Utilizing the Scramble Method to Develop Arabic Writing Proficiency in Grade IV Students of MIN 1 Palu

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Abstract

This study aims to describe how the Scramble Method is implemented in training the Arabic writing skills of Class IV students at MIN 1 Palu City. It also describes the obstacles and solutions related to the implementation of the Scramble Method in training the Arabic writing skills of Class IV students at MIN 1 Palu City. This study uses a descriptive qualitative approach. Data collection techniques include observation, interviews, and documentation, with triangulation techniques used to test the validity of the data. The data of this study were analyzed through data reduction, data display, and verification (conclusion drawing verification). Meanwhile, the subjects of the study were Arabic subject teachers and Class IV students at MIN 1 Palu City. The results of this study indicate that the application of the Scramble Method in training the Arabic writing skills of Class IV students at MIN 1 Palu City was carried out in three stages: (1) Preliminary Activities, (2) Core Activities, and (3) Closing Activities. The challenges associated with the scramble learning method include the complexity of creating the media, the extended time needed for learning, and the generation of distracting noises. To address these challenges, the teacher can announce the creation of study groups during the previous class to optimize time usage. Additionally, the teacher should clarify the learning rules and encourage students to maintain a positive and enthusiastic attitude toward learning.
Keywords: Scramble Method, Writing Skills, Arabic.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan Metode Scramble dalam melatihkan keterampilan menulis bahasa Arab pada peserta didik kelas IV di MIN 1 Kota Palu. Penelitian ini juga menjelaskan berbagai hambatan yang dihadapi serta solusi yang diterapkan dalam pelaksanaan metode tersebut. Pendekatan yang digunakan adalah kualitatif deskriptif. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, dengan teknik triangulasi digunakan untuk menguji keabsahan data. Analisis data dilakukan

melalui tahapan reduksi data, penyajian data, dan verifikasi atau penarikan kesimpulan. Subjek dalam penelitian ini adalah guru mata pelajaran Bahasa Arab dan peserta didik kelas IV di MIN 1 Kota Palu. Hasil penelitian menunjukkan bahwa penerapan Metode Scramble dilakukan melalui tiga tahapan, yaitu (1) Kegiatan Pendahuluan, (2) Kegiatan Inti, dan (3) Kegiatan Penutup. Tantangan dalam penerapan metode ini antara lain kompleksitas dalam pembuatan media, durasi pembelajaran yang relatif lebih lama, serta munculnya gangguan suara yang menghambat konsentrasi. Untuk mengatasi hambatan tersebut, guru dapat menginformasikan pembentukan kelompok belajar pada pertemuan sebelumnya guna mengoptimalkan penggunaan waktu. Selain itu, guru perlu memberikan penjelasan yang jelas mengenai aturan pembelajaran serta mendorong peserta didik untuk tetap menunjukkan sikap positif dan antusias dalam proses pembelajaran.

Kata Kunci: Metode Scramble, Keterampilan Menulis, Bahasa Arab

Introduction

Language is a communication tool used to interact with others. Language was created to make it easier for humans to convey their ideas, thoughts, and feelings.[1] Arabic is an international language apart from English. In mastering Arabic, one is expected to be able to master four skills, namely, *Mahārah al-Istimā'* (listening skills), *Mahārah al-Kalām* (speaking skills), *Mahārah al-Qirā'ah* (reading skills), and *Mahārah al-kitābah* (writing skills). These four language skills must, of course, complement, influence, and be influenced. The experience and input gained from listening, speaking, and reading will make a valuable contribution to writing, and vice versa.[2]

Basically, the ability and skill of writing is a need that must be fulfilled. So the ability to write must be trained from an early age. However, Arabic has been considered a very difficult and boring lesson for elementary school children; it takes a lot of effort and creativity to change that impression in order to foster a love for Arabic lessons.[3] So that it has an impact on students who have difficulty in learning some skills in Arabic, one of which is writing skills. Many learners have difficulty in writing Arabic texts. This is due to several factors, such as lack of motivation, uninteresting teaching methods, difficulty in forming letters, and difficulty in making sentences. As stated by Syamsuddin Asyrofi, there are at least two aspects that exist in writing activities, namely proficiency in forming letters and mastering spelling.[4] Therefore, as an educator in this modern era, he

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[1]Nandang Hidayat Sarip, "Problematika Pembelajaran Bahasa Arab," *Jurnal Pemikiran Islam* 37, no. 1 (2012): 82.

