AN ANALYSIS OF STUDENTS' ABILITY IN ENGLISH SENTENCE ARRANGEMENT

THESIS

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AN ANALYSIS OF STUDENTS' ABILITY IN ENGLISH SENTENCE ARRANGEMENT

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ABSTRACT

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This study aimed to determine the ability of eighth-grade students of SMP Negeri 3 Ingin Jaya to arrange English sentences correctly. This study employed a quantitative descriptive research design. The participants were 30 eighth-grade students in the 2025/2026 academic year. Data were collected through a sentence arrangement test consisting of 20 items. The students were required to rearrange jumbled words into meaningful and grammatically correct English sentences. The data were analyzed using descriptive statistics, including the mean score, highest and lowest scores, percentage of achievement, and students' ability categories. The results showed that the highest score was 20, the lowest score was 2, and the mean score was 16 out of 20, equivalent to 80%, which was categorized as good. In terms of ability categories, 19 students (63.3%) were classified as very good, 9 students (30.0%) as good, 1 student (3.3%) as fair, no students (0.0%) as poor, and 1 student (3.3%) as very poor. Overall, 28 students (93.3%) achieved good or very good levels. These findings indicate that most eighth-grade students had a good ability to arrange English sentences and demonstrated an adequate understanding of basic English sentence structures. However, some students still experienced difficulties and required additional practice and guidance. Therefore, teachers are encouraged to provide continuous sentence arrangement exercises and grammatical instruction to improve students' accuracy in constructing English sentences.

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CHAPTER I

INTRODUCTION

This section presents the background of the study by describing the importance of sentence arrangement skills in language learning, the challenges faced by students in constructing grammatically correct sentences, and the factors that influence their performance. It also highlights the rationale for conducting the research and the significance of investigating students' ability in sentence arrangement.

A. Background of the Study

The ability to construct grammatically correct sentences is an important component of English language learning. Sentence construction requires learners to understand how words and grammatical elements are organized to form meaningful sentences. Grammar, particularly syntax, plays an important role because it determines how words are combined and how meaning is expressed through sentence structure. Therefore, students' ability to arrange sentences correctly can contribute to their grammatical accuracy and their ability to express ideas clearly in English (Carter & Nunan, 2010; Parrott, 2023).\

In the context of English learning at the junior high school, sentence arrangement is not merely about understanding the meaning of a statement but also provides a foundation for developing productive skills such as writing and

speaking. Grammar mastery is closely related to students' ability to produce language effectively in both spoken and written forms (Normawati, 2023).

Research involving junior high school students has also examined the relationship between English grammar mastery and students' speaking and writing competence (Sacal & Potane, 2023). Therefore, students' ability to construct grammatically correct sentences is important for enabling them to communicate their thoughts and ideas effectively in both spoken and written forms.

Junior high school students are at a cognitive stage where they begin to comprehend grammatical concepts and sentence patterns in a more structured way. At this level, students start to recognize the basic pattern of English sentences, such as Subject + Verb + Object, and learn how to apply it in various communicative situations. Thus, this stage is a crucial period for developing a solid understanding of sentence structure.

However, in actual classroom practice, many students still face difficulties in constructing English sentences properly. This is supported by previous research showing that students experience problems in constructing English sentence patterns, particularly in word order, vocabulary, tenses, and the use of personal pronouns (Muharani et al., 2021). These difficulties indicate that students' understanding of English sentence patterns and grammatical structures may still be inadequate. Therefore, students' ability to arrange words into grammatically correct sentences needs to be examined further.

Another important consideration is the way English is taught in the classroom. Language learning is not only concerned with receiving explanations from the teacher but also with providing learners with opportunities to actively use the language. Activities that require students to manipulate, organize, and produce language can help them apply grammatical knowledge rather than simply memorize grammatical rules. This is particularly relevant to sentence construction because students need to understand the relationship among words and their appropriate positions within a sentence. The British Council's guidance on teaching English word order, for instance, recommends giving learners jumbled sentences and asking them to put the words in the correct order as a way of practicing English sentence patterns.

Previous studies also provide empirical support for the use of jumbled-sentence activities in English learning. Juhansar et al. (2022) investigated the performance of eighth-grade students in arranging English words into simple sentences using jumbled-word cards. Their study used a quantitative descriptive design and assessed students' performance based on the grammatical aspects of their sentence arrangement. This finding is particularly relevant to the present study because it demonstrates that arranging jumbled words can be used as an activity for examining students' ability to construct English sentences.

Similarly, Syahmina and Addinna (2023) investigated errors made by eighth-grade students when arranging jumbled words into correct English sentences. Their study found that students produced different types of errors when completing the jumbled-word test, including omission and addition errors. The researchers also

examined possible sources of these errors and found evidence related to intralingual transfer and communication strategies. This previous study supports the view that sentence arrangement is not simply a matter of putting words into a particular order, but also requires students to apply their knowledge of English grammatical structures when constructing sentences.\

The use of jumbled-sentence activities has also been examined in relation to students' writing development. Utami, Pabbajah, and Juhansar (2018) investigated the implementation of jumbled sentences in teaching report-text writing among tenth-grade students. Their classroom action research showed improvement in students' writing performance across the research cycles. The researchers also reported that students were able to understand the activity and participate actively during its implementation. These findings suggest that sentence-arrangement activities can provide students with opportunities to practice organizing linguistic elements before producing longer written texts.

In addition, Octaviana, Nadia, and Murtiningsih (2023) investigated the use of jumbled sentences to improve students' English vocabulary through classroom action research. The study involved seven students and found an improvement in students' performance after the implementation of jumbled-sentence activities. In the first-cycle post-test, only one of the seven students achieved a good score, whereas in the second-cycle post-test, all seven students obtained scores above the minimum criterion of 75. The researchers concluded that the use of jumbled sentences could improve students' abilities, particularly their vocabulary.

Having the ability to arrange English sentences correctly is also closely related to students' ability to produce meaningful language. English has a relatively fixed word order, with the common basic pattern being Subject–Verb–Object. The British Council's explanation of English word order also shows that the position of elements such as subjects, verbs, objects, and expressions of place and time follows particular grammatical patterns. Therefore, students who are able to recognize and apply these patterns have an important foundation for producing grammatically organized sentences.

This ability is particularly relevant to writing because students must organize words and grammatical elements into meaningful sentences before they can develop sentences into paragraphs and complete texts. Previous research by Utami et al. (2018) demonstrates the relevance of jumbled-sentence activities to students' writing development, as their study found improvement in report-text writing following the implementation of the technique. Thus, sentence arrangement can be considered an important foundational activity for helping students practice grammatical organization before they move to more complex forms of written production.

Based on the findings of previous studies, sentence arrangement is an important area to examine in English learning, particularly among junior high school students who are still developing their understanding of English sentence patterns. Research conducted by Juhansar et al. (2022) specifically examined eighth-grade students' performance in arranging English words into simple sentences, while Syahmina and

Addinna (2023) investigated errors made by eighth-grade students when arranging jumbled words into correct sentences.

Therefore, the present study focuses on determining the ability of eighth-grade students to arrange English sentences based on the results of a sentence arrangement test. Rather than assuming students' ability from general observations, this study uses test results as empirical evidence of their performance. The results are expected to provide a clearer description of students' ability to arrange English sentences and to provide useful information for English teachers in planning appropriate activities for developing students' sentence construction skills.

B. Research Questions

From the description above, it is necessary to formulate research questions as follows:

1. What is the ability of the eighth-grade students to arrange English sentences based on the results of the sentence arrangement test

C. The Aims of the Study

From the formulation of the problem above, the researcher has the following research objectives:

1. To determine the ability of the eighth-grade students of SMP Negeri 3 Ingin Jaya to arrange English sentences based on the results of the sentence arrangement test

D. Significance of the Study

This research has some important significance, both for academic and practical development:

1. English Teachers

This study provides English teachers with concrete information about students' ability to arrange English sentences correctly. The findings can help teachers identify how well students understand sentence structure, word order, and the grammatical elements needed to form meaningful sentences. By knowing the students' ability, teachers can determine which aspects of sentence construction need greater attention during the teaching and learning process. The results can also help teachers design more appropriate and effective teaching strategies, particularly activities that provide students with opportunities to practice arranging words into grammatically correct sentences. In addition, the findings may serve as a reference for teachers in preparing exercises, classroom activities, and assessments that are suitable for students' needs. Therefore, this study can support teachers in improving the teaching of English sentence construction and helping students develop more accurate English sentences.

2. Students

This study is also beneficial for students because it provides information about their ability to arrange English sentences. Through the results of the sentence arrangement test, students can become more aware of their strengths and weaknesses in constructing grammatically correct sentences. The findings can help students understand the importance of word order and the proper arrangement of

grammatical elements in English sentences. By recognizing the aspects that they still find difficult, students can pay greater attention to these areas and improve their understanding through additional practice. Furthermore, regular practice in arranging sentences can help students become more familiar with English sentence patterns and improve their confidence in using English. Thus, this study can encourage students to develop their sentence construction ability, which can also support their development in other English skills, particularly writing and speaking.

