

## ENHANCING GRAMMATICAL ACCURACY IN WRITING THROUGH GAMIFICATION: THE EFFECT OF SCRAMBLED GAMES ON SECONDARY SCHOOL STUDENTS

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Article Info	Abstract
<p><b>Article History</b> Received: January 2025 Revised: March 2025 Published: April 2025</p> <p><b>Keywords</b> Gamification; Grammar mastery; Scrambled Games; Secondary school; Writing skills;</p>	<p><i>Grammar mastery is a fundamental component of language proficiency, yet many EFL students struggle with learning grammar through conventional methods, which are often perceived as monotonous and ineffective. Gamification has emerged as a promising instructional strategy to enhance student engagement and learning outcomes. This study investigates the effectiveness of Scrambled Games in improving grammar mastery among 11th-grade students at SMAN 1 Depok, particularly in hortatory exposition writing. A Classroom Action Research (CAR) design was employed, as it allows for iterative implementation and direct observation of students' progress in a real classroom setting. The study involved 33 students, with data collected through pre-tests, post-tests, and classroom observations. Statistical analysis using paired sample t-tests revealed a significant improvement in student performance, with the mean pre-test score increasing from 61.49 to 73.15 post-intervention (<math>p &lt; 0.05</math>). Monitoring protocol results indicated moderate to high engagement levels, with notable gains in problem-solving, active participation, and grammatical accuracy. The findings suggest that Scrambled Games can serve as an effective alternative to traditional grammar instruction, fostering active learning and student motivation. However, implementation challenges, such as varying proficiency levels and time constraints, highlight the need for differentiated instruction and supplementary digital resources. These results underscore the potential of game-based learning in enhancing EFL instruction, providing educators with a dynamic approach to teaching grammar. Future research should explore long-term effects, digital adaptations, and variations in game design to optimize its impact on language learning.</i></p>
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### INTRODUCTION

English is one of the compulsory subjects in school. It is significant to be taught, since it is useful for the students' academic and professional career. In learning it, students have to acquire the four main skills. Additionally, they ought to master sub-skills, such as vocabulary, pronunciation, and grammar. Grammar holds a crucial role in language acquisition, impacting listening, speaking, reading, and writing skills (Al-Khreshah & Orak, 2021). Mastery of grammar is essential, as it not only develops learners' language skills but also enhances their communicative competence, making it a fundamental component of effective communication (Anand et al., 2019). Since grammar has a fundamental role in language teaching, it is unquestionably one of the first things that students have to be taught. A strong foundation in grammar enables students to express their ideas more precisely and understand the details of the language. Since it is a crucial aspect of language proficiency; failure to understand its

rules can lead to ineffective communication and negatively impact students' academic performance if they do not adhere to proper grammatical conventions and use appropriate grammatical forms to convey meaning (Yusob, 2018; O'Neill & Russell, 2019).

Grammar, in the context of linguistics, comprises the rules and structures that govern how sentences, phrases, and words are formed and organized in a language (Fromkin et al., 2011). According to Hewings & Hewings (2005), words consist of (1) noun, (2) verb, (3) adjective, (4) adverb, (5) preposition, (6) determiner, and (7) conjunction. While phrases are classified into (1) noun phrases, (2) verb phrases, (3) adjective phrases, (4) adverbs phrases, and (5) prepositional phrases. Clauses are categorized into (1) main clause and (2) subordinate clause. Understanding these components is essential for mastering English, as it allows students to construct clear and coherent sentences. Moreover, mastering grammar is crucial for effective communication, as it helps avoid misunderstandings and conveys meanings. Learning grammar not only enhances language proficiency but also aids in developing critical thinking skills by encouraging learners to analyze and understand the underlying structures of language.

In the context of writing skills, grammar plays a pivotal role. Effective writing requires not only a broad vocabulary but also the ability to use grammatical structures accurately. Writing and grammar are intrinsically linked; incorporating grammar within the writing context allows students to apply grammatical concepts directly in their writing practice (Le, 2020; Putra et al., 2022; Helmiati et al., 2019). Proper grammar ensures that writing is not only correct but also clear and persuasive. Effective writing necessitates a solid grasp of grammar and the skillful use of rhetoric to arrange words, phrases, sentences, and paragraphs in a manner that captures the reader's attention (Muhsin, 2015). Errors in grammar can lead to misinterpretation and weaken the impact of the writing. Because creating good writing requires a strong command of vocabulary and grammatical structures (Jamhuri & Said, 2021). Therefore, focusing on grammar is fundamental for students aiming to improve their writing skills, as it lays the foundation for producing coherent and compelling texts.

