



Improving the ability to compose simple Korean sentences by using sentence scramble learning model

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ABSTRACT

This research is prompted by the main problem of novice Korean students in learning to compose Korean sentences in which they often found difficulties in arranging the words into correct sentences. This might be due to the differences in sentence patterns between Korean and Indonesian. Hence, this study was to examine the use of sentence scramble technique to enhance the students' ability to compose simple Korean sentences. This study used a quantitative approach using an experimental research method with one-group pretest-posttest design. Twenty students in level one who are members of the Homey Korean Language and Culture Community were involved in this research. A pretest and posttest in the forms of short entries was employed to measure the students' ability before and after receiving the treatment. Afterwards, a Likert-scale questionnaire was sent to get the students' responses. The results showed that the students' initial ability before getting the treatment was categorized fairly sufficient. After receiving the treatment, they enhanced their sentence writing skills, which were categorized very good. Then, the results of the t-test also showed that there was a significant difference between the students' abilities before and after receiving the treatment (t -observed 3.373 > t -table 2.093 at a significance level of 5%). Additionally, the results of the questionnaire exhibited that the students' responses after receiving the treatment was convincingly positive.

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1. INTRODUCTION

In language learning, especially foreign languages, many students consider foreign language learning to be a difficult and feared subject, including Korean (Park, 2010). This is a major problem that needs to be solved by educators, which is not surprising if Korean language learning needs to be emphasized and given careful attention. Based on this, the current problem is how to improve the quality of Korean language which is still considered by most students as a difficult language, so the role of educators is very much needed. In general, the purpose of teaching Korean is for students to be able to use the language actively and passively (Park, 2010), so the principles of language teaching need to be really considered.

According to Park (2010), to learn Korean, there are four skills that must be mastered by students, namely listening, speaking, writing, and reading skills. There are three things that support these skills, namely letters, vocabulary, and sentence patterns (Park, 2010). Sentence patterns are one of the things that must be mastered by Korean language learners because Korean has various types of sentence patterns from simple to complex sentence patterns (Yoo, 2007). As we know, Korean and Indonesian have different sentence structures. Based on this, there is a phenomenon where the Korean sentence structure or grammar is something that is difficult for beginner Korean language learners (Park, 2010). The difficulties that arise are understandable and understandable because one of the things that can make Korean language learners feel difficult is that the Korean sentence structure is different from the Indonesian sentence structure.

In the thesis written by Yoo (2007), generally the Korean predicate is at the end of the sentence. This is clearly different from the sentence structure of Indonesian where the predicate is placed after the subject, so that the sentence structure of Korean is subject + description + object + predicate (SKOP). Not only that, in writing Korean sentences, additional particles are also needed which aim to distinguish which is the subject, object, predicate, and so on. Meanwhile, Indonesian has a sentence structure that is very different from Korean. The basic sentence structure in Indonesian is patterned SPOK (subject + predicate + object + description) (Sasangka, 2014) and in Indonesian there are no additional particles like in Korean. Therefore, for students who learn a foreign language, especially Korean, they will generally experience difficulties because of the differences in the sentence structure of their mother tongue and the foreign language being studied.

This is supported by research on a thesis made by Yoo (2007) entitled "*영어식 어순이 영어 학습에 미치는 영향* (The effect of English word order on English learning)", which states that in South Korea, English is studied as a foreign language, so the goal of the curriculum in English language education is to improve students' communicative competence by focusing on accuracy and fluency. The most distinguishing thing between English and Korean is that English has an SVO (subject-verb-object) structure and Korean has an SOV (subject-object-verb) structure. In addition, according to Seo (1994) in Yoo (2007) English basically has a fixed order, the meaning and role in a sentence are determined according to the word order, while in Korean, the role of vocabulary in a sentence is determined by combining it with propositions, etc. so that the word order is relatively free. Word order plays an important role in determining the structure and meaning of each sentence. However, English learners often make mistakes when arranging word order, conjunctions, and clue words. This will greatly affect communication (Lee, 2004). When the word order in English is wrong, it is not easy to convey the meaning and the other person will have difficulty interpreting the meaning. Not only that, if the sentence structure is wrong, there can be a misunderstanding of the meaning and the meaning conveyed is not conveyed properly, so that communication cannot run smoothly. Therefore, many problems befall Korean students

