

## II. LITERATURE REVIEW

### A. Notion of Writing

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Rivers (1968:242) distinguished writing from other skills according to the form; it was from the simplest form to the most highly developed one. From its simplest one, writing can be conceived as the act of putting down in conventional graphic form something that had been spoken.

Meanwhile, Meyers says that writing is a way to produce language when you do and when you speak. Writing is communicating with others in a verbal way.

Meyers states:

Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action—a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (2005:2).

In more details, Macdonald & Macdonald (1996: 1) state specifically that writing process is a creative act of construction that seems to begin with nothing (blank page) and ends with coherent structures that expresses feelings, emotions, attitudes, prejudices and values (the full range of human experience).

Writing is a process of communication that uses conventional graphic system to convey a message to the readers (Linderman, 1983:11). Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing is used for communicating one's idea in written forms to the readers. Furthermore, Raimes (1983: 76) says that writing is a skill in which we express the ideas, feelings and thoughts arranged in words, sentences and paragraph by using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication.

In addition, Tarigan (1987: 17) says that writing is a language skill that is used for indirect communication. The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produce immediately. The writer must think first about the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words into sentences that have been written.

From the definitions above the researcher can conclude that writing is a way to produce language that comes from our thought in the written form. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal

attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

In writing, it is important for language learners to know syntactical structure of a paragraph that consist of words, phrase, clause, and sentence. Robert (1986: 7) point out that structure is fundamental to study of syntax, by analyzing linguistic expression into their constituent parts, identifying categories of those constituents, syntax descriptions have taken the sentence as their starting point, smaller units being primarily regarded as “building block’ of sentences. Sentence consists of words. However if sequence of words is to constitute a sentence, it must be meaningful. The different order of words entails a difference in their structure and their meaning. The syntactical structures can be elaborated as follows:

1. Words; it is both combination of letters and symbol for an object, action, or intention. Thus, in grammatical terms, a word can consists of more than one set of letter combination refer to one item. Likewise, *the union of soviet socialist* is one word.
2. Phrase: a group of words that does not contain both a subject and verb and that function as a single part of speech, such as a noun, adjective, or adverb. For instance;
  - Water entered *through the hull*. (*prepositional phrase functioning as an adverb*)

- The lookouts *scanning ocean* did not see the iceberg until it was too late.  
(*participle phrase functioning as an adjective*)
- The crew fire flares *to signal other ship*. (*infinitive phrase functioning as an adverb*)
- *Spotting an iceberg* is more difficult in calm seas than in choppy seas.  
(*gerundial phrase functioning as noun*)

3. Clause: a series of words that contain a subject and verb. An independent clause can stand as a complete sentence; a dependent clause needs to be attached to an independent clause. For instance:

- Independent clause: *the election will be held on November 2.*
- Dependent clause: *While the voters do not like to go out on the cold day.*  
(*Notice that this clause is not complete; therefore it cannot stand as a complete sentence. Thus, it is sentence fragment.*)

Corrected fragment: *while the voters do not like to go out on a cold day, it is still necessary that all Americans vote.*

4. Sentence: Adelstein and Pival (1988:30) state that grammatically, a sentence is a structure composed of a subject (S) that states the topic of the sentence and a predicate (P) that makes a comment about the topic. Together the subject and predicate express a complete idea or unified statement about the topic given. The predicate consists of a tense carrying verb (V) and usually complement (C), a words or word closely allied to the verb and completing the comment. A complement can be a noun phrase object (my mother, John,); an adjective (beautiful, comfortable); or, in the sentence pattern subject + Verb + adverb +, an adverb (place, time and manner), for example:



(b) Sentence which uses correlative conjunction

either	SP	or	SP
neither		nor	
not only		but also	

For example:

*Not only she is beautiful girl but also she is diligent.*

(The comma is often omitted with correlative)

3. Complex sentence combines two or more simple sentences; an independent or base clause and one or more clauses that are dependent on the base clause meaning. At the examples below, the joiners are in bold.

