

## Integrating Digital Didactic Tools with Scramble Word Activities to Improve Nursing Students' English Writing Proficiency

Si Putu Agung Ayu Pertiwi Dewi<sup>1\*</sup>, Ni Komang Purwaningsih<sup>2</sup>

<sup>1,2</sup>Stikes Bina Usaha Bali

\* E-mail: [gungayoe@gmail.com](mailto:gungayoe@gmail.com)<sup>1\*</sup>, [purwacham89@gmail.com](mailto:purwacham89@gmail.com)<sup>2</sup>

### Abstract

Blended learning is vital for strengthening nursing students' English writing skills. One approach to improving these activities is to combine digital didactic tools with scrambled word exercises on the Flippity.net digital platform. This research is a qualitative case study. Data were gathered through classroom observations, interviews, and examination of students' original work before and after the blended learning activity was implemented. Three aspects focus on as a result of this study, such as sentence structure, vocabulary use, especially in medical terminology, and grammatical accuracy. Students appeared to be more involved and confident while the exercise was being implemented. This activity showed a positive response because this method prioritises an interactive, game-based approach. Despite initial challenges such as limited internet access and unfamiliarity with the platform, both students and lecturers found the method effective and enjoyable. However, the participants were engaged and enthusiastic during the implementation and found this method to be effective and fun. These results showed that the integration of digital tools to improve the writing skills of nursing students who focus on ESP nursing as a practical and student-centred strategy for English for Specific Purposes (ESP) instruction, especially in nursing education, where communication accuracy is needed.

**Keywords:** Blended learning, Digital tools, English for Specific Purposes, Flippity.net, Scramble word, Writing proficiency.

### INTRODUCTION

Given Bali status as a major international tourist destination, English language proficiency among healthcare professionals, particularly nurses, is increasingly essential. According to Richards and Schmidt (2013) learners of foreign languages often encounter significant challenges in developing productive skills such as speaking and writing. This difficulty is largely due to the limited opportunities they have to use the language in authentic, real-life situations outside the classroom.

However, English language proficiency challenges are still faced by most nurses in Bali. English is a formal school subject whose function is not yet understood. This relates to the challenges of English as a learning experience. Writing is a challenging subject of productive skills. Students often struggle to produce clear, structured sentences, especially when writing reports, patient documentation, or academic reflections. This challenge is compounded by the fact that English is not their second language but rather a foreign language, which is not part of their daily communication. This is by the opinion that writing is not only a productive skill where there is involvement of vocabulary mastery, grammatical control, and planning skills, but is also a cognitive and social process (Melani 2024).

Several factors, such as speaking ability, understanding of grammar, mastery of vocabulary and high confidence, will contribute significantly if supported by appropriate teaching techniques. Richards and Schmidt (2013) note that learners of foreign languages frequently find productive skills such as speaking and writing difficult due to minimal exposure and limited authentic use. This perspective aligns with another viewpoint suggesting that acquiring writing skills in a foreign language necessitates a thorough grasp of language structure along with consistent, intensive practice (Harmer 2004). English is generally taught as a formal and informal school subject, from the perspective of the status that English has as a foreign language (Maduwu, 2016).

Among the various factors that contribute to students' difficulties in learning English, one that can be addressed is the teaching approach itself. In today's educational landscape, there are more effective alternatives to traditional methods. One such approach is blended learning, which can encourage nursing students to become more engaged in learning English for professional purposes. As Rahayu (2023) states, technological support that can be accessed online and offline in face-to-face learning is blended learning. Graham (Sumbayak, Saragih, and Natalia 2025) stated that increasing student access to learning resources and encouraging deeper engagement through the use of digital tools is a blended learning approach. In the context of English for nursing, blended learning not only offers flexibility but also helps learners develop the specific language skills they need, such as writing patient reports or communicating clearly with international patients, in a more interactive and meaningful way.