because of the differences in the systems of the two languages. Not only that, in previous research conducted by Thornbury (1999) in Park (2010), he said that foreign language learners often seem to have difficulty in effective communication because the word order of sentences is unnatural even though they have used the right words or expressions. Thornbury sees widespread recognition of the importance of learning words and word order because it not only saves time in real conversation but also plays an important role in the development of the learner's language. Furthermore, Thornbury believes that it is important to go beyond learning unified expressions and express them in sentences with grammar and acceptability for fluent communication, which is the ultimate goal of foreign language learning.

Based on this, learning about the composition of Korean sentence structures is an important thing that must be learned by Korean language learners with the aim that students can communicate and write sentences well and appropriately. In order for students to master or have good Korean language skills as has become the learning objective, when presenting the material, educators need to choose a learning model that can lead their students to achieve language proficiency and can also make students feel happy in learning the language (Helmiati, 2012). One learning model that is suitable for use is the scramble learning model. According to Larsen and Anderson (2011) in this scramble learning model, students are given a text that they have or have never seen before, but the words in the sentence are irregular or random, so they are asked to return the words or sentences to their original form or order. By doing this, students can learn how sentences are made and how the order of each word in the sentence is. Students can develop their brain potential when they think and analyze irregular words or sentences and then have to be arranged according to the correct structure of what is given to them randomly. Meanwhile, according to Picksyck (2012), the importance of this scramble learning model is to help students work together in groups or individually, but the most important thing is using the brain to remember what is right or wrong.

This is also supported by the results of previous research conducted by Julfriady Siagian in 2011 regarding the scramble learning model in improving Arabic language skills, which showed that the scramble learning model can improve students' ability to remember Arabic vocabulary (Siagian, 2021). Not only that, based on the results of research conducted by Indri Febriani in 2018 regarding the use of the scramble model in composing simple Japanese sentences, it has also been proven to improve students' ability to compose simple Japanese sentences in class XI students of SMAN 24 Bandung (Febriani, 2018).

Based on all the explanations above, it is not surprising that the scramble learning model is generally widely used in the field of language learning because when viewed from the learning method, the scramble learning model can be used to help and improve students' abilities in terms of remembering the structure or arrangement of sentences in a language, especially the arrangement of foreign language sentences. This is because in the scramble learning model students are asked to arrange the words that have been scrambled so that they can become a coherent sentence and, in its implementation, it will be limited by time so that it requires students to be able to think quickly and accurately. By doing this, students can learn how sentences are made and how the order of each word in a sentence is. Therefore, this study was conducted with the aim of finding out: (1) the ability of students to compose simple Korean sentences, before and after receiving treatment using the scramble learning model, (2) whether there is a significant difference between the abilities of students before and after receiving treatment using the scramble learning model, and (3) how students respond to the use of the scramble learning model in learning to compose simple Korean

sentences. This study was conducted with the urgency to prove whether or not there is a significant difference in students' abilities after using the scramble learning model in learning to compose simple Korean sentences.

2. METHOD

This study uses a quantitative approach with an experimental research method. The research design used by the researcher in this study is a pre-experimental design. It is called a pre-experimental design because this design is not yet a real experiment, because in this design there are still external variables that influence the formation of the dependent variable. So the results of the experiment which are the dependent variables are not solely influenced by the independent variables. This can happen because there are no control variables and the samples are not selected randomly (Sugiyono, 2013). So, in this study, the researcher only used one class without a control class. This research method is adjusted to the objectives to be achieved, namely to determine the use of the scramble sentence learning model in improving the ability to compose simple Korean sentences in one class. So, in this study, the researcher used a one group pretest posttest design.

