

**IMPROVING STUDENTS' ABILITY IN RECOUNT TEXT WRITING
THROUGH JUMBLED SENTENCES AT THE FIRST GRADE OF SMA
KARTIKATAMA METRO**

(A Script)

By

Rini Putri Malinda



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

BANDAR LAMPUNG

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KARTIKATAMA**

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Abstract

Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada kemampuan siswa dalam menulis teks recount setelah belajar melalui jumbled sentences. Penelitian ini adalah penelitian kuantitatif. Subjek penelitian sebanyak 25 siswa kelas satu di SMA Kartikatama Metro. Tes menulis digunakan sebagai alat untuk pengambilan data. Data yang diperoleh dianalisis menggunakan t-test dengan tingkat signifikan level $p < 0.05$ menggunakan SPSS versi 17.0. Hasil menunjukkan bahwa terdapat perbedaan signifikan secara statistik pada pencapaian kosakata siswa. Dapat disarankan bahwa pengajaran menulis menggunakan jumbled sentences dapat membuat siswa terlibat kreatif dalam pembelajaran dan dapat membantu mengembangkan ide dengan mudah.

The aim of this study was to find out whether there was a statistically significant increase of students' writing ability in recount text writing after they were taught through jumbled sentences. This research was a quantitative research. The subjects of this research were 25 students at the first grade of SMA Kartikatama Metro. The writing test was administrated as the instrument of the research. The data were analyzed by using t-test with the significant level of $p < 0.05$ through SPSS version 17.0. The result showed that there was a statistically significant increase of students' writing ability. This suggests that teaching writing using jumbled sentences facilitates the students to develop their ideas easily.

Key words: *jumbled sentences, recount text, writing.*

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**By
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(A Script)

**Submitted in a Partial fulfillment of
The Requirements for S-1 Degree**

in

**The language and arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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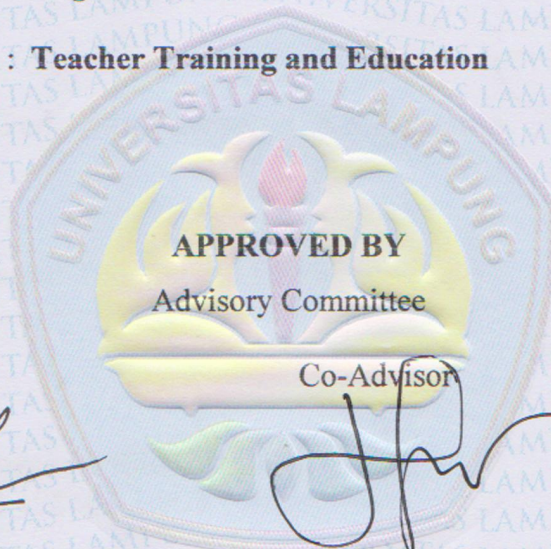
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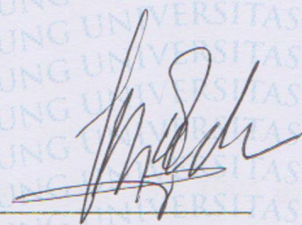
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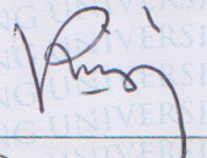
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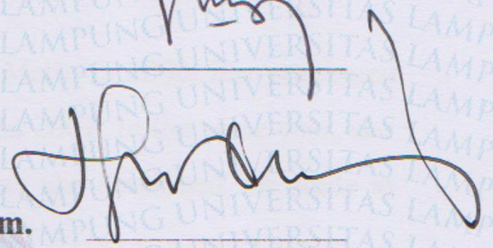
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CURRICULUM VITAE

The writer's name is Rini Putri Malinda She was born on November 15th, 1995 in Metro. She is the second child of harmonious couple Firdaus (alm) and Elmawati. She has one sibling named Anggi Kadafi.

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DEDICATION

With love and appreciation I dedicate this research paper to:

1. My Beloved Parents, Firdaus (Alm) and Elmawati
2. My Beloved Husband, Dicky Ardiansyah Putra
3. My Beloved Son, Darrel Ardiansyah Musa
4. My Best Friend, Yana, Ikun
(Thanks for the support)
5. English Education Study Program 2013
6. My Almamater, University of Lampung

MOTTO

“If you do good, you do good for yourselves; and if you do evil, you do it to yourselves”

QS. Al-Isra':7

“Find out what’s possible if you never give up”

Justin Bieber

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Gratitude and honor are addressed to all people who helped and supported the writer in completing this script. Firstly, the writer would like to acknowledge her sincere gratefulness to Prof. Dr. Cucu Sutarsyah, the writer's first advisor, and Gede Eka Putrawan, S.S, M.Hum. the writer's second advisor, who have given assistance, guidance, ideas, encouragement and scientific knowledge within the process of accomplishing the script. Her sincere thankfulness also goes to Drs. Huzairin, M.Pd. as the writer's examiner who has given ideas and revisions to make the script better.

