

**THE INFLUENCE OF SCRAMBLED SENTENCES TOWARD
STUDENTS' WRITING DESCRIPTIVE WRITING TEXT
ABILITY IN SMP TAMANSISWA TELUK
BETUNG UTARA IN THE ACADEMIC YEAR
OF 2020/2021**

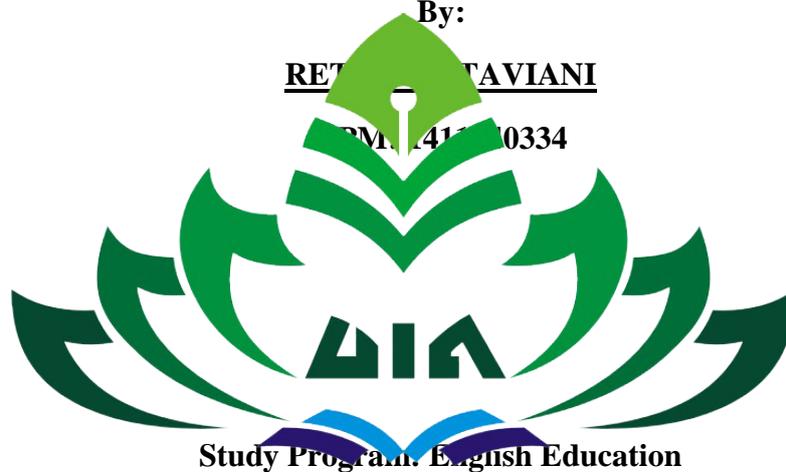
A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021**

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**TARBIYAH AND TEACHER TRAINING FACULTY
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2021**

ABSTRACT

THE INFLUENCE OF SCRAMBLED SENTENCES TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY AT SMP TAMANSISWA TELUK BETUNG UTARA IN THE ACADEMIC YEAR OF 2020/2021

By:
Retno Oktaviani

The objective of the research is to know whether there is the influence of scrambled sentences towards student's writing ability in writing descriptive text in SMP Taman Siswa Teluk Betung Utara in the academic year of 2020/2021. Based on the preliminary research, it showed students' writing ability in descriptive text is still low.

This research used quasi experimental design. The population of this research was the students of SMP Taman Siswa Teluk Betung Utara at the eighth grade. The researcher chose the sample randomly by using cluster random sampling technique. The sample was taken from two classes, VIII B as the control class and VII A as the experimental class. The instrument of the research that the researcher used was pre and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment that had been given to the students in the experimental class while the control class was taught by the free writing technique. In this research, the instrument was writing test. To analyze the data, the researcher used independent sample t-test.

After analyzing the data, it was found out the result of $(P_{\text{value}}) = 0.000 < \alpha = 0.05$. it means that that H_0 is rejected and H_a is accepted. In other words, from this research it is known that Scrambled Sentences can influence the students' writing skill in descriptive text. It can be concluded that there is significant influence of Scrambled Sentences technique towards students' writing skill in descriptive text.

Keywords: Scrambled Sentences, Descriptive Text, Writing Ability, Quasi Experimental Design



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MOTTO

وَكُلُّ شَيْءٍ فَعَلُوهُ فِي الزُّبُرِ ﴿٥٢﴾ وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَكْتَرٌ ﴿٥٣﴾

52. And everything they did is in written records.

53. And every small and great [thing] is inscribed.

(Q.S: Al-Qamar, 52-53)¹



¹ <https://quran.com/54>. Accessed on April 28th, 2021

DEDICATION

The researcher would like to dedicate this thesis for all my beloved people.

1. The researcher's beloved parents Mr. Untung Suhardi and Mrs. Siti Nurhayati who have always prayed and supported for her success and advised me wisely.
2. My beloved sister Laras Dwi Jayanti and Naumira Shardina Nur who has always support for my success and advised me wisely.
3. My beloved friends especially English Education.
4. My beloved almamater UIN Ar-Raniry Antan Lampung.



CURRICULUM VITAE

The writer's name is Retno Oktaviani. She was born in Bandar Lampung on October 17th 1996. She is the first daughter of Mr. Untung Suhardi and Siti Nurhayati. She has two sisters. Their names are Laras Dwi Jayanti and Naumira Shadrina Nur.

The writer began her study from the kindergarten in Taman Siswa Teluk Betung Utara for two years in 2000. In 2002 she continued the elementary school in SD Taman Siswa and graduated in 2008. Growth to be the student of junior high school, she studied at SMPN 17 Bandar Lampung from 2008 until 2011. After she finished her study there she decided to choose SMAN 8 Bandar Lampung for being her school. She studied there for three years. Then in 2014 she passed her exam in senior high school. She graduated from SMAN 8 Bandar Lampung. In the next year she accepted as the student in UIN Raden Intan Lampung as the student of English Education Study Program in Tarbiyah and Teacher Training Faculty.

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In the name of Allah, the beneficent, the merciful, praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallahu'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this thesis entitled “The Influence of Scrambled Sentences Toward Students’ Writing Descriptive Writing Text Ability in Smp Tamansiswa Teluk Betung Utara in The Academic Year of 2020/2021”.

The thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education Tarbiyah and Teacher Training Faculty State University of Raden Intan Lampung.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to finish. However, it has now been denied since this thesis has finally been written. Then, I would like to thank Allah *Subhaanahu Wa Ta'ala* for the blessing given to me so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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The last, this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this thesis better. Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiin.

Bandar Lampung, 26 April 2021

The Researcher,

Retno Oktaviani

1411040334

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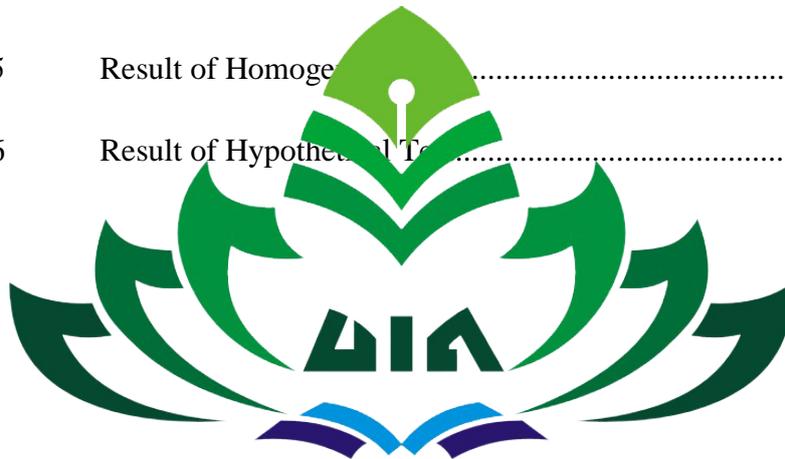
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a complex activity. It is very important skill that will be very useful in our life. Writing involves the development of design idea, the capture of mental representations of knowledge and experience with subject.² It can be used as a tool for someone to share someone's mind and a supporting tool for communication. It shows someone's view. Writing is used to express, present, and share our idea. By writing people can be resulting many benefits in society life such as Magazine, Newspaper, articles and etc. Harmer states that writing is used for a wide range of the purposes it is produced in many different forms.³ The parts of writing which is written in each own different purposes, it depends on each function of the writing. Writing is used by many people in many ways. It depends on their needs. In context of education, Harmer also has an opinion that writing is also worth remembering that the most exams, whether they are foreign language testing abilities or other skills often rely on the students' writing proficiency in order to measure their knowledge.⁴ By writing the teacher also can watch and know about the students' increase and decrease in learning. Students can find challenges to find ideas include in their writing too.

