

**PELATIHAN MENULIS TEKS RECOUNT BAGI SISWA KELAS VIII MELALUI  
TEKNIK KALIMAT ACAK*****TRAINING EIGHTH-GRADE STUDENTS IN WRITING RECOUNT TEXTS THROUGH  
THE SCRAMBLED SENTENCES TECHNIQUE*****Anis Komariah<sup>1✉</sup>, Nida Lailan<sup>2</sup>**<sup>1</sup>English Education Department, Faculty of Teacher Training and Tarbiyah, Universitas Islam Negeri  
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Sultan Aji Muhammad Idris (UINSI) Samarinda, Indonesia[aniskomariah89@gmail.com](mailto:aniskomariah89@gmail.com) ✉**ABSTRAK**

Menulis teks recount menuntut siswa untuk mengorganisasikan gagasan, menyusun kalimat, dan menyajikan pengalaman masa lalu secara kronologis dan koheren. Program pengabdian kepada masyarakat ini memberikan pendampingan terstruktur kepada 40 siswa kelas VIII MTs Labbaika Samarinda dalam latihan menulis teks recount melalui teknik Scrambled Sentences. Kegiatan ini melalui tahapan pre-test, pengenalan teks recount, pengenalan dan demonstrasi teknik Scrambled Sentences, latihan terbimbing dan mandiri, rekonstruksi teks, pemberian umpan balik dan koreksi, serta post-test dan evaluasi. Pendekatan pelatihan partisipatif digunakan agar siswa terlibat langsung dalam menyusun kembali kalimat yang diacak, menentukan urutan peristiwa, dan mengembangkan rangkaian kalimat menjadi teks recount. Evaluasi program dilakukan secara deskriptif dengan membandingkan hasil pre-test dan post-test berdasarkan aspek umum penilaian writing, yaitu content, organization, vocabulary, language use, dan mechanics. Nilai rata-rata siswa meningkat dari 63,18 pada pre-test menjadi 70,33 pada post-test, dengan selisih 7,15 poin. Hasil tersebut menunjukkan perkembangan deskriptif pada performa writing peserta selama rangkaian pelatihan.

**Kata kunci:** Pelatihan, Menulis, Teks Recount, Teknik, Scrambled Sentences**ABSTRACT**

*Writing recount texts requires students to organize ideas, construct sentences, and present past experiences in a chronological and coherent manner. This community service program provided structured assistance to 40 eighth-grade students at MTs Labbaika Samarinda in practicing recount-text writing through the Scrambled Sentences technique. The activities were carried out through several stages, including a pre-test, an introduction to recount texts, an introduction and demonstration of the Scrambled Sentences technique, guided and independent practice, text reconstruction, feedback and correction, and a post-test and evaluation. A participatory training approach was employed to actively involve students in rearranging scrambled sentences, determining the sequence of events, and developing sentence sequences into recount texts. The program was evaluated descriptively by comparing the pre-test and post-test results based on general writing assessment components, namely content, organization, vocabulary, language use, and mechanics. The students' mean score increased from 63.18 in the pre-test to 70.33 in the post-test, representing a difference of 7.15 points. These results indicate a descriptive improvement in the participants' writing performance during the training program.*

**Keywords:** Training, Writing, Recount text, Technique, Scrambled Sentences**INTRODUCTION**

Writing is an important language skill because it enables learners to organize ideas and communicate meaning in written form. Writing development involves more than producing grammatically acceptable sentences; learners are also expected to select appropriate vocabulary, organize information, and establish meaningful relationships among ideas

(Bazerman, 1997). For junior high school students learning English as a foreign language, these demands can make writing challenging, particularly when they are required to transform personal experiences into a coherent text.

Recount text is one of the text types commonly introduced at the junior high school level. A recount presents past experiences or events in chronological order and therefore requires students to organize information systematically while maintaining appropriate content, vocabulary, language use, and coherence. Boardman and Frydenberg (2008) emphasize the importance of clear organization and logical relationships in effective writing. Consequently, students need learning activities that allow them to practice not only producing individual sentences but also understanding how sentences are connected to form a unified text.

