

## **I. INTRODUCTION**

### **A. Background of the Problem**

English teaching is regarded to improve students' ability in using English as a means of communication. Students should practice intensively so that they will be able to use English communicatively both in oral and written form. Writing is considered as the most difficult language skills to master. This is true since writing skills involve content, grammar, vocabulary and fluency that lead to achieving unity and coherence of writing composition.

Guideline of School Based curriculum/ KurikulumTingkat Satuan Pendidikan (Depdiknas: 2006), which is applied by the government for all schools in Indonesia, leads the students to have real-life skills. Referring to the goal of teaching English stated in KTSP for English subject, there are four skills to be mastered, they are listening, reading, speaking, and writing. Concerning with the language teaching based on KTSP syllabus in Junior High School, especially for second years students, writing is one of the language skills presented in the teaching learning process of English. One of the students writing activities is writing some simple sentences into a simple paragraph. One of the writing forms that should be made by them is recount text. It is the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence (Orientation, series of events, and re-orientation) (Derewianka, 1990:145). Therefore, the students have to be able

to understand and create a recount text coherently based on the social function and generic structure of the text. In reference to the writer's pre-observation at SMP Negeri 2 Pugung, it was found that the students still have difficulties in producing a good recount text.

Pre-observation was done toward the students of class VIII A SMP Negeri 2 Pugung at 12-17 July 2010 to find out the situation of the teaching learning in the classroom. In the writing class, the students found difficulties and mostly complained that they did not know how to write and to link sentences into coherent ideas. Actually, they knew or had the ideas of what they were going to write but they did not know how to put them into sentences especially in foreign language. It meant that many students still have difficulties in expressing their ideas in the written form.

Referring to the explanation from the English teacher at that school, in the teaching and learning process students were passive and did not enthusiastic in following English class, especially in writing. In other words, in teaching learning process, the students hardly ever give questions, comment, opinion, and answer question. It is supported by the data when the writer did preliminary test of writing recount text, done in class VIII A, which consists of 30 students. The result shows they mostly failed in gaining the minimum standard score that has been stated by that school, which is 65 for writing skill (see Appendix 1, page 100). There were 13 students failed because their score did not pass the minimum standard score.

In line with the result of observation and preliminary test, Wiliyanti (2006) who conducted a recount text writing test to one of the classes of the second year students of SMP N 1 Terbanggi Besar Central Lampung showed that many students could not

express their ideas in written form although they might know what would be written. They still could not understand or create a recount text although the teacher had explained it. Wiliyanti (2006: 40) reported that there were still some grammar mistakes or inappropriate vocabulary use. Most of the students were also not able to construct sentences in the past tense and arrange the sentences coherently.

In spite of the fact that writing is very important, especially for Indonesian students, writing skill is considered as a difficult task. They get difficulties when they have to write in the foreign language. They waste a lot of time to produce good writing. The problem faced by them in writing are staring to compose, expressing their ideas even lack of ideas, organizing ideas, developing paragraph and making a lot of grammatical mistakes, spelling mistakes and punctuation mistakes. Therefore, in teaching learning process students should be taught how to plan and organize the ideas, grammar and all supporting details in writing, so that they can produce their writing well. In line that students should master the ability of planning and organizing the ideas or supporting information, there are a lot of activities that can be used in teaching writing such as ordering scrambled sentences practice. Manka (1996: 38) states that teaching organizational logical order is advisable to introduce organizational writing with interval sentence arrangement and then mix up the words and ask the students to restructure and render them meaningfully. The student who successfully rearranges the sentences in a paragraph must have mastered the grammatical rules in the restructuring process. Furthermore, the correct placement of words in a sentence is proof of the students' vocabulary competence.

This research chooses Ordering Scrambled Sentences Practice in improving students' writing ability because it is helpful technique in teaching writing. By rearranging the

scrambled sentences into logical order of a text the students are expected to grasp the intended information. Related to the aspect of writing which consists of content, organization, vocabulary, language use and mechanics, scrambled sentences practice can be used to teach writing especially in the aspect of organization of recount text. It is a good method of reinforcing grammar, vocabulary, and syntax in context because the text serves as a model for the students in the aspects of writing. In addition as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, connecting words, and spelling ( Raimes, 1983:97).