In education context, someone who is learning to write not only asked to share their idea by writing, but they also have to know how to make

² Horváth József, *Advanced Writing English As A Foreign Language*, (Hungary: Lingua Franca Csoport, 2001), p. 5.

³ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 4.

⁴ *Ibid*, p. 3.

a good writing too. So that, they can understand about their error in writing in the past and then they can make a better writing than before. In writing, student must require to master the structures and organizations. Students ought to master the grammar, vocabulary, know how to use punctuation, good organization. David porter has opinion in his book, it is said that the use of vocabulary helps you understand the words, remember them more easily, and use them correctly.⁵ A good grammar means that students have to be able to use their grammar in improving their style and good organization means students can organize their ideas into text. There are steps of writing process, they are pre-writing includes choose the topic, gather ideas, organise, and then drafting includes write, reviewing and revising include review structure and content, the last step rewriting includes revise structure and content, proofread to make the final correction.

According to McLean, there are a few steps people do to make a writing project of writing text successfully. The process of prewriting are, a writer starts to write a paragraph, generates ideas to write and begins developing these ideas and outlining structures ideas. In this step, the writer determines the overall organizational structure of the writing and creates an outline to organize ideas.⁷ The organize of the outline is the main of the process that we think before starting to write. There are many kinds of text in writing. They are narrative text, descriptive text, and expository text, etc.

⁵ David Porter, *Check Your Vocabulary for Academic English* (3rd ed) (London: A&C Black, 2007), p.1.

⁶ Dorothy E Zemach, Lisa Rumisek, *Academic Writing from Paragraph to Essay* (Oregon: Macmillan Publisher, 2005), p.3.

⁷ Scott McLean, *Successfull Writing*,(Chile: Unnamed Publisher, 2012), p.38.

One of that texts that has been mentioned is descriptive text. A descriptive text can be mentioned as it is one of the text which is easy for the beginner to study. A descriptive text explains how someone or something looks or feels.⁸ It can be use to an object such as people, place, thing, someone's feeling, opinion, idea, etc. The people can represent what things that they desire to describe to the reader. In descriptive text learning writing, pupils probably have the difficulties in the process of studying it.

Based on the preliminary research in SMP Taman Siswa Teluk Betung Utara, the researcher established an interview with the English teacher in that school to have the data about the students' writing ability. She explained that the ability of students about the descriptive paragraph is under average, the ability of students' in mastering grammar are low, and they have a wide knowledge about vocabulary.

Table 1.1
Students score for writing Descriptive text ability at Eighth Grade Students of SMP Taman Siswa Teluk Betung Utara in the Academic Year of 2020

No	Class	Students' Score		Number of Student
		< 75	>75	
1	VIII A	20	15	35
2	VIII B	21	14	35
Total Number of Students		41	29	70
Percentage		58.6%	41.4%	100%

Source: Document of english writing Descriptive text ability at Eighth Grade Students of SMP Taman Siswa Teluk Betung Utara in the Academic Year of 2020.

According the data of pre research in Table 1, it can be seen that 58,6% of the students have low achievement in writing descriptive text. In

⁸ Dorothy E Zemach, Lisa Rumisek, *Op.Cit.* p. 25.

⁹By Preliminary Research, *Interview The English Teacher SMP Taman Siswa Teluk Betung Utara*

addition, there are 41 students got score under 75 and at SMP Taman Siswa Teluk Betung Utara the criteria of minimum mastery (KBM) is 75. It shows that students have difficulty in writing descriptive ability. At the same time, the researcher also give the questionnaires to a few students in SMP Taman Siswa Teluk Betung Utara. Such as a explanation that delivered by komalasari that questionnaires are a tool to collect the data in assessment non test, in the form of series submitted to respondents such as students, parents or the community.¹⁰ It is also known as a questionnaire, this tool widely consist of: tittle of questionnaire.

Komalasari also said that questionnaire is introduction that consists the purpose, or the questions in filling the questionnaire, and the items of question which contain opinion or fact.¹¹ Because of that source, the researcher choose the questionnaire on the questionnaires that the research have been done, the information which the researcher get that the students had difficulty in getting the point of the learning writing process of descriptive text, Because they feel bored to take interest in learning writing on other word they hard to focus on the lesson. The student also hard to arrange words in English to be a text or discourse that has meaning. When it is continuously run, it will predispose the achievement of the students in teaching learning process. The teacher uses the complete sentence as a learning model in teaching writing.

Because of seeing the problem, the researcher thought that the teacher ought to try another learning model to help the students in

¹⁰ Komalasari, *Asesmen Teknik Non Tes prespektif BK Komprehensif* (Jakarta: PT.Indeks, 2011), p. 81.

¹¹ *Ibid.*

understanding of learning writing to improve their ability in it. The teacher can try many models, methods, strategies or techniques that is suitable in the process of learning writing, one of them is scrambled Sentences. Scrambled Sentences is a learning model that invites the students to find the answer and finish the problem which there are by share the question sheet and the answer sheet and is followed alternative answer that is available.¹² Scrambled is the a learning model that can make the students attractive because the student must search which on is the best answer that is meaningfull and suitable of the paragraph.

Larsen has opinion put forward that scrambled are part of communicative language teaching activity and it is usually used by the teacher in the class room. Teacher can asked the students to unscramble the lines of mixed up language or asked the student to put the pictures of a picture in the story in order and write lines to accompani picture. Thus, teacher gives some sentences with scrambled order to the students and they unscramble the sentences into good order and then they make a good paragraph based on sentences .¹³ It can be meant that scrambled sentences is a learning model that to be able to help the stusdents to construct the text. It is shape as a game that re-arrange the text. It is the cooperative learning model which use the exercises of the question by the game that is done by a group. In doing it, the group have to have the good cooperation so that they can solve the problem.

¹² Aris Shoimin, *TheTtransalate of 68 Technique of Innovative Learning in curriculum 2013* (Yogyakarta: AR-RUZZ MEDIA, 2017), p. 166.

¹³ Diane Larsen-Freeman, *Technique and principles in language teaching* (2nd ed). (Newyork: Oxford University Press, 2002), p. 133.

The advantage in learning context is making the students be able to more cooperative and have a competitive part on themselves to advanced. Beside that, it can be trained them to be the one who can responsibility in what they do because the evaluation that is done in the end of the process of learning. Scrambled Sentences is arranging some sentences into a text or passage.