3. Schools

For schools, the results of this study can provide useful information about students' ability to arrange English sentences. The findings can serve as input for evaluating the effectiveness of English teaching and identifying areas that may require further improvement. The school can use the results as one of the considerations in supporting English teachers through appropriate learning materials, classroom activities, and instructional programs related to grammar and sentence construction. In addition, the findings may contribute to the development of English learning programs that provide students with sufficient opportunities to practice constructing correct sentences. By giving greater attention to sentence construction skills, schools can support the improvement of students' overall English proficiency. Therefore, this study can contribute to efforts to improve the quality of English instruction and create a learning environment that supports students' development in using English accurately and effectively.

E. Terminology

1. Sentence Arrangement

Sentence arrangement refers to the process of organizing or ordering words and phrases into a proper English sentence structure. It involves understanding the correct syntactic order, such as Subject + Verb + Object + Adverbial. As stated by Azar (2019), sentence arrangement requires knowledge of grammar and word order rules, which are essential for producing clear and meaningful communication in English. This concept also aligns with Siregar (2021), who emphasizes that sentence arrangement ability reflects students' understanding of how words function together to form correct sentences

2. Students' Ability

In this study, students' ability refers to the capacity or competence of junior high school students in understanding and applying English grammatical structures correctly. It includes their skill in arranging words into meaningful, grammatically correct sentences according to the rules of English syntax. According to Brown (2021), ability in language learning reflects students' internal competence to use linguistic knowledge in appropriate contexts.

3. English Grammar

English grammar is defined as the system of rules governing the structure of words, phrases, and sentences in the English language (Larsen-Freeman, 2021). In the context of this study, grammar plays a crucial role in determining students' ability to arrange sentences accurately, since proper sentence formation depends on the correct use of grammatical elements such as tenses, subjects, verbs, and objects.

CHAPTER II
LITERATURE REVIEW

This chapter presents an overview of key concepts and theories related to students' ability in sentence arrangement. It reviews relevant literature on grammar mastery, vocabulary knowledge, and learning strategies, as well as previous studies that support the framework of this research.

A. Definition of Sentence Arrangement

Sentence arrangement refers to the learners' capability to organize linguistic elements such as words, phrases, or clauses into grammatically correct and meaningful sequences that follow the syntactic conventions of English (Azar, 2019). This ability demonstrates a learner's understanding of how language functions structurally and semantically to convey precise meaning. English syntax typically operates on a fixed order, most commonly the Subject–Verb–Object (SVO) pattern, which plays a crucial role in maintaining clarity and logical flow. Proper word order determines the interpretability of a sentence; any alteration in the sequence may obscure meaning or cause misunderstanding (Azar, 2019). Hence, accurate sentence arrangement is fundamental to effective communication in English.

Beyond the mechanical aspect of grammar, sentence arrangement illustrates the extent to which learners can apply their linguistic knowledge in communicative contexts. Syntax serves as a bridge between grammatical form and semantic meaning, transforming theoretical grammatical knowledge into actual language

performance (Larsen-Freeman, 2021). The process of arranging sentences appropriately reflects not only grammatical awareness but also cognitive understanding of how meaning is constructed through structure. Students who can manage word order effectively tend to demonstrate stronger syntactic competence, which contributes to both their oral fluency and writing accuracy (Ellis, 2020).

Moreover, sentence arrangement can be considered a key element of language proficiency, particularly in foreign language learning. Learners who possess adequate control over sentence structure are better able to formulate ideas coherently and deliver messages with precision. The ability to structure sentences correctly signifies mastery of essential grammatical principles such as subject-verb agreement, verb tense consistency, and modifier placement (Yusuf & Ali, 2022). In the context of English as a Foreign Language (EFL) education, especially at the junior high school, this skill provides a foundational basis for the development of broader language competencies, including writing, speaking, and reading comprehension.

Languages around the world exhibit different syntactic patterns in arranging sentence elements, commonly referred to as word-order typology. Linguists classify languages according to the relative position of the subject (S), verb (V), and object (O) within a clause. Among the most widely recognized patterns are Subject–Verb–Object (SVO), Subject–Object–Verb (SOV), and Verb–Subject–Object (VSO) (Fromkin et al., 2018). These word-order patterns influence how information is structured and processed by speakers and listeners, and they represent important typological distinctions across languages.

English is generally categorized as an SVO language, in which the subject precedes the verb, and the object follows the verb. For example, in the sentence *The student reads a book*, the subject (*the student*) comes before the verb (*reads*), which is then followed by the object (*a book*). English relies heavily on this fixed word order to convey grammatical relationships because it has relatively limited inflectional morphology compared to many other languages (Carnie, 2013). Deviations from the standard SVO order are possible but are usually restricted to specific discourse functions, such as questions, emphasis, or stylistic variation.

In contrast, Japanese predominantly follows an SOV pattern, placing the verb at the end of the sentence. For example, the English sentence *The student reads a book* would be structured more literally as *The student a book reads* in Japanese. This word order is supported by a system of grammatical particles that mark the syntactic roles of nouns, allowing greater flexibility in constituent arrangement while preserving meaning (Shibatani, 1990). The verb-final structure is one of the most distinctive characteristics of Japanese syntax and reflects broader typological tendencies found in many East and Central Asian languages.

Arabic presents a more complex case because it permits both VSO and SVO constructions. Classical Arabic and Modern Standard Arabic frequently employ the VSO order, especially in formal writing and literary contexts, whereas SVO structures are common in spoken varieties and when the subject is emphasized (Ryding, 2005). This flexibility is facilitated by the rich morphological system of Arabic, which marks grammatical relationships through inflection and agreement patterns rather than relying solely on word order.

Bahasa Indonesia generally follows a Subject–Predicate–Object–Adverbial (S–P–O–K) structure, which closely resembles the SVO pattern found in English. For example, *Saya membaca buku di perpustakaan* ("I read a book in the library") follows the sequence of subject, predicate, object, and adverbial information. However, Bahasa Indonesia exhibits greater flexibility in the placement of adverbial elements and topicalized constituents, allowing speakers to adjust sentence structure for emphasis or discourse purposes without significantly affecting grammaticality (Sneddon et al., 2010). This flexibility reflects the relatively analytic nature of the language, which relies less on inflectional morphology and more on contextual and syntactic cues.

The comparison of English, Japanese, Arabic, and Bahasa Indonesia demonstrates how languages differ in organizing sentence elements while still fulfilling the same communicative functions. Understanding these typological differences is essential in linguistic studies because word order affects language acquisition, translation, second-language learning, and cross-linguistic communication. Furthermore, examining diverse syntactic patterns provides valuable insights into the universal principles and variation that characterize human language (Fromkin et al., 2018).

This variation shows that learners may come from different language backgrounds with different sentence patterns. As a result, when learning English, students may experience difficulty in adjusting to its fixed word order. They sometimes produce sentences with incorrect arrangement, such as misplaced verbs or objects, which reflects the influence of their prior language habits. However, this

should be seen as part of the learning process rather than merely as errors (Ellis, 2020).

In addition, sentence arrangement is not only about grammatical correctness but also involves cognitive and contextual understanding of how meaning is formed. Learning activities such as jumbled sentences and guided writing exercises can help students recognize correct patterns and improve their ability to organize sentences effectively (Prasetyaningrum et al., 2023). Consequently, fostering sentence arrangement ability contributes not only to grammatical accuracy but also to the overall communicative competence necessary for successful language use.

Therefore, analyzing students' ability in sentence arrangement is important to identify they're of understanding and the types of difficulties they encounter. By examining how students arrange words into meaningful sentences, teachers and researchers can better support the development of students' grammatical accuracy and overall communicative competence. For junior high school students, mastering sentence arrangement is a crucial step toward achieving effective English language use.

B. Importance of Sentence Arrangement in Language Learning

The ability to arrange sentences accurately is one of the foundational competencies in English language learning. Sentence arrangement requires learners to understand how words are organized into grammatically correct and meaningful structures. In English, word order plays an important role because changes in the position of words can affect the meaning and grammaticality of a sentence. Therefore, learning to arrange words correctly is not simply a matter of memorizing

vocabulary, but also involves understanding grammatical rules, sentence patterns, and the relationships among different elements within a sentence. Richards and Schmidt (2010) explain that language learning involves knowledge of grammatical structures and the ability to use linguistic forms appropriately in communication. In this sense, mastering sentence structure provides learners with an important foundation for producing accurate English sentences.

Furthermore, sentence arrangement is closely related to learners' ability to communicate ideas clearly in both spoken and written forms. A learner may have sufficient vocabulary, but without an understanding of how words are organized grammatically, it may be difficult to express ideas accurately and coherently. Grammatical competence includes knowledge of sentence formation and the rules that govern how language is structured (Canale & Swain, 1980). Similarly, communicative language teaching emphasizes that grammar should not be learned only as isolated rules but should support learners' ability to use language effectively for communication. The U.S. Department of State's American English resource notes that sentence- grammar includes areas such as phrases, clauses, tenses, parts of speech, and word order, and that grammar practice can help learners develop greater communicative competence. Thus, the ability to arrange sentences correctly can serve as an important link between learners' knowledge of vocabulary and grammar and their ability to produce meaningful language.

For junior high school students, sentence arrangement is particularly important because they are developing their basic English proficiency and beginning to use the language more independently. At this stage, students need

regular opportunities to practice constructing sentences so that grammatical patterns become more familiar and easier to apply in actual communication. Sentence construction activities can help students recognize the correct position of subjects, verbs, objects, complements, and adverbs while also strengthening their understanding of grammatical relationships. Research and educational guidance indicate that teaching students to combine and construct sentences can improve the quality and accuracy of their writing. In addition, grammar practice that is connected to meaningful communication can help learners move from simply knowing grammatical rules toward using those rules in speaking and writing. Therefore, developing students' ability to arrange English sentences correctly is essential not only for achieving grammatical accuracy but also for supporting their broader productive skills and overall communicative competence.