- **When the phone rang,** I was in the bathtub

(dependent) (independent)

- *The movie **that I saw last week,** was exciting.*

(dependent)

In this example, the SP structures labeled as dependent clauses are logically incomplete without the independent clause. If they are used alone, they would be sentence fragments, as in: *Before Clark slept.*

4. Compound complex sentence is a combination of two or more independent clauses and one or more dependent clauses. For example:

- *I like fruits salad, but I don't like tomato even though it is good for eyes.*

Sentence itself can be arranged into paragraph. Reid (1994: 15) states that paragraph is usually a series of group closely consisting of related sentences that

develop one topic. A group of sentences can be said as a paragraph if develop one main idea, has topic sentence, supporting sentences and a concluding sentence.

Syntactical units play an important role in forming meaningful sentence structure because they have their own specifiable position in the structure of the sentence largely determines the arrangement of the words. The structure can be recognized in languages at every level of analysis: morphemes combine to build words, words combine to build phrases, phrases combine to build clauses, clauses combine to build sentences, and sentences combine to build paragraphs or texts. They are combined into larger ones in particular orderly ways determined by the rules of the language. Thus it can be inferred that syntactical patterns of the language expressed the paragraph that is very important to be mastered by language learners. It is, theoretically, the basic elements of writing skills before they can express their feeling, emotion, and ideas in written form.

## **B. Aspect of Writing**

In writing process, the writer can be said as a successful writer if their writing contains some aspects of writing. According to Jacobs, *et. al.* (1981: 90) there are five aspects of writing, namely:

1. *Content* refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. *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.
3. *Vocabulary* refers to the selection of words that are suitable to the content. It begins with assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. *Language Use* refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. *Mechanic* refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, Haris (1979: 68-89) also stated that there are five aspects of writing.

They are:

1. *Content*: the substance of the writing, denoting the thought that is written about in the passage.
2. *Form*: the organization of the content or ideas, whether the passage has fulfilled the criteria of unity and coherence, or not.
3. *Grammar*: the employment of grammatical forms and syntactic patterns.  
The principles of grammar that are of importance are those that concern words and those that concern word relationships.



4. *Style*: the choice of structures and lexical items to give a particular tone or flavor to the writing.
5. *Mechanics*: the use of the graphic conventions of the language. In composition, it is the general term for matters of spelling, capitalization, hyphenation, abbreviation, and the like.

While according to Raimes (1983:43) there are five classification of the aspect of writing. They are:

1. Content

Content is the substance of writing. Content has relationship to relevance, clarity, originality, and logic of sentences in paragraph or writing.

2. Form

Form means the logical organization of the content. It has relationship to the paragraphs, topic sentence, supporting details; cohesion (the sentences in a paragraph flow smoothly from one to another, showing a clear relationship between them) and unity (discuss only one main idea in a paragraph, which is expressed in the topic sentence).

3. Grammar

Grammar means the usage of the correct grammatical form and the syntactic patterns. Readers often times do not recognize if the grammar in a piece of writing is correct. To them what matters is that they understand what is written and that there is a smooth flow of ideas. On the other hand, grammatical errors do not announce themselves with names such as misplaced modifiers or unparallelled construction. Most of the time, readers will spot them through the ambiguity of the writing.

#### 4. Style

Style is the choice of the structure and the lexical items to give a particular tone of flavor to the writing. It has relationship to redundancy (words or phrases unnecessarily repeat the idea expressed by the world to which they are attached), choice of words (the use of right words to convey the meaning), and active Vs passive. Style is commonly known as the diction/words choice or vocabulary. Vocabulary mastery / diction play an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts. Mastering the knowledge, meaning and structure of the words will support the students to choose the appropriate words, so it can support the effectiveness of using the language.

#### 5. Mechanics

Mechanics is the use of graphic convention on the language such as capitalization, italics, abbreviation, numbers, hyphen, and spelling.

In this research, the concepts proposed by Jacobs. *et. al.* are applied accordingly because these concepts are fairer in scoring each aspect of writing. In addition, it provides a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing (Jacobs. *et. all*, 1981:90).