There are some researches that have been used the scrambled sentences. The first research is conducted by Arrasyidi which has entitle The Effectiveness of Scrambled Words Game in Improving Grammar mastery of The Second Year Student of Islamic Integrated Juniou High School of AL-Fityah Pekanbaru in 2010. The purpose of the thesis is to find the effectiveness of using the scrambled words game in improving grammar mastery. The result using the quantitative research in the writing text will not be able if they do not have a good grammar in it, because grammar is going to give the meaning of the things what we write on. There are a significant effect by using the scrambled word game towards the student 'grammar mastery'.¹⁴

The second research is written by Kamadeni that has entitle The Application of Scrambled Sentences in Improving Writing Skill of The Eight Grade Student of SMPN 3 AMLAPURA in Academic Year 2013/2014. The result is the researcher can prove that the technique be able to improve the

¹⁴ Eddi Rusydi Arrasyidi (Undergraduated Thesis), "The Effectiveness of Scrambled Words Game in Improving Grammar mastery of The Second Year Student of Islamic Integrated Juniou High School of AL-Fityah Pekanbaru in 2010". (UIN Suska Riau), Published [Http://repository.ump.ac.id/](http://repository.ump.ac.id/)

writing skill.¹⁵ In this research, the researcher has a purpose, if applied a sentence that is made random is really can be improving students ability in writing. The point the researcher hope that all of the pupils are able to understand and master their skill well. Different from two previous research, this research will only focus on the influence of using scrambled Sentences in writing descriptive whether it make the score increases or even decreases.

There is no requirement that must be achieved. This research only see whether the students will have the better understanding or not in writing descriptive text by using scrambled sentences. The researcher choose scrambled sentences as a technique because this types technique is suitable for writing a text. Beside that it also prove that it is effective and the researcher want to know whether there is influence of using scramble sentences towards students' writing descriptive based on the discussion in background of the problem, the researcher will conduct research entitles "The influence of Scrambled Sentences Towards Student's Ability in Writing of Descriptive Text at SMP Taman Siswa Teluk Betung Utara in the Academic year 2020/2021".

B. Identification of Problem

Based on the background above, the researcher identified the problem as follows:

1. The students' understanding in the writing descriptive ability is low
2. The students' have a little vocabulary

¹⁵ Eva Nofia Krisna Kamadeni, entitled "The Application of Scrambled Sentences in Improving Writing Skill of The Eight Grade Student of SMPN 3 AMLAPURA in Academic Year 2013/2014" (Unmas), Published unmas-library.ac.id

3. The students' understanding in the technical of writing is low.

C. The Limitation of the problem

Based the identification above, the researcher has focused on the Scrambled Sentences in learning writing ability. The researcher limits the material only focus on the ability of the students to write the descriptive text especially in describing a living things like human, animal, and plant by using Scrambled sentences, because it was accordance the learning model is for writing descriptive ability and accordance with the syllabus for SMP and taught at SMP Taman Siswa Teluk Betung Utara of Eight Grade in academic year 2020.

D. The Formulation of the problem

Based the identification of the problem and limitation of the problem mentioned above, the researcher has formulated the problem as : “What is the influence of Scrambled Sentences towards students' ability in writing descriptive text in SMP Taman Siswa Teluk Betung Utara in The Academic Year of 2020/2021?”

E. The Objectives of Research

The objectives of research to know whether is there influence of srambled sentences towards students' ability in writing descriptive text in SMP Taman Siswa Teluk Betung Utara in the academic year of 2020/2021.

F. Significance of The Research

The research is designated to give a few usabilities in language teaching field. The uses of research are as follows:

1. Theoretically:

To give the information to the English teacher about teaching English by Scrambled Sentences and its influence towards students' writing descriptive text ability.

2. Practically:

a. The student

Through the Scrambled Sentences, it was hoped that the student got interest and more excited to learn to write the descriptive text.

The researcher

The researcher wished this research will help the teacher to get inspiration to be another learning models that they can be chosen and used when they teach descriptive text Writing.

c. The School

By using the scrambled sentences the researcher expects that this learning model has been one of the support learning model that are going to jack up the competence and quality of the process on teaching and learning english.

d. Other Researcher

It was wished to be able one of the reference that can inspire and another researcher's role model to make the new which is as well as or even better papers.

G. Scope of the Research

The scope of the research is as follows:

1. Subject of the research

The subjects of the research were the students at the eighth grade of SMP Taman Siswa Teluk Betung Utara

2. Object of the research

The object of the research were the influence of Scrambled Sentences towards students' writing descriptive ability

3. Place of the research

The place of the research were conducted at SMP Taman Siswa Teluk Betung Utara

4. Time of the research

The research was conducted at the eighth grade in the academic year of 2020/2021.



CHAPTER II

FRAME OF THEORY

A. Frame of Theory

a) Concept of Teaching English as a Foreign Language

Teaching is a supporting factor for someone in learning process. It can bolster how deep someone to be able to understand something that he learns. Teaching also determines how good someone in delivering an object to audience, it can exercises someone mentally to speak up in front of the people. Harmer said Teaching mean to give (someone) knowledge or to instruct or to train (someone).¹⁶ It means that a teacher must be many roles so that the students can understand the point of what is conveyed easily. Teaching is done for one reason to be able to transfer the knowledge what the teacher know to the students well. When the teacher can explain the knowledge well, it is hoped that the student will not only know but understand too or even they will master it.

Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and philosophy of education.¹⁷ The point is when someone has a better understanding of teaching accordingly the ability in conveying the lesson will be better too. The outlook of language we know that is a tool that we use to have communion. Language is the prominent things that will be support our daily life. It is caused of all the interaction and activities that we do will be run well, if

¹⁶ Jeremy Harmer, *How to Teach English* (New England: Longman, 2002), p. 56.

¹⁷ H. Douglas Brown. *The Principels of Language Learning and Teaching* (4th ed) (San Fransisco: Pearson Education, 2000), p. 7.

using language. The second language or the foreign language as English is learned at school too.

Broughton has opinion in some countries, English is a second language but in the rest of world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.¹⁸ It means that every country have their own respective needs in learning English. In Indonesia, English as a foreign language. Almost every school in Indonesia uses it for the subject. English is used among of the elementary school, Junior High School and the high other level of schools till the university or even to the wide community who have adult ages. At junior high school even English is one of compulsory subject even some schools, English is used for the language that they use for the activity at school. Junior high school students learn four skills. They are listening, speaking, reading, and writing. By mastering all of the four aspects well, the students can master english well too.

An English teacher is also prosecuted to know, to be able be the one who can teach the students well. Learning English as a foreign language is different than learning English as a second language.¹⁹ It is difficult for students to be able orally speak English. It is caused the habit that indonesian people often do that. They are not used to speak English in communication. Setiadi states that people should learn English in the condition where the language is use for communication in their daily life.

¹⁸ Geoffrey Broughton, et. al. *Teaching English as foreign language* (2nd ed) (New York: Routledge, 1980), P. 6.

¹⁹ Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p .20.

²⁰ However the one who want to be good at English must have good intensity of speaking English. That's why, she can know or learn it well.

Based on the explanation above, the reseacher concludes that English as foreign language is a process of transferring the knowledge of English. In using the strategy, technique, method, and approach well. The teacher can easily to make someone good at English. It is also supported by the intensity of the practice that students do.

b) Writing

1. Concept of Writing

Writing is one of the language skills that is very important to be mastered. It is important in everyday life such as for working and also for building self-creadibility. It means that the style of someones's writing should be creative. In yourself, why in applying job some people ask the applicants to give the handwriten communication letter. Beside that writing is used to share what you are thinking about. Raimes has thoughts that writing is skill in which express idea, feeling, and thought in written form by using eyes, hand and brain.²¹ In writing we can share and express our idea. Several people who often have a difficulties to deliver the idea orally can be easily spill it in writing.