The need for such assistance was relevant to the eighth-grade students of MTs Labbaika Samarinda who participated in this community service program. The initial assessment provided a description of their starting writing performance and served as a basis for assistance focused on sentence organization, chronological sequencing, and recount-text development. Rather than relying only on explanation of text structure, the program therefore provided practical activities through which students could work directly with sentence order and text construction.

One practical technique that can be used for this purpose is the Scrambled Sentences technique. In this technique, students rearrange sentences presented in a disordered sequence into a logical and meaningful order before developing the sequence into a complete text. The activity allows learners to focus on relationships among sentences and events before undertaking the more complex task of composing a full text. Such structured practice is also compatible with an interactive approach to language teaching in which learners participate actively in classroom tasks (Brown & Lee, 1994).

Previous studies have demonstrated the potential of sentence-rearrangement activities in writing instruction. Afrizal (2016) reported the use of the scramble sentence method to support students' writing development, while Muklas and Nurbayanah (2018) specifically examined scrambled sentences in recount-text writing. Similar applications have been reported in descriptive-text writing (Budiyanto & Rahmawati, 2019) and procedure-text writing (Arief, 2023). Ariyani (2021) also reviewed the use of the scramble method in teaching writing to secondary students. More recently, Herawati et al. (2025) reported that a scrambled-sentence game was associated with improved writing performance and learning motivation. Collectively, these studies indicate that sentence-arrangement activities can provide structured and active opportunities for writing practice.

Unlike experimental classroom research designed primarily to test the statistical effectiveness of a teaching technique, the present activity was conducted as a community service program emphasizing direct educational assistance and guided writing practice. The program provided a sequence of initial assessment, introduction to recount texts, demonstration of Scrambled Sentences, guided and independent practice, text reconstruction, feedback, and evaluation. This practice-oriented approach is consistent with community service activities that provide direct educational assistance according to learners' needs (Komariah et al., 2026).

Accordingly, this community service program aimed to provide structured assistance to eighth-grade students of MTs Labbaika Samarinda in practicing recount-text writing through the Scrambled Sentences technique. Such training was considered particularly important because students required guided and systematic practice to strengthen their ability to organize past events and develop them into coherent recount texts. Addressing this need through direct and practical writing activities was essential to help students develop the foundational skills required for more effective recount-text writing. The program particularly focused on

opportunities for students to arrange sentences, organize events chronologically, develop ideas into texts, and revise their writing based on feedback.

## **METHOD**

This activity was conducted as a community service program using a participatory training approach involving 40 eighth-grade students from MTs Labbaik Samarinda. The participatory approach was used to provide students with direct opportunities to practice sentence arrangement, reconstruct texts, discuss their work, and revise their writing based on feedback from the facilitators.

The implementation consisted of several interconnected stages: Pre-test and initial writing assessment, Introduction to recount texts, Introduction and demonstration of the Scrambled Sentences technique, Guided practice, Independent practice, Reconstruction of recount texts, Feedback and correction, and Post-test and evaluation. The stages were arranged progressively so that students first demonstrated their initial writing performance, received instructional assistance, practiced sentence arrangement with guidance, applied the technique more independently, and completed a final writing task.

At the initial assessment stage, students completed a pre-test by writing a recount text about a holiday based on their personal experiences. The task was used to obtain an overview of their initial writing performance. Following the pre-test, the facilitators introduced the communicative purpose and basic organization of recount texts and discussed how events are generally presented in chronological sequence.

The students were subsequently introduced to the Scrambled Sentences technique. The facilitators demonstrated how sentences presented in a disordered sequence could be rearranged into a meaningful and logically connected order. Students then participated in guided practice in which they reconstructed scrambled sentences with facilitator assistance. After becoming more familiar with the activity, they continued with independent practice and used the reconstructed sentence sequences as a basis for developing recount texts.

During the reconstruction stage, students were encouraged to connect individual sentences, organize events chronologically, and develop the resulting sequence into a more complete text. Feedback and correction were provided during and after the activities, particularly when students encountered difficulties with sentence arrangement, grammatical forms, vocabulary, or connections among ideas. Students were subsequently encouraged to revise their writing based on the feedback received.