### C. Concept of Recount Text

Recount text is one of the texts that recalls and reconstruct events, experiences and achievements from the past in logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. When one writes recount, he or she expresses something in his or her mind in form of text which its purpose is to retell event. Recount is the most common kinds of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in nonfiction texts they are used to create factual accounts of events (either current or historical). Recounts can entertain or inform like all text types. For example, newspaper ‘reports’ on an event often consist of recount of the event plus elements of explanation or other text types.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure (Derewianka, 1990:145). The generic structure of recount text is as follows:

1. Orientation – Scene setting opening, it gives the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.
2. Events – recount of the events as they occurred, for example, *I saw a vase...* these events may be elaborated on by adding, for example, descriptive details.
3. Reorientation – a closing statement: *When I got back, I told my mum* (with elaboration in more sophisticated text).

According to Siswanto (2005: 202) recount is a text that tells someone's past experience in a chronological order. Derewianka (1990:15) also asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events over time. It is used to retell past events for the purpose of informing or entertaining. Its focus is on a sequence of events. It generally is begun with an orientation. It provides the background information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incident. We call it re-orientation.

The language features that are usually used in recount text are:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. For example in diary or journal. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, " *this great tennis player will no doubt win many more tournaments*".
2. A range of conjunction (*because, although, while*) is used to link clauses within sentences.
3. Time connectives (*firstly, secondly, next, finally*) are used to link separate events or paragraphs into cohesive whole text.
4. Passive voice is used, particularly in factual recounts to give objectivity to the text. For example, " *the land was worked by the peasants from sunrise to sunset.*"

5. Adverbs (*yesterday, outside*) and adverbial phrases. For example, " *in 1991, in top of the hotel* ", is used to indicate specific times and places.

Here is the example of recount text:

### ***Last Holiday to Kuta Beach***

*Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We choose Bali because we thought that Bali was the most beautiful place and it was the island of The God.*

*At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.*

*Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea.*

*On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.*

*I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.*

And here is the organization of the recount text:

### ***Last Holiday to Kuta Beach***

#### **Orientation:**

*Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We choose Bali because we thought that Bali was the most beautiful place and it was the island of The God.*

#### **Series of Events:**

##### **Event 1:**

*At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.*

##### **Event 2:**

*Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea.*

**Event 3:**

*On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.*

**Re-orientation:**

*I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.*

Apparently, recount text has some aspects of writing skills such as introduction as seen in the orientation, supporting details reflected in the series of events, and then conclusion as seen in re-orientation.

**D. Concept of Teaching Writing**

Teaching is showing or helping someone learn how to do something providing with knowledge, causing to know or to understand (Harmer, 2004: 7). Related to the teaching foreign language, Lado (1959: 125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement.

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, in which the material presented, is relevant to their needs, interest, capacities, and ages until they are able to make a composition with view or even no errors (Finnochiaro, 1964: 129).

In line to teaching writing, Cohen (1990:103) mentions several purposes for writing in the classroom, among others are:

1. To have the learner *imitate* some model of writing by, for example, copying a series of sentences. Particularly at early stages of language

learning, this may give learners a sense how to write the language. At more advanced stages, imitation would be intended to help learners become familiar with certain grammatical and stylistic forms.

2. To *train* the learner in the use and manipulation of linguistic and rhetorical forms. A teacher or textbook may have a series of sentences for the learners to complete or generate as a way of practicing writing skills, e.g. the learners may have to transform a series of sentences from present tense to past tense, or from statements into questions.
3. To *reinforce* some material that has already been learned, e.g. the students are asked to write a summary of an article they had read. This task may help the students to solidify their initial learning of the vocabulary.
4. To improve the learner's writing *fluency*. The purpose would be to engage in writing without worrying about accuracy of language form.
5. To create *authentic communication*. Ultimately, the writing is intended to impart new information to somebody else, with the assumption being that the writer really wants to impart that information and that the reader is genuinely interested in receiving it.