It is caused of the characteristic of writing chich is less spontaneous and private. Siahaan speeched, writing is skill for communication between writer and reader. It is a product skill.²² It can be seen that by writing we can also known about what someone try to

²⁰ *Ibid*, p. 22.

²¹ Ann Rimes, *Technique in Teaching Writing*, (London: Oxford America English, 1983), p. 3.

²² Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2.

deliver. Sometimes the function of writing is as the same as the speaking but writing is more permanent than speaking which is easy to be forgotten.

There are a number of aspect that we must know to be the good writer. They are mechanical problems with the script of English, accuracy of English grammar and lexis, relating the style of writing in the different situation, easy to develop and comfort in expressing what the the writer want to be said. Another things that must be noted by writing is when boardman said that writing is a continous process of thinking and organizing, rethinking, and reorganizing.²³ It means that to have a good writing we must be more creative so that can be make the readers more interest. Based on the statement above writing is a process of sharing creative mind with a wide range of writing which is why a good writing with the good accuracy of the subject, and also can know what the readers want and which one is being popular now, so the readers will be interested and easy to understand it. And then the reader won't be able to forget what they have read easily.

2. Writing Process

Writing process is one of the efforts of someone to produce something. Every effort to produce a product must have a process to be through, so do the writting process. Oshima states that writing is never a one – step action: it is a process that has several step.²⁴ It can be

²³ Chnthia A. Boardman, *Writing to Communicate; Paragraph and Essay* (NewYork: Longman, 2002), p. 11.

²⁴ Alice Oshima, *Introduction Academic Writing* (3rd ed) (Newyork: Addision Wesley Longman, 1997), p. 15.

concluded that we need some process to have a good writing. Elbow says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.²⁵

Other opinion is delivered by Bell and Burn in Nunan, they said that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text.²⁶

The point there are many things that we must pay attention well. In which we have to use certain grammatical rules and choose the right words in our sentences. Each of sentences in a paragraph must have a correlation with each other and organize in a good order.

Harmer divided the process of writing into some parts, they are :

a. Planning

In planning what we will do, the writing will be more organize well. Harmer said that the planning decided before the process writing. Before starting to write or type, they design and decide what they are going to deliver. By planning to write we will know what is our purpose of writing and the storyline too. It is caused of in

²⁵Elbow P, *Writing Without Teacher*.(NewYork: Oxford University Press, 1973), p. 32.

²⁶Nunan.D, *Designing tasks for the communicative classroom*. (Cambridge: Cambridge University Pres,1989), p. 55.

planning you can write everything about the topic.²⁷ It means that planning is the basic process where we can determine the topic first.

b. Drafting

Drafting is the hereinafter step of writing process which starting to develop the idea which has planned. It is the first step where we draft what we want to write on. We can write some information which is related with the topic.

It is the process where you make a list of the idea, so that it will look structural well. You will organize the ideas, this list to guide you as you write.²⁸ It emphasizes that drafting will be making our writing neater in organization.

c. Editing (Reflecting and Revising)

When someone writes something, it must have oversights or sometimes even make an ambiguous and confusing words. It can be the resistor factor for the readers to understand the writing.

Because of that reason so a good writing must be through the editing process. The aim of the process is to check, if there is any mistake or error that the writer do on purpose to be improved the writer for the better. The process usually needs a few people who act as the reader to edduce their opinion.

d. Final version

This is the last step in process writing where one writer has edited his draft and for the final he has resulted the new version

²⁷ Alice Oshima and Ann Hogue, *Writing Academic English*, (NY:Longman,1999), p. 6.

²⁸ *Ibid.*

which is called by final version.²⁹ From the explanation that has said, the point which can be known that there are four processes of writing that we must know and notice includes; the first step is planning before we write down what there are in our mind, we have to think it first, plan the storyline avoid wasting words, after that we've come to the drafting process, write what you want to write. Write the information which is related with the topic. And then editing it is process where we will revise our draft, change, rearrange, even add or delete what is wrong. The last is final version where all the process has finished and done publishing.

3. Components of Writing

Writing is the graphical representation of spoken language.³⁰ It means that we shape our mind and sometimes say by writing. Training to write correctly with confidence and without error implies the ability to :

- 1) Write legibly with reasonable speed even under pressure.
- 2) Spell words correctly.
- 3) Use the capital letters and punctuation marks correctly.
- 4) Recall and use appropriate words, phrase and sentence patterns readily.
- 5) Identify and correct wrongly constructed sentences.
- 6) Select relevant ideas and organize them into paragraph and essays.
- 7) Present the matter logically and avoid unnecessary repetitions.

²⁹ Jeremy harmer, *Op.Cit.* p. 4.

³⁰ Ann Rimes, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p. 10.

- 8) Stick to the point reach an effective conclusion.
- 9) Compare the structure of english with that of the mother tongue and improve's one language facility by: following relational approach.
- 10) Use the dictionary, refrence books and such other source materials.³¹

Or on the other idea The criteria of good writing, there are:³²

- a. Content (the ability to think creatively and to develop thoughts).
- b. Organization (the ability to write in appropriate manner).
- c. Vocabulary (the ability to use of word/idiom).
- d. Language use (the ability to write appropriate structure).
- e. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).

Based on the explanations above, the researcher concludes that the component of writing which must be noted are notice the time of deadline and the preassure, mechanics (the spelling, punctuation ,capitalization,etc), after that have many vocabulary (includes: words, phrase,etc), grammar (correct wrong constructed of sentences), organization (the relevant idea,logical,poin reach, notice the relational approach), and give a few source opinion for making it as a hard statement.

³¹ *Ibid.*

³²J.B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p. 135.

4. Concept of text

A text is a context that have meaning. Text is the original words of something written, printed, or spoken, in contrast. A text is both a spoken text and a written text. It can be a spoken meaning and sometimes it also can be a word, a phrase, or a sentence or a discourse. A written text is any meaningful written text.³³ So, the way to make a text is able to speak and write too that is purposing to give a message in every part.

Text has structures that can control the grammatical of the word so that the words will be a meaningful and easy to get the point. Clauses and sentences will be used by a good grammatical rules write so that, can be in line with the semantic representation. A system of communication organize as coherence as we call texts.³⁴ Based on explanation above text is a language system of communication that is organized, either in the structure or the semantic representation. The text structure how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.³⁵ The point is when a writer want to write a text, a writer must concern about the unified and the coherent of the structure of the text such as focus on the correct grammatical that we

³³ Mark Anderson, Kathy Anderson, *Text Type in English* (Australia: Mackmillan, 1997), p. 1.

³⁴ Peter Knapp, Megan Watskin, *Genre Text Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p. 29.

³⁵ Sanggam Siahaan and Kisno Shinoda, *Generic text structure* (Yogyakarta: Graha Ilmu, 2008), P. 3.

use. Emilia explains that a text has texture and good characteristic, such as:³⁶

1. Coherence

Coherence indicates to group clauses or sentences which is related with the context. Coherence is divided into situational coherence and generic coherence. Situational coherence is the time where the reader can identify the text as one of the kind text as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

2. Cohesion

Cohesion appoin... the writer can relate every part of the text. By the explanation... can be sized up that a good text is a text that connects... contact with the... the correct grammatical... generic structure which is compatible with... text, and can be understood by the reader.