C. Grammar and Its Relation to Sentence Arrangement

Grammar is an essential component of language learning because it provides the structural rules that govern how words are combined to form meaningful phrases, clauses, and sentences. Through grammar, learners understand how different elements of a sentence function and how they should be arranged to convey meaning accurately. Thornbury (2019) emphasizes the importance of grammar in helping learners understand how language is structured and used to express meaning. Grammar therefore does not merely involve memorizing rules, but also enables learners to recognize and produce appropriate linguistic patterns. In English, for example, learners need to understand the relationship between

subjects, verbs, objects, and other sentence elements in order to construct grammatically correct sentences.

For junior high school students, grammar knowledge is therefore closely connected to their ability to arrange English sentences accurately. Sentence arrangement activities provide students with opportunities to apply grammatical rules rather than simply learn them theoretically. When students arrange words into sentences, they are required to recognize grammatical patterns and apply them to produce meaningful and structurally correct expressions. This process can strengthen their understanding of English sentence structure and help them develop greater accuracy in both written and spoken communication. Thornbury (2019) emphasizes that grammar learning involves understanding how linguistic forms are organized and used to convey meaning, while Richards and Schmidt (2010) explain that grammatical knowledge concerns the structures and rules through which language is formed and used. In this sense, students' performance in sentence arrangement can be considered an indication of their ability to apply basic grammatical knowledge in practice. Grammar and sentence arrangement are consequently interconnected, as grammar provides the rules and principles, while sentence arrangement requires students to apply those rules in constructing meaningful sentences.

D. Sentence Structure Theory

Sentence structure refers to the way words, phrases, and clauses are organized to form meaningful and grammatically correct sentences. Understanding sentence structure is important for English learners because it helps them recognize

the relationship among the different elements within a sentence and use appropriate patterns when expressing ideas. Learners need to understand basic sentence patterns before they can effectively produce more varied and complex sentences. A good understanding of sentence structure can therefore support students in organizing their ideas clearly and developing greater accuracy in English writing. In this context, sentence structure provides an important foundation for learners to develop their grammatical competence and ability to construct meaningful sentences.

The importance of understanding sentence patterns is supported by Kusnadi et al. (2024), who found that EFL students tended to produce simple sentence patterns and experienced difficulties in using a wider variety of structures. The study also showed that students' difficulties were related to their limited understanding of sentence patterns and the rules for constructing sentences. These findings indicate that students need to become familiar with different sentence patterns so that they can move beyond relying mainly on simple structures. Regular practice with various sentence patterns can help learners understand how sentence elements are organized and apply grammatical rules more effectively in writing. Thus, knowledge of sentence structure is an important part of developing students' ability to construct clear, varied, and grammatically appropriate English sentences (Kusnadi et al., 2024).

Understanding sentence elements and basic sentence patterns is essential for students in learning to construct grammatically correct English sentences. A sentence is formed through the combination of several grammatical elements that perform different functions within a clause. The major elements commonly

discussed in English sentence structure include the subject, verb, object, complement, and adverbial. These elements are organized according to particular grammatical patterns, and their arrangement contributes to the grammaticality and meaning of a sentence. Therefore, understanding the function and position of each sentence element is particularly important for students who are required to arrange words into meaningful and grammatically acceptable sentences (Nelson, 2022; Parrott, 2023).

The subject is one of the main elements of English clause structure. It generally identifies the person, thing, or entity that performs an action or is described in a sentence. In a basic declarative clause, the subject normally occurs before the verb. For example, in the sentence *The student reads a book*, *the student* functions as the subject. Identifying the subject is an important step in sentence arrangement because students need to determine which word or phrase should occupy the subject position. In English, the subject generally precedes the verb in declarative sentences, making its identification useful in determining the initial structure of a sentence (Cambridge Dictionary, n.d.; Nelson, 2022).

The verb is another essential element of sentence structure. It expresses an action, event, process, or state and forms the central part of the predicate. In a basic English clause, the verb generally follows the subject. For example, in *The student reads a book*, *reads* functions as the verb. Students who arrange jumbled words need to recognize the verb and determine its relationship with the subject and other elements in the sentence. They also need to select an appropriate verb form according to the subject and grammatical context. Therefore, knowledge of verbs

and their patterns is important in producing grammatically acceptable sentences (Nelson, 2022).

The object is an element that commonly follows a transitive verb and identifies the person or thing affected by the action expressed by the verb. For example, in *The student reads a book*, *a book* functions as the object. English commonly places the object after the verb in basic transitive constructions. Consequently, students need to recognize the object and place it after the appropriate verb when arranging jumbled words. Understanding the relationship between the verb and its object is therefore important for developing students' ability to arrange English sentences correctly (Nelson, 2022).

The complement is an element that provides information necessary to complete the meaning of a clause or gives additional information about the subject or object. A subject complement, for example, occurs after a linking verb and describes or identifies the subject. In the sentence *The student is diligent*, *diligent* functions as a subject complement because it describes the subject *the student*. An object complement, on the other hand, provides information about the object, as in *They elected him president*, in which *president* functions as an object complement. Understanding the distinction between objects and complements is important because the two elements have different grammatical functions and occur in different sentence patterns (Cambridge Dictionary, n.d.; Nelson, 2022).

The adverbial provides additional information concerning circumstances such as time, place, manner, frequency, or reason. For example, in the sentence *The student studies English every day*, *every day* functions as an adverbial of time.

Adverbials can occur in different positions depending on their type and their relationship to the rest of the sentence. Therefore, students need to understand not only the function of adverbials but also their appropriate placement when arranging words into complete English sentences (Parrott, 2023).

In addition to understanding individual sentence elements, students need to understand how these elements are combined into basic sentence patterns. Sentence patterns refer to the conventional arrangements of grammatical elements within a clause. According to Nelson (2022), English sentence structure can be described through different patterns involving subjects, verbs, objects, complements, and adverbials. These patterns provide students with a structural framework for determining the appropriate order of words when constructing sentences. For the purposes of this study, the basic patterns include Subject–Verb (S + V), Subject–Verb–Object (S + V + O), Subject–Verb–Complement (S + V + C), Subject–Verb–Object–Object (S + V + O + O), and Subject–Verb–Object–Complement (S + V + O + C).

The Subject–Verb (S + V) pattern consists of a subject followed by a verb. For example, *The baby sleeps*. In this sentence, *the baby* functions as the subject and *sleeps* functions as the verb. This pattern represents a basic clause structure in which an intransitive verb does not require an object. Students need to recognize this pattern when arranging jumbled words because the subject normally precedes the verb in a basic declarative sentence.

The Subject–Verb–Object (S + V + O) pattern consists of a subject, a verb, and an object. For example, *The student reads a book*. In this sentence, *the student* is

the subject, *reads* is the verb, and *a book* is the object. This pattern is particularly relevant to sentence arrangement because students must identify the grammatical roles of the words and place them in the appropriate sequence. A student who understands the S + V + O pattern can use the grammatical functions of the words as a basis for reconstructing a jumbled sentence (Nelson, 2022).

The Subject–Verb–Complement (S + V + C) pattern consists of a subject, a linking verb, and a complement. For example, *The student is diligent*. In this sentence, *the student* functions as the subject, *is* as the verb, and *diligent* as the complement. The complement describes or identifies the subject rather than functioning as an object. This distinction is important for students because placing a complement in the position of an object or vice versa may result in an incorrect sentence structure (Cambridge Dictionary, n.d.).

The Subject–Verb–Object–Object (S + V + O + O) pattern contains a subject, a verb, an indirect object, and a direct object. For example, *The teacher gave the students homework*. In this sentence, *the teacher* functions as the subject, *gave* as the verb, *the students* as the indirect object, and *homework* as the direct object. This construction requires students to recognize the relationship between the verb and the two objects and to place them in the correct sequence. Understanding this pattern can therefore help students arrange sentences containing two objects more accurately (Nelson, 2022).

The Subject–Verb–Object–Complement (S + V + O + C) pattern consists of a subject, a verb, an object, and an object complement. For example, *They elected him president*. In this sentence, *they* functions as the subject, *elected* as the verb,

him as the object, and *president* as the object complement. The object complement provides further information about the object and completes the meaning of the construction. Recognizing this relationship is important for students when arranging words because the object and its complement have specific grammatical positions within the sentence (Nelson, 2022).

The understanding of sentence elements and basic sentence patterns is directly related to students' ability to arrange English sentences. In a sentence arrangement test, students are required to identify the grammatical function of individual words or phrases and determine how those elements should be organized. For example, when students are given the jumbled words *a book – reads – the student*, they need to identify *the student* as the subject, *reads* as the verb, and *a book* as the object. By applying the S + V + O pattern, the students can arrange the words into the grammatically appropriate sentence, *The student reads a book*. This process demonstrates that sentence arrangement requires students to apply their understanding of grammatical functions and word order rather than simply recognize the meaning of individual words.