A learning strategy that is interactive and able to boost students' motivation and writing skills is necessary to overcome these obstacles, improving vocabulary mastery and sentence structure in writing English effectively by using the scrambled words technique. The scrambled word technique is an inventive strategy that involves rearranging jumbled words into correct and meaningful sentences. In addition to its flexible and engaging approach to developing writing skills, the ease of integrating scrambled words into both offline and online learning environments can encourage students to think critically and understand grammar rules contextually (Dewi, S. P. A. A. P., & Purwaningsih, N. K. 2024). This method has also been applied in several other studies and has shown positive results in improving students' English writing proficiency. This is in line with the opinion that significantly improving English vocabulary writing skills is very effective using the scrambled word technique Rachmayani (2015). In her study, students often made mistakes in writing simple vocabulary, such as writing the word "flag" as "flek" or "cat" as "ket", especially when writing words based on what they hear. This problem is mostly triggered by conventional learning methods that are boring and tend to make students passive. By applying the scramble game technique, the learning process becomes more interesting and meaningful, so that it can encourage students to be more active in learning activities.

In teaching English for Specific Purposes (ESP) to nursing students, a blended learning Approach gives a practical and adaptable solution that meets their academic and professional requirements. As stated by Graham (Sumbayak, Saragih, and Natalia 2025) A more personal learning experience centered on face-to-face interactions with the flexibility of digital resources is the advantage of blended learning. This study proposes using a combination of digital learning tools and word scramble activities as a creative technique to help students build English writing skills. Flippity.net, based on Google Sheets, is a platform that contains word scramble games and allows teachers to create interactive projects. Through these activities, students are challenged to rearrange disordered words into correct and meaningful sentences, encouraging a deeper understanding of grammatical structure in a more natural and applied context. More deeply, this strategy can enrich their vocabulary, especially in the health field. Increasing participation and cognitive engagement can increase student motivation in digital game-based learning (Becker 2017). The collaborative nature of this technique encourages more student participation in class. By integrating digital tools like Flippity.net into a blended learning approach, writing instruction becomes more dynamic, engaging, and effective, thereby increasing student motivation, engagement, and language skills. The integration of Flippity.net into a blended learning approach makes writing activities more dynamic, enjoyable, and able to improve student motivation, engagement, and language skills.

The explanation above proves that scrambled words and Flippity.net influence writing skills, especially in the context of ESP nursing. The purpose of this study is to analyze how the integration of digital didactic tools with scrambled word activities to improve nursing students' English writing proficiency can support nursing students in improving their English writing skills.

In response to these issues, the research aims to address the following questions:

1. How is the English writing learning process conducted through the integration of Scramble Word Activities using Flippity.net in a blended learning environment within a nursing study program?
2. How do students engage with and respond to the use of Flippity.net as a digital learning medium in English instruction?
3. What challenges are encountered by students and lecturers during the implementation of this method?
4. What changes are observed in students' English writing proficiency before and after the application of this approach?

By exploring these questions, this study aims to provide practical insights and meaningful contributions to the development of more interactive, contextual, and student-centred English for Specific Purposes (ESP) strategies in nursing education integrated with the digital era.

## METHODOLOGY

This is a qualitative study with a case study design to explore the effectiveness of integrating digital teaching tools with Scramble Word Activities in improving English writing skills. This approach was chosen as it allows the researcher to understand the context, learning processes, and student experiences in using digital tools line with Sugiyono (Purwaningsih, Dewi, and Lindawati, 2023) It is likened to the experience of encountering something strange and abstract at first, then over time, it will become clearer after careful observation and reflection. In this study, the researcher positioned themselves as an active participant, engaging directly with students through observations and classroom interaction to better capture the dynamics of digital-based language learning.

The case study design was considered appropriate for this research as it offers flexibility in collecting data from multiple sources, such as observation, in-depth interviews, and document analysis. Raharjo (Ilhami et al. 2024) stated that case studies aim to comprehensively understand a phenomenon within an event involving individuals, groups, or institutions. They are a series of in-depth scientific activities designed to examine a program intensively and comprehensively. This type of research typically addresses real-life, unique issues and events that have already occurred.. Supporting this, Yin (2018) explains that a case study is particularly well-suited for research focused on answering "how" and "why" questions within real-world contexts.