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Finally, the writer expects this script will be meaningful for readers and will be beneficial as reference for other researchers who want to conduct similar research.

Bandar Lampung, Juli 2017

The Writer,

Rini Putri Malinda

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I. INTRODUCTION

This chapter reveals several points explaining the reasons for conducting this study. It consists of the background of the problem, formulation of the problem, the objective, uses, and scope of the research. In order to avoid misunderstanding, definitions of terms are provided in the last part of this chapter.

1.1 Background of the Study

Since English is selected as an international language, its role as a tool of communication becomes more important in modern society. Consequently, people need to learn English at school, from elementary school to senior high school and even in university. Teaching English means teaching students not only about how to speak, how to read, and how to listen, but also how to write. The students are not only expected to speak English fluently but also to be able to master the four language skills; listening, speaking, reading, and writing. These four skills are interconnected and associated each other. If the students need to master English, they must develop the four skills.

Learning English implies learning how to communicate. Communication can be done not only in spoken but also in written form. Writing is a productive skill which is very important for students to learn. Writing will help students master the other language skills. Students sometimes feel afraid and shy to speak what they

want to say but they can tell something through a draft or writing before speaking. Thus, if students are having problem in expressing the idea, they can write it down.

In fact, writing is still considered a complicated skill for students to master because it involves a complex activity requiring a variety of skills. Students must have the ability to generate ideas, determine the purposes, develop arguments, organize and manage the text effectively, and revise. Byrne (1988:4) says that writing is difficult for most people both in mother tongue and in foreign language. It was noticed that students did know what they were going to write but they did not know how to put them into words. When their teacher asked the students to make a composition, they were confused about expressing their ideas in written form (Wahyudin, 2012:2).

Furthermore, Idrus (2003:3) states that although English has been learnt for many years, we still find that senior high school graduates cannot understand and use English well both in spoken and written forms. Many students complain that they have the ideas what they are going to write but they do not know how to put them into a paragraph coherently. They cannot link several sentences into one coherent idea.

Rianto (2010:51) has found that most students did not compose in a well organized composition and also they made it in a poor language use. Actually the students already have a good content but they got a problem about how to organize and develop the idea in the composition. Below is the example of paragraph produced by a student:

My mother get I ready for school^{GR} then I had to wait for her to brush my hair and place every strand in just the perfect position.

I has to show her my shoes that I has cleaned the night before and my school bag had to be neatly

put on my shoulder before ^{GR}I coul ^{SP}
 get near the door. Only after mother me ^{VT} was totally satisfied, would I be allowed to rush out of the
 frontdoor.
 I would leave home at 8 am on the dot and make my walk down the lane ^(unclear meaning). After a walk
of about 700 metres I would able to see tall steeple of the school ^{GR}.
 The playground would be full in the summer and the noise would make me want to rush into the yard
 and get into a game good ^{VT} of football before the bell
 went.

Rianto (2010: 51)

Based on the paragraph cited above, there are two major mistakes the students made, i.e., language use and organization. In language use, the mistakes were underlined. It can be seen that the student made mistakes from the beginning until the end of the sentences. For the organization aspect, this student did not write the composition based on the generic structure of recount text, i.e. orientation, events, reorientation.

In addition, based on researcher's pre-observation in SMA Kartikatama Metro, the researcher found that the students had problem in writing a text because they usually got difficulty in expressing their idea smoothly. It was because the teacher taught them without using a good approach and treatment. The students were only asked to write a text based on the topic or picture in the text book without checking their ability in mastery aspects of writing first. Teacher did not give a guidance to the students when they were asked to make a composition. Because of that, the students could not understand about certain instructions of a text, for example, the generic structure of the text, purposes, and the language features of the text. The researcher also found that the students could not make a good composition of writing because they did not know how to make a good composition step by step. It was also strengthened by their daily score of writing. The score of their writing was mostly below 70 as the minimum Standard of Mastery Learning (KKM).

Therefore, the researcher is encouraged to take a close look at these facts by doing a research on this matter. The researcher assumes that if teachers want to help the students to be a good writer in English, they must be able to teach writing effectively to the students in the classroom. The students should be taught how to plan and organize the ideas or supporting information before doing the composition so that they are able to improve their writing ability. There are lot of activities that can be used in teaching writing such as jumbled sentences practice, guiding task. etc.

Larsen-Freeman. (2000) states that teaching writing is an important skill and a helpful activity to students if it is done in a way to give the students jumbled sentences to improve their writings. Jumbled sentences can be a beneficial experience for the student if the teacher shows strong points as well. This statement is also strengthened by Ferris (2002) who found that students who were given error sentences from the teacher had greater self-correction abilities than those who were not given error sentences. Through Jumbled Sentences, teacher can help students to compare their own performance with the ideal and to diagnose their own strength and weaknesses.

