pre-test	3	3	3	4	3	3	9.5	79
	Post-test	4	4	3	4	4	4	11.5	95.5
Students 6	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	3	3	4	2	3	9.5	79
Students 7	Pre-test	3	3	3	3	3	3	9	75
	Post-test	4	3	3	4	3	3	10	83
Students 8	Pre-test	3	3	3	3	2	3	8.5	70.5
	Post-test	4	3	3	4	3	3	10	83
Students 9	Pre-test	4	3	4	4	3	4	11	91
	Post-test	4	4	4	4	4	4	12	100
Students 10	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	3	3	4	4	3	10.5	87
Students 11	Pre-test	2	2	3	2	2	3	7	58
	Post-test	3	3	2	3	3	2	8	66
Students 12	Pre-test	2	2	3	2	2	3	7	58
	Post-test	4	3	3	4	3	3	10	83
Students 13	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	3	3	3	3	2	3	8.5	70.5
Students 14	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	4	3	4	3	3	10.5	87
Students 15	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	3	3	4	3	3	10	83
Students	Pre-test	2	2	3	2	1	3	6.5	54

16	Post-test	4	3	4	4	3	4	11	87
Students	Pre-test	2	2	3	2	1	3	6.5	54
	Post-test	4	4	3	4	3	3	10.5	87

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- P** = Purpose
- S** = Text Structure
- L** = Language Features
- A1** = Students' Scores from Assesor 1
- A2** = Students' Scores from Assesor 2
- n** = Total Score
- N** = Students' Final Scores

Based on the table of students' performance on pre-test and post-test, the students' criteria of scores in the pre-test and post-test can be seen on the table scores' criteria below:

Table 3. The Scores' Criteria of Used at MAN Tanjungpinang

Score	Criteria
90-100	Excellent
80-89	Good
70-79	Average
0-69	Poor

Based on the table of students' performance and the table of scores' criteria above, it showed that there were 17 students from the experimental class and 17 students from control class who participated in this research. The table also showed generally the students' performance on pre-test at experimental class and control class already did the poor categories. It can be seen the students' most common error was on purpose and generic structures of component of descriptive text. From both of classes, almost all the students could not write descriptive text with the appropriate purpose and generic structures of the text. This has been proven in the results of the students' pre-test. Most of them described a picture and wrote it in biographical form. Besides, there were also some students wrote the descriptive text with incomplete generic structures and unstructured.

Furthermore, the table above also showed the students' performance at experimental and control class generally did the good categorie. It can be seen from the students' improvement in each component of descriptive text. The students' performance in writing descriptive from both of classes had increased especially in the purpose and generic structures component of descriptive text. For the detail description of the comparison in each component of descriptive text between pre-test and post-test scores can be seen on the table below:

Table 4. The Percentage Score of Each Writing Components of Pre-test and Post-test Scores from Experimental and Control Classes

Group	Tests	The Components of Indicators in Descriptive Text		
		Purpose	Text Structures	Language Features
		Experimental Group	Pre-test	66.2%
	Post-test	94.1%	86.8%	77.9%
Control Group	Pre-test	64.0%	53.7%	74.3%
	Post-test	97.1%	78.7%	78.7%

From the table above, it showed the comparison of students' scores from each component in pre-test and post-test. First in the experimental class, the students' post-test scores from each component higher than pre-test scores, it means that there was any improvement after the jumbled sentences technique applied. Second in the control class, the data showed that the students' post-test scores from each component also higher than pre-test scores and were also improved after the paragraph writing technique applied. However, the improvement of the scores from both of classes did not have significant difference.

2. Data Analysis

In this research, the researcher used Independent T-test to know there is significant effect of jumbled sentences technique upon students' writing descriptive text. Before analyzing the effect of jumbled sentences technique on students' writing at MAN Tanjungpinang, a normality test and homogeneity test was done to find out whether or not the data of experimental and control classes come from normal distribution and homogenous. Because, the normality test and homogeneity test are the prerequisite steps before going the Independent T-test. Firstly, the result of the normality of the data in this research was shown in the following table.

Table 5. The Normality Test of Experimental and Control Classes using Two-Sample Kolmogorov-Smirnov Test

Frequencies		
	Classes	N
Pre-test Score	Experimental Class	17
	Control Class	17
	Total	34
Post-test Score	Experimental Class	17
	Control Class	17
	Total	34

		Pre-test Score	Post-test Score
Most Extreme Differences	Absolute	.176	.235
	Positive	.118	.059
	Negative	-.176	-.235
Kolmogorov-Smirnov Z		.514	.686
Asymp. Sig. (2-tailed)		.954	.734

a. Grouping Variable: Classes

Based on the table above, it showed that 17 students in experimental class and 17 students in control class who participated in this research. Then, the significance of the pre-test was 0.954 and the post-test was 0.734. Both significances were higher than α (0.05). It means the data of the research come from normal distribution.

Secondly, the researcher also analyzed the homogeneity of the data to determine whether or not the data from both of classes in pre-test and post-test were homogeneous. The result was shown in the following table.

Table 6. The Homogeneity Test of Experimental and Control Classes

	Levene Statistic	df1	df2	Sig.
Pre-test Score	1.267	1	32	.269
Post-test Score	.666	1	32	.421

Based on the table above, it showed that the significances of the pre-test were 0.269 and the post-test 0.421. Those significances were higher than α (0.05). It means that the variance of both classes was homogenous.

Thirdly, in this researcher the researcher used Independent T-test to know the effect of jumbled sentences technique upon studnets' writing of descriptive text. The result of Independent T-test was shown in the following table.