### *Data Collection Technique*

To ensure the depth and validity of findings, this study employed a method of triangulation in collecting data, combining several qualitative techniques. This multiple-source approach allowed the researcher to gain a comprehensive understanding of how students interacted with the Flippity. net-based Scramble word activities.

#### 1. Classroom Observation

The researcher observed several learning sessions where students used Flippity.net. The focus was on how students engaged with the tasks, interacted with one another, and responded to the digital media. Notes regarding on participation, collaboration, and levels of enthusiasm

#### 2. In-depth Interview

Semi-structured interviews were conducted with selected students and the course lecturer. These conversations explored how they perceived the activity, what challenges they faced, and how they felt it impacted their English writing, especially in sentence construction, vocabulary use, and confidence.

#### 3. Document Analysis

Students' writing assignments were collected before and after the implementation of the method. These documents were compared to identify changes in sentence structure, accuracy of grammar, and use of relevant medical terms.

With the combination of these three techniques, more accurate and comprehensive data is collected, which can allow for deeper interpretation of the impact on students' writing development.

#### *Research Setting and Subject Observation*

This study was conducted at Stikes Bina Usada Bali, a higher education institution offering professional nursing programs in Bali. The focus of this research is third-semester undergraduate nursing students who are taking the ESP nursing English course during the 2024-2025 academic year. Participants were selected through purposive sampling based on specific criteria. A total of 20 students were chosen for observation, and 6 students were interviewed. Students who appear active and are consistently involved, such as always actively participating in discussions, completing assignments on time and collaborating well in group assignments, are the focus of selection in this research.. This was determined through teacher recommendations and preliminary classroom observation. The course lecturer was also involved in this study and provided valuable perspectives on how the teaching strategy was implemented in both in-person and online sessions.

The learning process was conducted in a blended learning environment, combining face-to-face classroom activities with the use of Flippity.net for digital tasks. Observations were carried out over 4 weeks, with a total of 8 classroom sessions observed. Students and instructors interact directly in class or through peer tutoring sessions using shared digital tools. This is a synchronous approach to digital activity. The researcher has access to student discussions concerning the subject and their classmates, giving a thorough overview of how digital learning strategies function in boosting writing abilities in a real education context.

#### *Digital tools Used*

In this study, one of the digital tools effectively employed was Flippity.net, an online platform built on Google Sheets that enables educators to create customizable and interactive learning activities. Among its features, the Sentence Scramble tool was utilised to design writing-focused tasks, where students were asked to rearrange jumbled words into grammatically correct and meaningful sentences. This activity directly supported writing instruction by encouraging students to think critically about sentence structure, grammar rules and word order, core components of academic writing. One example of giving students an assignment is to reconstruct sentences using medical terminology related to patient care accurately and using correct grammar. This activity was created in the sentence builder feature in Flippity.net. Students were assigned to reconstruct a grammatically correct and meaningful sentence as follows:

Wound/patient's / the / regularly / checks/nurse → The nurse checks the patient's wound regularly.

The assignment above is intended to boost the student's ability to apply grammatical rules based on the context.

Flippity.net aligns well with the principle of game-based learning, which emphasises learning through active engagement and motivation. As noted by (Becker 2017) that digital-based platforms help boost the learning outcomes by making the process more participatory, in line with Bennet (Hafidah 2018) stated that games serve as effective motivators that boost student creativity, language use, and conceptual understanding. Through games, students can explore, apply, and test what they know more engagingly. The integration of games into English language training is not a revolutionary concept, but it continues to provide an engaging and attention-grabbing alternative to traditional classroom techniques, making learning more relevant and student-centered.

#### *Research Instrument*

According to Moleong (Zaini et al. 2023) The primary instrument in qualitative research is the researcher, serving as a human instrument who is directly involved in both data collection and analysis.

In this study, the researcher was supported by observation checklists, semi-structured interview guides, and document analysis forms to ensure consistency and credibility in the data-gathering process.

#### *Data Analysis technique*

The data in this study were analysed using thematic analysis, a method commonly used in qualitative research to identify patterns and themes within the data. Researchers begin by carefully reading all the data and highlighting sections they find meaningful. The data is then grouped into similar categories to produce main themes that are in accordance with the focus of the research question. Data were drawn from three sources: classroom observations, interview transcripts, and students' written work. By examining various sources, the researcher was able to validate his findings and gain well well-rounded learning of Flippity.

