

ABSTRACT

THE USE OF SCRAMBLED SENTENCES PRACTICE IN IMPROVING STUDENTS' WRITING ABILITY TO PRODUCE RECOUNT TEXT AT THE SECOND GRADE OF SMP N 2 PUGUNG TANGGAMUS

(A Classroom Action Research)

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Broadly, writing is considered as the most difficult language skills to be mastered since writing skills involve certain aspects, such as content, organization, vocabulary, language use and mechanics. Therefore, in teaching writing, the students should be given meaningful treatment so that they will be able to construct those writing aspects to be a good composition.

Referring to the pre-observation toward the second grade students of SMP Negeri 2 Pugung Tanggamus, it was found that the students still had difficulties in their writing tasks. It can be seen from the unsatisfactory writing score and some problems that the students confront in writing. Students mostly complain that they do not know how to write and they cannot link sentences into coherent ideas. Consequently, the students were not able to construct an effective and unified paragraph. Meanwhile in the teaching and learning process, the students were not active and enthusiastic when they were following English class, especially in writing class. As a result, this research aims to overcome these problems by using scrambled sentences practice. The objectives of the research are to find out whether there is an improvement of students' writing ability to produce recount text and students' participation in the teaching and learning process in following writing class or not at the second grade of SMP N 2 Pugung Tanggamus. Then, the teacher should teach how to make good recount text writing involving the content, organization, language use, and also mechanic aspects.

This research was collaborative classroom action research in which the researcher and the collaborative teacher work together in conducting this study. This classroom action research (CAR) was conducted in two cycles in which each cycle was comprised of four main stages: planning the action, implementing the action, observing the implementation, and reflecting. The research instruments employed to collect the data were writing test and students observation sheets.

The subjects of the research were 30 students of class VIII A of SMP N 2 Pugung Tanggamus. Beside, the indicators of the research dealt with the learning product and the learning process.

The result of the learning product indicated that scrambled sentences practice was applicable to improve students writing ability to produce recount text. It could be seen that in Cycle 1, there were 16 students (53.33%) whose writing achieved the indicator of learning product, that is, at least 70 or more. The result of Cycle 2 showed the improvement that there were 25 (83.33%) students who got score 70 or more. Concerning with the learning process, there were 21 (70%) students who did 80% of activities observed by the collaborator in the first cycle. After the second cycle was conducted, the result showed that there were 26 (86%) students who did 80% of activities observed by the collaborator. Referring to the result of the research above, it can be concluded that scrambled sentences practice is applicable to improve students' writing ability to produce recount text and students' participation in the teaching and learning process.