Therefore, sentence elements and basic sentence patterns provide an important theoretical foundation for examining students' ability to arrange English sentences. Students need to understand the function of each element and its relationship with other elements in order to organize words into grammatically acceptable sentences. In this study, the concepts of sentence elements and sentence patterns are used as a theoretical basis for analyzing students' ability in arranging English sentences based on the results of the sentence arrangement test.

E. Types of Sentences

1. Types of Sentences Based on Function

English sentences can be classified according to their communicative function. The four main types are declarative, interrogative, imperative, and exclamatory sentences. A declarative sentence makes a statement, an interrogative sentence asks a question, an imperative sentence gives a command, request, or instruction, and an exclamatory sentence expresses strong emotion or feeling (Language Foundations Handbook, n.d.). Understanding these sentence types is important for learners because each type has a different communicative purpose and may require a different grammatical arrangement.

a. Declarative Sentences

A declarative sentence is used to state information, facts, opinions, or ideas. For example, The students study English every day. This sentence presents information and follows a subject–verb–object pattern. In sentence arrangement activities, students need to recognize the appropriate position of the subject, verb, object, and other sentence elements in order to produce a grammatically acceptable statement (Language Foundations Handbook, n.d.).

b. Interrogative Sentences

An interrogative sentence is used to ask a question and normally ends with a question mark. For example, Do the students study English every day? The arrangement of words in an interrogative sentence may differ from that of a declarative sentence because auxiliary verbs can occur before the subject. Therefore,

students need to understand the grammatical pattern of questions when arranging jumbled words into an interrogative sentence (Robinson et al., 2021).

c. Imperative Sentences

An imperative sentence is generally used to express a command, request, or instruction. For example, Open the book and Please close the door. The subject you is commonly understood rather than explicitly expressed in an imperative sentence. This makes the structure different from the typical subject-initial pattern of declarative sentences. Recognizing this structure can help students determine the appropriate order of words when arranging imperative sentences (Robinson et al., 2021).

d. Exclamatory Sentences

An exclamatory sentence is used to express strong emotion or feeling and is generally marked by an exclamation mark. For example, What a beautiful day! and How beautiful the day is! The communicative purpose of this sentence type differs from statements, questions, and commands because it emphasizes an emotional response. Understanding this function can help learners identify the intended structure and meaning of an exclamatory sentence (Language Foundations Handbook, n.d.).

2. Types of Sentences Based on Structure

In addition to classification based on communicative function, English sentences can also be classified according to their grammatical structure. Based on the number and combination of independent and dependent clauses, four major sentence structures are recognized: simple, compound, complex, and compound-

complex sentences (Purdue Writing Lab, 2024). These structures are important for learners because they demonstrate how clauses are organized to form complete sentences.

a. Simple Sentences

A simple sentence contains one independent clause. An independent clause has a subject and a predicate and can stand alone as a complete sentence. For example, The students study English every day. Although a simple sentence may contain additional phrases or modifiers, it still contains only one independent clause (Robinson et al., 2021; Purdue Writing Lab, 2024).

b. Compound Sentences

A compound sentence contains two or more independent clauses that are connected by a coordinating conjunction or appropriate punctuation. Common coordinating conjunctions include for, and, nor, but, or, yet, and so. For example, The students study English, and the teacher checks their work. Each clause can function as an independent sentence, but the clauses are combined to express related ideas (Robinson et al., 2021).

c. Complex Sentences

A complex sentence consists of one independent clause and at least one dependent clause. A dependent clause contains a subject and a verb but cannot normally stand alone as a complete sentence. For example, The students study English because they have an examination. The first part is an independent clause, while because they have an examination is a dependent clause. Understanding the

relationship between these clauses is important when students arrange words into complex sentences (Robinson et al., 2021; Purdue Writing Lab, 2024).

d. Compound-Complex Sentences

A compound-complex sentence contains at least two independent clauses and at least one dependent clause. It combines the characteristics of compound and complex sentences. For example, The students study English because they have an examination, and the teacher gives them additional exercises. The sentence contains two independent clauses and one dependent clause. Because this structure involves several clauses and relationships, it requires learners to have a stronger understanding of sentence organization (Purdue Writing Lab, 2024).

3. Relevance of Sentence Types to Sentence Arrangement

Understanding different sentence types is directly relevant to students' ability to arrange English sentences. When students complete a sentence arrangement task, they need to identify the relationships among words, phrases, and clauses and determine the grammatical order in which these elements should appear. For example, when students are given the jumbled words every day / English / the students / study, they need to recognize the sentence as a declarative simple sentence and arrange the words as The students study English every day. In more complex sentences, learners may also need to identify auxiliary verbs, conjunctions, independent clauses, and dependent clauses before determining the appropriate arrangement.

The distinction between sentence types based on function and structure is also important. These two classifications describe different characteristics of a

sentence. For example, The students study English every day is declarative according to its function and simple according to its structure. Similarly, Do the students study English every day? is interrogative according to its function and can also be classified as a simple sentence because it contains one independent clause. Therefore, understanding both classifications can help students recognize sentence patterns and arrange linguistic elements more accurately (Language Foundations Handbook, n.d.; Purdue Writing Lab, 2024).

In the context of the present study, the classification of sentence types provides a theoretical foundation for understanding the structures that students may encounter in the sentence arrangement test. Students are required to organize words into complete and meaningful English sentences by considering word order, grammatical relationships, sentence patterns, and meaning. Therefore, knowledge of sentence types is relevant to the main focus of this study, namely, examining students' ability to arrange English sentences.

F. Grammar Mastery Theory

Grammar mastery refers to learners' ability to understand and apply grammatical rules when using English. It includes knowledge of word order, verb forms, tenses, and subject–verb agreement, which are essential for constructing accurate sentences. Ellis (2006) explains that grammar learning involves understanding grammatical forms and using them appropriately. Therefore, students' ability to arrange English sentences is closely related to their grammar mastery because sentence construction requires the correct application of grammatical rules.

Grammar mastery also helps reduce errors in students' writing. Students with limited grammatical knowledge may struggle with word order, verb forms, and subject–verb agreement, resulting in sentences that are unclear or grammatically incorrect. Richards and Schmidt (2010) state that grammatical competence involves knowledge of the structures and rules used to form language. Thus, grammar mastery provides an important foundation for students to construct accurate, coherent, and meaningful English sentences.

G. Language Learning Strategy Theory

Language Learning Strategy Theory emphasizes the importance of learners' strategies in understanding and applying language knowledge. Effective strategies, such as metacognitive and cognitive strategies, can help students pay attention to grammar patterns, connect new material with previous knowledge, and monitor their learning process. Prasetyaningrum et al. (2023) found that metacognitive strategies were the most frequently used strategies among EFL students learning grammar, followed by cognitive strategies. Their findings suggest that these strategies can help learners become more aware of grammatical patterns and organize their learning more effectively.

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The use of appropriate learning strategies can therefore support students in developing a better understanding of grammar and sentence structure. Through activities such as planning, monitoring, practicing, and reviewing their work, students can become more actively involved in their own learning. This may also help them recognize and correct grammatical errors when constructing sentences.

In this sense, learning strategies contribute not only to students' understanding of grammatical rules but also to greater learner independence and more effective practice in using English (Prasetyaningrum et al., 2023).

H. Common Problems in Sentence Arrangement

Junior high school students may experience difficulties in arranging English sentences due to several related factors, including limited vocabulary and insufficient grammar knowledge. Limited vocabulary can make it difficult for students to select appropriate words, while weak grammatical knowledge may result in incorrect word order, verb forms, or sentence structures. In addition, the influence of students' first language, particularly Indonesian, may contribute to errors because Indonesian and English have different grammatical patterns and word-order rules.

I. Teaching Sentence Arrangement

Teaching sentence arrangement should strike an appropriate balance between explicit grammar instruction and meaningful communicative practice. According to Larsen-Freeman (2021), grammar instruction becomes truly effective when learners are given opportunities to actively apply grammatical rules in communicative contexts, rather than relying solely on rote memorization or mechanical drills. In this regard, teachers play a crucial role in designing learning activities that integrate both form-focused and meaning-focused approaches.

Various pedagogical techniques can be implemented to enhance students' ability to arrange sentences effectively. For instance, jumbled-sentence exercises

encourage learners to analyze sentence components and reconstruct them into coherent structures, thereby reinforcing syntactic awareness. Sentence-building games and collaborative writing tasks provide an engaging platform for learners to experiment with different sentence patterns while developing their linguistic creativity and fluency. Furthermore, peer correction activities promote reflective learning and foster a sense of shared responsibility among students, as they evaluate and refine each other's work within an interactive learning environment.

These techniques not only make grammar learning more dynamic but also help students internalize sentence structures through repetition, contextualized use, and social interaction. By combining explicit instruction with meaningful practice, teachers can support learners in developing both grammatical accuracy and communicative competence two essential dimensions of effective language use.

J. Students' Ability in Sentence Arrangement

Students' ability to arrange sentences is an important indicator of their grammatical competence and overall language proficiency. Brown and Lee (2021) explain that language ability involves not only knowledge of linguistic forms but also the ability to use them effectively in communication. In line with this view, Harmer (2015) emphasizes that grammar learning is more meaningful when students actively construct sentences rather than merely memorize rules. Sentence arrangement tasks require learners to apply their understanding of grammatical structures, word order, and cohesion to produce meaningful sentences. Therefore, these activities serve as an effective way to assess both receptive and productive language skills.