#### *Trustworthiness Data*

To ensure the trustworthiness of the data, this study employed both source and method triangulation by comparing findings from observations, interviews, and document analysis. Additionally, member checking was carried out by presenting the researcher's interpretations back to the participants to verify. To establish data credibility, this study used both source and method triangulation by cross-checking information gathered through observations, interviews, and document analysis. In addition, member checking was conducted by returning the researcher's interpretations to the participants for validation, ensuring the accuracy of the insights (Sugiyono 2018). By employing a qualitative case study approach, supported by triangulated data collection methods and thematic analysis, the research was designed to explore how Scramble Word Activities using Flippity.net could support nursing students in developing their English writing skills. This methodological strategy was crafted to reflect the real dynamics of the classroom, capture students' learning experiences, and trace meaningful changes within the ESP learning context. As a result, the study's findings are contextually grounded and offer valuable guidance for enhancing future teaching practices in similar educational environments.

## **RESULT AND DISCUSSION**

This section examines the presentation of the research findings utilising a theme approach based on qualitative participatory observation, in-depth interviews, and document analysis. The result is arranged into topics that reflect the main difficulties found during the research process.

### **1. The Learning Process Through Flippity. Net-Based Scramble Word Activities**

The classroom observations revealed that integrating Scramble Word Activities using Flippity.net helped create a more dynamic, collaborative and enjoyable learning atmosphere. Students showed consistent engagement, especially when involved in sentence reconstruction tasks. These tasks required them to reorder jumbled words into complete, grammatically correct and contextually meaningful sentences. Compared to traditional activities like rote grammar drills or textbook-based exercises, this method activated higher levels of participation, attention and reasoning. For example, in one session, the student asked to rearrange a set of scrambled word activities as follows:

In one of the observed learning sessions, the researcher introduced a sentence:

I	Am	responsible	For	Keeping	the	Patient	Rooms	clean
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The sentence above was input into the Sentence Builder feature on Flippity.net, which automatically scrambled the word order. Students were then presented with the following scrambled word list:

responsible	Clean	Rooms	The	Am	patient	Keeping	For	I
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The student had to rearrange these words correctly, which prompted them to reflect on sentence structure, subject-verb agreement, and logical word flow. The activity engages active thinking and allows students to adjust their responses immediately, helping them better grasp the material as

they practice. In practice, the instructor completes the sentence, such as “ I am responsible for keeping the patient rooms clean”, into Flippity.net. The system then scrambled the words randomly, generating a set like: responsible, clean, room, the am, patient, keeping, for, I. Students were challenged to reconstruct the original sentence using the word tiles provided. This activity required them to think critically about word order, verb placement, subject-verb agreement, and overall sentence flow. The drag-and-drop interface on Flippity not only stimulated cognitive engagement but also enabled immediate trial-and-error learning, as students could revise their responses and receive real-time visual feedback. Overall, Flippity, net acted as more than just a teaching aid. It served as a learning scaffold, guiding students to construct correct English sentences with growing confidence. Transforming sentence building into an engaging puzzle, the platform promoted deeper language awareness and helped bridge the gap between grammatical and actual writing..

Interview results support these observations, indicating that students have high motivation and self-confidence in participating in activities practising English sentence construction through this game-like method. They expressed that this approach made learning more enjoyable and helped them understand grammar in context, rather than just learning rules in isolation.

These statements were supported by interview findings:

<b>Interviewers</b>	<b>Perceptions</b>	<b>Thematic Meaning</b>
Student A	“I think that I find it easier to remember the sentence structure because I can practice directly.”	Learning by doing means the student can practice directly, which helps the student understand the grammar or structure.
Student B	“This activity is like playing, but it must rely on the brain. This is more regrettable and is something new than being given ordinary questions.”	This aspect is not just enjoyable; it also promotes mental involvement in a relaxed and non-threatening manner. Students are mentally engaged, yet the learning process feels both natural and fun.
Student C	“It makes me more confident to speak because it is like group work. So, my group mates helped me.”	Besides helping to improve language development, it also fosters a sense of solidarity in the peer support class.