Research Participants

This research was conducted in the Homey Korean Language and Culture (HKLCC) community located on Jalan Sadang Serang No. 17, Bandung city. The number of participants involved was 20 people who were in level 1 or basic class. Because in this study, the selected population had a number of members that did not exceed 30 people, the researcher used the Non-Probability Sampling technique. According to Supriyanto and Machfudz (2010) Non-Probability Sampling is a sampling method when all members of the population are used as samples. In this study, the researcher used the saturated/census sampling technique. This is often done when the population is small or the number is less than 30 participants. In accordance with this, in this study the subjects of the study were all level 1 or basic class learners in the Homey Korean Language and Culture Bandung community as many as 20 people.

Research Instrument

The instrument used to collect data related to students' initial and final abilities before and after receiving treatment using the scramble learning model is by using a test instrument in the form of composing sentences and translating sentences from Indonesian to Korean. The test was carried out in two stages, namely the initial test (pretest) before being given treatment and the final test (posttest) after being given treatment. The researcher also used a questionnaire instrument to determine students' responses after using the scramble learning model in learning to compose simple Korean sentences. In this study, the researcher used a closed questionnaire for questions 1-10 using a Likert scale with a range of values from 1 (strongly agree) to 4 (strongly disagree). While for question number 11, the researcher used an open questionnaire where respondents could provide answers based on their opinions.

To obtain valid and reliable data, it is necessary to conduct initial data analysis using the SPSS for Windows series 22 program, namely the validity test using the Pearson product moment correlation formula and the reliability test using the Cronbach alpha formula. Based on the results obtained from the validity and reliability tests, it is known that out of 20 questions, 18 questions were declared valid. Then based on the reliability test, it is known that the test instrument used in the study was declared reliable because the r count value was $0.928 > r$ table 0.631 based on a

significance level of 5% and 2-way testing. Likewise with the questionnaire instrument. Based on the results obtained from the validity and reliability tests, it is known that out of 10 questions all were declared valid. Then based on the reliability test, it is known that the questionnaire instrument used in this study was also declared reliable because the r count value was $0.915 > r$ table 0.631 based on a significance level of 5% and 2-way testing. After the data are collected, the next step is to analyze the data using SPSS for Windows series 22 through questionnaire data analysis by calculating the percentage of each answer per questionnaire number and hypothesis testing using the T-Test to prove the hypothesis set in this study.

H0 = there is no significant difference between the pretest results (before being given treatment with the scramble learning model) and the posttest results (after being given treatment with the scramble learning model).

H1 = there is a significant difference between the pretest results (before being given treatment with the scramble learning model) and the posttest results (after being given treatment with the scramble learning model).

Procedure for Implementing the Treatment

In this study, data collection was carried out during 3 meetings on Saturday, June 18, 2022, Sunday, June 19, 2022, and Monday, June 20, 2022. Each meeting lasted for 2 x 45 minutes and started at 19.00 and finished at 20.30. Learning was carried out online through the zoom application because some participants were still outside the city of Bandung so that by joint decision learning was carried out online.

The steps taken in providing treatment to students are on the first day, students are asked to fill out a pretest first so that researchers can find out the students' initial abilities before being given treatment. After that, students are given learning materials and students are also asked to fill out practice questions which will later be discussed together. Then, students are divided into groups according to their number, then students are asked to enter the breakout room that has been provided and students and their groups must translate several Indonesian sentences into Korean sentences, where the answers have actually been provided, but the answers are not yet in the form of complete Korean sentences and the order is not arranged correctly. After the time given is up, students return to the main room and make a short presentation related to their group's answers. After that, students together with the teacher discuss together. In closing, students are asked to fill out practice questions. On the last day, after the learning is complete, students are asked to fill out a posttest and also a questionnaire, with the aim that researchers can find out students' abilities and student responses after receiving treatment with the scramble learning model.