For junior high school students, sentence arrangement activities can help develop grammatical accuracy and logical thinking by requiring learners to identify relationships among words and sentence elements. Regular practice also increases students' awareness of sentence structure and coherence, which are important for producing clear and organized writing. Grammar knowledge and sentence construction are closely related to learners' ability to communicate meaning accurately (Ellis, 2006).

Furthermore, the ability to construct grammatically appropriate sentences contributes to students' communicative competence in both spoken and written English. Opportunities to practice sentence construction allow learners to apply grammatical knowledge in meaningful contexts and gradually improve their language use. Therefore, regular sentence arrangement practice can support students' overall English development and prepare them to handle more complex language structures (Richards & Schmidt, 2010).

K. Previous Studies

Based on the previous related studies, it can be seen that sentence arrangement and sentence construction have been investigated from several perspectives. Juhansar et al. (2022) examined students' performance in arranging English words into simple sentences using jumbled-word cards. The study is highly relevant to the present research because both studies involve students' ability to arrange words into grammatically correct sentences. However, their study focused on simple present and present continuous sentences and involved only 15 eighth-grade students. In

contrast, the present study involves 30 eighth-grade students and focuses on describing their overall ability in arranging English sentences based on the results of a sentence arrangement test.

Similarly, Syahmina and Addinna (2023) investigated errors made by eighth-grade students when arranging jumbled words into correct sentences. Their findings showed that students experienced omission and addition errors. Although this study has a similar research context and participant level, its primary focus was error analysis, particularly the types and sources of errors. The present study differs because its main objective is to determine and describe students' level of ability in arranging English sentences rather than focusing primarily on the causes or classification of errors.

Kusnadi et al. (2024) also investigated students' sentence construction by analyzing sentence patterns produced by EFL students. Their findings showed that students tended to use simple sentence patterns and experienced difficulties in producing varied sentence structures. However, the participants were university students, and the data were obtained from students' written work. The present study, in contrast, focuses on eighth-grade junior high school students and uses a sentence arrangement test in which students are required to organize jumbled words into grammatically acceptable sentences.

Other studies have examined jumbled sentences as a teaching technique. Utami et al. (2018), for example, investigated the implementation of jumbled sentences to improve students' report-text writing skills, while Alam et al. (2026) examined the effectiveness of jumbled-word activities in improving students' sentence

construction through a pre-test and post-test design. These studies demonstrate that jumbled-word activities can be useful in English learning. Nevertheless, they primarily investigated the effectiveness of an instructional treatment rather than simply describing students' existing ability in arranging sentences.

Therefore, the present study occupies a specific position among the previous studies. It focuses specifically on students' ability in arranging English sentences, rather than on the effectiveness of a particular teaching technique, the analysis of syntactic errors, or the production of sentence patterns in written texts. In addition, the study focuses on eighth-grade students at the junior high school level and uses a quantitative descriptive approach to describe their ability based on sentence arrangement test results. Thus, this study is expected to provide a more specific description of junior high school students' ability to organize English words into grammatically correct sentences.

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CHAPTER III
RESEARCH METHODOLOGY

This chapter explains the research methodology used in conducting this study. It covers the research design, population and sample, research instrument, data collection procedures, and techniques of data analysis. Each section presents the steps taken by the researcher to collect and analyze the data concerning the students' ability to arrange English sentences

A. Research Design

This study employed a quantitative descriptive design to describe and analyze students' ability to arrange English sentences based on grammatical principles. This design was appropriate because it allowed the researcher to collect objective and systematic data without manipulating variables.

According to Creswell and Creswell (2023), quantitative descriptive research aims to obtain factual and objective information about a phenomenon. In this study, students' scores from a sentence arrangement test were used as the main data source to determine their ability and identify common grammatical errors. Through numerical analysis, the findings provided an accurate depiction of students' performance and difficulties in constructing grammatically correct English sentences.

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In addition, the quantitative descriptive research design supported the analysis of students' errors by allowing the researcher to classify, count, and calculate the frequency and percentage of each error type. Through this process, the researcher could present the students' performance in a clear and systematic manner. The analysis also made it possible to determine which types of errors occurred most frequently, particularly errors related to word order, subject–verb agreement, verb forms, and the placement of adverbs of time. The frequency and percentage of each error category provided a clearer picture of the students' difficulties in arranging English sentences.

Furthermore, the use of quantitative data helped the researcher describe the students' overall ability based on their test results rather than relying only on subjective observations. The numerical results provided measurable evidence of students' performance and allowed the researcher to identify patterns in their sentence arrangement difficulties. These findings could then be interpreted to understand the areas of grammar and sentence construction that require greater attention in the learning process. Therefore, a quantitative descriptive design was considered appropriate for achieving the objectives of this study because it provided systematic, measurable, and objective information about students' ability and errors in arranging English sentences. The findings may also provide useful insights for teachers in developing more appropriate activities and strategies to improve students' grammatical accuracy and sentence construction skills.

B. Description of Research Location

This research was conducted at SMP Negeri 3 Ingin Jaya, a junior high school located in Aceh Besar, Aceh, Indonesia. English is a compulsory subject in the school curriculum and aims to develop students' basic English skills, particularly in grammar and sentence construction. Therefore, the school provides a relevant context for investigating students' ability to arrange English sentences.

The selection of SMP Negeri 3 Ingin Jaya as the research location was based on the consideration that English instruction is conducted regularly and systematically. Eighth-grade students have received basic instruction in English grammar and sentence structure in accordance with the applicable curriculum. This research was carried out in the 2025/2026 academic year, and data were collected through a sentence arrangement test administered during regular classroom activities.

C. Research Participants

The participants of this study were 30 eighth-grade students of SMP Negeri 3 Ingin Jaya, Aceh Besar**,** in the 2025/2026 academic year**.** The students were selected using a random sampling technique**,** which provided equal opportunities for all students to be included and helped ensure that the sample represented the overall population.

The sample size was determined based on the guideline proposed by Gay, Mills, and Airasian (2020)**,** who stated that a minimum of 30 participants is considered sufficient for descriptive quantitative research. Therefore, the number of participants in this study was regarded as adequate to produce reliable findings.

Eighth-grade students were chosen because they had already learned basic English grammar and sentence structures in their regular curriculum. At this level, students possessed sufficient linguistic knowledge to complete sentence arrangement tasks, allowing for meaningful variations in performance. Consequently, this group was considered appropriate for examining students' grammatical competence and identifying common difficulties in arranging English sentences within the Indonesian EFL context.

D. Techniques of Data Collection

The data in this study were collected through a sentence arrangement test as the main instrument. The test was used to measure the eighth-grade students' ability to arrange English words into grammatically correct and meaningful sentences. A test was considered appropriate because it provided measurable data that could be used to describe the students' ability and identify the grammatical errors found in their answers.

The test consisted of 20 sentence arrangement items. In each item, the students were given a group of jumbled words and were required to rearrange them into a correct English sentence. The test items were based on the English materials relevant to the students'and focused on grammatical aspects related to sentence construction. In particular, the test was used to identify four types of errors: word order, subject–verb agreement, verb form, and adverb of time placement. These aspects were selected because they were directly related to the students' ability to construct grammatically correct sentences.

The data collection was conducted directly in the classroom. Before the test began, the researcher explained the instructions and provided an example of how to arrange the jumbled words. The students were then asked to complete the 20 items individually based on their own understanding. The researcher supervised the test to ensure that the students completed the questions independently. After the test was completed, all answer sheets were collected and used as the primary data for scoring and error analysis.

The data collection procedures were carried out through the following steps:

a. Preparation of the Test

The researcher prepared 20 sentence arrangement items based on the students' English learning materials. Each item consisted of jumbled words that needed to be rearranged into a meaningful and grammatically correct sentence. The items were designed to measure the students' ability to apply basic English sentence structures and grammatical rules.

b. Administration of the Test

The test was administered to the eighth-grade students in the classroom. Before starting the test, the researcher explained the instructions and gave an example so that the students understood the task. The students were given sufficient time to complete all 20 items and were instructed to answer the questions individually.

c. Collection of Students' Answers

After all students had completed the test, the researcher collected their answer sheets. Each answer was checked to determine whether the sentence had been arranged correctly. The students' responses were then prepared for scoring and further analysis.

d. Scoring of the Test

Each correctly arranged sentence received a score of one, while an incorrect answer received a score of zero. Since the test consisted of 20 items, the maximum possible score was 20. The students' total scores were then converted into percentages using the appropriate scoring formula. These scores were used to determine the students' overall ability in arranging English sentences.

e. Identification and Classification of Errors

In addition to calculating the students' scores, the researcher examined incorrect answers to identify the errors made by the students. The errors were classified into four categories: word order errors, subject–verb agreement errors, verb form errors, and adverb of time placement errors. The frequency of each error type was counted and converted into percentages. This analysis was conducted to determine the most frequent types of errors made by the students in arranging English sentences.

f. Data Organization

Finally, the students' scores and error data were organized systematically in tables. The score data were used to calculate the mean, highest score, lowest score, and percentage of achievement, while the error data were used to calculate the frequency and percentage of each error type. The students' scores were also classified into the predetermined ability categories to provide a clearer description of their overall performance.