All of those interviewers' findings above align with (Becker 2017) which states that digital game-based learning has great potential in increasing student motivation and participation. With a game-based learning approach, students become more engaged and do not feel stressed by learning activities. In the context of blended learning in the nursing study program, Flippity.net has been shown to help students develop writing skills more naturally through a directed play process. To conclude, utilising Flippity.net for Scramble Word Activities has proven effective in creating rich learning experiences. Through collaborative digital tasks, students are not only intellectually stimulated but also emotionally and socially engaged throughout the process.

## 2. Student Engagement and Response to the Use of Flippity.net

Classroom observations and interviews showed that students became significantly more engaged during learning with Flippity.net. Their enthusiasm was evident, largely because the platform offered an interactive and game-like experience, creating a more enjoyable and stress-free learning atmosphere. Using Flippity.net creates a new nuance in English learning, particularly in writing, which is often considered boring or difficult by most students. This game-based strategy makes writing activities more engaging and participatory. Students stayed actively engaged in both body and mind, showing emotional involvement during the entire session. They actively participated in class, collaborated with their peers, and showed an improved motivation to participate in language production tasks. These

findings suggest that Flippity.net not only fosters motivation but also supports holistic student engagement by creating a learning environment that is dynamic, fun, and student-centred.

These findings are further supported by student testimonials gathered during in-depth interviews.

<b>Interviewers</b>	<b>Perceptions</b>	<b>Thematic Meaning</b>
Student D	I feel more excited and don't feel sleepy anymore when using Flippity.net because I know the right and wrong answers directly.	The student was excited and noticed that the platform's instant feedback helps sustain focus and enthusiasm in learning tasks. This emphasises the necessity of immediacy and engagement in digital tools for maintaining the focus of students.
Student E	When using Flippity.net, I feel it's like playing. It's more interesting and stressless than just regular exercise.	This supports the idea that game-based learning reduces anxiety and fosters a calmer and fun learning environment, which can boost students' desire to participate in writing assignments that are often perceived as challenging.
Lecturer A	I see the children are becoming braver. Those who are usually passive in class are now the most enthusiastic.	This suggests that Flippity.net may empower quieter or less confident students by providing a safe space for involvement while encouraging bravery and inclusivity in classroom interactions.

This study's findings reflect the constructivist learning approach, which emphasises that learning is an active process in which students develop their knowledge through experience, collaboration, and interaction with the environment. According to Sukardi, Ibrahim, and Sutapa 2015 learning is an active activity that allows students to develop understanding through concrete and collaborative experiences while also encouraging cognitive, emotional, and psychomotor participation. The engagement level is critical in ESP nursing. The use of vocabulary strategy and structured communication is critical in writing. By increasing motivation and reducing fear, digital tools like Flippity.net support more effective learning. Thus, Student-centred modern language education is considerably facilitated by the use of digital media that is appropriate for today's learners.

### 3. The Challenges in the Learning Process

However, Flippity.net was generally well appreciated by students and lecturers. Its application in the classroom was not without challenges. According to interview data and direct classroom observations, the problems faced were not only technological, such as unstable internet connections and limited device availability, but also connected to individual preparation and pedagogical tactics. Some students experienced struggling with the first usage, mainly in navigating and understanding the platform features. Meanwhile, Lecturers had the issue of keeping learning objectives in focus despite the gamified character of the exercises. Unequal group engagement was also surfaced an issue, especially in blended learning settings where not all students engaged actively.

The following table summarises the types of challenges encountered and their thematic meanings:

<b>Interviewers</b>	<b>Perceptions</b>	<b>Thematic Meaning</b>
Student F	Sometimes the wifi is low on campus. When I try to access Flippity.net, it keeps loading, and I need to wait a long time for it. So that's why I can start.	Technical challenge: a poor internet connection disturbs the learning process and wastes time in class.