[2]Munawarah dan Zulkifli, "Pembelajaran Keterampilan Menulis (Mahārah al-Kitābah) dalam Bahasa Arab," *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab* 1, no. 2 (2020): 24.

[3]Yeni Melinda, dkk., "Penggunaan Metode Scramble untuk Meningkatkan Keterampilan Membaca Permulaan di Kelas II SD," *JR-PGSD: Jurnal Rinjani Pendidikan Guru Sekolah Dasar* 1, no. 4 (2023): 146.

[4]Syamsuddin Asyrofi, *Metodologi Pembelajaran Bahasa Arab* (Yogyakarta: Idea Press, 2010), 135.

must be clever and careful in choosing and sorting out various methods, strategies, media, and learning models that are in accordance with the characteristics of his students. In choosing Arabic language learning methods or techniques, teachers also need to look at one of the characteristics that stand out in children, namely, love to play.[5]

Teachers' creativity and active participation in teaching the lower grades have an impact on students' reading fluency and accuracy in the early stages of reading. At the end of the day, educators play an important role in further developing students' comprehension skills. Teachers play an important role as a learning resource, facilitator, motivator, and organizer in the implementation of learning.

Sudrajat said that learning methods are ways used to implement plans that have been prepared in the form of real and practical activities to achieve a learning goal.[6] Meanwhile, the definition of method in terminology has been put forward by many experts, including WJS Poerwadarminta in the Big Indonesian Dictionary: the method is a way that has been organized and well chosen to achieve a purpose. The method can also be interpreted as a comprehensive plan related to presenting subject matter in a systematic and non-contradictory manner based on a particular approach. Meanwhile, according to Tu'aimah, the method is defined as the means used to achieve certain educational goals. From some of the above opinions, it can be concluded that the meaning of "method" is a way or path taken systematically to achieve a goal with effective and efficient results.

The scramble method is one of the learning methods that can increase the effectiveness of teaching writing skills. The scramble method is a learning method used to foster vocabulary acquisition, practice spelling, and practice mastery of morphological structures in children. This method requires students to arrange words or sentences that have been scrambled so that they can understand the structure of language and increase students' creativity in writing. The application of the scramble method is one type of learning method that brings up academic games or language games (الألعاب اللّغويّة). In line with this opinion, Widiyarto, S. said that Scramble is a game-based learning that can stimulate brain development. In addition, scramble games encourage learners' spatial thinking, creative thinking, social and personal skills associated with critical thinking.[7]

The definition of writing (*kitābah*), according to language, is a collection of words that are arranged and organized. Epistemologically, writing is a collection

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[5]M. Alaika Nasrullah, "Implementasi Metode Scramble untuk Meningkatkan Motivasi Belajar Bahasa Arab di MTs Futuhiyyah Bangorejo," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 4, no. 1 (2024): 110.

[6]Sudrajat, *Pengertian, Strategi, Metode, Teknik, dan Model Pembelajaran* (Bandung: Sinar Baru Algesindo, 2008), 2.

[7]Lintang Analisa Ekasari, "Pengembangan dan Kemampuan Membaca Pemahaman dengan Metode Scramble," *Teaching, Learning and Development* 1, no. 2 (2023): 94.

of words that are arranged and contain meaning, because writing will not be formed except with the existence of regular words. With writing, humans can pour out their heart's expressions freely according to what they think. Writing is one of the language skills that is not easy to learn, because by writing, one will master two language skills simultaneously, namely abilities that function actively and productively. Learning Arabic writing skills (*Mahārah al-kitābah*) starts from the basic stage, namely knowledge of writing procedures, connecting letters, writing words, writing sentences, and writing translations. The essence of writing proficiency in language teaching is to understand the meaning of a sentence.

Writing skills (*Mahārah al-kitābah/writing* skill) is the ability to describe or express the contents of the mind, ranging from simple aspects such as writing words to complex aspects, namely composing.[8] Writing is a communication activity that is carried out without the support of voice pressure, tone, mimicry, gestures, and without the situation that occurs in oral communication activities. Thus, writers must be good at utilizing words, expressions, sentences, and functions to convey, inform, describe, and suggest something to others.