It is now clear that the teaching of writing should provide the learners with the skills of how to integrate all the purposes – imitation, training, reinforcement, fluency and communication with the emphasis on improving the whole performance. In other words, this teaching activity should not focus on just one of its aspects. Writing skills evaluation therefore should be made as a real challenge since there are numerous elements need to be evaluated, such as, *rhetorical structure* (clarity and unity of the thesis), *organization* (sense of pattern for the

development of ideas), *register* (appropriateness of level of formality), *style* (sense of control and grace), *economy* (efficiency of language use), *accuracy of meaning* (selection and use of vocabulary), *appropriateness of language conventions* (grammar, spelling, punctuation), *reader's understanding* (inclusion of sufficient information to allow for the meaning to be conveyed), and *reader's acceptance* (reader's agreement, if so desired) (Cohen, 1990:107).

Teaching writing means that in practicing writing requires the element of writing skill including content, grammar, sentence organization, vocabulary, and mechanic (Madsen et al, in Hikmawati, 2010:13). In other words, teaching writing guides the students not only to write sentence in paragraph or text but also to organize ideas in written form. Thus, they can organize the ideas into written form correctly. Then the teacher must guide the students to be able to express their skills in writing well.

According to Edelstein and Pival (1988:11), there are three steps of writing. These steps are used to make the writing more effective. They are:

1. *Pre-writing*, refers to the selection the general subject, restricting the subject, generating the ideas and organizing the ideas.
2. *Writing*, denotes to setting on the paper the ideas in her or his mind into words, sentence, paragraph, and so son.
3. *Re-writing*, concerns with evaluating her or his writing, dealing mainly with:
  - a. Correcting the content and form
  - b. Correcting the vocabularies, punctuation and grammar
  - c. Correcting writing errors, word duplications and omission



### **E. The Relationship between Scrambled Sentence Practice and Teaching Writing**

Ordering scrambled sentences shows words organization in a sentence or sentence organization in a text that is coherent and cohesive. Manka (1996: 38) states that organization of logical order is actually an activity of writing in which the writer are arranging words in a sentence or arranging jumbled sentences into meaningful text. This activity is done to convey a coherent and cohesive meaning of the text.

Nation (1989:79) mentions that the learners are given sentences with the wrong order. They must rewrite and put the sentences in the correct order. It means that not only the words but also the sentences can be given to the students in wrong order. Scrambled sentences are group of sentences which are arranged in illogical order. In reference to the text's structure, -in this case is recount text-, the students are asked to rearrange the sentences into meaningful text, which its structures are orientation, series of events, and re-orientation. In relation to the characteristics scrambled sentences practice mentioned previously, it can be categorized as controlled writing, because the students are asked to rearrange the scrambled sentences into well-organized recount text. After that, students are asked to make recount text based on the example given to them. The purpose of this activity is to encourage students to fit the meaning in a form, not form to the meaning.

Therefore it can be said that ordering scrambled sentences is important for the students to recall the information.

Controlled writing can be in the form of scrambled sentences. In this case, if the paragraph is unified, coherent, and well supported, the sentences in the paragraph

could be mixed up or scrambled and then reassembled by a reader who is not the author of the text. After that, the meaningful text which has been structured can be the model of composition that can be followed by the students. Raimes (1983: 95) points out that controlled writing is all the writing students do for which a great deal of the content and/or form is supplied. It is the opposite of free writing, where the students generate, organize, and express their own ideas in their own sentences. In controlled writing, more is given to the students: for example are outlines to complete, a paragraph to manipulate, a model to follow, or passage to continue.

Paulston (1986:205) states that controlled writing means the using of certain control in pattern drills in which the students are helped to produce a correct composition. Dealing with this statement, in controlled writing, students will not make a serious error as long as they follow the direction. They are helped to avoid making mistakes in writing because the way of controlled writing means the using of certain direction to the students before they start writing process.

Writing recount text by using scrambled sentences practice helps the students to understand well about the organization of the text. As Frank (1990: 43) states that teacher can teach other components of writing through organization because by rearranging the text into logical order, students do need to use their critical thinking related to content, grammar, vocabulary and mechanics. After the students are able to arrange scrambled sentences into meaningful text, students can use the text as a model to be followed in order to write their own text.