Jumbled sentences are a group of sentences arranged in an illogical order. In this research jumbled sentences are chosen to help students develop their writing ability because it is a helpful technique for teaching writing. By rearranging the jumbled sentences into a logical order of a paragraph the students are expected to grasp the intended information.

Based on the background of the problem above, the researcher is interested in improving students' recount writing ability through jumbled sentences.

1.2 Problems

In reference to the background of the problems stated above, the researcher formulates the research problems as follows:

1. Is there any significant difference of students' recount text writing ability after being taught through Jumbled Sentences at the first grade of SMA Kartikatama Metro?
2. What aspect of writing improves the most after being thought through Jumbled Sentences of students' recount text writing ability at the first grade of SMA Kartikatama Metro?

1.3 Objectives

In relation to the formulation of the problem, the objectives of the research are:

1. To find out whether there is a difference of students' recount text writing ability after being taught through Jumbled Sentences at the first grade of SMA Kartikatama Metro.
2. To investigate what aspect of writing that improves the most after being though through Jumbled Sentences of students' recount text writing at the first grade of SMA Kartikatama Metro.

1.4 Uses

1. Theoretically, it provides theoretical contribution that supports the theory of Jumbled Sentences that states that Jumbled Sentences can be applied to improve students ability in recount text writing.

2. Practically, it can inform English teachers about using Jumbled sentences as one of alternatives in teaching writing especially in recount text writing ability.

1.5 Scope

The subject of the study was limited to the first grade of SMA Kartikatama Metro. A class was be chosen randomly to be the sample. Specifically, this study investigated whether students' recount writing ability improved or not through Jumbled Sentences. In this research, the learning materials were be focused on recount text writing. The treatment was conducted three times.

All students' compositions were assessed in terms of content, organization, language use, vocabulary, and mechanics. The scoring criteria was adopted from Jacobs et.al. (1981:9). The materials were adopted from the School-based Curriculum 2013. That topics discussed by the students in recount text writing were *my holiday and unforgettable experience*.

1.6 Definition of Terms

In relation to the use of this study, there are some definitions clarified in order to have similar understanding. The terms can be described as follows:

a. Writing

It refers to a process of communication that uses conventional graphic system to convey a message to the readers. This also means that writing is used for communicating one's idea in written form to readers, so that the readers can understand the information.

b. Student's Ability in Recount Text Writing

It refers to the students' competence in applying the components of writing including content, organization, vocabulary, language use (grammar) and mechanics.

c. Recount Text

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).

d. Jumbled Sentences

Jumbled sentence are a group of sentences arranged in an illogical order where the teacher gives some sentences to the students and they rearrange the sentences into a good order. Then, they make a paragraph based on the sentences. (Manka,1996:38).

II. LITERATURE REVIEW

In relation to this study, there are several points of theories and previous studies which should be reviewed. Some concepts are described in order to give similar understanding. Thus, this chapter discusses the review of previous research, the concept of writing, teaching writing, concept of text, recount text, Jumbled Sentences, teaching writing recount text using Jumbled Sentences, the procedures, and also advantages and disadvantages of Jumbled Sentences. By referring to those concepts theoretical assumption and hypothesis can be concluded.

2.1 Review of Previous Research

Writing is considered as a complex skill to learn. Concerning this case, an English teacher should be able to implement and improve a good technique for teaching the students well, in order to make the students able to write a text. One of additional ways that can be used by the teacher to improve students' ability in writing is using jumbled sentences. In the recent time, many researchers have conducted research to find out the benefits of teacher's jumbled sentences in the process of teaching writing.

A study on Jumbled Sentences was conducted by Sulasih (2011) in University of Lampung entitled *Improving Students' Recount Paragraph Writing Ability Through Jumbled Sentences Practice at the Second Grade Of Smp Muhammadiyah 1 Gadingrejo*. This research was conducted to investigate the effect of jumbled sentences on students' writing. She focused on giving jumbled sentences to students' writing that would be assessed based on five aspects of composition; content, organization, vocabulary, language use, and mechanics (Jacobs, 1981). In the end, the result showed an improvement of students' writing. She claims that Jumbled Sentences is effective to be implemented in teaching writing.

Another study was conducted by Larsen-freeman (2000:133). He used Jumbled Sentences to improve the students' writing skill. He found that Jumbled Sentences are part of communicative language teaching activity and it is usually used by the teacher in classroom. His research was aimed at investigating the effect of Jumbled Sentences on Al-Hussein Bin Talal University students' self-correction ability. The results of the study showed that students who were given coded jumbled sentences did better on all then both the control group and the non-coded group. Based on the result of those researches, it can be seen that jumbled sentences has its own benefit to improve students' writing ability.