Table 7. The Independent T-test of Experimental and Control Classes

	Classes	N	Mean	Std. Deviation	Std. Error
					Mean
Pre-test Score	Experimental Class	17	64.176	15.7569	3.8216
	Control Class	17	63.735	12.7722	3.0977
Post-test Score	Experimental Class	17	85.618	8.9803	2.1780
	Control Class	17	84.176	7.9489	1.9279

The table above shows the descriptive value of each variable in the independent t-test. In the pre-test, the Experimental class got 64.176 as the mean score from 17 students as the participants and got 15.7569 as the standard deviation with 3.8216 as the standard error. Then, the control class got

63.735 as the mean score from 17 students as the participants and got 12.7722 as the standard deviation with 3.0977 as the standard error. In the post-test, the experimental class got 85.618 as the mean score and got 8.9803 as the standard deviation with 2.1780 as the standard error. Then, the control class got 84.176 and got 7.9489 as the standard deviation with 1.9279 as the standard error. Thus, statistically descriptive it can be concluded that there is a little difference in the mean scores of pre-test and post-test in experimental class and control class. But the data does not clearly explain yet whether the mean scores from both classes were significant or not. In details can be seen on the table below:

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Pre-test Score	1.267	.269	.090	32	.929	.4412	4.9194	-9.5793	10.4617	
			.090	30.685	.929	.4412	4.9194	-9.5962	10.4785	
Post-test Score	.666	.421	.504	32	.618	1.4647	2.9087	-4.4602	7.3896	
			.504	31.535	.618	1.4647	2.9087	-4.4636	7.3930	

Based on the table above, it showed that significance (2 tailed) of pre-test was 0.929. However, to know whether or not significant effect of jumbled sentences technique can be seen from significance (2 tailed) of post-test from both of classes and the significance (2 tailed) of post-test was 0.618 and it was higher than α (0.05). In the result the null hypothesis (H_0) was accepted. It means there was no significant effect of jumbled sentences on students' writing of descriptive text.

b. Discussion

In this part, present the discussion about the research finding that has been presented before. Based on the result of data analysis, it found that there is no significant effect between students' writing descriptive text using jumbled sentences technique at experimental class after having the treatment and the control class which taught by paragraph writing technique. It can be seen from students' means scores between experimental control classes that has a little difference.

Consequently, the result seems not in line with another study about jumbled sentences technique by Utami et al (2018) and Marantika & Sakia (2018) who found that there was significant effect in the use of jumbled sentences technique on students' writing. In fact, the result supports another study

by Nurhayati (2017) that stated jumbled sentences is a group arranged in logical order and it can be categorized as controlled writing. According to Raimes controlled writing is all of the students' writing that must be makes based on the intructions that has been set and controlled by the teacher. It is not same with the free writing, where the students organize and express their own ideas in their own sentences (Nurhayati, 2017). However, in this case the researcher did not control the students, they did the writing online by themselves with online instructions for them without the researcher knowing exactly whether they have understood or even watched the material prepared through the PowerPoint video and did the writing assignment as instructed.

The insignificant effect of jumbled sentences on students' writing at MAN Tanjungpinang may be because several factors. As this research conducted during Covid 19 outbreak there was teaching and learning process in the school, instead the online learning process as well. This refers to the circular of the minister of education number 4 of 2020, which states that the purpose of the implementing Learning From Home (LFH) is to insure the fulfillment of students' rights to get educational services during the Covid-19 emergency, protect education unit residents from the fulfillment of psychosocial support for educators, students, and parents. According to El-seoud et al (2014) E-learning has been introduced as a tool in the learning process in the majority of the international universities worldwide. The term "e-learning" is defined as any learning that involves using internet. E-learning means that the material provided is digital so that it can be stored in electronic devices. In this research, the researcher also used Google Classroom/Google Meet and WhatsApp Group Applications as the media to support the online learning process. However, it could not use optimally because not all of the students have infeasible devices, quota and a good internet network. Based on the research by Sadikin et al (2020), they said that the challenges faced by the students in online learning were the signal difficulty and the high cost of internet quota. This is a common problem that often occurs in online learning currently. Therefore, this is one of another factor and reasons an online learning cannot be affective.

Although there was no significant effect, the students' performance in writing descriptive text had improved in indicators of purpose, structures, and language features after being the treatment, it can be seen on the table 4.17 before. It is just that there is no significant effect writing between jumbled sentences technique and paragraph writing technique. However, it does not mean that jumbled sentences technique cannot be used in learning especially in writing a text. It is just that this technique would be better if used in offline learning, so that there is interaction between teachers and students in order to achieve learning goals as expected.

As mentioned in Dhawan (2020) Some of the available technologies for online education, but sometimes bring a lot of difficulties. These difficulties and problems related to modern technology include download errors, installation problems, login problems, audio and video problems, etc. Sometimes, students will find online teaching boring and uninteresting. Online learning has much flexibility time that students need the time to do it. Personal attention is also a huge problem facing online learning. Students want two-way interaction. Before students practice what they have learned, the learning process can not reach their full potential. Sometimes online content is completely theoretical and does not allow students to practice and learn effectively.

IV. Conclusion

According to the data analysis results of the research, it is shown that sig (2 tailed) > 0.05 (0.421 > 0.05), which means H₀ is accepted but H_a is rejected, or it can be concluded that there was no significant effect of jumbled sentences upon students' writing of descriptive text. Finally, the researcher concluded that using jumbled sentences technique in writing descriptive text slightly

increased. It can be seen from the students' writing scores between pre-test and post-test from both classes. It is just the jumbled sentences technique did not provide a significant effect.

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