To achieve this, educators use either deductive or inductive approaches. The deductive method presents rules first, followed by practice, offering clear guidelines, especially beneficial for beginners. Conversely, the inductive method involves learners discovering rules through examples, promoting engagement and critical thinking. In Shirav and Nagai's study, the students favor deductive teaching, as it is familiar to them, while they found inductive instruction to be overwhelming and time-consuming (Shirav & Nagai, 2022). Combining both methods can address different learning styles and reinforce understanding. Teachers need to adapt their techniques and teaching methods to align with their students' interests and achievement levels (Abdukarimova & Zubaydova, 2021). Understanding students' perceptions and difficulties with grammar can help in tailoring these approaches effectively.

Grammar tends to be considered as difficult by students. According to Sorohiti & Aini (2021) for learners in Indonesia, where English is not a mandatory language, mastering English grammar presents a significant challenge. This difficulty arises because students are introduced to complex rules intended to help them grasp grammatical tenses. However, Rizoqulovna (2023) found out in his investigation that learners may encounter difficulty in understanding various English grammar concepts, including tenses, articles, prepositions, and word order. The primary reasons students making errors in learning grammar include insufficient understanding of English grammar rules, inadequate practice, and limited proficiency in the language (Zahraa et al., 2023). Sepúlveda (2017) identified 11 types of errors, including inappropriate article usage, preposition errors, word order issues, verb tense mistakes, plural omission, possessive misuse, incorrect comparative adjective usage, spelling errors, punctuation mistakes, capitalization errors, and word choice inaccuracies. This

indicates a need for effective teaching methods to help students acquire grammar tenses and other grammatical concepts.

Students face numerous challenges with grammar in their writing. They often struggle with correctly applying grammatical rules, leading to common errors like incorrect verb tense usage, subject-verb agreement issues, and improper sentence structure. These mistakes can make their writing unclear and difficult to understand. Learners face problems ranging from a lack of engagement and interest in the grammatical intricacies of a foreign language to a more troubling inability to apply taught grammar rules in spoken and written communication (Liamkina & Ryshina-Pankova, 2012). Furthermore, students frequently find it challenging to use complex grammatical structures which are crucial for advanced writing. The lack of practice and immediate feedback exacerbates these problems, making it harder for students to improve their grammar skills in writing contexts. Addressing these issues requires targeted teaching strategies that provide ample opportunities for practice and constructive feedback, helping students develop a stronger command of grammar in their writing.

Based on the preliminary study, conducted through interviews, students felt the skill and sub-skill they are difficult to acquire is speaking skill, writing skill, and grammar. The difficult grammar materials include grammar tenses, like simple present tense and present perfect tense. The teacher also faced challenges regarding the students' authenticity works. They tend to use Google and AI to aid them in finishing their assignments. Also, their textbook mainly presented material with limited interactive elements, it lacked in engaging activities such as games and visual aids. The students wanted the learning techniques to not only rely on lecturing and presentations, but also gamification where they can actively participate in learning and playing.

An effective teaching method is one that engages students and addresses their specific challenges in learning grammar. It often incorporates a variety of instructional strategies, such as interactive activities, visual aids, and practical exercises, to reinforce understanding and retention. Yudha & Mandasari (2021) viewed that students need a fun and enjoyable approach in learning language to prevent boredom. One promising method is the use of games, particularly scrambled games or word puzzles, which Dewi et al. (2022) found to boost students' enthusiasm for learning. Gamification, as an innovative and engaging approach, can significantly enhance motivation and learning outcomes in English by encouraging active participation, whether in offline or online settings (Asifayanti et al., 2021). It also improves students' skills in listening, reading, speaking, and writing, as well as essential language components such as pronunciation, grammar, and vocabulary (Krisbiantoro, 2020). Additionally, providing many opportunities for practice and feedback is crucial. Teachers can use targeted exercises to address common errors. The students not only learn the rules but also apply them correctly in their writing. Teachers can significantly improve students' grammar mastery and overall language skills by adopting a comprehensive and student-centered approach.