5. Kinds of Text

Pardiyono says that there are nine kind of texts that students have known:

a. Descriptive text

It is the type of text that describes an object.

b. Recount text

It is the type of text that tell about the information in the past event.

c. Narrative text

³⁶ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p. 8.

It is the type of text about problematic story that has a climax and denouement as a solution in the end of the story. The story can be a fiction such as legend, fairy tale, myth, and fable.

d. Procedure text

It is the type of text that is used to describe how to make something that must be through a sequence of actions or steps.

e. Explanation text

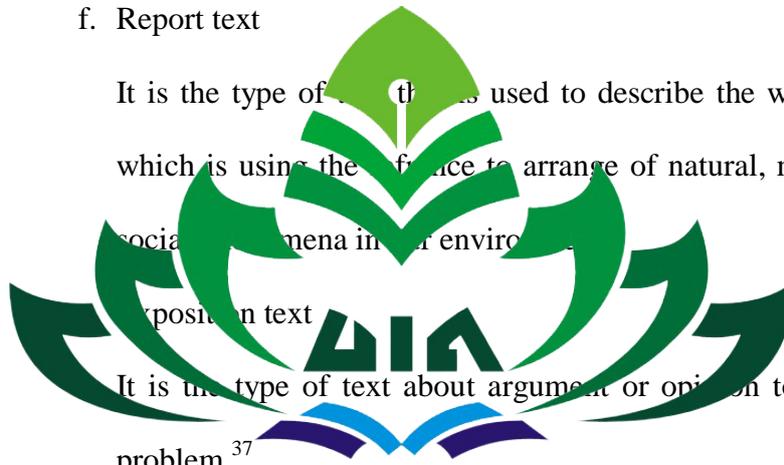
It is the type of text to explain the process involved in a formation or working of natural or socio cultural phenomena.

f. Report text

It is the type of text that is used to describe the way things are, which is using the evidence to arrange of natural, man-made and social phenomena in their environment.

g. Exposition text

It is the type of text about argument or opinion to perceive the problem.³⁷



Based on the explanation above there are more than one text that it must know and understand. Every text has their own characteristic and people must be able to distinguish and know the differences of them. In this research the researcher only focus on the descriptive text. Descriptive text gives information about something or someone to the reader. Descriptive text is able to be easier to practice, when the students have understood about the object.

³⁷ Pardiyono, *Aku Pasti Bisa: The Art of Teaching* (Yogyakarta: Andi Publisher, 2010), p.27-38.

6. Concept of Descriptive Text

Descriptive text is a text that is used for explaining the characteristic of a thing, a person, an animal, etc. Gerot explained that the social function of descriptive text is to describe a particular person, place, or thing.³⁸ Siahaan and Shinoda stated that description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.³⁹ It means that descriptive text can be used to describe any object.

Description text is usually seen by the visual object. It is about the real shape, size, or situation too, so that the reader can imagine well what the writer tries to describe. By Kane's opinion, there are two classifications of objects that can be described. It can be a concrete object such as a person, or an animal, or a cat, etc. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc.⁴⁰ or it can be concluded that the concrete object such as an object that can be seen and the abstract is the thing that can be felt. Paradiyono says that there are several things that we need to know and understand about descriptive text. They are purpose, rhetorical structure, grammatical pattern.⁴¹

³⁸ Linda Gerot, et al. *Making Sense of Functional Grammar* (Cammeray: Antipodea Educational Enterprises, 1995), p.192-205.

³⁹ Sanggam Siahaan, Kusno Shinoda, *Generic text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89.

⁴⁰ Thomas S. Kane, *The Oxford: Essential Guide to Writing* (New York: Berkley Books, 2000), p.27.

⁴¹ Paradiyono, *Op.Cit.* p. 27-38.

A. Purpose

Description is a type of written text which has the specific function to give a description about an object (human or non human).

B. Rhetorical Structure

A descriptive writing has generic structure. They are:

- 1) Identification: general description about an object
- 2) Description: Specific description about an object.

C. Grammatical Pattern

- 1) Use declarative sentence
- 2) Use simple present tense
- 3) Use conjunction

That is, the generic structure of a descriptive text is a text that is used to describe something that can be seen or felt. Descriptive text uses simple present tense. It has two parts of generic structure they are identification and description which has a specific function in it. Here is the example of descriptive text:

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and short tail. He also has cute red big eyes. My rabbit likes to eat carrot and other vegetables.

When I release, my rabbit out of his cage. He used to jump everywhere and hard to catch. So, I could just put him in the cage

because I'm afraid that he might running away. I don't wanna lost my rabbit because i love him very much.⁴²

7. Concept of Scrambled Sentences

Scrambled sentences is part of communicative language teaching activity and it usually used by the teacher in classroom.⁴³

Rober B Taylor delivered opinion that scrambled sentences is a learning technique that is able to make a high concentration and the speed of thinking a student.⁴⁴ This learning technique indirectly help the student to be more focus to the subject that is using scrambled sentence.

Scrambled sentences is learning technique which has a cooperative strategy in teaching learning. The cooperative strategy learning where the students study in teams. This is why scrambled sentences is one of technique that has the cooperative strategy. This type of exercise teaches students about the cohesion and coherence properties of language, they learned how sentences are bound together at the suprasentential through formal linguistic devices such as pronouns, which make a text cohesive and semantic propositions, which unify a text and make it coherent.⁴⁶

It is one of the learning technique that going to invite student to be more intractive to find the answer and solved the problem by

⁴² <http://jagoanbahasainggris.com>

⁴³ Diane Larsen-Freeman, *Technique and principles in language teaching* (2nd ed). (Newyork: Oxford University Press, 2002), p. 133.

⁴⁴ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Belajar, 2017), p. 303.

⁴⁵ Dr. Rusman, *Model-Model Pembelajaran Mengeembangkan Profesionalisme Guru* (Jakarta: PT Raja Grfindo Persada), p. 207.

⁴⁶ Diane Larsen-Freeman, *Technique and principles in language teaching* (2nd ed). (Newyork: Oxford University Press, 2002), p. 133.

sharing the answer sheet which is followed the alternative answer which the has been available.⁴⁷ Scrambled sentences is also called as a game method that can help the student in improving and make their knowledge grower. It will make the students more active and push their cretivities by arrange the sentences that have not arrange perfectly or in the othe word is random. Scrambled sentences is a game arrange the logic passage by the random sentences. The result of arranging the discourse must have a meaning and logic.⁴⁸

Basedon the classification that has mentioned scrambled sentences is a learning technique which has the cooperative strategy that is done by a group which can be also treat like a game. It teaches students about the cohesion and coherence properties language.

8. The Procedure of Scrambled Sentences

The students are give an envelope with a sentence that, the sentence are cut in pieces that is disorganized. They are supposed to open the envelope and work together in peers or group to organize the sentence and then write it on the board.