E. Data Analysis

The data in this study were analyzed using descriptive quantitative analysis to present a clear and systematic overview of students' performance in arranging English sentences. The data were obtained from the results of a sentence arrangement test administered to the students. The use of descriptive analysis allowed the researcher to interpret the data objectively without manipulating variables, thus providing a factual representation of students' actual performance. The steps of data analysis were conducted as follows:

1. Scoring

Each student's answer was scored based on the following criteria:

A correct answer was given a score of 1 and an incorrect answer was given a score of 0. The maximum score that could be obtained by each student was 20, while the minimum score was 0.

2. Calculating Students' Final Scores

The final score of each student was calculated using the following formula:

Final Score = (Score Obtained / Maximum Score) × 100

The collected data were analyzed using descriptive statistics to provide a clear overview of the students' performance in arranging English sentences. The analysis included the mean score, highest score, lowest score, and overall percentage of students' achievement. These statistical measures were used to summarize the students' test results and describe their general of ability. The mean score was particularly important because it represented the average performance of all participants and provided a general indication of their ability to arrange English sentences correctly based on grammatical rules.

The mean score was calculated using the following formula:

$\bar{X} = \Sigma X / N$

Where:

$\bar{X}$ = mean score

ΣX = total score obtained by all students

N = total number of students

In addition to the mean score, the highest and lowest scores were identified to show the range of students' performance. The highest score represented the best achievement obtained by the participants, while the lowest score indicated the weakest performance. The overall percentage of achievement was also calculated by comparing the students' total or average score with the maximum possible score. These results provided numerical evidence for describing the students' ability and served as a basis for classifying their performance into the predetermined ability categories. Therefore, descriptive statistics helped the researcher present and

interpret the students' sentence arrangement performance in a systematic and measurable way.

4. Determining Ability Categories

To interpret the students' test results more clearly, their scores were classified into five ability levels: very good, good, fair, poor, and very poor. This categorization was used to provide a clearer description of the students' overall ability in arranging English sentences. By grouping the scores into specific categories, the researcher could identify the number and percentage of students who achieved each level of performance.

The classification also helped the researcher determine the dominant ability level among the participants. The frequency of students in each category was calculated and presented as a percentage to show the distribution of their performance. In addition, the percentage of achievement was calculated to provide an overall indication of the students' ability in sentence arrangement. These results made it easier to interpret the quantitative findings and describe whether the students' performance tended to fall within a very good, good, fair, poor, or very poor level. Therefore, the use of ability-level categories provided a systematic way to interpret the test results and support the conclusions of the study.

Table 3.1

Five ability levels

No	Score Range	Category
1	81 – 100	Very Good
2	61 – 80	Good
3	41 – 60	Fair
4	21 – 40	Poor
5	0 – 20	Very Poor

Source: The classification was based on the criteria proposed by Sugiyono (2022).

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discusses the results based on the data obtained from the sentence arrangement test administered to the eighth-grade students. The chapter consists of research findings and discussion of the findings.

A. Research Findings

This section presents the results of the data analysis concerning the students' ability to arrange English sentences and the errors found in their responses. The data were collected through a 20-item sentence arrangement test administered to 30 eighth-grade students. The test required students to rearrange jumbled words into meaningful and grammatically correct sentences.

The students' scores were analyzed using descriptive statistics, including the mean, highest score, lowest score, and percentage of achievement. Their performance was also classified into five ability categories: very good, good, fair, poor, and very poor. In addition, incorrect responses were analyzed and classified into four error types: word order, subject–verb agreement, verb form, and adverb of time placement. The frequency and percentage of each error type were calculated to identify the most common difficulties experienced by the students.

1. Students' Ability in English Sentence Arrangement

The first research question aimed to determine of the students' ability to arrange English sentences correctly. To answer this question, the researcher administered a sentence arrangement test to 30 eighth-grade students. The test consisted of 20 items containing jumbled words that the students had to rearrange into meaningful and grammatically correct sentences. The test assessed several aspects of sentence construction, including word order, subject–verb agreement, verb forms, sentence completeness, and the placement of adverbs of time. Each correct answer received one point, so the highest possible score was 20.

The results showed that the highest score obtained by the students was 20, while the lowest score was 2. The mean score of the students was 16 out of 20, which was equivalent to 80%. This mean score indicates that, on average, the students were able to answer most of the sentence arrangement items correctly. In other words, the students generally had a fairly good understanding of basic English sentence structures and were able to apply grammatical rules when arranging the given words.

Based on the ability classification used in this study, a score of 80% falls within the good category (61–80%). Therefore, the overall ability of the 30 students in arranging English sentences was categorized as good. Although the overall result was positive, the difference between the highest and lowest scores shows that the students' abilities were not completely equal. Some students were able to arrange all 20 sentences correctly, while others had considerable difficulty and obtained much lower scores.

The low score obtained by some students may indicate difficulties in applying grammatical rules when arranging words into complete sentences. These difficulties may involve determining the correct position of the subject and verb, selecting the appropriate verb form, maintaining subject–verb agreement, or placing adverbs of time correctly. Thus, although the general of students' ability was categorized as good, the results also show that some students still need additional practice, particularly in applying grammatical rules accurately when constructing English sentences.

Table4.1

Distribution of Students' Sentence Arrangement Scores

Category	Score Range	Frequency	Percentage (%)
Very Good	81–100	19	63.3
Good	61–80	9	30.0
Fair	41–60	1	3.3
Poor	21–40	0	0.0
Very Poor	0–20	1	3.3
Total	-	30	100

To provide a clearer description of the students' performance, their scores were classified into five categories: very good, good, fair, poor, and very poor. The classification was used to determine the distribution of students according to their ability to arrange English sentences. As presented in the table, 19 students (63.3%) were classified as very good, 9 students (30.0%) as good, 1 student (3.3%) as fair, no students (0.0%) as poor, and 1 student (3.3%) as very poor.

The results show that the majority of the students demonstrated a high of ability in arranging English sentences. More than half of the participants, or 63.3%, achieved the very good category, while 30.0% were classified as good. This means that 28

out of 30 students, or 93.3% of the participants, were in the good or very good categories. Only two students were placed in the lower categories, with one student in the fair category and one student in the very poor category. The absence of students in the poor category indicates that most students were able to complete the sentence arrangement task relatively well.

Overall, the distribution indicates that the students generally had a good level of ability in arranging English sentences. Most students were able to organize the given words into grammatically appropriate sentences, although individual differences were still found. The students in the fair and very poor categories may require additional guidance and practice, particularly in understanding word order and applying grammatical rules when constructing English sentences.

B. Discussion

This section discusses the research findings in relation to the research questions and the theoretical perspectives presented in Chapter II. The findings show that the eighth-grade students had a good level of ability in arranging English sentences, with a mean score of 16 out of 20, equivalent to 80%. This result indicates that most students were able to rearrange jumbled words into meaningful and grammatically appropriate sentences.

The finding is related to the concept of sentence arrangement presented in Chapter II. In the definition of sentence arrangement, students are required to organize linguistic elements into grammatically correct and meaningful sentences. Therefore, the students' achievement in the sentence arrangement test indicates that

most of them were able to recognize the appropriate order of words and construct meaningful English sentences.

The finding is also consistent with the theory of grammar and its relation to sentence arrangement discussed in Chapter II, particularly Thornbury (2019). As explained in Chapter II, Thornbury emphasizes that grammar helps learners understand how language is structured and used to express meaning. Grammar learning involves understanding how linguistic forms are organized and used appropriately. In the present study, students were required to apply their grammatical knowledge when rearranging jumbled words into complete sentences. Therefore, their relatively good performance suggests that most students had an adequate understanding of basic grammatical structures and were able to apply them in the sentence arrangement task.

Furthermore, the finding is relevant to the Sentence Structure Theory presented in Chapter II. Sentence structure concerns the organization of words, phrases, and clauses to form meaningful and grammatically correct sentences. When completing the sentence arrangement test, students needed to recognize the relationship among sentence elements and determine their appropriate positions. The mean score of 80% indicates that most students were generally able to apply basic sentence patterns when organizing the given words.

Although the overall performance was good, the students still made several errors in arranging sentences. The errors identified in the research included incorrect word order, verb form errors, subject–verb agreement errors, and inappropriate placement of adverbs of time. These difficulties are related to the

Grammar Mastery Theory discussed in Chapter II, which explains that grammatical knowledge includes understanding word order, verb forms, tenses, and subject–verb agreement. Therefore, the errors found in the students' answers suggest that some aspects of grammatical knowledge had not yet been fully mastered by all students.

The errors are also related to the discussion of common problems in sentence arrangement presented in Chapter II. Students who have difficulty applying grammatical rules may place words incorrectly or use inappropriate grammatical forms. Although most students demonstrated good performance, the occurrence of these errors shows that students still need further practice in applying grammatical rules when constructing sentences.

The findings also support the discussion of teaching sentence arrangement in Chapter II. Continuous practice through sentence arrangement activities can provide students with opportunities to recognize sentence patterns and apply grammatical rules. Therefore, regular sentence arrangement exercises and grammar practice may help students reduce grammatical errors and improve their accuracy in constructing English sentences.

Overall, the findings indicate that the students' ability in English sentence arrangement was good. This result is supported by the theories presented in Chapter II, particularly the theory of grammar and its relation to sentence arrangement proposed by Thornbury (2019), the theory of sentence structure, and the theory of grammar mastery. The findings demonstrate that students' ability to arrange sentences is closely related to their understanding and application of grammatical

structures. However, the remaining errors indicate that continued practice and appropriate guidance are still necessary to strengthen students' sentence arrangement ability.