Existing research recognizes the effectiveness of using scrambled games in English class (Tang & Nurkidam, 2021; Yawijaya et al., 2023; Mukhoiyaroh et al., 2020; Dewi et al., 2022; Saragih et al., 2023) and techniques focusing on gamification to increase students' grammar mastery (Hashim et al., 2019; Krisbiantoro, 2020; Mansur & Fadhilawati, 2021; Sakdiyah et al., 2024). However, there is no published work on the effectiveness of scrambled games in learning grammar that focuses on writing skills for senior high school students. This gap in the literature highlights the need for further investigation into how such games can specifically benefit the improvement of grammar mastery in writing. Exploring this area could lead to the development of more targeted and effective teaching strategies that integrate gamification into grammar lessons, ultimately improving student outcomes in both grammar and writing.

Therefore, the purpose of this research is to assess the efficacy of Scrambled Games in facilitating the learning of English grammar among 11th-grade students at SMAN 1 Depok. The research questions guiding this study are: 1) To what extent does the implementation of Scrambled Games improve students' grammar mastery in writing hortatory exposition texts? 2) How does student engagement change during the learning process when Scrambled Games are used as an instructional technique? The specific goal of this study was to enhance students' proficiency in grammar, with a particular focus on hortatory exposition texts to improve writing skills. The study employed classroom action research as the research design, utilizing Kemmis et al.'s (2014) model for data collection and analysis. This research sheds new light on the potential of gamification in grammar education and its impact on students' writing abilities.

## RESEARCH METHOD

This section details the methodology employed in the study that focuses on the use of Classroom Action Research (CAR) as the primary method. The following sub-sections elaborate on the research design, the population and sample, the instruments used for data collection, and the data analysis methods. By outlining these components, this aims to provide a clear and concise overview of the research process.

### Research Design

Action research refers to a method of investigation where practitioners systematically reflect on their own practices and implement strategies to improve them (Góral et al., 2021). This study employed the Classroom Action Research (CAR) framework, which is the primary method used to determine improvements in instructional techniques and/or media. It was chosen for this study because it aids in evaluating and assessing the initial effects of implemented actions (Oranga & Gisore, 2023). This study used Kemmis et al.'s (2014) framework of CAR. The framework in a single cycle consists of 4 steps, they are 1) planning, 2) acting, 3) observing, and 4) reflecting.

In the planning stage, the researchers identified student problems through interviews and document analysis (i.e., syllabus, lesson plans, and textbook). They also designed materials on Padlet based on the results of the needs analysis. Consequently, cards were created as media for playing Scrambled Games. Additionally, lesson plans and pre- and post-tests were developed. Next, in the acting stage, the treatments were implemented. This included teaching-learning activities about hortatory exposition texts and related grammar materials (i.e., thinking and action verbs, simple present tense, modal auxiliaries, and passive sentences). Another activity was playing Scrambled Games in groups.

Furthermore, the observing stage, the researchers monitored students' development particularly in grammar mastery, during each activity by using the monitoring protocol. The activities included discussions and playing Scrambled Games. Additional exercises (i.e., fill-in-the-blank, essay writing) were also provided to measure their understanding of the materials. Last, in the reflecting stage, all data from the first cycle were analyzed to assess student progress. The researchers decided not to proceed to the second cycle based on the outcomes observed.

### Research Site and Participants

The study was conducted at SMAN 1 Depok in Sleman, D.I. Yogyakarta province. The subjects of the research were students enrolled in the first semester at SMAN 1 Depok, particularly those in grade 11 of the 2023/2024 academic year. This class consists of 33 students, comprising 15 male and 18 female students. All of the participants were aged between 16 and 17 at the beginning of the study. The school used Merdeka Curriculum for 11th grade students. The students' English proficiency levels vary depending on their

abilities. The participants were selected by the teacher based on their availability to participate in the study and served as a source of information related to the issues identified by the author within the class.

For this research, a non-probability sampling technique, specifically purposive sampling, was employed. This technique was chosen because it allows for the selection of participants who are readily available and provide relevant insights into the identified issues within the classroom context. Informed consent was obtained from all participants, ensuring they entered the study willingly and with a clear understanding of the research's nature and any potential risks involved (Gay et al., 2012). Additionally, measures were taken to maintain the confidentiality of the participants. Personal information was kept secure, and data was anonymized to protect the identities of the students throughout the research process.