Student G	At first, I was confused to click; I was afraid that I was wrong in clicking it. But over time, I became more comfortable using it after it was explained step by step.	Digital literacy: Some students require initial coaching and time to adapt to unfamiliar platforms.
Lecturer B	They enjoy it because it feels like playing a game. I need to ensure that they are not losing their focus on the actual objective of improving their writing skill.	Pedagogical challenge: Keep the balance between engaging gameplay and learning objectives.

While the use of Flippity.net brought many benefits, the learning process was not without its challenges. Some students struggled with poor internet connectivity on campus, which often delayed access to the platform and disrupted class time. Others faced initial confusion navigating the digital tools, needing step-by-step guidance to feel confident using them. The lecturer was concerned about keeping a balance between engaging activities and satisfying learning objectives, especially to ensuring students didn't focus too much on the game parts. Unequal participation in group tasks also surfaced, with some students becoming passive. The challenge highlights the need for not only good infrastructure and digital readiness but also supportive teaching strategies. As Hilgard and Bower, as cited in Toeti Sukamto's *Theories of Learning* (1975), explain that in constructivist learning, students are not simply given information to memorise. Instead, they are encouraged to build their understanding through meaningful experiences (Sukardi, Ibrahim, and Sutapa 2015). Learning is more effective when it is tailored to students' needs, qualities, and real-life situations. As a result, offering initial advice, technical assistance, and well-matched teaching tactics is critical for lowering learning barriers and increasing the overall effectiveness of digital instruction.

#### 4. The Changes in students' writing before and after the implementation of the method

The analysis of students' writing tasks before and after the use of Scramble Word Activities via Flippity.net shows a clear improvement in several key areas of writing. The three main aspects examined in this study were sentence structure, vocabulary usage, especially medical terminology and grammatical accuracy. This finding is in line with Ainun Arsyad and Nur (2024), who believe that applying digital technologies to support writing activities helps students to access and apply extensive internet knowledge in their writing. They also add that "electronic writing is a helpful instrument for assisting children to become competent writers."

The three main aspects of writing improvement.

##### 1) Sentence structure

Before the implementation of the Scramble Word method, many students struggled with word order, often creating fragmented or awkward sentences. After using Flippity.net, their sentence structure improved significantly. Structured practice enabled them to learn the proper placement of subjects, verbs, and objects, resulting in more coherent and grammatically accurate sentences. Students began to form complete thoughts and write with better flow, as shown in the example below.

Pre	"I take patient data and look at the record in the hospital."
Post	"I handle patient information and check their hospital records."

In the initial version, the sentence reflects a basic understanding, but the choice of vocabulary and grammar is still inaccurate ("look the record" should be "check the records"). Following the planned word reconstruction tasks, student began to develop more coherent and professional statements. This improvement reflects a better understanding of sentence structure, more accurate vocabulary,

particularly medical terminology, and fewer grammatical errors. Such progress supports the idea that interactive, digital sentence-building tools promote deeper learning by encouraging students to reflect on structure, apply grammar in context and use terminology relevant to their fields. As Ainun and Nur (2024) Also, suggest that Digital tools can help learners access meaningful content and express it more effectively, turning writing from a mechanical task into a skill-building process.

## 2. Vocabulary usage ( medical terminology)

After using the Scramble Word activities, students showed better use of medical vocabulary. They frequently used generic or ordinary language at first because they lacked confidence or knowledge of the specific medical terms. Through the exercises, students started to learn how to use more specific words in the correct context. This helped make their writing clearer, more accurate, and more suitable for a healthcare setting. The vocabulary usage is shown in the example below.

Pre	"The doctor gave the patient some drugs to heal the sickness.
Post	"The doctor prescribed the medication to help the patient recover

Before the implementation of the method, most of the students tended to use general terms such as "some pills" and "feel better." Participating in Flippity. Net-based Scramble Word Activities led to increased use of formal medical terminology like "prescribed," "medication," and "recover." This shows that their grasp and application of healthcare language has improved on a professional and contextual level. This shift shows that the activities not only broadened their vocabulary but also increased their confidence in using the appropriate terms in context. Medical terminology necessitates specificity, and adopting the appropriate terms is critical in nursing communication, whether in drafting patient reports or interacting with healthcare personnel.. The interactive nature of the word arrangement tasks encouraged students to think more carefully about meaning and word choice, leading to more professional and contextually appropriate sentence structure. The research reflects how digital learning tools, when aligned with subject-specific goals, can strengthen both linguistic competence and domain-relevant vocabulary. As students worked to piece together accurate sentences in a playful yet purposeful setting, they internalised the functional use of medial terms more effectively than they might have through rote memorisation alone.