Based the explanations above, the researcher was interested to implement Jumbled Sentences in teaching writing in intermediate level. Further, the difference of this study with the previous studies lies on subject. This study mostly focus on giving Jumbled Sentences to students' writing in senior high school. This study only uses

Jumbled Sentences that is used to solve the problem in five aspects of writing, those are content, organization, language use, vocabulary, and mechanics.

2.2 Writing

Writing is one of the human's ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. Someone can express their idea that they want to share in a written form. According to Tarigan (1987:7), writing is the language skill that is used in the indirect communication. It implies that the students can communicate their ideas to the others through written form such as letter, message, or invitation for communication.

In addition, Fatoni (2012:8) states that writing is an active process of expressing ideas, thought, and feeling of the writer. It means that if someone is able to share his/her message in right order to the reader, there will be a communication between them. In writing we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable. In order to make a good writing, there are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacobs et.al. (1981:90).

1. Content

It refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization

It refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. Grammar/Language use

It refers to the use of correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

4. Vocabulary

It refers to the selection of words that are suitable the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. Mechanics

It refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

So, we have to know and understand about how to implement the aspects of writing well in order to make a good composition.

2.3 Teaching Writing

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

is clear that the teacher should guide the students to write or how to express the ideas in written form.

In relation to teaching writing, Harmer (1984: 40) states that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Madsen quoted by Idrus (2003), States that teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics. It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

Appelbe in Mappe (2000) suggests that there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing. The description of each stage is shown as follows:

1. Pre-writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encouraging them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the

topic being provided. By this way, students would get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, students would select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check content and organization based on the feedback from him or herself and teacher or peers. Revision is a process in which 15 writers not only polish their style, but also develop their ideas. In this stage, the teacher help the students through the revision to shape and reshape the text into final form, and it is focused more on audience, mood, voice, length, clarity, completeness and consciousness.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation. Referring to the process of writing above, Jumbled Sentences plays the important roles in the four stages of writing in this study.

2.4 Jumbled Sentences

Jumbled Sentences are part of communicative language teaching activity and it usually used by the teacher in classroom. Thus, teacher gives some sentences with scrambled order to the students and they unscramble the sentences into a good order

and then they make a good paragraph based on sentences (Larsen – Freeman, 2000:133). In other research, Chicaiza (2009:97) describes that Jumbled Sentences are exercise where belonging to each sentence are mixed in a random order in its own file and the students are required to order such pieces and write a correct sentence out of them. But in this research, the researcher asked the students to rearrange the sentences into a paragraph and then they make a good paragraph based on the sentences. This activity helps students more creative and active because they can share their ideas to one another. By discussing to another in the classroom, student who usually calm down in class will braver to express his/her ideas. So, the teacher should have an interesting technique to teach the students in order to they more interested in the classroom.

2.5 Text

Derewianka (1990: 17) defines a text as meaningful stretch of language – oral or written. Even it only consists of one word but it is meaningful. For example, “STOP!”. It consists of single word but the meaning is complete. Therefore, even the utterance is only single word; it can be called a text due to the complete meaning.

On the other hand, Hyland (2004:6) states that text is autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is an orderly arrangement of words, clauses, and sentences by following the principles which guide the correct arrangement of element.

There are two main categories of text namely literary and factual. Literary texts are texts constructed to appeal emotions and imagination. For example: stories, movies,

scripts, fairy tales, plays, novels, song lyrics, mimes, and soap operas. There are three main text types in this category: narrative, poetic, and dramatic. Factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, report, procedure, exposition, explanation, and discussion.

Not all the texts are the same. Each text has its function and generic structure. Each kind of text is structured in different ways to achieve its purposes. It is important to understand each type of text (Gunawan, 2011:12).

2.6 Recount Text

Recount text is one of text types that should be learned by the students. It also has been included in the 2013 Curriculum, especially for first grade students of senior high school. According to Derewianka (2004:14), a recount is the unfolding of a sequence of events or times. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Meanwhile, Anderson et. al., (1997) states that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events. The following is the generic structure and language features of recount text.

The Generic Structure:

- 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.

- Events - recount of the events as they accrued, for example, *I saw a book.....*
these events may be elaborated on by adding, for example, descriptive details.
- Reorientation – a closing statement: when I got back, I told my mum (with elaboration in more sophisticated text)

The language features, it means that the applications of language feature of the text in teaching learning process are:

- Written in the past tense, e.g. *I went...*
- In chronological order, using connectives that signal time, for example, then, next, after, meanwhile.
- Focused on individual or group participants, for example, in the first person: I, we, or third person: he, she and it.

The following is an example of recount writing (quoted from Book LKS, Agung Pratama, 2010, (class VIII).

A TRIP TO PARAPAT

Last Saturday was a public holiday. The students of SMP 1 Medan took a trip to Parapat. They hired three buses. They were new and luxurious. In the morning the students woke up early. Their mother prepared some food, drinks, and fruits for them. Their parents took them to the school. These buses were already there. Some students

were in buses. Their parents were waiting on both sides of street. At six o'clock the buses left their school. The students looked very happy and started to sing.