The role of the teacher during the learning process is that the teacher controls and leads the learning process so that it runs well, provides learning materials, makes practice questions, pays attention to students during discussions, and encourages students to be actively involved in discussions and during learning. Not only the role of the teacher, but there is also the role of students during learning, namely students pay attention to the teacher while the teacher explains the learning material, are actively involved during discussion or question and answer sessions, are active in answering practice questions, and are active when discussing in groups with their group members.

3. RESULTS AND DISCUSSION

Results

The results of pretest and posttest analysis

In this study, the researcher used only the experimental class without a control class. In order to find out the initial abilities of students before the treatment was carried out, the researcher conducted a pretest first. From the pretest results that have been obtained, it is known that the lowest score obtained by students is 17 and the highest score obtained by students is 100 from a maximum score of 100. The total score of the students' pretest is 1259 so that the mean pretest score is 62.95. So, based on Arikunto's assessment category (2013), the mean score is in the category 56-65, where the mean score of 62.95 is included in the sufficient criteria.

After seeing the results of the initial test of the students' abilities, the researcher then applied a learning model that the researcher considered suitable to help students improve their ability to construct simple Korean sentences. The learning model is the scramble sentence learning model. The researcher conducted a final test (posttest) to determine the ability to construct simple Korean sentences of students after being given treatment. From the results of the posttest that have been obtained, it is known that the lowest score obtained by students is 28 and the highest score obtained by students is 100 from a maximum score of 100. The total score of the students' posttest is 1758 so that the mean posttest score is 87.90. So, based on Arikunto's assessment category (2013), the mean score is in the category 80-100, where the mean score of 87.90 is included in the very good criteria.

Based on the calculation of the gain value between the difference in pretest and posttest values, it is known that the values before and after the treatment were given were different, because the total difference in the increase in students' scores was 499 points. The lowest point was obtained by sample 13 with a score of -50 and the highest point was obtained by sample 3 and sample 8 with a score of 72. Thus, it can be seen that the students' scores have increased.

Significance of the difference between pretest and posttest scores

The significance test of the difference between the pretest and posttest values was conducted to test the hypothesis in this study with the following hypotheses:

1. If $t_{count} < t_{table}$ then there is no significant difference between the pretest results (before being given treatment with the scramble learning model) and the posttest results (after being given treatment with the scramble learning model).

2. If $t_{count} > t_{table}$ then there is a significant difference between the pretest results (before being given treatment with the scramble learning model) and the posttest results (after being given treatment with the scramble learning model).

Table 1.

Hypothesis testing results using the T test on SPSS

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Posttest									
-									
Pair 1	Pretest	24,950	33,084	7,398	9,466	40,434	3,373	19	,003

After the researcher gets the t-value, then to test its truth it needs to be compared with the t-table value. The table value for db 19 is 2.093 (with a significance level of 5% and 2-way testing). The results of the T-test test produce a t-value of 3.373, so the t-value is greater than the t-table at a significance level of 5% and 2-way testing ($3.373 > 2.093$). So it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected or in other words there is a significant difference between the pretest results (before being given treatment with the scramble learning model) and the posttest results (after being given treatment with the scramble learning model) of students in composing simple Korean sentences.

Student responses to the scramble learning model

The questionnaire in this study aims to determine the responses and responses of learners to the use of the scramble learning model in improving the ability to compose simple Korean sentences. The results of the questionnaire are as follows.