At the end of the program, students completed a post-test by writing a recount text about their daily activities. Although the pre-test and post-test used different topics, both tasks required students to produce the same text type and organize events in chronological sequence. The students' writing was evaluated using the same general writing dimensions, namely content, organization, vocabulary, language use, and mechanics.

Program evaluation was conducted descriptively by comparing the total and mean writing scores obtained in the pre-test and post-test. The comparison was intended to document changes in students' writing performance during the community service program rather than to establish a statistically tested causal relationship between the technique and students' achievement. The sequence of program implementation is presented in Figure 1.

**Figure 1. Flowchart of the Recount-Text Writing Training through the Scrambled Sentences Technique**

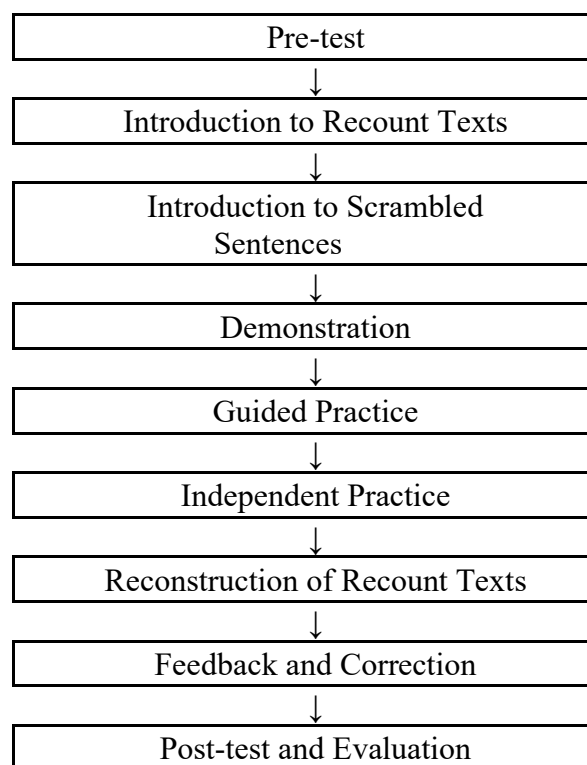


Figure 1 illustrates the progression of the community service program from initial assessment to training, practice, feedback, and final evaluation.

## RESULTS

### Pre-Test and Initial Writing Performance

The community service program began with an assessment of the students' initial recount-writing performance. Forty students from eighth grade participated in the pre-test and were asked to write a recount text about a holiday based on their personal experiences. The task required students to organize past events chronologically and develop those events into a written text.

The students obtained pre-test score 63.18. The result provided an initial description of the students' writing performance and served as a basis for providing further assistance in sentence organization, chronological sequencing, and recount-text development.

### Implementation of The Scramble Sentences Training

Following the initial assessment, students were introduced to the communicative purpose and basic organization of recount texts, with particular attention to chronological sequencing. The facilitators then introduced and demonstrated the Scrambled Sentences technique by showing how sentences presented in an incorrect order could be reconstructed through attention to relationships among events and logical sequence.

During guided practice, students worked with scrambled sentence strips and discussed possible arrangements with assistance from the facilitators. After the guided stage, they completed similar activities more independently and used the reconstructed sequences as a basis for developing recount texts. Through these activities, students practiced identifying chronological relationships and connecting information into a more coherent written sequence.



(a) Students arranging scrambled sentence strips



(b) Students working collaboratively in small groups

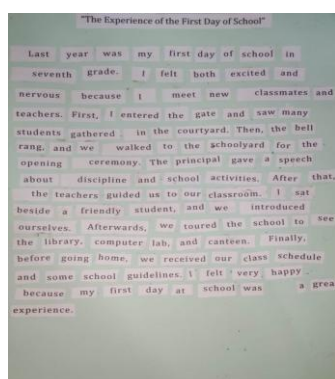
Figure 2. Documentation of the Scrambled Sentences Training Activity

As documented in Figure 2, students participated directly in arranging sentence strips and working collaboratively during the training. The documentation supports the participatory character of the activity and shows that sentence reconstruction was implemented as a hands-on learning task.