At nine o'clock they reached Parapat. The students hurriedly got out of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals.

At about ten o'clock some of the students changed into their swim suits and ran into about for a soil. At three o'clock the teachers called the students together because it was time to go home. In summary, the trip was very enjoyable. This place is so impressive with its beautiful panorama and boat ride.

A TRIP TO PARAPAT

Orientation:

Last Saturday was a public holiday. The students of SMP 1 Medan took a trip to Parapat. They hired three buses. They were new and luxurious.

Event 1

Their mother prepared some food, drinks, and fruits for them. Their parents took them to the school. These buses were already there. Some students were in buses. Their parents were waiting on both sides of street. At six o'clock the buses left their school. The students looked very happy and started to sing.

Event 2

At nine o'clock they reached parapat. The students hurriedly got out of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals.

Event 3

At about ten o'clock some of the students changed into their swim suits and ran into about for a soil. At three o'clock the teachers called the students together because it was time to go home.

Re- orientation

In summary, the trip was very enjoyable. This place is so impressive with its beautiful panorama and boat ride.

2.7 The Relationship Between Jumbled Sentences Practice and Writing Skill

Manka (1996:38) states that organization of logical order is actually an activity of writing in which the writers are arranging words in a sentence or arranging jumbled sentences in a paragraph. Ordering jumbled sentence shows sentence organization in a text that is coherent and cohesive.

Jumbled Sentences are a group of sentences arranged in illogical order. In relation to the characteristics of jumbled sentences practice mentioned previously, it can be categorized as controlled writing. Raimes (1983:95) points out that controlled writing is all the writing students do for which a great deal of the content 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 task, more is given to the students: an outline to complete, a paragraph to manipulate, a model to follow, or passage to continue, for example.

Controlled writing is useful tool at all levels of composition teaching and not just in the early stages before students has gained enough fluency to handle free writing. Controlled writing tasks give students focused in getting words down on paper and in concentrating in one or two problems at a time; they are thus spared from tackling the full range of complexity that free writing entails.

For the teacher controlled writing is easier to mark and much less time consuming, so more can be assigned. If the student is steered away from choosing content or what to say about a topic because it is supplied, then both the student and the teacher can devote full attention to mastery the local point of the controlled writing, whether that is the use of past tense ending or the tenses used in indirect speech.

Raimes (1983:93) states the controlled writing can fit into a composition curriculum at any level of students' ability in these two places:

1. Before free writing, when students practice a grammatical point or syntactic structure within a text and just as sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organization to help them in planning their own piece of writing.
2. After free writing, when we see what problems our students are having and assigned a controlled task to give the practice with the problem areas. When

students write controlled writing exercise, they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas, and forming sentences. Controlled writing focuses the students' attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in content. 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).

Controlled writing can also be in the form of jumbled sentences. In this case, if the paragraph is unified, coherent, and well supported, the sentences in the paragraph could be mixed up (that is "jumbled"), and then reassembled by a reader who is not the author of the paragraph. To be clearer, here is the example of jumbled sentences of paragraph exercise.

1.Jumbled Sentences:

FEVER

1. Then, on the third day, his body became stronger.
2. His temperature was 39C.
3. Tom was sick. He had a fever.
4. The doctor examined him and wrote aq prescription foe medicine.
5. His mother took him to the doctor.
6. Tom had to stay at home for three days.

7. They told him about the lesson, the teachers and their friends in their class.
8. His classmate Mira and Toni visited him.
9. He planned to go to school tomorrow. But he hold finish taking the medicine.
10. After taking the medicine for a day, he felt better.

Restructured Paragraph:

FEVER

Tom was sick. He had a fever. His temperature was 39 C. His mother took him to the Doctor. The doctor examined him and wrote a prescription for medicine. Tom had to stay at home for 3 days. After taking medicine for a day, he felt better. His classmate Mira and Toni visited him. They told about the lesson, the teacher and their friends in their class.

Then, on the third day, his bodies become stronger. He planned to go to school tomorrow. But he should finish taking the medicine.

Reid (1994:85) mentions the steps in reassembling a jumbled paragraph as the following:

- 1 . Read the jumbled sentences.
- 2 . Identify the most general, 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 the paragraph.

Controlled composition allows grading and sequencing of task; in other words, it is designed to make it easier for the students in writing since there are not grammatical mistakes in that composition. In this case, the students are not expected to express their taught, feelings and knowledge freely because they should follow teachers' control.

So, the students can concentrate on reassembling the paragraph organization. If students error in controlled composition we can see from the result of their poorly made task. The material for controlled writing is available not only in specialized textbooks, but also in the short reading passages found in most ESL texts, and of course in the writing of the students themselves. A student's composition once revised and corrected for grammar, can then be used by that same student or by the whole class as a text to change. For the teacher, the technique can help him/her in marking the students' works more easily because the students are able to correct most of the mistakes by themselves before they hand their composition to their teacher.