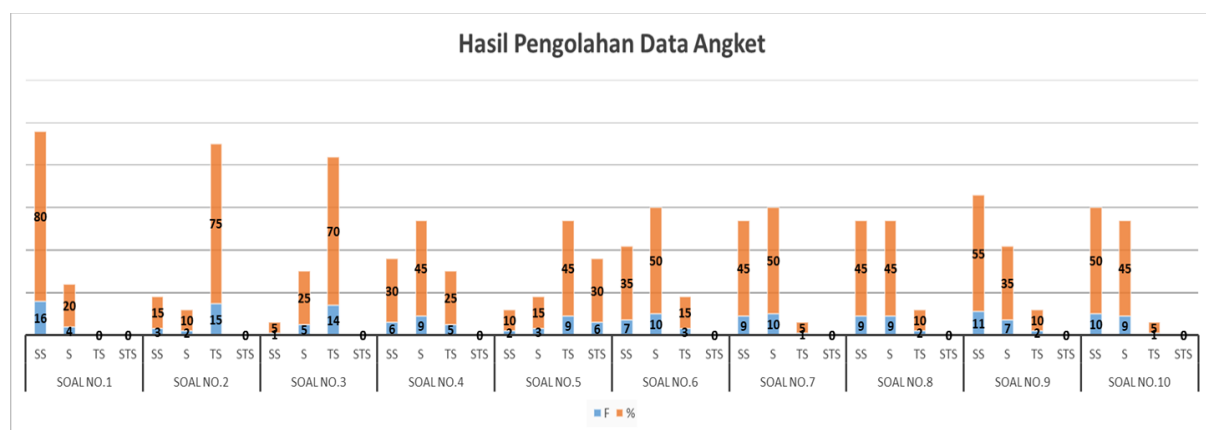


Figure 1. Bar chart of questionnaire data processing results

Description:

SS = Strongly Agree

S = Agree

TS = Disagree

STS = Strongly Disagree

Questionnaire question number one is “I think learning simple sentence patterns is important in learning Korean”. Based on the bar chart above, it is known that the majority (80%) of 16 students strongly agree and a small portion (20%) of 4 students agree. Questionnaire question number two is “I study and make Korean sentences specifically and routinely”. Based on the bar chart above, it is known that a small portion (15%) of 3 students strongly agree, a small portion (10%) of 2 students agree, and more than half (75%) of 15 students disagree.

Questionnaire question number three is “I feel no difficulty when I have to make sentences in Korean”. Based on the bar chart above, it is known that almost no one (5%) of the students as many as 1 person stated strongly agree, a small portion (25%) of the students as many as 5 people stated agree, and more than half (70%) of the students as many as 14 people stated disagree. Questionnaire question number four is “In my opinion, before the implementation of the scramble learning model, my ability to compose Korean sentences was not very good”. Based on the bar chart above, it is known that almost half (30%) of the students as many as 6 people stated strongly

agree, almost half (45%) of the students as many as 9 people stated agree, and a small portion (25%) of the students as many as 5 people stated disagree. Questionnaire question number five is "I have known about the scramble learning model before". Based on the bar chart above, it is known that a small portion (10%) of students, 2 people, stated that they strongly agree, a small portion (15%) of students, 3 people, stated that they agree, almost half (45%) of students, 9 people, stated that they disagree, and almost half (30%) of students, 6 people, stated that they strongly disagree.

Questionnaire question number six is "I feel that my ability to make simple Korean sentences has improved after implementing the scramble learning model". Based on the bar chart above, it is known that almost half (35%) of the students, 7 people, stated that they strongly agree, half (50%) of the students, 10 people, stated that they agree, and a small portion (15%) of the students, 3 people, stated that they disagree.

Questionnaire question number seven is "In my opinion, the use of scramble learning model in learning to construct simple Korean sentences is very interesting and fun". Based on the bar chart above, it is known that almost half (45%) of students as many as 9 people stated strongly agree, half (50%) of students as many as 10 people stated agree, and almost none (5%) of students as many as 1 person stated disagree. Questionnaire question number eight is "With the implementation of scramble learning model, I feel many benefits and also very helpful in constructing simple Korean sentences". Based on the bar chart above, it is known that almost half (45%) of students as many as 9 people stated strongly agree, almost half (45%) of students as many as 9 people also stated agree, and a small portion (10%) of students as many as 2 people stated disagree.

Questionnaire question number nine is "The scramble learning model can be used as an alternative learning related to improving students' ability to construct simple Korean sentences". Based on the bar chart above, it is known that more than half (55%) of 11 students stated that they strongly agree, almost half (35%) of 7 students stated that they agree, and a small portion (10%) of 2 students stated that they disagree. Questionnaire question number ten is "I feel that the scramble learning model makes it easier for me to construct simple Korean sentences compared to other learning models". Based on the bar chart above, it is known that half (50%) of 10 students stated that they strongly agree, almost half (45%) of 9 students stated that they agree, and almost no one (5%) of 1 student stated that they disagree.