### Instruments

The instruments of the study were pre-test and post-test. Pre-test aimed to evaluate students' ability levels in several aspects before implementing the experimental intervention. Post-test was carried out to evaluate the effectiveness of the independent variables after treatment. This test was designed to measure students' grammar skills with material about simple present tense, modals auxiliary, passive sentences, and verbs (thinking and action verbs). This test consists of 20 questions, with 15 multiple-choice questions and five short answer questions. This test indicators were adapted from a study by Nunan (2003) in Khairunnisah (2018). It covers the aspects in the table below:

Table 1  
Grammar Tests Indicators

Variable to be Tested	Indicators	Sub-Indicators
Students' Grammar Mastery	Memorize types of verbs in sentences.	Identify a thinking verb in a sentence. Identify an action verb in a sentence.
	Formulate simple present tense and modals auxiliary sentences.	Complete the sentence with correct form of simple present tense. Complete the sentence with correct form of modals auxiliary.
	Understand grammatically correct sentences.	Analyze the grammatical error in a sentence. Distinguish between a grammatically correct and incorrect sentence.
	Apply passive sentences in written form.	Write the passive form of an active sentence.

Moreover, another instrument used in the study is the monitoring protocol, which assessed student activities during the three treatment sessions. It was Likert-scale (1-5) adapted from Mihran (2022) and consists of six aspects, each with several indicators. The aspects of student learning activities are: 1) visual learning activities, 2) oral learning activities, 3) listening learning activities, 4) cognitive learning activities, 5) mental learning activities, and 6) emotional learning activities.

### Data Analysis

This study utilized a quantitative approach to analyze the data collected. The researchers analyzed the numerical data by calculating the pre-test and post-test mean. In this research, the paired sample t-test test method was used in the IBM SPSS Statistics 22 program. A paired sample t-test tests hypotheses on the same sample with two different treatments and produces two pairs of data. This test aims to assess the average difference between the pre-test and post-test. The effectiveness of the treatment was determined by the percentage of students whose learning activity increased. Specifically, the treatment was

considered successful if at least 50% of the students achieved a score of 75 or higher on the post-test, meeting the Minimum Mastery Criteria (KKM).

Additionally, student engagement was evaluated using a monitoring protocol analyzed with the IBM SPSS Statistics 22 program that employed descriptive statistics. This analysis included calculating mean scores and standard deviations based on the responses collected on the Likert scale, which provided quantitative data regarding students' engagement levels throughout the learning process. The results helped identify patterns of engagement and areas where students were particularly involved or disengaged. By using test results and observation outcomes as the basis for analysis, the researchers can gain deep and valid insights into the effectiveness of interventions in Classroom Action Research. It helps ensure that the research findings are based on strong and reliable evidence.

While the use of pre- and post-tests and a monitoring protocol aimed to ensure objectivity, potential biases might still have influenced the results. Specifically, researcher bias could arise from preconceived expectations regarding students' performance with Scrambled Games. Limitations related to the sample size and the fact that the study was conducted at a single site might also impact how well the findings can be applied to other settings. Acknowledging these limitations is crucial for understanding the findings and guiding future research in this area.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

The study aimed to determine the effectiveness of the Scrambled Games technique in improving students' grammar mastery in writing skills, specifically in learning hortatory exposition text. The analysis involved comparing pre-test and post-test scores using descriptive statistics, and the results illustrate significant changes.

Table 2  
Results of Pre- and Post-Tests Using Descriptive Statistics

	Interval	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	61.49	33	16.828	2.929
	Post-test	73.15	33	13.809	2.404

The SPSS data results illustrate the changes in scores from the pre-test to the post-test in a study involving 33 participants. These descriptive statistics include key components such as the mean, sample size (N), standard deviation, and standard error mean. Initially, the mean pre-test score was 61.49, indicating that before any intervention, the average score of the 33 participants was at this level. After the intervention, the mean post-test score rose to 73.15, demonstrating an improvement in scores. This rise in the mean suggests that the intervention was effective in boosting the participants' scores. The paired sample t-test method was used to assess the significance of the difference between pre-test and post-test scores. The statistical results revealed that the improvement from the pre-test to the post-test was significant, supported by a significance (2-tailed) value of less than 0.05. This indicates a significant improvement in English grammar mastery through the use of Scrambled Games.