2.8 Procedure in Teaching Recount Text Writing through Jumbled

Sentences

The procedure of teaching paragraph writing through Jumbled Sentences may be described as follows:

1. The teacher shows one example of material to the student then teacher explains to the students about what they have to do, that is arranging the Jumbled Sentences into a correct order e. g., the teacher gives the students Jumbled sentences and asks the students to arrange it.
2. The teacher explains the students about transition signal/markers and how to use it, e. g., the teacher may ask about the function of the transition signal markers in paragraph writing.
3. The teacher asks the students whether they have understood about ordering Jumbled Sentences technique and the material. This can be done by asking some question about the materials that have been taught before, and the teacher explains the materials again clearly.
4. The teacher hands out a practice material consisting of mixed sentences and asks the students to restructure them in pairs based on the order of Jumbled Sentences techniques to make them meaningful. For example the teacher may want to use the topic that related to daily life to make the students easy in doing the task.
5. Then they correct their work together based on the teacher's guidance, e.g., the teacher gives some instructions when they correct the works.
6. After that teacher distributes another material and asks the students to rearrange the sentences individually. The materials may be in the form of text in which the sentences have been jumbled.

7. After all the students have finished doing exercise, they check their answer together guided by the teacher's explanation the materials again whether the students find difficulties in doing the task.

2.9 Advantages and Disadvantages of Jumbled Sentences

As a matter of fact, every strategy, technique, or step bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective. Below are the advantages and disadvantages of teacher's Jumbled Sentences.

a. The Advantages of Jumbled Sentences

Jumbled Sentences is considered as an alternative strategy to teach writing because it has many advantages. The advantages of using it can be described as follows:

1. Frodesen (2001) notes that Jumbled Sentences is very useful. Students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made.
2. Jumbled Sentences is helpful on students' long-term writing development (Ferris, 2002).
3. Jumbled Sentences may be beneficial to students in editing, because Jumbled Sentences can guide learning and help the students solve problem by themselves (Lalande, 1982).

b. The disadvantages of Jumbled Sentences

In addition to the advantages, Jumbled Sentences has disadvantages that should be considered as follows:

1. The process of giving Jumbled Sentences to each student's writing can consume much time if the number of the student in the class is large.

Therefore, the teacher should consider the time allocation for giving the Jumbled Sentences and to reduce student confusion, teachers can consistently use symbols or markings to indicate place and types of errors and train the students in what kinds of corrections to make based on each symbol.

2.10 Theoretical Assumption

In teaching writing, there are many steps that can be used by teachers to reach the goal of teaching learning process. Based on the literature review above. Based on the previous description, writing is counted as the most difficult skill. Students need to consider five aspects of writing; they are content, organization, grammar, vocabulary, and mechanics. Obviously, some cases show that it is difficult for students to express their ideas coherently into writing form. Some mistakes have been made in every aspect of writing. Therefore, Jumbled Sentences can be used to alert the student about their error and give them opportunity to fix the errors themselves. It also can be used in order to minimize grammar errors and inaccuracy of selection of word. Finally, it is assumed that Jumbled Sentences can improve student's recount writing ability in terms of content, organization, grammar, vocabulary, and mechanics.

2.11 Hypotheses

Based on the theoretical assumption, the researcher formulates hypotheses as follows:

1. There is a difference of students' ability in writing recount text after the implementation of Jumbled Sentences".
2. The aspect of writing that improves the most after being using Jumbled Sentences is Language Use.

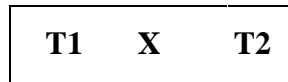
III. RESEARCH METHODS

The design of this research was organized in a manner that allows comparison between pretest and posttest result. To do this, analytical data measuring the caliber of students' writing was collected using pretest and posttest. Using a controlled analysis of the result as channeled through the research design, the transformation of the subjects' writing skills could be adequately revealed and composed across the two- test period.

3.1 Design

This research was a quantitative study which was intended to see the students' recount writing improvement after the implementation of the Jumbled Sentences. The research design was one group pretest-posttest design. The researcher was used one class where the students were received pretest before treatments and they were received posttest after the treatment. Pretest was to found out the students' ability before the treatment conducted and posttest was used to see the difference of students' writing ability after the treatment conducted. Then the results of posttest and pretest were compared to see the difference.

In doing this research, the data were taken by having pretest (T1) and posttest (T2) on the sample. It was demonstrated as follows:



T1 : Pretest

T2 : Posttest

X : Treatment by the researcher (Jumbled Sentences)

(Setiyadi, 2006:131)

3.2 Population and Sample

The population of this research was the first year of SMA Kartikatama Metro in the academic year of 2016/2017. There were seven classes of the first year students. A class was taken as the sample of this research to be the experimental class. The class was chosen by using lottery technique. In determining the experimental class, this study used simple probability sampling by using lottery; so that those all the first year classes in the school got the same chance to be the sample. The students were given 2 times of treatment to improve their ability in recount text writing.