C. Summary of Findings

In conclusion, the results of this study indicate that eighth-grade students demonstrated a very good level of ability in arranging English sentences, as shown by a mean score of 16 (80%). Most students were classified as very good or good, while only a small number were categorized as fair. However, the analysis of errors revealed that students still made mistakes, especially in terms of incorrect word order, verb form misuse, and omission of essential sentence components. These findings suggest that although students had generally mastered basic sentence structure, continued grammar practice is necessary to minimize errors and further enhance their English proficiency.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research based on the findings obtained from the sentence arrangement test administered to the eighth-grade students. It summarizes the results of the data analysis and provides a conclusion regarding the students' ability to arrange English sentences based on their test performance.

A. Conclusion

Based on the results of the data analysis and discussion, it can be concluded that the eighth-grade students of SMP Negeri 3 Ingin Jaya demonstrated a good level of ability in arranging English sentences. This conclusion was based on the results of the sentence arrangement test administered to 30 students. The test consisted of 20 items in which the students were required to rearrange jumbled words into meaningful and grammatically correct English sentences. The results showed that the highest score obtained by the students was 20, while the lowest score was 2. The mean score was 16 out of 20, equivalent to 80%. Based on the ability classification used in this study, a score of 80% falls within the good category, which ranges from 61% to 80%.

The distribution of students' scores also provides a clearer picture of their overall ability. Of the 30 students who participated in the study, 19 students (63.3%) were classified as having a very good ability, while 9 students (30.0%) were classified as having a good ability. One student (3.3%) was classified as having a

fair ability, and one student (3.3%) was classified as having a very poor ability. No students were placed in the poor category. Therefore, 28 students, or 93.3% of the participants, were classified within the good and very good categories. This indicates that the majority of students were able to complete the sentence arrangement task successfully.

The results further indicate that most students had a sufficient understanding of basic English sentence construction. Their ability to rearrange jumbled words into meaningful sentences suggests that they were generally able to recognize the appropriate relationships among the words provided in each item. The high proportion of students in the very good and good categories also shows that sentence arrangement was not a major difficulty for most of the participants. In general, the students were able to apply their knowledge of basic English sentence patterns when completing the test.

However, the difference between the highest and lowest scores shows that the students did not have exactly the same level of ability. While some students were able to obtain the maximum score of 20, one student obtained a score of 2. This difference indicates that individual variation existed among the participants. Some students demonstrated a stronger ability to arrange English sentences, whereas a small number of students still needed greater support and practice. The presence of students in the fair and very poor categories suggests that further attention is needed to help these learners improve their ability.

Although the mean did not reach the very good category, the score was at the upper limit of the good category. This suggests that the students had developed

a relatively strong foundation in arranging English sentences. With continued practice, appropriate learning activities, and sufficient guidance, their ability may be further improved.

The findings of this study also indicate that sentence arrangement activities can provide a useful way of assessing students' understanding of English sentence construction. By asking students to rearrange jumbled words, the researcher was able to observe their ability to organize words into meaningful sentences. The results demonstrate that most of the students were capable of performing this task at a good level. This ability is important because understanding how words are organized into sentences provides a foundation for students to develop their English language skills further.

In conclusion, the eighth-grade students of SMP Negeri 3 Ingin Jaya had a good overall ability in arranging English sentences, with a mean score of 16 out of 20, or 80%. The majority of students, 63.3%, achieved the very good category, while 30.0% achieved the good category. Only a small proportion of students were classified as fair and very poor. Therefore, the findings show that the general ability of the students in arranging English sentences was good, although differences in individual performance were still present. Continued practice and appropriate learning support are recommended to help all students improve their sentence arrangement ability and achieve a higher level of English proficiency.

B. Suggestions

Based on the conclusions above, several suggestions are proposed as follows:

1. For English Teachers

   Teachers are encouraged to place greater emphasis on grammar instruction, especially in relation to word order and correct verb usage. In addition, implementing interactive learning activities such as sentence arrangement exercises, group work, and language games can help improve students' engagement and understanding.

2. For Students

   Students are advised to practice arranging English sentences more frequently in order to strengthen their understanding of sentence structure. They should also pay closer attention to grammatical rules, particularly subject–verb agreement and verb forms, to reduce errors.

3. For Future Researchers:

   Future researchers are recommended to conduct similar studies with a larger number of participants or apply different research approaches, such as experimental or qualitative methods, to obtain more comprehensive insights into students' difficulties in sentence arrangement.

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LIST OF APPENDICES

Appendix A: Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1494 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Syamsul Bahri, M.A

Untuk membimbing Skripsi

Nama	:	**Siti Rahmah**
NIM	:	**200203103**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An analysis of Students' Ability in English Sentence Arrangement**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 30 Oktober 2025
Dekan,

Safrul Muluk

Tembusan
1. *Sekjen Kementerian Agama RI di Jakarta;*
2. *Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;*
3. *Direktur Pergurusan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;*
4. *Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;*
5. *Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;*
6. *Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;*
7. *Yang bersangkutan;*
8. *Arsip.*

AR-RANIRY
pusaka

Appendix B: Recommendation Letter from the *Fakultas Tarbiyah dan Keguruan* to conduct field research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4668/Un.08/FTK.1/TL.00/6/2026
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala Dinas Pendidikan dan Kebudayaan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar ;
Kepala SMPN 3 Ingin Jaya Kabupaten Aceh Besar

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM	: 200203103
Nama	: SITI RAHMAH
Program Studi/Jurusan	: Pendidikan Bahasa Inggris
Alamat	: JLN. ABU LAM UE DUSUN BAK KAREUNG

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***AN ANALYSIS OF STUDENTS' ABILITY IN ENGLISH SENTENCE ARRANGEMENT***

Banda Aceh, 24 Juni 2026
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

Berlaku sampai : 31 Juli 2026

Appendix C: Recommendation Letter from SMPN 3 Ingin Jaya for conducting research

PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP N 3 INGIN JAYA

Jl. Bandara Sultan Iskandar Muda Km. 9,5 Desa Siron Ingin Jaya, Tlp. 0651-7557618, Kode Pos : 23371
E-mail : smpn3inginjaya@gmail.com

SURAT KETERANGAN SUDAH MELAKUKAN PENELITIAN
NOMOR : 422 / 315 / 2026

Sehubungan dengan Surat dari Universitas Islam Negeri Ar-Raniry Banda Aceh, dengan Nomor : B-4668/Un.08/FTK.1/TL.00/6/2026, Program Studi Pendidikan Bahasa Inggris yang melakukan penelitian pada tanggal 19 sampai 21 Januari 2026, Kepala Sekolah Menengah Pertama (SMP) N 3 Ingin Jaya Kabupaten Aceh Besar, menerangkan :

No	Nama	NIM	Universitas
1	SITI RAHMAH	200203103	UIN AR-RANIRY

Sudah melakukan Penelitian dan mengumpulkan data di SMP N 3 Ingin Jaya Kabupaten Aceh Besar untuk keperluan Skripsi yang berjudul :

"AN ANALYSIS OF STUDENTS' ABILITY IN ENGLISH SENTENCE ARRANGEMENT"

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ingin Jaya, 14 Juli 2026
Kepala Sekolah
SMP N 3 INGIN JAYA

Sudra, S.Pd., M.Pd
NIP. 19680119 199702 2 004

Appendix D: Research Instrument sentences arrangement test

Name:
Class:

Instruction:
Arrange the words into a correct sentence!