In line with the reason above, the previous research done by Muksin (2000) and Hikmawati (2010) which used jumbled sentences in improving students writing ability shown that the use of jumbled sentences can develop students' writing ability in writing paragraph. Then, the researcher is interested to apply the same technique to improve students' writing ability to produce recount text. The two previous researchers used a group of students as the sample of population while the researcher applied scrambled sentences practice in writing recount text for the second grade of SMP N 2 Pugung, class VIII A which consists of 30 students.

The goal of writing recount text is to tell news or to describe the whole activities that have been done. It means that when writing recount text, the doer who relates with the events will be known. Writing recount text also uses past tense and automatically the verb of past tense *e.g. went, got, slept etc.* will be used. Beside that, writing recount text uses more temporal conjunction (when, then, after, next) to construct series of events. To stimulate students writing ability in recount text writing, the researcher will conduct a classroom action research by using ordering scrambled sentences. Classroom action research is used to solve the problems in daily classroom

activities in order to make teaching learning process more effective. Classroom action Research provides insight into teaching that result continual improvement. Hopefully, teacher and students are able to explore and to improve their capability in teaching learning process maximally. Then, this classroom action research focused on investigating whether or not by applying Ordering Scrambled Sentences Practice in teaching learning process can improve students' ability in writing recount text.

### **B. Formulation of the Problem**

In reference to the background above, the formulation of the problem is as follows:

1. How can scrambled sentences practice improve students' writing ability to produce recount text?
2. How can scrambled sentences practice improve students' participation during the teaching and learning process?

### **C. Objective of the Research**

Based on the formulation of the problems above, the objectives of this research are as follows:

1. To find out whether there is an improvement of students' writing ability in producing recount text by using scrambled sentences practice or not.
2. To find out whether there is an improvement of students' participation during the teaching and learning process by using scrambled sentences practice or not.

### **D. Uses of the Research**

The researcher hoped that this research has the following benefits:

1. Theoretically
  - a. The result of this research can give contribution to the development of theory in teaching writing.
  - b. The result of this research can be used as the reference for those who want to conduct the research in English teaching learning process with the same topic.
2. Practically
  - a. Teacher

Through this research, the teacher can apply scrambled sentences practice as one of the writing activities that can make the student active in writing recount text.
  - b. Students

The implementation of scrambled sentences practice in this research can make the students attracted to use the language in written form so that it can improve the students' ability to produce recount text in teaching learning activity.

#### **E. Scope of the Research**

This Classroom Action Research had been conducted at SMP Negeri 2 Pugung Tanggamus. The subject of this research was the second grade of SMP N 2 Pugung, class VIII A which consists of 30 students. The researcher chose the second grade students with an assumption that they already have learnt about recount text at the first year. In teaching and learning process, the researcher focused on the use of scrambled sentences practice to improve the students' ability in producing recount text and make the students active in teaching learning activity. The material for teaching and learning process was about writing activity

of recount text. It was taken from the students' text books which were relevant to English curriculum of Junior High School 2006.

#### **F. Definition of Terms**

- ✓ Writing is a language skill in which a person expresses their ideas, thoughts, expressions and feelings used to communicate to the readers in the written forms by using knowledge of grammar, vocabulary, mechanics and paragraphing arrangements (Raimes, 1983: 76).
- ✓ Content refers to substance of writing, the experience of the main idea (unity). It means that each sentence in the paragraph should relate to the topic and develop controlling idea (Harris, 1979:68-69).
- ✓ Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas (Jacob, 1981:90)
- ✓ Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in writing (Jacob, 1981:90).
- ✓ Vocabulary refers to the selection of words those are suitable with the content (Harris, 1979:68-69).

- ✓ Mechanic refers to the use graphic conventional of the language (spelling, punctuation, and capitalization) (Jacob, 1981:90).
- ✓ Scrambled sentences are group of sentences which are arranged in illogical order (Manka, 1996: 38).
- ✓ Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence (Orientation, series of events, and re-orientation) (Derewianka, 1990:145)