The last questionnaire question is an open question so that respondents can give any answer without being provided with answer choices. The question from the last questionnaire instrument is "Please write your comments, impressions, and messages after taking part in learning using the scramble learning model in learning to compose simple Korean sentences". Based on the respondents' answers to the last question, it can be seen that all responses given by respondents regarding the use of the scramble learning model are very positive. Although at the beginning of learning there are still many students who still have limited vocabulary and are quite confused about what the scramble learning model is, but by taking the research class, over time they become more understanding and also feel helped because this learning model makes it easier for them to learn to make Korean sentences. In addition, with this learning model, students can think more deeply because they try to adjust word by word to become the correct sentence. They also become motivated and increasingly curious to understand a sentence and are enthusiastic about trying to work on the questions. Then with the scramble learning model, it can also help them to be more familiar with many new vocabularies, making it easier for them to compose Korean sentences. The students also hope that more Korean language teachers out there will apply this scramble learning

model in learning to construct simple Korean sentences for beginners because this model is not boring.

4. DISCUSSION

Students' abilities before and after receiving treatment with the scramble learning model

Based on the results of data processing from the research that has been conducted, the initial ability of students before the treatment was applied was still in the sufficient criteria. This is because in the pretest results that have been obtained, almost all students do not have the ability to compose Korean sentences properly and correctly. Students are still often mistaken when placing the arrangement of particles, objects, and predicates in Korean sentences. For example, there is a question 친구-만날-것이에요-오전-를-에-내일-시-아홉 [chingu-mannal-gosieyo-ojeon-reul-e-naeil-si-ahob]. The correct answer should be 내일 오전 아홉 시에 친구를 만날 것이에요 [naeil-ojeon-ahob-si-e-chingu-reul-mannal-gosieyo] (tomorrow at nine in the morning I will meet with a friend), but some students answered 만날 친구에 내일 아홉 오전 시를 것이에요 [mannal-chingu-e-naeil-ahob-ojeon-si-reul-gosieyo]. It can be seen that the use of the particles 에 [e] (a particle marking time or place information) and 를 [reul] (a particle marking objects) and the order of the time information, namely 오전 [ojeon] (morning), 아홉 [ahob] (nine), and 시 [si] (hour, o'clock) have not been arranged correctly and precisely. Based on this, it can be seen that the arrangement of simple Korean sentences that students have arranged is not in accordance with the theory of the order of simple Korean sentences. Because according to the theory put forward by Yoo (2007), the basic order of Korean sentences starts from Subject + Information + Object + Predicate.

The same thing was also found in previous studies, such as in the study conducted by Jamaludin, et. al. (2020) which found that the initial critical thinking skills and student learning outcomes were still included in the low category. Likewise, the results of the study conducted by Fitriani (2010) showed that the ability to write simple German essays for grade XI students of SMAN 5 Makassar was still included in the low category. The same results were also shown by the study conducted by Efendi (2011) which showed that the initial German writing skills of grade X students of SMAN 1 Polongbangkeng Utara were included in the low category.

In learning a foreign language, mistakes like that are often found. As we all know, Korean and Indonesian have different sentence structures. According to Yoo (2007), generally the basic sentence pattern of Korean is Subject + Adverb + Object + Predicate. Not only that, writing Korean sentences also requires additional particles whose purpose is to distinguish which is the subject, object, predicate, and adverb (Yoo, 2007). While the basic sentence pattern of Indonesian is Subject + Predicate + Object + Adverb (Sasangka, 2014) and in Indonesian there are no additional particles like in Korean. Therefore, according to Park (2010) due to the difference in the order of basic sentences between the two languages, beginners who learn foreign languages, especially Korean, will generally experience difficulties. However, this is a common thing because the order of Korean sentences is different from the order of sentences in their mother tongue (Indonesian).