To be clearer, here is the example of scrambled sentences of recount text exercise:

***Last Holiday to Kuta Beach***

1. *Then my family and I rowed a boat around the beach.*
2. *On the last day, I sunbathed in the beach like other tourists.*
3. *Kuta beach was really beautiful.*
4. *The wind blew and we felt really relax.*
5. *And I am proud of being an Indonesian because my country is one of the famous places in the world.*
6. *I will never forget it.*
7. *At the first day, my family and I walked along the beach.*
8. *And there were many tourists at the beach.*
9. *My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach.*
10. *Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta beach.*
11. *We choose Bali because we thought that Bali was the most beautiful place and it was the island of The God.*
12. *The view was beautiful; there were many little fishes and other sea creatures.*
13. *Next day, I swam on the beach and dived under the sea.*
14. *I enjoyed my adventure in the sea.*

Restructured text as:

***Last Holiday to Kuta Beach***

1. *Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach.*
2. *We choose Bali because we thought that Bali was the most beautiful place and it was the island of The God.*
3. *At the first day, my family and I walked along the beach.*
4. *My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach.*
5. *And there were many tourists at the beach.*
6. *Next day, I swam on the beach and dived under the sea.*
7. *The view was beautiful; there were many little fishes and other sea creatures.*
8. *I enjoyed my adventure in the sea.*
9. *On the last day, I sunbathed in the beach like other tourists.*
10. *Then my family and I rowed a boat around the beach.*
11. *The wind blew and we felt really relax.*
12. *Kuta beach was really beautiful.*
13. *I will never forget it.*
14. *And I am proud of being an Indonesian because my country is one of the most famous places in the world.*

In other words, it can be concluded that controlled writing allows grading and sequencing of task. It is designed to make it easier for the students in writing since there are no grammatical mistakes in that writing. In this case, the students are not expected to express their thought, feeling, and knowledge freely because they should follow the teachers' control. Therefore, the students can concentrate in reassembling the text organization. If they are common with the pattern, it can reinforce their ability in making the text unity and coherent. If students make error in controlled composition we can see from the result of their poorly made task. In conclusion, teaching writing by using scrambled sentences is advisable since it can help students to think logically by rearranging those sentences into a good text. In addition, by referring to the characteristics of recount text that is must be arranged chronologically, scrambled sentence practice is a good technique in teaching writing.

#### **F. The Selected Technique in Teaching Recount Text Writing**

Manka (1996:38) states that teaching organizational logical order is advisable to introduce organizational writing with interval sentence arrangement. Teacher can ask the students to restructure scrambled sentences and render them into meaningful recount text. Reid (1994: 85) mentions the steps in reassembling scrambled sentences as the following:

1. Read the scrambled sentences.
2. Identify the most general, the most important sentences that introduce the paragraph (that is the topic sentence).

3. Find the second sentence that helps the reader anticipate what the paragraph will be about.
4. Look for connectors that indicate the places of the middle supporting sentences in the body of paragraph.

Hence, the procedure of teaching recount text writing can be described as follows:

### 1. Pre-writing Activity

- The teacher explains about recount text, the social function, generic structures and language features that the students must write in a text.
- The teacher shows one example of material, that is recount text to the student, and then the teacher explains to the student about the text.

#### **VISITING TO DOCTOR AKBAR**

##### **Orientation**

Last Month, Mr. Andi visited to Doctor Akbar. He had a trouble with his heart. Doctor Akbar is a famous heart specialist in his city. He is an excellent doctor and his examinations are always complete.

##### **Series of Events**

Mr. Andi was waiting for the doctor to finish his examination. He was carefully examined by the doctor. First, the doctor listened to his heart, took blood pressure and temperature, gave X-ray and examined his eyes and ears.

Then, the doctor told him that heart trouble was never minor illness, but this was not a serious heart attack.

After that, doctor Akbar gave some advises to Mr. Andi to lose some weight, get plenty of sleep and eat good meals. He also said that smoking and drinking would be harmful for the heart.

Finally, Doctor Akbar suggested that Mr. Andi should do sport regularly and do not work too hard.