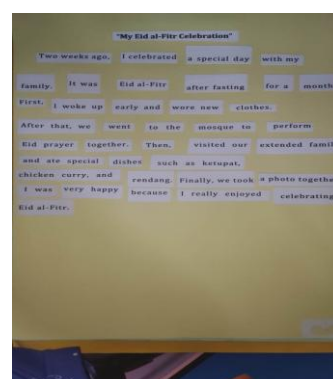
### Reconstruction, Feedback, and Revision

After arranging the scrambled sentences, students developed the resulting sequences into more complete recount texts. This stage moved the activity beyond sentence ordering by requiring students to establish relationships among sentences and organize the events into a unified text.

Examples of the students' reconstructed texts are presented in Figure 3, including "The Experience of the First Day of School" and "My Eid al-Fitr Celebration." These products document the application of the sentence-arrangement activity to recount-text construction.



(a) "The Experience of the First Day of School"



(b) "My Eid al-Fitr Celebration"

Figure 3. Samples of Students' Reconstructed Recount Texts Using the Scrambled Sentences Technique

Feedback and correction were provided throughout the practice and reconstruction stages. The facilitators discussed inappropriate sentence arrangements and areas in which relationships among ideas were unclear. Students were then encouraged to revise their work based on the feedback. In this way, feedback functioned as part of the training process rather than only as a final assessment activity.

### Post-test and Program Evaluation

At the completion of the training activities, the 40 students participated in a post-test. They were asked to write a recount text about their daily activities. Although the topic differed

from that used in the pre-test, both writing tasks required students to produce recount texts and organize events chronologically.

Table 1. Students' Writing Performance Before and After the Training

| Assessment | Total Score | Mean Score | Improvement |
|------------|-------------|------------|-------------|
| Pre-test   | 2,527       | 63.18      | —           |
| Post-test  | 2,813       | 70.33      | 7.15        |

As shown in Table 1, the students' total writing score increased from 2,527 in the pre-test to 2,813 in the post-test. The mean score likewise increased from 63.18 to 70.33, representing a difference of 7.15 points.

The comparison indicates a descriptive improvement in the participating students' writing performance during the program. This score difference was used as an indicator of program evaluation and should not be interpreted as evidence of a statistically established causal effect.

## DISCUSSION

The community service program provided students with a structured progression from sentence-level reconstruction to the development of complete recount texts. The increase in mean writing score from 63.18 before the training to 70.33 after the training indicates a descriptive improvement in the participating students' writing performance during the program. However, the relatively modest increase may be related to the limited opportunities for repeated practice within the scope of the program, as developing recount-text writing involves several interconnected skills that generally require sustained practice, feedback, and revision. Therefore, improvement in writing performance may occur gradually rather than immediately after a limited sequence of training activities. Because the program was designed as educational assistance rather than an experiment, the score difference is more appropriately interpreted as an indicator of students' development during the program than as evidence that the technique caused the observed change.

One important feature of the program was the gradual movement from sentence reconstruction to text development. Students initially worked with sentence sequences and were required to determine a logical order before developing the reconstructed sequence into a recount text. This sequence divided a complex writing task into more manageable stages and provided an intermediate step between understanding individual sentences and producing a complete composition.

This process is particularly relevant to recount writing because chronological organization is a central feature of the genre. The Scrambled Sentences activities required students to consider which event occurred first, how one sentence was related to another, and how the resulting sequence could be developed into a coherent text. Such practice is consistent with Boardman and Frydenberg's (2008) emphasis on organization and logical relationships in effective writing.

The implementation also placed students in an active role during the learning process. Figure 2 documents students arranging sentence strips and participating in collaborative activities. They were therefore not merely receiving explanations from the facilitators but were directly involved in solving sentence-order problems and discussing possible sequences. This participatory format is compatible with Brown's (1994) interactive approach to language teaching, which emphasizes meaningful opportunities for learners to engage actively with language tasks.