3.3 Data Collecting Technique

The aim of this research was to gain the data on the students' recount writing ability score before the treatment (pre test) and after the treatment (post test). The text used was recount text concerning five aspects of writing: content, organization, language use, vocabulary, and mechanics. Pre test and post test were conducted to see whether there was a significant improvement on students' score after the implementation of teacher's Jumbled Sentences. The data was gained from:

1. **Pre test**

The pretest was conducted before the treatment was administered. It was administered to the experimental class. It was to see the basic quality of students' recount writing performances before receiving the treatment. The pre test was a writing test. The pre test was conducted in 90 minutes.

The Instructions used by the researcher for the pre- test include:

- a. Make a recount text about "My Holiday"
- b. Make it in three or more paragraphs. Each paragraph consists of four or more sentences.
- c. Be careful in choosing the words, especially adjective.
- d. Pay attention to your grammatical structure. Check them carefully before you submit it.

2. **Post test**

The post test was conducted after the treatment was administered. It was used to know the improvement of student's ability in writing simple recount text. It was conducted in 90 minutes. The post test was administered once.

Instructions used by the researcher for the post- test were:

- a. Make a recount text about an unforgettable moment in your life.
- b. Make it in three or more paragraphs. Each paragraph consists of four or more sentences.
- c. Be careful in choosing the words, especially adjective.

- d. Pay attention to your grammatical structure. Check them carefully before you submit it.

3.4 Procedures of Data Collecting Technique

In collecting the data, this study used the following steps:

1. Selecting materials for treatment

In selecting materials for treatment, the researcher selected some samples of recount text from English books and the internet.

2. Determining the population and selecting sample

The population of this research was the first year of SMA Kartikatama Metro. There were three classes, the researcher chose one class as the experimental class randomly by using lottery, since every class had the same opportunity to be chosen.

3. Administering the pretest

The pretest is conduct to measure students' preliminary ability before treatment. Here, students in experimental class was assigned to write a recount text. The topic was about My Holiday and the time allocation was 90 minutes.

4. Conducting the treatment

After giving the pretest to the students, the experimental class was given treatment through Jumbled Sentences. The treatment was conducted in 90 minutes based on the time allocation in the syllabus of the first grade of SMA. The treatment was conducted in three meetings. In those three meetings the

students was guided to write a recount text. After the treatment was given, the posttest was given to the students to evaluate their ability in recount text writing after the implementation of Jumbled Sentences.

5. Administering the posttest

In order to see the improvement of student's writing ability, the posttest was conducted in the experimental class after they were given the treatment. The test was in form of writing. The students were asked to develop their recount text writing based on the topic of unforgettable moment in my life. The posttest was conducted in 90 minutes.

6. Analyzing the test result (pretest and posttest)

After scoring pretest and posttest, the data were analyzed by using SPSS version 17.0 for windows. It was used to find out the means of pretest and posttest and how significant the improvement was.

3.5 Scoring Criteria

The students could succeed in writing if their writing includes five aspects of writing. Therefore, the aspects of writing are evaluated in the students' paragraph writing in the form of simple recount text. They were content, organization, grammar, mechanics, and vocabulary. The scoring criteria is from ESL composition profile designed by Jacobs et al (1981) see appendix 1 pages 87.

3.6 Instruments

Writing test was a device which required the students to compose Jumbled Sentences, and extended responses to problem set by the teacher. The instrument of this research was recount text writing. The researcher administered a writing test to find out whether there was any improvement of students' recount text writing ability after the implementation of teacher's Jumbled Sentences or not. That was why the students were asked to write a recount text. The students were given a chance to make writing composition for about 90 minutes.

3.7 Validity

A test could be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed.

3.7.1 Content Validity

Content validity will concern with whether the test will sufficiently representative and comprehensive for the test. In the content validity, the material given must suitable with the curriculum. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch

and Farhady, 1982: 251). This study used recount writing test that is supposed to be comprehended by the first year of senior high school students. The test is considered as valid in content validity since the test of writing constitutes a representative sample of the language skill and structure and also the material used was chosen based on 2006 English Curriculum of KTSP for first year of senior high school.

3.7.2 Construct Validity

Construct Validity will concern with whether the test will be actually in line with the theory of what it means to know the language that will be measured, it will examine whether the test given actually reflect what it means to know a language. In this research, scoring criteria based on the five aspects of writing; content, organization, language use, vocabulary, and mechanics that were suggested by Jacobs et al (1981: 90). Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it is examined whether the test given actually reflect what it means to know a language.