1. every day – school – to – goes – she
→ _____

2. English – study – we – at – night
→ _____

3. my father – coffee – drinks – every – morning
→ _____

4. play – they – football – in – the – afternoon
→ _____

5. always – early – wakes up – he
→ _____

6. my sister – reads – English – books
→ _____

7. usually – breakfast – eat – I – at – home
→ _____

8. the teacher – explains – the – lesson – clearly
→ _____

9. like – students – most – music
→ _____

10. she – does – her – homework – carefully
→ _____

11. yesterday – went – I – to – school
→ _____

12. last night – watched – we – a – movie
→ _____

13. played – they – football – yesterday – afternoon
→ _____

14. my mother – cooked – dinner – yesterday
→ _____

15. studied – he – English – last – week
→ _____

16. this morning – woke up – she – late
→ _____

17. bought – my father – a – new – phone
→ _____

18. visited – we – our – grandmother – last – month
→ _____

19. finished – she – her – homework – early
→ _____

20. the students – passed – the – test – yesterday
→ _____

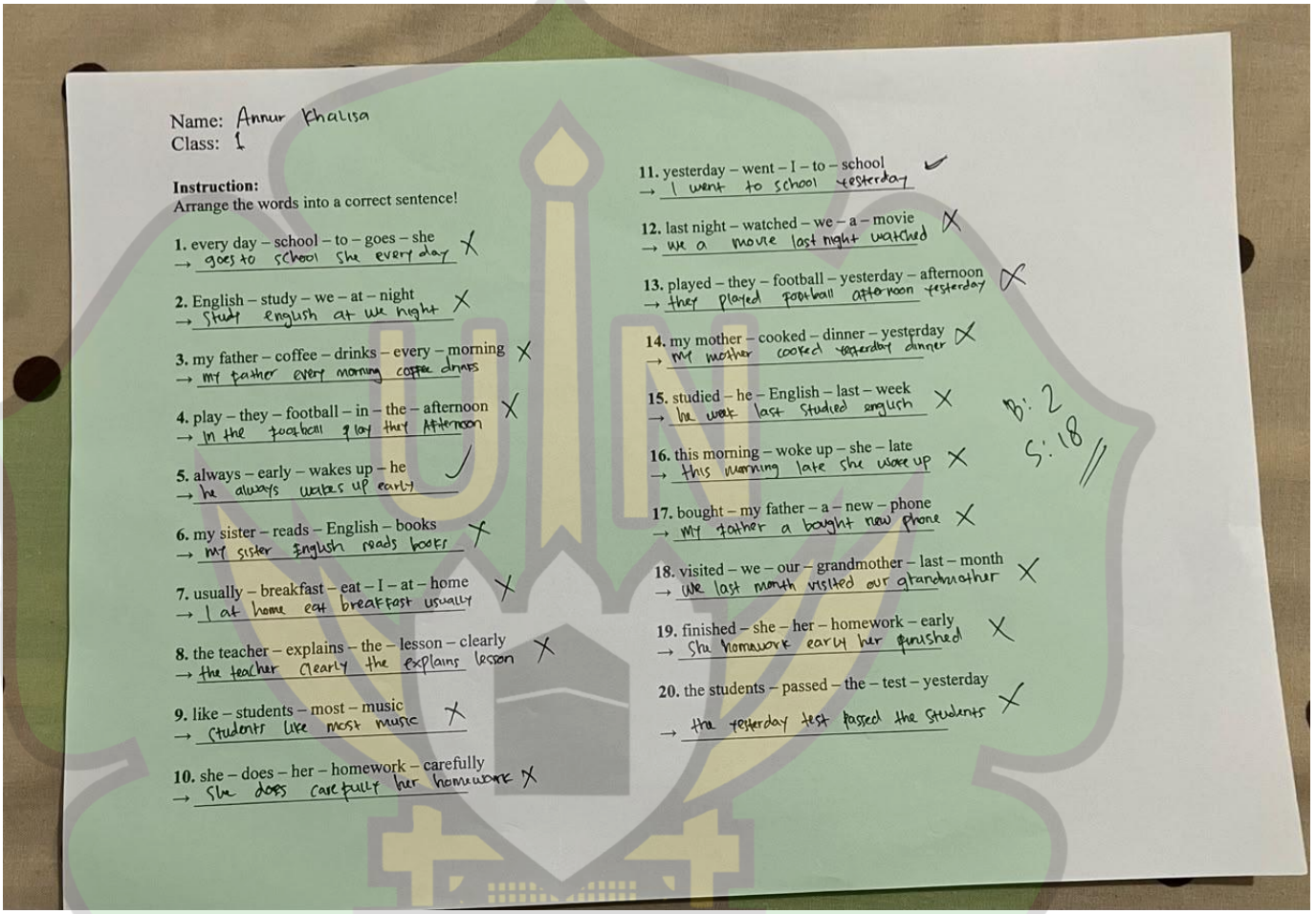
جامعة الرانري
AR-RANIRY

Kunci Jawaban

1. She goes to school every day.
2. We study English at night.
3. My father drinks coffee every morning.
4. They play football in the afternoon.
5. He always wakes up early.
6. My sister reads English books.
7. I usually eat breakfast at home.
8. The teacher explains the lesson clearly.
9. Most students like music.
10. She does her homework carefully.
11. I went to school yesterday.
12. We watched a movie last night.
13. They played football yesterday afternoon.
14. My mother cooked dinner yesterday.
15. He studied English last week.
16. She woke up late this morning.
17. My father bought a new phone.
18. We visited our grandmother last month.
19. She finished her homework early.
20. The students passed the test yesterday

جامعة الرانري
AR-RANIRY

Appendix E: Students' Answer



Name: Annur Khalisa
Class: 1

Instruction:
Arrange the words into a correct sentence!

1. every day – school – to – goes – she
→ goes to school She every day ✗
2. English – study – we – at – night
→ Study english at we night ✗
3. my father – coffee – drinks – every – morning
→ my father every morning coffee drinks ✗
4. play – they – football – in – the – afternoon
→ In the football play they Afternoon ✗
5. always – early – wakes up – he
→ he always wakes up early ✓
6. my sister – reads – English – books
→ my sister English reads books ✗
7. usually – breakfast – eat – I – at – home
→ I at home eat breakfast usually ✗
8. the teacher – explains – the – lesson – clearly
→ the teacher clearly the explains lesson ✗
9. like – students – most – music
→ students like most music ✗
10. she – does – her – homework – carefully
→ She does carefully her homework ✗
11. yesterday – went – I – to – school
→ I went to school yesterday ✓
12. last night – watched – we – a – movie
→ We a movie last night watched ✗
13. played – they – football – yesterday – afternoon
→ they played football afternoon yesterday ✗
14. my mother – cooked – dinner – yesterday
→ My mother cooked yesterday dinner ✗
15. studied – he – English – last – week
→ he week last studied english ✗
16. this morning – woke up – she – late
→ this morning late she woke up ✗
17. bought – my father – a – new – phone
→ My father a bought new phone ✗
18. visited – we – our – grandmother – last – month
→ We last month visited our grandmother ✗
19. finished – she – her – homework – early
→ She homework early her finished ✗
20. the students – passed – the – test – yesterday
→ the yesterday test passed the students ✗

B: 2
S: 18

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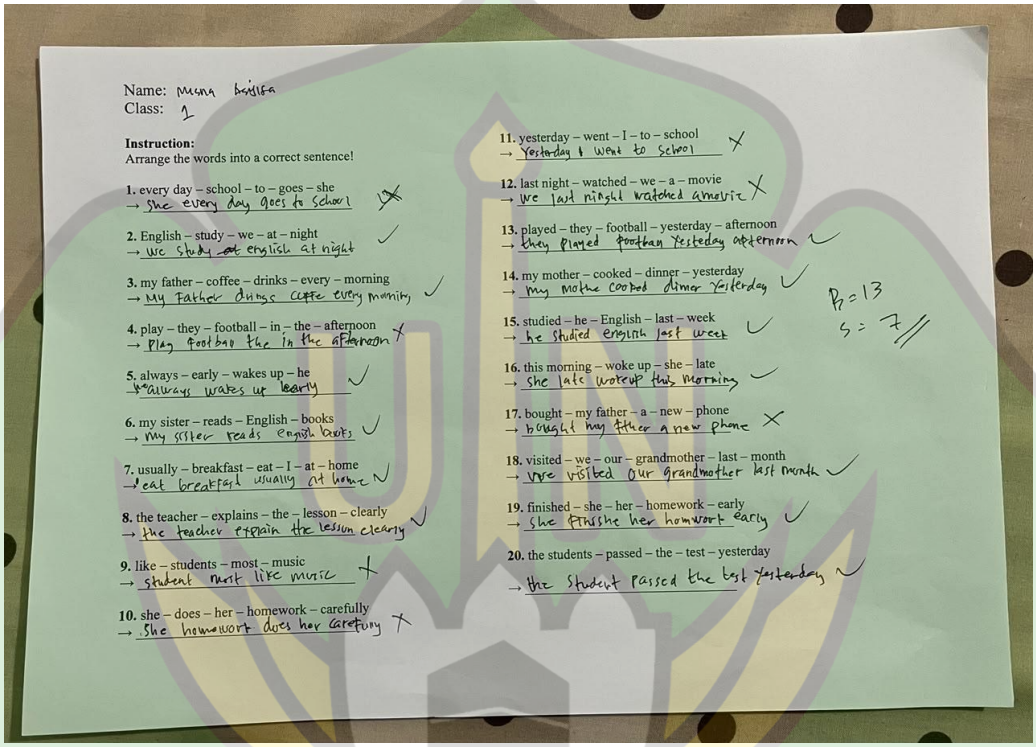

Name: Muna basilfa
Class: 1

Instruction:
Arrange the words into a correct sentence!

1. every day – school – to – goes – she
→ She every day goes to school

2. English – study – we – at – night
→ We study ~~at~~ english at night

3. my father – coffee – drinks – every – morning
→ My father drinks coffe every morning

4. play – they – football – in – the – afternoon
→ Play footbag the in the afternoon

5. always – early – wakes up – he
→ he always wakes up learly

6. my sister – reads – English – books
→ My sister reads english books

7. usually – breakfast – eat – I – at – home
→ I eat breakfast usually at home

8. the teacher – explains – the – lesson – clearly
→ the teacher explain the lessun clearly

9. like – students – most – music
→ student most like music

10. she – does – her – homework – carefully
→ She homework does her carefuly

11. yesterday – went – I – to – school
→ Yesterday I went to school

12. last night – watched – we – a – movie
→ We last night watched amovie

13. played – they – football – yesterday – afternoon
→ they played footban Yesteday afternoon

14. my mother – cooked – dinner – yesterday
→ my mothe cooked dimer Yesterday

15. studied – he – English – last – week
→ he studied english last week

16. this morning – woke up – she – late
→ She late woteup this morning

17. bought – my father – a – new – phone
→ bought my fther a new phone

18. visited – we – our – grandmother – last – month
→ We visited our grandmother last month

19. finished – she – her – homework – early
→ She finsshe her homwork early

20. the students – passed – the – test – yesterday
→ the student passed the test Yesterday

$P_2 = 13$
$S = 7$

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Appendix F: Documentation

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