The practical value of scrambled-sentence activities is also supported by previous studies. Afrizal (2016) reported improvement in students' writing through the scramble sentence method, while Muklas and Nurbayanah (2018) specifically examined scrambled

sentences in recount-text writing. Similar applications have been reported in descriptive writing (Budiyanto & Rahmawati, 2019) and procedure-text writing (Arief, 2023). Ariyani (2021) likewise identified the scramble method as an approach used in secondary-level writing instruction. These studies support the use of sentence-rearrangement activities as a structured form of writing practice across different genres.

The present program nevertheless differs in orientation from experimental or classroom-based studies because its primary purpose was direct educational assistance within a community service context. The activities were designed not only to produce writing scores but also to provide guided practice, facilitator feedback, opportunities for revision, and concrete experience in reconstructing texts. Figure 3 provides practical documentation of this process through samples of students' reconstructed recount texts. Thus, the value of the program lies not only in the numerical difference between the pre-test and post-test but also in the learning process through which students practiced organizing sentences and developing them into texts.

Feedback represented another important component of the training. Students received correction when sentence sequences were inappropriate or when relationships among ideas were unclear, and they were encouraged to revise their writing. This process enabled the Scrambled Sentences technique to function as a starting point for broader text-construction practice rather than merely as an exercise in determining a correct sentence order.

Herawati et al. (2025) reported that scrambled-sentence activities were associated with writing performance and learning motivation. The present program did not specifically measure students' motivation; therefore, its results cannot be used to confirm an effect on motivation. Nevertheless, the collaborative and participatory format documented during the activity provided students with opportunities to engage directly in sentence reconstruction and discussion. This distinction is important so that findings from previous research are not treated as outcomes measured in the present community service program.

From the perspective of community service, the program illustrates how a relatively simple classroom technique can be organized into a systematic form of educational assistance. The sequence of assessment, explanation, demonstration, guided practice, independent practice, text reconstruction, feedback, revision, and evaluation enabled the facilitators to provide support at different stages of the writing process. A similar emphasis on direct and context-based educational assistance can be found in the community service activity reported by Komariah et al. (2026).

Several limitations should be considered when interpreting the results. First, the program involved only one class consisting of 40 students from one school, so the findings describe the participating group and should not be generalized broadly. Second, program evaluation relied on a descriptive comparison of pre-test and post-test scores without inferential statistical testing or a comparison group. Third, the pre-test and post-test used different writing topics. Although both tasks required students to produce recount texts, organize events chronologically, and were evaluated using the same general writing dimensions, the program did not independently establish equivalence in task difficulty. The score difference should therefore be interpreted descriptively.

Future community service activities could extend the duration of writing assistance, provide repeated opportunities for students to produce different recount texts, and include follow-up activities after the initial training. More detailed evaluation of individual writing components may also help facilitators identify which aspects of students' writing require continued assistance. Such follow-up activities would strengthen both program evaluation and the sustainability of students' writing development.

## CONCLUSION

The community service program provided structured recount-writing assistance to 40 eighth-grade students at MTs Labbaika Samarinda through the Scrambled Sentences technique. The activities progressed from initial writing assessment and introduction to recount texts to sentence-arrangement practice, text reconstruction, feedback, revision, and final evaluation. Through these activities, students received direct opportunities to practice organizing sentences, sequencing events chronologically, and developing them into recount texts.

The descriptive evaluation showed that the students' mean writing score increased from 63.18 in the pre-test to 70.33 in the post-test, representing a difference of 7.15 points. Within the context of the program, this result indicates positive development in the participating students' writing performance during the training. The practical contribution of the program lies in providing a structured and participatory form of writing assistance that combines sentence reconstruction, text development, feedback, and revision.

The results should nevertheless be interpreted within the scope of the program because the activity involved only one class in one school, relied on descriptive pre-test and post-test comparisons, and used different writing topics for the two assessments. Future community service programs may extend the duration of assistance, provide repeated writing practice and follow-up activities, and evaluate specific components of students' writing development to strengthen both program evaluation and sustainability.

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