Writing is an integrated language skill that is shown to produce something called writing. There are at least three components incorporated in the writing activity, namely:

1. Mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, fragmenting, and so on.
2. Mastery of the content of the essay according to the topic to be written.
3. Mastery of the types of writing, namely how to organize the content of writing using written language so as to form a desired composition, such as essays, articles, short stories, books, and so on.

Writing proficiency is an effort to apply language abilities and skills that are quite difficult because, by writing, a person will apply two language abilities together, namely active and productive abilities. The learning stages also require a process. *Maharah al-kitabah* in Arabic starts from learning basic *Maharah al-kitabah*, namely knowledge of writing procedures, connecting letters, writing words, writing sentences, and writing without seeing text to pouring ideas and ideas in writing.

The first step for beginner learners of Arabic writing is to introduce graphic symbols as a unit of phonemes that form words called *al-kalimah* (the smallest word unit of a sentence unit or the basic element of the formation of a sentence), *al-jumlah* (a collection of words that can form an understanding of meaning or one word that is based on another word), al-faqroh (paragraph), and uslub. At the Ibtidaiyah level, learning Arabic writing skills can be realized

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[8]Acep Hermawan. *Metodologi Pembelajaran Bahasa Arab*. (Bandung: Remaja Rosdakarya, 2011), 51.

through guided composing (*Insya' Muwajjah*) and then gradual guidance until it finally develops into free composing (*Insya' Hurr*).[9]

Guided composing (*al-Insya' al-Muwajjah*) is making simple sentences or paragraphs with certain guidance in the form of direction, examples, copying sentences, modifying sentences, replacing one of the elements in the sentence, and so on. The simplest form of guided writing is copying, which then develops into efforts to modify sentences. After that, the next stage is composing or making sentences. It is at this stage that a teacher can use the scramble method in learning. The simplest form of guided writing is copying, which then develops into modifying sentences. After that, the next stage is composing or making sentences. It is at this stage that a teacher can use the scramble method in learning.

Previous research that supports the effectiveness of the scramble method, namely research conducted by Maftukhah and Aceng Jaelani, entitled "Application of the Scramble Method in Learning Arabic Vocabulary of Class V Students of SDIT Sabilul Qur'an Cendekia."[10] This study shows that the scramble method is proven to be able to improve students' mastery of vocabulary in Arabic language learning. Also in the research of Yeni Melinda, Sukarto, and Rauhun Jannah, "The Use of Scramble Method to Improve Beginning Reading Skills in Grade II Elementary School."[11] The results of the study said that by using the scramble method, students' beginning reading in class II increased from 56% to 82%." Based on the explanation above, there is a point of similarity between the background of the problems in some of these studies and the issues found by the author, namely the positive contribution of the scramble method for students in the learning process.

The novelty value of this research lies in several different aspects compared to previous studies. First, this study implements the scramble method in Arabic language learning, especially training students' writing skills. In contrast to previous studies, which focused more on vocabulary learning and reading skills. Second, this study does not only aim to train writing skills or mastery of spelling but also integrates the scramble method to hone analytical skills of grammatical structures and in-depth understanding of the rules in Arabic, thus covering the dimensions of higher-order thinking skills.

This research was conducted to find out how the application of the scramble method and what are the obstacles and solutions to utilizing the scramble method to develop Arabic writing proficiency in grade IV students of MIN 1 Palu City.

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[9]Fajriah, "Strategi Pembelajaran Mahārah al-Kitābah pada Tingkat Ibtidaiyah," *PIONIR: Jurnal Pendidikan* 6, no. 2 (2017): 47.

[10]Maftukhah, dkk., "Penerapan Metode Scramble dalam Pembelajaran Kosa Kata Bahasa Arab Peserta Didik Kelas V SDIT Sabilul Qur'an Cendekia," *IJEE: Indonesian Journal of Elementary Education* 3, no. 1 (2022).