## 3. Grammatical Accuracy

Students showed fewer grammar mistakes after participating in the Scramble Word Activities. Most of the improvements were seen in the use of verb tenses, subject-verb agreement, and articles. With repeated practice, students started using grammar more naturally, not just as memorised rules, but as part of how they built real sentences.

Pre	"The patient got sick, he thirsty and feel head pain."
Post	"The patient with diarrhea is thirsty and has a headache."

In the initial version, the student used an incorrect sentence structure ("he thirsty" instead of "he is thirsty") and chose general vocabulary ("feel head pain" instead of "has a headache"). The statement also lacked consistency because it combined two subjects with inadequate transition. Following participation in the Flippity.net-based Scramble Word method, the student began to construct sentences with better structure and more appropriate medical terminology. This example shows how digital assignments allow students to apply grammar rules in real time, emphasising accuracy through practice rather than rote memorisation. The activity required students to reflect on subject-verb agreement, verb tense and article use within a meaningful context rather than isolated grammar drills. As they rearranged sentence pieces repeatedly, pupils began to internalise regular grammatical structures, resulting in more logical and contextually correct writing. This type of learning experience is congruent with the concepts of constructive and task-based language training, which include pupils developing fluency via

guided, hands-on practice. Over time, the writing process became more intuitive, allowing students to describe clinical situations more clearly and professionally.

In conclusion, the installation of Flippity. Net-based Scramble Word Activities resulted in significant gains in students' writing ability in three major areas: sentence structure, vocabulary use (especially medical terminology), and grammatical precision. Their writing becomes more consistent, accurate, and professional-sounding. These discoveries indicate that digital, gam-based assignments can be an effective way for kids to internalise accurate linguistic patterns

## CONCLUSION

This study suggests that integrating Flippity. net-based Scramble Word Activities into a blended learning environment significantly and favourably impact nursing students' English writing proficiency. Specifically, improvements were observed across three main aspects: sentence structure, vocabulary usage, particularly medical terminology, and grammatical accuracy. The controlled and participatory nature of the scramble exercises helped students comprehend how sentences are created, encouraged the use of more precise and professional language, and enhanced consistency in applying grammatical rules. Beyond language gains, students demonstrated higher engagement and confidence throughout the learning process. The game-based format of Flippity.net transformed conventional writing exercises into more dynamic and enjoyable activities, helping reduce anxiety and encouraging active participation, even among students who were previously passive in class. This supports the constructivist learning perspective, which emphasises meaningful, experience-based, and collaborative learning.

However, the study also identified several challenges, including technical limitations such as unstable internet connections and the need for digital literacy support, especially in the initial stages. Teachers had to find a balance between playfulness and academic rigour in order to assure that learning objectives were satisfied. Despite these challenges, the overall findings suggest that Flippity.net is not only a useful digital tool but also a viable pedagogical strategy for English for Specific Purposes (ESP) instruction in nursing education. It fosters a more student-centred and contextual learning experience that aligns with the real-world needs of future healthcare professionals. Therefore, this approach holds strong potential for broader application in ESP programs and the development of practical English writing skills among students in health-related fields.

The findings of this study point out the significance of using interactive, digital, and game-based tools like Flippity.net in ESP instruction, especially in nursing education. By focusing on writing skills through engaging methods, educators can help students overcome language barriers more effectively and foster greater motivation, participation, and confidence in academic communication.

It is recommended that English instructors in nursing and other health-related programs adopt blended learning approaches that integrate digital activities like Scramble Word tasks. Institutions should also provide adequate technical support and initial training to ensure students and lecturers are well-prepared. Future research may explore the long-term effects of such tools on other language skills, such as speaking or reading, in ESP contexts.

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