Seeing the low pretest results of students, the researcher saw that the scramble learning model is a solution that is suitable to be applied in learning to compose simple Korean sentences. Before receiving treatment, students were not able to compose simple Korean sentences in the correct

order. However, after the treatment was applied with the scramble learning model, students' abilities increased and students were able to compose simple Korean sentences correctly according to the order. This is evidenced by the average posttest score of students increasing and being in the very good criteria. This also shows that the use of the scramble learning model can improve students' abilities in composing simple Korean sentences.

This is supported by the theory put forward by Zaenab (2021) which states that with the scramble learning model, students can learn the material more relaxed without any pressure because the scramble learning model allows students to learn while playing. In addition, this model can also encourage students to be more competitive and enthusiastic to be able to advance further. Then, according to Huda (2014) in this scramble learning model, students are not only asked to answer questions, but students are also trained to be able to think quickly and accurately, because speed and accuracy are the keys to the scramble learning model. Furthermore, according to Artini (2014), some of the advantages of the scramble learning model include encouraging students to be more active and agile, helping students understand difficult concepts, and instilling and developing social skills.

This study is also in line with previous research conducted by Yesi (2012), where vocabulary mastery with argumentative writing skills of class X students before receiving treatment with the scramble learning model was still in the low category, but after receiving treatment with the scramble learning model, vocabulary mastery with argumentative writing skills of class X students increased so that they were in the high category. Likewise with the research conducted by Sophia, et. al. (2021) which shows that after the scramble learning model was applied to the Al-Quran Hadith subject, students' tolerance attitudes increased and were in the very high category. Not only that, based on the results of research conducted by Alfrida (2014), after the scramble learning model was applied, students felt very helped in mastering the correct language structure so that the students' post-test results increased and were in the high category.

However, although almost all of the students' abilities have increased, there are two students whose scores have decreased from the pretest results, namely Sample 5 and Sample 13. Sample 5 scored 61 on the pretest results and scored 28 on the posttest results. Then Sample 13 scored 83 on the pretest results and scored 33 on the posttest results. This can happen because the students still make mistakes in writing words (typos). For example, when writing the word 모자 [moja] (hat), the student wrote 머자 [meoja]. In addition, when writing sentences, the vocabulary and particles that should be used are still not used optimally. For example, there is a question 는-안-학교-저-오늘-가요-에 [neun-an-hagyo-jeo-oneul-gayo-e], the correct answer should be 저는 오늘 학교에 안 가요 [jeo-neun-oneul-hagyo-e-an-gayo] (I didn't go to school today). However, the students have not used all the elements of the sentence completely. They still answer like this 저 오늘 학교 안 가요 [jeo-oneul-hagyo-an-gayo]. It can be seen that the use of the particles 는 [neun] (subject marker particle) and -에 [e] (place or time marker particle) has not been used in the sentence structure, so that the sentence is incomplete and wrong which causes the value to be less than optimal. However, students' abilities are much better in constructing simple Korean sentences compared to before receiving treatment with the scramble learning model.

Significance of the difference between pretest and posttest scores

Furthermore, the researcher also wanted to know whether there was a significant difference or not between the students' abilities before and after receiving treatment using the scramble learning

model in composing simple Korean sentences. Therefore, the researcher conducted a test using the T-test assisted by the SPSS series 22 application. Based on the results of the T-test, it is known that the t-count value obtained is greater than the t-table value, so that the alternative hypothesis is accepted and the null hypothesis is rejected or in other words there is a significant difference between the pretest results (before being given treatment with the scramble learning model) and the posttest results (after being given treatment with the scramble learning model) of students in composing simple Korean sentences.