[11]Yeni Melinda, dkk. Penggunaan Metode *Scramble…*, 146

Method

This research uses a qualitative approach because the data presented is descriptive analysis. According to Sugiyono, qualitative research methods are research used to research natural objects where the researcher is the key instrument, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization.[12]

This research was conducted at MIN 1 Palu City, Jl. Gawalise No. 4, Duyu Village, Tatanga Sub-district, Palu City, Central Sulawesi Province, and the research time was carried out in the even semester of the 2024-2025 school year, which is estimated from January 2024 to completion. The data design used is a case study design. The subjects in this study were Arabic language subject teachers and fourth-grade students of MIN 1 Palu City class A, B, and C, totaling 81 students. The student data table is as follows:

Table 1. Class IV Students MIN 1 Palu City

Class	Quantity
IV A	27
IV B	27
IV C	27
Total	**81**

Data collection techniques using triangulation (a combination of observation, interview, and documentation). Data analysis techniques in this study used data collection techniques, data reduction, data presentation, and conclusion drawing.

Result and Discussion

1. **Utilizing the Scramble Method to Develop Arabic Writing Proficiency in Grade IV Students of MIN 1 Palu.**

In English, the term "scramble," when translated into Indonesian, is racing, scrambling, or fighting. According to Robert Taylor, scramble learning is learning that can increase the accuracy of thinking and the level of concentration

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[12]Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R & D.* (Bandung: Alfabeta, 2015), 15.

of students.[13] Meanwhile, according to Slameto, the scramble method is a learning method that involves the foresight of the mind and knowledge to arrange words or phrases carried out in groups and applied by educators by distributing worksheets that must be filled in by students by matching question cards according to the topic and answer cards that are randomized in letter order.[14]

Scramble is one of the note-taking techniques developed by Robert B. This method requires students to combine the right brain and the left brain. In its application, students are not only asked to answer questions but also to guess quickly the answers to the questions that are already available, while the student's score is determined by how many questions are correct and how quickly the questions are done.[15]

The scramble method is one type of cooperative learning presented in the form of cards.[16] As stated by Aprilianti, cooperative learning is a learning activity through small groups, where students learn and cooperate in achieving the optimization of learning experiences, both individual and group experiences.[17] In its division, scramble consists of various forms, namely word scramble, sentence scramble, and discourse scramble.[18]

The scramble learning method is more similar to word square learning, with the difference being that in word square learning the answers to the problems are not recorded in the answer box. In contrast, in the scramble method, the answers have been recorded in a random order. This makes scramble learning similar to the word square learning method. The scramble method is very beneficial for students, as it can train the concentration, insight, thinking skills, and determination of students.[19]

The use of the scramble method in learning has been applied in MIN 1 Palu City, especially in Arabic language subjects. In its application, the teacher asks students to compete to arrange words into simple sentences. Based on

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[13]Ramadhani Oktavia Rahma, "Peningkatan Kemampuan Menulis Aksara Jawa Kelas III Melalui Model Pembelajaran Kooperatif Tipe Scramble," *PANDU: Jurnal Pendidikan Anak dan Pendidikan Umum* 1, no. 2 (2023): 100.

[14]Siti Mifthul Ummah, dkk., *Inovasi Pembelajaran Akidah Akhlak Menggunakan Metode Scramble*, Cet. I (Jawa Timur: UMSIDA Press, 2018), 31.

[15]Siti Maria Agustina, "Implementasi Model Pembelajaran Kooperatif Tipe Scramble terhadap Pendidikan Islam Inklusif-Multikultural," *Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat* 3, no. 3 (2023): 1170.

[16]Sifa Siti Mukrimah, *53 dalam Metode Belajar dan Pembelajaran* (Bandung: Universitas Pendidikan Indonesia, 2014), 165.

[17]Diah Aprilianti, Emy, dan Wawan Priyanto, "Pengembangan Aplikasi Android Sinau Aksara Jawa untuk Belajar Aksara Jawa Peserta Didik Kelas IV Sekolah Dasar," *Jurnal Pendidikan dan Konseling* 5, no. 1 (2023): 677.

[18]Sri Handayani Widiyantari, dkk., "Efektivitas Penerapan Metode Kooperatif Tipe Scramble pada Keterampilan Membaca dan Menulis Aksara Jawa di Kelas V Sekolah Dasar Islam Terpadu Al-Hadi JATEN Karanganyar Tahun Ajaran 2024/2025," *Al-'Ulum: Jurnal Pendidikan Islam* 5, no. 1 (2025): 84.