3.8 Reliability

Hatch and Farhady (1982:243) established that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. A test could be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there will be inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater is the researcher and the second is an English teacher

in SMA Kartikatama Metro. Before scoring the students' recount text writing, it is important to make sure that both raters use the same criteria of scoring.

Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90). To measure how reliable the scoring is, this study used *Rank – order Correlation* with the formula:

$$p = 1 - \left(\frac{6 \sum d^2}{N(N^2-1)} \right)$$

Where :

- p : Coefficient of rank order
 d : Difference of rank correlation
 N : Number of students
 $1-6$: Constant number

(Hatch and Farhady, 1982: 206)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

- | | |
|--------------------|-------------------------|
| 1.0.80000 - 1.0000 | : very high reliability |
| 2.0.60000 - 0.7900 | : high reliability |
| 3.0.40000 - 0.5900 | : medium reliability |
| 4.0.20000 - 0.3900 | : low reliability |
| 5.0.00000 – 0.1900 | : very low reliability |

Based on the standard of reliability above, it could be concluded that the writing tests would be considered reliable if the tests reached the range of 0.60-0.79 (high reliability).

3.9 Data Analysis

The result of students' recount writing ability in each test will be evaluated based on content, language use, organization, vocabulary, and mechanics. The results of students' performance in pretest will be compared with the result of their performance in posttest to the impact of the instruction in their writing performance. To analyze the data, the researcher will treat the data through the following steps:

1. Sorting the data

Each rater scored the students' writing of pretest and posttest. Then, the average scores between two raters taken to be the final score that was analyzed statistically using *Repeated Measured T-test (Paired sample T-test)* that will show the differences between pretest and posttest of experimental class for answering the hypothesis. The data will be computed through Statistical Package for Social Science (SPSS) version 17.0.

2. Drawing conclusion

The score of the pretest and posttest of two groups was statistically analyzed using *Repeated Measured T-test (Paired Sample T-test)* to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS) version 18.0.

3.10. Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that could be described as follows:

- a. The data is an interval.

- b. The data is taken from random sample in population.
- c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data in experimental class will normally distribute or not. Since the objective of this study will only to find out the improvement of students' writing ability, the data will be treated only using normality test.

This test will be used to measure whether the data is normally distributed or not. The data was tested by *One-sample Kolmogorov-Smirnov* Formula (SPSS 17.0). The criteria of normal distribution were:

H₀ : the distribution of the data is normal

H₁ : the distribution of the data is not normal

The hypothesis was accepted if the result of the normality test is higher than 0.05 (sign >). In this case, the researcher will use the level of significance of 0.05.

3.11. Hypothesis Testing

The hypothesis testing which was showed that there was any improvement of students' recount text writing was approved at the significant level of 0.05 in which < 0.05 (Setiyadi, 2006: 97).

To determine whether the first hypothesis will accepted or rejected, the following criteria acceptance was used:

Ha: There is difference of students' recount text writing after being taught by Jumbled Sentences.

H₀: There is no difference of students' recount text writing after being taught by Jumbled Sentences.

The criteria are:

H_a (alternative hypothesis) will be rejected if *t value* is lower than 0.05 (< 0.05).

H₀ (null hypothesis) will be accepted if *t value* is higher than 0.05 (> 0.05).

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for other researcher and English teachers who want to use Jumbled Sentences in teaching writing and for those who want to conduct similar research.

5.1. Conclusion

1. The objective of this research was to find out whether there was a difference of students' writing ability in recount text through Jumbled Sentences. In relation to results of the study, it was concluded that Jumbled Sentences can significantly improve the students' ability in recount text writing. Statistically, it could be seen from the gain of the students' writing mean scores in the pretest and posttest (59.56 to 72.66).
2. This technique improve all aspects of writing recount text including content, organization, vocabulary, language use, and mechanics. The aspect of writing that improved the most was language use, the gain obtained was 4.60.

In addition, the reason why Jumbled Sentences could develop the students' ability in recount text writing because it provided a process that could help them to think and develop their ideas. This technique gave them a guidance for what should they write in their writing. So, they were not confused anymore about what should they write first and next.

5.2. Suggestions

In reference to the conclusion above, the researcher gives some suggestions as follows:

1. Suggestions for English Teachers

- a. English teachers are suggested to use Jumbled Sentences as one of the alternative techniques to improve the students' writing ability in recount text writing . This is because the technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic and it helps the students to write a recount text well in a organized.

2. Suggestions for Further Researchers

1. This study applied Jumbled Sentences to improve the students' ability in recount text writing. Therefore, the further researchers can apply this technique with another kind of text, procedure, analytical exposition, or other kinds of text.

2. In this research, this researcher implemented Jumbled Sentences to the students in senior high school. Further researchers can conduct this technique in different levels.

This final chapter has presented the conclusion of the research findings and suggestions for English teacher who want to use guided questions as a technique and for those who want to conduct similar research.

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