2. After the sentence is written on the board, the students have to read the sentence aloud and then all the students seek for mistakes if there is any.
3. The students are the ones that correct any mistake or error found after all the sentences are written on the board, teacher might also

⁴⁷ Aris Shoimin, *68 Model Pembelajaran Inovative dalam Kurikulum 2013* (Bandung: Ar Ruzz Media, 2014), p. 167.

⁴⁸ *Ibid*, p. 168.

help if the students have trouble correcting an error or if any explanation is needed.

4. Before the students begin working to solve the task the teacher performs one or two different examples to help them understand what they will be doing with the pieces of papers they have in the envelop.
5. The students might ask questions in the native or target language to understand more about how to perform the activity.⁴⁹

And then the students will have a set of sentences on the board with vocabulary, grammar and topics seen before in previews classes, as mentioned before the whole activity was to get them review what they saw but on a funny way. The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.⁵⁰ It means that the teacher will give a scrambled passage that required for the students to make it in perfect form. This activity might not take more than 10 minutes because a longer activity can get them to become bored and not willing to continue working on the task.

9. The Advantage and Disadvantage of Using Scrambled Sentences

Scrambled sentences is a fun learning technique that can build the pleasant learning atmosphere. It will make the class more attractive but

⁴⁹ "scrambled sentences Essay" Jurnal Jose Pepe Peres, May 2019 p.3

⁵⁰ Diane Larsen-Freeman, *Technique and principles in language teaching* (2nd ed). (Newyork: Oxford University Press, 2002), p. 133.

sometimes it will become less conducive when the setting is not good enough. So, in using scrambled sentences also has the advantages and disadvantages. Such as :

1. The Advantage of Using Scrambled Sentences

- a. To train the student to think fast and right.
- b. To motivate the student to learning on doing the test with the random answer.
- c. To exercise the student discipline.⁵¹
- d. To make the students more attractive and creative, they can think and learn enjoyable.
- e. It is one of techniques that look like a game, the game usually impressing the students.
- f. It is a competitive technique will make the student have match to be the best one.⁵²

2. The Disadvantage of Using Scrambled Sentences

- a. The big chance for the student have a cheat.
- b. The student is not trained to think creative.
- c. The student accepts the material which without have the processed.

10. Teaching by Using Scrambled Sentences towards Students' Writing Descriptive Ability

⁵¹ Miftahul Huda, *Op.Cit.* p. 306.

⁵² Aris Shoimin, *Op. Cit.* p. 169

Learning process is one of the important part at school to get education. To prepare and choose which one the kinds of model, method, strategy or technique that we want use in the class is necessary. In the teaching learning process need to appropriate many things to make it successfull lesson, such as the learning model of teaching. In this era the students is asked to be more active. Because of that reason too, most of students become more interest to the subject when they are involved to the subject. Writing is a subject that cannot be forced. It is depend on the students want itself. By the technique that look like a game will help the student to be fun in the class. Scrambled sentences is one of the learning technique that can be used to make it fun. The teacher can guide the students to have a chance to hone their writing ability and also be fun in the process of study by scrambled sentence.

The teacher will prepare what the thing that is needed for the media, such as a card which has the random sentences in it.

- 2) The students are asked to work in group. Learning in group is has many benefits such as make the students easier in socialization, they can change mind, they will help each other, etc.
- 3) They do a discussion, choosing which one is the best answer. It is a good activity they can share ther knowledge in it.
- 4) When they have finished in discussion, the part of understanding the text will be done by the student and will be helped by the

teacher to make it clear will make the student will be more understand about the descriptive text.

- 5) The students write the first draft of their piece of work. Tell your students about the content that should think, how it is relates to the title. remember them about the generic structure, the differences between identification and description.
- 6) When they have done good enough, ask them to write the second draft. Tell them to the content, relevance and organization satisfies them, they can try to improving their language. For example they can focus on vocabulary, grammar, punctuation, etc.
- 7) They will have the same lesson, in later lesson, or for a home student can revise drafts and improving on the organization, vocabulary, grammar, punctuation of etc. In the third drafts they ask to write again and ask to be more concentrate on all of the aspects. They ask to be more variative in writing. The result of their writing will be discuss by their classmatess.
- 9) And then the last they can copy out their essays, in a clean, final version.⁵³

⁵³ Lucy Pollard, *Lucy Pollard's Guide to Teaching English* (London : Lucy Pollard, 2008), p. 51.

11. Concept of Free Writing Technique

In that school the teacher using free writing technique to do the teaching and learning process of writing descriptive text ability. Free writing technique is a technique that can make the students explore what they know about the topic, in this technique the students don't require to make sure the spelling, grammar, etc, and will make no correction. It is related to Oshima and Hogue's opinion " Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. When you write, you write "freely" without stopping on a topic for a specific amount a time. You just write down sentences as sentences are correct or not."⁵⁴ Oshima and Hogue also stated that as with listing, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.⁵⁵ Free writing is relieving the student to write everything they want. In conclusion, free writing is a technique of teaching and learning process when the students can write down all of their knowledge freely and asked to look for the specific focus but the students must not worrying about the spelling, the grammar, logic, etc.

12. The Procedure of Free Writing Technique

The steps that a teacher to do free writing technique are:

- a. Write the topic at the top of your paper

⁵⁴ Alice Oshima and Ann Hogue, Introduction to Academic Writing (3rd ed). (Newyork: PearsonEducation, 2007), p.34

⁵⁵ Alice Oshima and Ann Hogue, *Ibid*, P.6.

- b. Write as much as you can about the topic until you run out the line. Include such supporting items as facts, details, and examples that come into your mind about the subject.
- c. After you have run out of ideas, reread your paper and circle the main idea that you would like to develop
- d. Take that main idea and free writing again.⁵⁶

From the steps above, the point of this technique is write a topic, write evrything you want, find the main idea.

13. The Advantage and Disadvantage of Free Writing Technique

1. Advantage of Free Writing Technique

The Free writing Technique has several advantages:

- a) The Free writing Technique helps learners to edit their word or their thoughts. Sometimes previously repressed thoughts and emotions surface (you may be surprised at what you write), but then again you might write too long and it has no sense for ten minutes, it doesn't matter.
- c) Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

Based on the explantions it can be concluded that free writing has several advantages by using free writing

⁵⁶ *ibid*,

technique. The students will learn not to edit their words or thoughts, and the students will surprise at their writing.⁵⁷

2. Disadvantage of Free Writing technique

The minus things that complete sentence has :

- a) It can take a lot of time to do free writing.
- b) Lack of guidelines as a time to slack off and end up getting nothing real done, and not improving in their writing skill.
- c) Some students struggle with writing independently and need extra guideness.⁵⁸

14. Teaching by using free writing technique towards students' writing descriptive ability

By the preliminary research, the teacher said that she used the free writing technique in teaching writing descriptive text. Free writing technique is in which a person writes continuously for a set of period of time without worrying about rhetorical concerns or conventions and mechanics but only chose one of the topic that the teacher give.

In this technique the writer get the point that it has good effect that it can take, they are : the student learn to be confident with their writing because the students need not edit what the students have

⁵⁷ AmbarLeaStarfire, Guided Writing Tips: The benefits of freewriting, 2011, <http://www.writingthoughlife.com/jurnal-writing-tips-thebenefits-of-freewriting>, accessed on december18, 2016,21:11 pm.