Table 3  
Results of Monitoring Protocol Using Descriptive Statistics

	N	Mean	Std. Deviation
Paying attention	3	3.25	2.217
Observing others	3	3.00	2.160
total.X1	3	6.25	4.349
Asking questions	3	3.00	2.000
Expressing opinions	3	3.25	2.217

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
total.X2	3	6.25	4.193
Listening to presentation	3	3.25	2.217
Listening to group discussions	3	3.25	2.217
total.X3	3	6.50	4.359
Recalling previous material	3	3.25	2.217
Solving problems	3	3.50	2.380
total.X4	3	6.75	4.573
Recalling material	3	3.25	2.217
total.X5	3	3.25	2.217
Showing enthusiasm	3	3.25	2.217
Being courageous	3	3.25	2.363
total.X6	3	5.67	5.132

The monitoring protocol provided additional insights into the students' engagement and participation during the intervention. Key areas of observation included paying attention to the researchers presenting grammar and hortatory text material, observing others (peers) demonstrating the taught material, asking clear questions relevant to the grammar and hortatory text material, expressing opinions and giving suggestions during discussions, listening to presentations of grammar and hortatory text material, listening to group discussions about the provided material, recalling previously learned material, solving problems encountered during the learning process, showing enthusiasm during the learning process using scrambled games, and being courageous or calm in facing and solving problems during learning with scrambled games. These indicators were evaluated with mean scores ranging from 3.00 to 6.75 and standard deviations between 2.000 and 5.132, reflecting moderate to high engagement and participation levels. The overall observation results suggest that while the students were generally engaged, there is still a need for more individualized and interactive teaching approaches to enhance focus and participation further.

The data indicates a significant increase in participants' scores from the pre-test to the post-test, supported by the reduction in standard deviation and low standard error means. The rise in mean scores from 61.49 to 73.15 shows that the intervention effectively improved participant performance. The decreased variation in scores (standard deviation) suggests that participants' results became more uniform after the intervention. The low standard error means indicate that the obtained mean scores are representative of the wider population, enhancing the confidence in the validity of the study results. A paired sample t-test revealed a significant difference between pre-test and post-test scores, with mean post-test scores higher than pre-test scores. Improvements were seen in students' abilities to memorize types of verbs in sentences, formulate simple present tense and modal auxiliary sentences, understand grammatically correct sentences, and apply passive sentences in written form. Despite improvements, a more personalized teaching approach is needed due to varying attention levels.

However, some minor issues arose during the implementation of Scrambled Games. Some students struggled with arranging the cards due to their limited English proficiency, and their peers were often unable to assist. Additionally, the time allocation became a problem because the activity was conducted during Ramadan, resulting in reduced class time. Consequently, there was insufficient time for ice-breaking activities and for playing the games. This issue was addressed by providing additional materials on Padlet to help students better understand grammar concepts.

In summary, the implementation of Scrambled Games showed promising results in enhancing students' grammar skills, despite the minor challenges encountered. Students exhibit positive progress in understanding and applying the taught content. The marked improvement in post-test scores compared to pre-test scores underscores the effectiveness of

the Scrambled Games technique in enhancing grammar mastery. The observations suggest that while the technique was effective, there remains a need for more individualized and interactive teaching methods to maintain and further enhance student engagement and focus.

## Discussion

As mentioned earlier, grammar is a crucial component of language teaching and learning, particularly in the context of EFL. Learning grammar is essential as it forms the foundational structure and a key element of language, which students must master, alongside pronunciation, spelling, and vocabulary (Handayani & Johan, 2018). An initial objective of the project is to investigate the effectiveness of Scrambled Games in enhancing students' mastery of English grammar, specifically in hortatory exposition texts. The results of this study indicate that Scrambled Games contributed to the improvement of grammar mastery among 11th-grade students at SMAN 1 Depok. This aligns with previous research highlighting the benefits of interactive and engaging learning methods in language acquisition.

Scrambled Games promote a dynamic learning environment that encourage student participation and collaboration. The structured competition element motivated students to engage more deeply with the material, enhancing their retention and understanding of grammar rules. Scrambled Games can boost students' enthusiasm for learning by encouraging active participation in the teaching-learning process, as evidenced by students appearing more engaged and motivated, feeling relaxed and happy while learning through play (Dewi et al., 2022; Dita & Zaki, 2022). The positive effects of Scrambled Games on student engagement were also reflected in the observation data.

Additionally, another important finding is the observation data from the study provided further insights into student engagement and participation. The results showed moderate to high levels of attention, observation of peers, asking questions, expressing opinions, listening to presentations, and participating in group discussions. Students showed enthusiasm and courage in facing learning challenges, further demonstrating the positive impact of Scrambled Games on their engagement and motivation. As claimed by Yawijaya et al. (2023), that the technique is also frequently used in subjects other than English because it promotes relaxed, enjoyable learning, reducing student stress by allowing them to learn while playing.