[19]Fatmawati, "Pengaruh Metode Scramble terhadap Hasil Pembelajaran Mahārah al-Kalām Peserta Didik Kelas VIII MTs Masruriyah Baturraden Kabupaten Banyumas," (2023): 14.

observations and interviews conducted by the author, information was obtained that the scramble method can train students' Arabic writing skills because the scramble method is a learning method that raises fun academic games so that students do not feel bored during learning. As interviewed with an Arabic language teacher:

> "Students' ability in writing Arabic is better than before after the implementation of the scramble method."

In line with the opinion of Keanu, a student of class IV MIN 1 Palu City:

> "I really like learning like this, because there are games so I can train my Arabic writing skills."

From the results of observations and interviews with Arabic language teachers at Madrasah Ibtidaiyah Negeri 1 Kota Palu, there are three stages in the application of the scramble method as follows:

1. Introduction Activity

In the introductory activity, the teacher enters the class by saying greetings and asking students to pray as an opening in learning. After that, the teacher takes attendance and provides motivation to students. The teacher does not forget to do apperception to review the material that has been learned before. Conveying the learning objectives and benefits to be learned is an important thing for teachers to do at this stage.

2. Core Activities

Core activities are divided into four stages. In the *first* stage, the teacher explains the learning material, and students are asked to listen to the material presented, namely learning material about the profession *(al-Mihna)*. After the listening aspect has been fulfilled, then the teacher takes the next step, namely the practice of speaking and reading, by asking students to pronounce *mufradat* and memorize it. In practicing Arabic writing skills, the teacher conveys material that contains grammatical structures and rules in Arabic, namely about the correct use of *dhomir* and *isim isyarah* in a sentence, by giving examples on the blackboard and explaining how to compose and write Arabic sentences. SPO/SPOK patterns.

Second, at this stage, learners are given exercises in the form of group assignments, which become two groups. Each learner is instructed to work on the worksheet with their group friends. Then each group is given a question sheet and answer card. Each group starts working on the question sheet and arranges the appropriate answer cards. Previously, the questions had been randomized in such a way that students were required to be able to arrange the answer words that had been provided within a predetermined time. During discussion activities, the teacher goes around to monitor each learner's activity. The scramble question sheet is as follows:

Nama Kelompok:

Susunlah kata-kata berikut ini menjadi sebuah kalimat yang sempurna!

١. هُوَ – مُدَرِّسٌ – مُحَمَّدٌ – هَذَا

٢. مُوَظَّفَةٌ – هِيَ – هَذِهِ – خَلِيْلَةُ

٣. أُمِّيْ – مُمَرِّضَةٌ – هَذِهِ – هِيَ

Jawaban:

١.

٢.

٣.

Third, after each group managed to arrange the random words into sentences, then the teacher asked representatives of each group to come forward to present the results of their respective groups. The teacher then corrected and gave the correct answers from the work of each group. As a form of appreciation, the teacher gave rewards to groups that had successfully completed the work quickly and accurately.

Fourth, at this stage students are given exercises again to evaluate the extent of students' understanding of the material that has been given. The exercises given are in the form of written questions that are done individually as a form of enrichment from the previous task. This is intended so that the teacher can see the understanding of students who need follow-up and see if there is an increase before and after the application of the scramble method in training the writing skills of grade IV students at Madrasah Ibtidaiyah Negeri 1 Kota Palu based on the exercises given.

3. Closing Activities

The steps at this stage are that the teacher summarizes the material, reflects by asking questions about the material taught, and conveys the material for the next meeting. The lesson is closed by reading prayers together and saying greetings.

The scramble method has a positive impact on students, making it easier and easier to write ideas and opinions in the group because it is assisted by other group friends. Not only that, learners can also establish cooperation between

each other in practicing writing and solving a problem and also learn to share knowledge with each other.[20]

2. Obstacles and Solutions Utilizing the Scramble Method to Develop Arabic Writing Proficiency in Grade IV Students of MIN 1 Palu.