⁵⁸ Loc.Cit

write. The students may write everything they know without think about the grammar, spell, etc. The disadvantage that it have the point, the process of writing will take a lot of time, the students cannot improve their writing skill well it is caused of the don't need to think about the mechanics. Some students still hard to write on what they think, they need the guideness in free writing.

B. Frame of Thinking

Writing is the skill that very important to be mastered. It is the power of learning english when someone has the good ability in writing exactly the speaking, reading and pronouintiation will be good too. The key of mastering writing is knowing many vocabularies and having a good understanding of grammar followed the sentence. Because of, it is the power of learning english to make our english perfect is not easy to study. Some people or even many people cannot do it well.

In writing, we have some text that we must know and understand how to write. Every text has their own characteristic. The characteristic means the generic structure, the tenses that we use in writing the text, the purpose of writing it, etc. in this research, the researcher will choose the descriptive text. It is a text that describe one object such as place someone, etc. it uses the present tense and has the generic structure identification and description. It is the simple clasiffication of descriptive text, but to study it is so easy as the explanation, there are also many people who do not understand about how to write descriptive text well.

Most of them hard to classify which on is the identification and description.

Seeing of that problem, the reseracher has idea that the scrambled sentences is a good strategy that can be used for studying descriptive. It is caused of the scramble strategy is a cooperative fun strategy. It can be also used as game for the students. It is can push the student spirit in learning process. It is effective to make student have more motivation in learning writing because it is not boring so that the student can be enjoy the time. It also can make student think more critical because of the random sentence, the ... being improving their concentration too.

C. Hypothesis

Based on the framework of thinking ... the reseacher formulates the hypotheses as follows :

H_0 = There is no significant influence of scrambled sentences towards the descriptive text ability at the eighth grade of SMP Taman Siswa Teluk Betung Utara in the academic year of 2020/2021.

H_a = There is a significant influence of scrambled sentences toward the descriptive text ability at the eighth grade of SMP Taman Siswa Teluk Betung Utara in the academic year of 2020/2021.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is utilized an experimental design. Experimental design is an approach that organize the quantity of research. Experimental design is an approach that is generally used for the quantity research that has two variables or more. In this research, the researcher has used the quasi experimental design. The explanation of Setiyadi, experimental design is kind of the research has two criterias such as has an experimental group and control group, the participant to chosen by random.⁵⁹ Quasi experimental is a kind of method which take two groups of class that being the participant random that is used for compare to get the result.

The general term for this kind of group class can be used and applied the pre-test and post-test design approach in a quasi experimental design in which the sample is randomly assign. Creswell have an idea that the writer intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.⁶⁰ Or can be classified The design illustrated as followed:

⁵⁹Bambang Setiyadi, *Metode penelitian untuk pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006). p. 92.

⁶⁰John W. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative, and Qualitative Research* (4th ed) (Boston: Pearson Education, 2012), p. 309-310.

G1 (Random) = T1 X T2

G2 (Random) = T1 O T2

Note:

G1= Experimental Class

G2= Control Class

T1= Pre-Test

T2= Post-Test

X = Treatment by using Scrambled sentences

O = Treatment by using Free Writing Technique

B. Variable of the Research

There are two variables of this research. The variables were:

1. Scrambled sentences as the independent variable (X).
2. Students' writing ability in Descriptive text as the dependent variable (Y).

C. Operational Definition of Variables

Operational definitions of variables in this research were:

1. Scrambled sentences is a sort of strategies that is used as a game where the participant or the students are asked to arrange the disordered sentences to be the a discourse that logic and meaningful.
2. The student's descriptive text writing ability is their students' ability to in arranging the random sentence which have no meaning to be a discourse that logic and being a discourse that easy to be undestood what it want to deliver. The students also have ability in knowing and understanding

about good used of such aspects as content, organization, vocabulary, language use and mechanics.

D. Population and Sample and Sampling Technique

1. Population

Population is amount of objects that is gathered together as group which have one thing in common. Arikunto describes that population as the whole subjects who are complete and clear and was the object in the research.⁶¹ In this case, the researcher has taken the students of the eighth grade of SMP Taman Siswa Teluk Betung Utara in 2019/2020. The total in this research has 70 students which are divided into two classes, one class for experimental class and other class for control class.

Table 2
The Population of the Eighth Grade of SMP Taman Siswa Teluk Betung Utara in the Academic Year of 2019/2020

No.	Class	Gender		The Number of Students
		Male	Female	
1.	VIII A	25	20	35
2.	VIII B	17	18	35
Total		41	38	70

Source : Document of English Writing Descriptive Text score of Eighth Grade at SMP Taman Siswa Teluk Betung Utara in the Academic year 2020.

2. Sample

Sample is a small part of population. According to Arikunto, sample is several or representation of population of research.⁶² It means that, sample is group of individuals as a part of population that is chosen as representative data of whole population. So, from the statement above, the

⁶¹Suharsimi Arikunto. *Procedur penelitian suatu pendekatan praktek*. (Jakarta: PT. Rineka Cipta, 2013), p. 173.

⁶²*Ibid*, p. 174.

researcher has taken two classes, the control class is VIII B and the experimental class is VIII A as a sample of the research.

3. Sampling Technique

In conducting research, to get the sample from the population, the researcher has used cluster random sampling. It means that cluster random sampling was more effective in great numbers of cluster. Cluster random sampling is almost as the same as the simple random sampling expect that groups rather than individual are randomly selected.⁶³ Step in determining the sample of experimental class and control class as follows:

- a. Define the population
- b. List of the member (group/class) of population
- c. Select the sample by employing a procedure where sheer chances determine the members of the list chosen for the sampling.⁶⁴

E. Data Collecting Technique

In this research, the researcher has taken tests to collect data. The test has been applied to get the achievement of descriptive text writing ability. The test has been done by pre-test and post-test. In this research, the students had pretest to both classes before the treatment to know the students early achievement in descriptive text writing ability. Then the post-test has been used as a clear way to know their descriptive text writing ability after the treatment has been done only to the experimental class and while the control class has been taught of free writing technique.

⁶³Jack R Fraenkel and Wallen. 1990. *How to Design and Evaluation Research in Education* (6th ed) (San Francisco: State University, 2006), p. 92 .

⁶⁴Donal Ary, et.al. *Introduction to Research in Education* (8th ed) (NewYork: Cengagne Learning, 2010), p. 267.

F. Research Instrument

Instrument is implement for the researcher collecting data. An instrument is a tool for measuring, observing, or documenting quantitative data.⁶⁵ The instrument of this research is test. Before gave a test, the researcher has given an interview to the teacher and also a questionnaire for the students which the documents could be seen in appendices. The test is in the form of written test. The test has been done to measure the students' ability in writing descriptive text by using scrambled sentences, when the students have been asked to re- write or arrange a descriptive text that has been made randomly. The instruments that the researcher has been applied, they were:

1. Test

Test is tool for measuring someone's ability. According Huges test can be divided into four types based on the purpose. They are proficiency test, achievement test, diagnostic test, and placement test. In this research, researcher used the diagnostic test. It would identify how much the student understood about the descriptive text. In this research, the researcher has used the quantitative research so that it has had two test. They are pre-test and post-test. (Appendix)

a. Pre- Test

A pre-test provided a measure on some attribute to characteristic that you asses for participants in an experiment before they receive a

⁶⁵ Jack R Fraenkel, Norman E Wallen, *How to Design and Evaluate Research in Education*, (7th ed) (New York: McGraw-Hill, 2009), p. 97.