##### **Re-Orientation**

Mr. Andi felt much better after he visited to Doctor Akbar. He promised to himself that he would keep his body well.

- Based on the text, the teacher give explanation about five components of writing including content, organization, language use, vocabulary, and mechanic.
- The teacher divides the students into groups consist of 3-4 students in order to make teaching and learning process more effective because the students can share with their friends.
- The teacher hands out practice materials consisting mixed sentences and asks the students to identify difficult words appears in the text and discuss the meaning of words with their friends.
- The teacher asks the students to identify generic structure of the text by analyzing the language features which appears in recount text especially focus on the time connectives and adverbs to make it easier for them in arranging the scrambled sentences.

#### **COLD**

1. The next day, Jane had recovered.
2. She missed her friends and was glad to go back school again
3. When Jane woke up for dinner, she felt much better.
4. One day, Jane was caught in the rain.
5. Soon, Jane got cold.
6. When she reached home, she started sneezing
7. The next morning, Jane's mother took her to the doctor.
8. He also advised Jane to drink much water and take a good rest.
9. The doctor said that Jane had flu and he gave her some medicine.
10. Her mother carried her meal to her bedroom.
11. She also brought Jane some medicine.
12. When Jane and her mother reached home, Jane went straight to bed.
13. After eating, Jane went back to sleep.
14. She slept till lunch time.

- The teacher asks the students to restructure scrambled sentences given in group based on the generic structures of the recount text to make it

meaningful. For example, teacher may use one topic that related to daily life to make the students easy in doing the task.

- When the students are doing the tasks in group, the teacher moves among them, gives assistance and guidance as required.
- The teacher and students discuss about the order of the text being scrambled to find out the meaningful text appropriate with the organization of the text.
- The teacher asks the students whether they have understood or not about ordering scrambled sentences and the material that is recount text. This can be done by asking some question about the materials that have been taught before, and then teacher explains the materials again clearly.

## **2. Writing Activity**

- The teacher asks the students to write their own recount text individually in the same topic with the example of recount text.
- The students begin to write a recount text by seeing the example of recount text.
- While the students are writing, the teacher moves around them and gives assistance and guidance as required
- After all students finish their writing, the teacher collects their work and evaluates students' writing dealing with five components of writing.

### **3. Re-Writing Activity**

- After the teacher evaluates the students' work, dealing with correction of content, organization, language use, vocabulary and mechanic, the teacher asks the students to revise their writing referring to the recommendation from the teacher.

### **G. The Advantages of Scrambled Sentences Practice**

As it has been pointed earlier, the teacher can teach other components of writing by teaching writing through scrambled sentence practice. A part of teaching grammar, vocabulary, content, and mechanics through organization, the students are also encouraged to create a meaningful text out of confusion. Frank (1990: 43) says that, SSP can be starting point for teaching creative writing to our students. Although some critics may say that controlled composition of this sort the students' ability to create his or her own text, it should be noted that reordering a text involves critical thinking. Moreover, the text serves as a model for the students in spelling, punctuation, capitalization and paragraph indentation (if the text comprises many paragraphs).

According to Manka (1996:38), teaching organizational logical order through controlled composition can teach many different types of text (scientific, agriculture, medical, geographical, fiction, and telecommunication) in the language class. In addition, Manka also states that the next advantage is that teaching organization is an effective way in teaching writing to a large class. After the re-organization task, the students with the help of their teacher can discuss the



order that the text was supposed to take. During this time students can correct their own work so they have the opportunity to take particular note of where they got mistakes. Correcting not only saves time for the teacher but also reveals to the students' errors that she or he made.

#### **H. The Disadvantage of Scrambled Sentences Practice**

The disadvantage of using scrambled sentences practice is in the stage of rearranging scrambled sentences into meaningful text, the students must have good comprehension to the text being scrambled. Therefore, the students must understand first about the meaning of every word in a sentence and each sentence in relation to the whole of the text. It can be a difficult task for the students who have low ability in comprehending the text.

To overcome this problem the researcher gave more chance in discussing the meaning of words and sentences in the recount text with the students. Beside that, the researcher asked the students to use their dictionary if needed.