The scramble method has several supporting factors, among others: it can train students to think quickly and precisely, encourage them to learn to work on questions with random answers, and train student discipline. While the inhibiting factors of the scramble method are that students must think quickly because in its implementation it will be limited by time, and the class atmosphere will be quite rowdy in the process.[21]

In applying the scramble method at MIN 1 Palu City, there are several obstacles and supporters faced by teachers and students. The inhibiting factors and supporting factors in the application of scramble learning methods are as follows:

1. Inhibiting Factors
   a. This learning is quite difficult to plan because it uses media that is quite complicated to make. In line with Nasution's opinion, it is said that the existence of high-quality student learning outcomes can be produced from a quality learning process. To produce a quality learning process, an educator needs the ability to apply learning methods that suit the needs of the classroom.[22]
   b. In its application, the scramble method requires a long duration of time, making it difficult for teachers to adjust to the time given.
   c. The difference in the level of intelligence of students is also one of the obstacles. This can be seen from how students understand the material and do the assignments well. Learners who have an intelligence level above the average find it very easy to understand the material and do their assignments, while those with an intelligence level below the average find it difficult to understand the material and assignments given.
   d. The scramble method is a language game method, where methods like this are usually the cause, so it will disturb the concentration of other students' learning. In line with the opinion of Julianto et al. it is said that concentration is the most important part of human life. The higher a person's concentration in learning, the more effective the learning process will be.[23]

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[20]Khoirotun Ni'mah. (2022). Pengaruh Metode Scramble Untuk Meningkatkan Kemampuan Maharah Kitabah Bahasa Arab Kelas VIII Madrasah Tsanawiyah MTs Putra Putri Simo Lamongan. *Riyaḥuna: Jurnal Pendidikan Bahasa Arab* 1(2), 28

[21]Azizah Himawati. (2017). Penerapan Model Pembelajaran Kooperatif Tipe *Scramble* Dalam Pembelajaran Keterampilan. *Jurnal Didaktika Dwija Indria (SOLO)*, 3

[22]M.K Nasution,. (2017). Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Peserta didik," *Studia Didaktika : Jurnal Pendidikan* 11(1), 9.

[23]Very Julianto. (2014). Pengaruh Mendengarkan Murattal al-Quran Terhadap Peningkatan Kemampuan Konsentrasi. *Jurnsl Ilmiah Psikologis* 1(2), 120.

Every activity carried out will always have obstacles in it, as well as the application of the scramble method in training the writing skills of fourth-grade students of Madrasah Ibtidaiyah Negeri 1 Kota Palu carried out by the teacher. Cooperation between students, teachers, and schools is needed so that learning activities can run effectively so that learning objectives will be achieved. Therefore, the right solution is needed to overcome these obstacles. The following are the solutions used by teachers to overcome these obstacles:

a. The teacher announces the formation of study groups and the arrangement of classrooms in the previous meeting so that, arriving at the meeting, learners already know their respective groups so that the learning process becomes efficient, which does not take up much time in its implementation.

b. Give punishment to students who make chaos and noise so that it will not interfere with the learning process around them.

c. The teacher motivates and conditions the students. The conditioning in question is that the teacher is able to take over the focus of students by asking questions or icebreaking in order to get feedback from students so that they focus and understand the material being taught. That way students will be motivated to focus on learning and feel cared for by the teacher.

2. Supporting Factors

a. scramble method is a fun game that does not make students tense and bored during learning.

b. This learning method will allow students to learn while playing. They can recreate while learning and thinking, learn something in a relaxed way, and create a fun classroom atmosphere.

c. The scramble method can train teamwork and responsibility of students with their classmates. This is reinforced by Wantu's opinion that the scramble method is a learning effort that involves student discussion in finding the right answer carefully so that students feel learning is not a burden and feel challenged to solve the problems given.[24]

Conclusion and Suggestion

The results of this study indicate that the application of the scramble method in training Arabic writing skills of fourth-grade students of MIN 1 Palu City is carried out in three stages, namely: (1) introductory activities, (2) core activities, which are divided into four stages, namely, delivery of material, giving group assignments, presenting group results, and the last is follow-up. (3) Closing activities.

The inhibiting factors in the application of the scramble method in learning are as follows: Making media is quite complicated, requires a long learning time, and causes noisy voices. Meanwhile, the solutions to these obstacles are The teacher announces the formation of study groups at the

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[24]Nita Wantu. (2018). Penerapan Metode *Scramble* Dalam Meningkatkan Kemampuan Membaca Teks BerBahasa Inggris. *Al-Minhaj : Jurnal Pendidikan Islam* 1(1), 150.

previous meeting to streamline time, the teacher informs the rules of learning, and motivates students to always be enthusiastic.

From the steps, obstacles, and solutions contained in the application of the method previously described, it can be concluded that the scramble method can train Arabic writing skills and change the bad perspective of Arabic lessons so that it has a positive impact on students' learning outcomes.

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