ABSTRACT

IMPROVING STUDENTS' RECOUNT PARAGRAPH WRITINGABILITY THROUGH JUMBLED SENTENCE S PRACTICE AT THE SECOND GRADE OF SMP MUHAMMADIYAH 1 GADINGREJO

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According to the objectives stated in 2006 Curriculum for SMP. Guideline of

School Based curriculum (Depdiknas: 2006), which is applied by the government

for all schools in indonesia, leads the students to have real-life skills. Referring to

the goal of teaching English stated in KTSP for English subject, there are four

skills tobe mastered, they are listening, reading, speaking and writing. The

objectives of the research are to find out how can jumbled sentences practice

improve the students ' ability in writing recount text in part of content,

organization, vocabulary, language use and mechanic aspect. This research was

conducted at SMP M.1 Gadingrejo. The population of this research was the

second year students. There were four classes at the second grade of SMP M. 1

Gadingrejo. There were 141 students (class VIII.1 consists of 35 students, class

VIII.2 consists of 35 students, class VIII.3 consists of 36 students and class VIII.4

consists of 35 students.

This research was collaborative classroom action research in which the reseacher

and the collaborative teacher worked together in conducting this study. The

result of the learning product indicated that jumbled sentences practice was applicable to improve students writing ability to recount text. It could be seen that in Cycle 1, there were 24 students (66,67%) whose writing achieved the indicator, at least 65 or more. The result of Cycle 2 showed the improvement that there were 26 (72,22%) students who got score 65 or more. Concerning with the learning process, there were 24 students who did 66% of activities observed by the collaborator in the first cycle. After the second cycle was conducted, the result showed that there were 26 students who did 72% of activities observed by the collaborator. The result of the learning product indicated that jumbled sentences practice was applicable to improve teacher's teaching performance of writing recount paragraph. The indicator of the research fot teaching performance is, if the teacher gets score at least 80 for her teaching performance. It could be seen that in Cycle 1, the teacher gets 62. It means that she could not reach yet the indicator. The result of Cycle 2 showed the improvement that the teacher gets 89. It can conclude that the teacher could reach the indicator. It means that she could teach the students better after implementing Jumbled Sentences Technique. Reffering to the result of the research above, it can be concluded that jumbled sentences practice is applicable to improve students' writing ability to recount text and students' participation in teaching and learning process.