Moreover, the use of group work allowed students to learn from each other, addressing individual weaknesses and reinforcing collective strengths. The implementation of Scrambled Games showed that interactive activities could capture students' attention more effectively than traditional teaching methods. However, the need for a more individualized approach became evident, as some students required additional support to fully benefit from the games. In Tang & Nurkidam's (2021) study, they found that despite some students being confused about learning grammar through the scramble game technique, they showed great interest in participating, indicating that even those who didn't fully grasp the lesson could learn from their peers, allowing for collaborative learning through the game. Future research of this method could incorporate differentiated instruction techniques to cater to varying proficiency levels within the classroom.

Several challenges were encountered during the implementation of Scrambled Games. The primary issue was the limited English proficiency of some students, which hindered their ability to participate fully in the activities. Students' boredom in learning English arises from their perception that it is a difficult language to master (Kholili, 2023). Additionally, the reduced class time during Ramadan affected the overall execution of the lessons. It limited the time available for ice-breaking activities and the games themselves. Apart from the advantages of Scrambled Games, as stated by Mukhoiyaroh et al. (2020) that the game has

several drawbacks: it is complex, time-consuming, difficult to implement, and can create a noisy classroom environment.

To address these challenges, supplementary materials were provided on Padlet, allowing students to review and reinforce their understanding outside of class time. When students initially encounter learning materials outside of class, they are responsible for deciding their engagement level; subsequent tutorials allow them to evaluate how effectively their independent learning has prepared them for class discussions (Mirzayeva & Kobiljanovna, 2021). This online resource proved beneficial, but further adjustments are necessary to optimize in-class activities. For instance, increasing the frequency of smaller, targeted practice sessions could help students build their confidence and skills incrementally.

However, while Scrambled Games effectively improved students' active use of grammar, additional practices are needed to solidify their understanding and application of specific grammatical rules. Direct techniques focusing on grammatical structures and various communicative, listening, and reading, and language acquisition activities are beneficial, as grammar learning should be viewed as a long-term strategy for achieving comprehensive language mastery (Muhsin, 2015). On the whole, these findings underscore the need for a comprehensive approach to grammar instruction, combining both active learning techniques and regular practice sessions.

Furthermore, the reflection phase of this study highlighted the overall success of Scrambled Games in enhancing grammar mastery, with 57.5% of students achieving the school's minimum passing score. This indicates that the majority of students benefited from the intervention, although there is room for improvement. Future cycles of this research could focus on refining the game rules and incorporating more individualized support for students with lower proficiency levels. Differentiation strategies, such as task-based learning involving brainstorming, examples, and personalized games, emphasize a learner-centered approach and recognize learning as a social process of discussing and evaluating ideas, reflecting innovative pedagogy (Sadhasivam et al., 2023). Additionally, expanding the use of digital resources and integrating them more seamlessly with in-class activities could further enhance the learning experience.

## CONCLUSION

The study set out to assess the effectiveness of Scrambled Games in facilitating the learning of English grammar. The specific goal was to enhance students' mastery of grammar, focusing on hortatory exposition texts to improve writing skills. Observations indicated that students were positively engaged and demonstrated a solid understanding of grammar and hortatory texts. Pre-test and post-test results indicated an improvement in English grammar mastery, as evidenced by more consistent and higher scores overall.

An implication of this study is that playing Scrambled Games can significantly improve students' English grammar mastery. The students benefit from a more engaging and interactive learning environment, such as gamification, which not only helps in grasping grammatical concepts but also makes learning more enjoyable. Moreover, this research contributes to the body of knowledge on active learning strategies in language education, supporting the idea that game-based learning can be an effective tool for enhancing language skills. Therefore, teachers should consider regularly incorporating Scrambled Games into their lesson plans to enhance students' engagement and understanding of grammar.

To address variations in student engagement and performance, it is recommended that teaching approaches be adjusted to meet individual needs. Regular evaluation and feedback are crucial for monitoring progress and making necessary pedagogical adjustments. Additionally, fostering a collaborative learning environment can further enhance student involvement and understanding. Future research should explore longitudinal studies to assess

the long-term effects of Scrambled Games on grammar mastery and overall language proficiency. Investigating the impact of different game formats on various student demographics may offer insights into optimizing game-based learning strategies. Furthermore, examining the integration of technology in Scrambled Games could reveal new opportunities for enhancing student engagement. By addressing these areas, future research can contribute to the continuous advancement of the field and provide educators with more effective teaching tools.

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