This study is in line with previous research conducted by Fitrianiingsih (2014) which showed a similar positive trend, where there was a significant difference in the ability of second grade elementary school students in learning to compose Indonesian sentences using the random word technique or scramble learning model. This is evidenced by the acceptance of the alternative hypothesis because t count is greater than t table so that the null hypothesis is rejected. In addition, other positive trends are still found in research conducted by Febriani (2018) which shows that the scramble technique is effective in improving students' ability to compose simple Japanese sentences. This is evidenced by the acceptance of the alternative hypothesis because t count is greater than t table so that the null hypothesis is rejected. Not only that, based on research conducted by Sudarmi and Burhanuddin (2017), a similar positive trend is still shown, where the scramble learning model is effective in improving students' German sentence writing skills. The results of the study show that the alternative hypothesis is accepted because the t count value is greater than t table so that the null hypothesis is rejected.

This is also supported by the theory put forward by Larsen and Anderson (2011) which states that with the scramble learning model, students can learn how sentences are made and how the order of each word in a sentence is. Students can develop their brain potential when they think and analyze irregular words or sentences and then must be arranged according to the right structure of what is given to them randomly. Then according to Pickychick (2012), the scramble learning model can help students work together in groups or individually but the most important thing is the use of the brain to remember what is right and wrong. Vocabulary and grammar must also be presented in this learning model. In addition, according to Huda (2014) learning that is packaged using a game model will make learning run more actively, interestingly, not boring, impressive, and not easily forgotten. So by using a fun learning model, namely the scramble learning model, students' abilities will increase and there will be a significant difference in student learning outcomes.

Student responses after implementing the scramble learning model

Based on the questionnaire data, most students felt that their ability to make simple Korean sentences had increased after the scramble learning model was implemented. Then, most students thought that the use of the scramble learning model in learning to compose simple Korean sentences was very interesting and enjoyable. Most students also thought that by implementing the scramble learning model, they felt many benefits and were also greatly helped in composing simple Korean sentences. Most students agreed that the scramble learning model could be used as an alternative learning method related to improving students' ability to compose simple Korean sentences. Then, most students felt that the scramble learning model made it easier for them to learn to compose simple Korean sentences compared to other learning models.

This is also in line with previous research conducted by Febriani (2018) which showed the results of a questionnaire where after the implementation of the scramble learning model in

learning to compose simple Japanese sentences for class XI students of SMAN 24 Bandung, almost all students showed a positive response where they agreed that the scramble learning model can be used as an alternative learning in improving the ability to compose simple Japanese sentences and with this scramble learning model can also raise students' enthusiasm and motivation in learning Japanese. Then this study is also supported by the theory put forward by Zaenab (2021) which states that the scramble learning model can provide many benefits, some of which are students who have difficulty remembering difficult terms will be helped and students will be more motivated to learn so that a positive influence will be raised by each student.

Thus, after considering the description above, it can be concluded that the use of the scramble learning model can provide a positive influence in improving students' abilities in composing simple Korean sentences. In addition, the scramble learning model can also be used as an alternative learning in improving students' abilities in composing simple Korean sentences.

5. CONCLUSION

This study aims to: (1) the ability of students in constructing simple Korean sentences, before and after receiving treatment using the scramble learning model, (2) whether there is a significant difference between the abilities of students before and after receiving treatment using the scramble learning model, and (3) how students respond to the use of the scramble learning model in learning to construct simple Korean sentences. Based on the results of the T-test, the researcher can conclude that there is a significant difference between the abilities of students before and after receiving treatment using the scramble learning model in constructing simple Korean sentences. Then, the response of students after receiving treatment with the scramble learning model was very positive. Students agreed that their abilities had increased after the implementation of the scramble learning model. They also felt many benefits and also felt very helped in constructing simple Korean sentences. Not only that, students also agreed that the scramble learning model could be used as an alternative learning related to improving students' abilities in constructing simple Korean sentences.

The results of this study are also expected to be a parameter in consideration or decision making by educational institutions to use this scramble learning model so that it can be used as an alternative learning so that learning in class becomes more interesting and not boring. The researcher recommends that further researchers develop and refine this research to be more comprehensive if it is carried out with a qualitative approach through interviews or direct observation, so that the phenomena during the learning process can be observed comprehensively.

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