⁶⁶ Arthur Huges, *Chapter 3: Kinds of Test and Testing*, in *Testing for language Teachers* (2nd Ed), (Cambridge University Press, 2003), p. 11-23.

treatment.⁶⁷ The point of that statement is the definition of pre-test which is used to know the students' writing descriptive text ability achievement before the treatment. In this part, the researcher has asked the students to write a descriptive text. The composition should not less than 60 words in 40 minutes. The descriptive text assesses based on the aspects of writing assessment: content, organization, vocabulary, language, and mechanics. The total score essay writing test is 100. In this case, the researcher has decided the topics that has been chosen by the students to write in their test, they were:

a) Your Bestfriend

b) One member of family

b. Post-test.

Post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after treatment. It can be said that post-test is conducted to know the students' writing descriptive text ability after they has taught by using scrambled sentences. The researcher has asked the students to write descriptive text. The composition should more than 60 words in 40 minutes. The descriptive text assesses based on the aspects of writing assessment: content, organization, vocabulary, language, and mechanics. The total score essay writing test is 100. In this case, the researcher has decided

⁶⁷ John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Quantitative reseach* (4th ed), (Boston: Pearson Education, 2012) p. 297

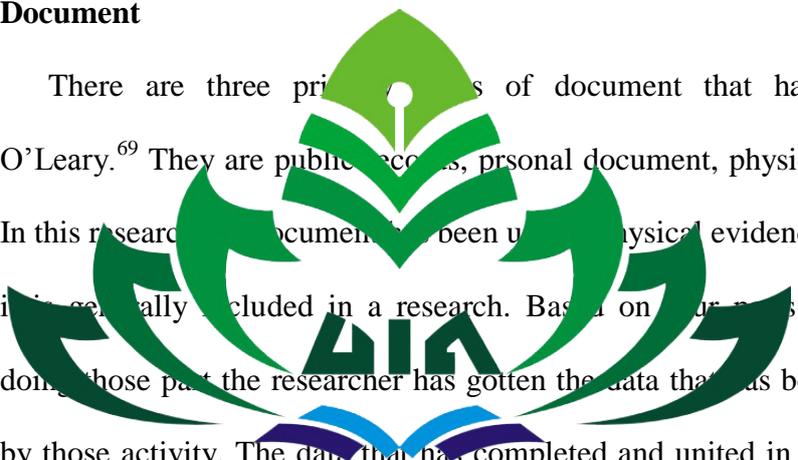
⁶⁸ Jack R Fraenkel and Norman E Wallen, *Op,Cit.*p. 297.

the topics that has been chosen by the students to write in their test, they were:

- a) Your idol
- b) Animal around you (eg: Cat, Bird, Fish, etc)

The idea of the topics came from the general things that usually being around the students. The system and degree of difficulties of post-test was as the same as the pre-test. Before I did the pre test and post test, I have done the interview and questionnaire.

2. Document



There are three primary types of document that has stated by O'Leary.⁶⁹ They are public records, personal document, physical evidence. In this research documents that been used are physical evidence document, it is generally included in a research. Based on the types above, after doing those part the researcher has gotten the data that has been collected by those activity. The data that has completed and united in a part that is called as the document which was written in appendices.

G. Scoring Procedure

Before obtain the score, the researcher determined the procedure that was used to score students assignments. The ideal higher score is 100.

⁶⁹ Zina O'Leary, *The Essential Guide to doing your research Project* ,(2nd ed) (Thousand Oaks, CA: Sage Publications,2014), P. 30.

The score of pre-test and post-test has been calculated by using scoring system for essay writing test proposed by Tribbel.⁷⁰ It can be seen in table 3.

Table 3
The System of Descriptive Text Writing

Areas	Scores	Descriptions
Content	30 – 27	Excellent to very good Knowledge, substantives, etc.
	26 – 22	Good Average Some knowledge of subject, adequate range, etc
	21 – 17	Fair to poor Limited knowledge of subject, little substances, etc
	16 – 13	Very poor Does not show knowledge of subject on substantive, etc.
Organization	20 – 18	Excellent to very good Fluent expression, ideas clearly stated, etc
	17 – 14	Good to average Somewhat choosy, loosely organized but main ideas stand out, etc
	13 – 10	Fair to poor Not fluent, ideas confused or disconnected, etc
	9 – 7	Very poor Does to communicate, no organization, etc
Vocabulary	20 - 18	Excellent to very good Sophisticated range, effective word/idiom form, choice, usage but meaning not obscured
	17 – 14	Good to average Adequate range, occasional errors of word/idiom form, choice, usage, etc
	13 – 10	Fair to poor Limited range, frequent errors of

⁷⁰Cristopher Tribble, *language Teaching Writing*, (London: Oxford University Press, 1996), p. 30

		word/idiom form, choice, usage, etc
	9 - 7	Very poor Essentially translation, little knowledge of English vocabulary
Language	25 – 22	Excellent to very good Effective complex, construction, etc
	21 – 19	Good to average Effective but simple construction, etc
	17 – 11	Fair to poor Major problems in simple/complex construction, etc
	10 – 5	Very poor Virtually no master of sentence construction rules, etc.
Mechanic	5	Excellent to very good Demonstrates mastery of convention, etc
	4	Good to average Occasional errors of spelling, punctuation, etc
	3	Fair to poor Frequent errors of spelling, punctuation, capitalization, etc
	2	Very poor No mastery to conventions, dominated by errors of spelling, punctuation, capitalization

Adapted from Tribble

For clearer explanation, the following are the criteria for scoring writing which are used in this study.

- a. Content : the agreement with the title chosen
- b. Organization : paragraph unity, coherence, and cohesion
- c. Vocabulary : the precision of using vocabulary
- d. Language : use a grammar, tenses, and pattern

e. Mechanics : spelling and punctuation⁷¹

The final score = Content + Organization + Vocabulary + Language +
Mechanic

Example:

Content : 30

Organization : 20

Vocabulary : 20

Language : 25

Mechanic : 5

Final score : 100

H. Research Procedure

The procedures of research were as follows

1. Planning

Before the researcher applied the research procedure, the researcher has made some plannings to apply the application well.

The procedure of making planning of this research such as:

a. Determining the subject

The researcher has chosen the eight grade of SMP Taman Siswa Teluk Betung Utara as the subject of the research, one class as experimental class, and one class as the control class.

b. Validation

The researcher has chosen the test and get the validation from teacher.

⁷¹ *Ibid*, p. 30.

c. Preparing pre-test

The researcher has prepared a kind of test (call pre-test) that has been given for students to know the students' descriptive text writing ability.

d. Determining the material

The researcher determined the material that was taught to the student's material is descriptive text writing.

e. Preparing the post test

The researcher has prepared a kind of test (call post-test) that was given to the students to know whether the students' descriptive text writing ability increase or not.

2. Application

After planning, the researcher tried to apply the research procedure which was already planned. There are some steps in doing this research, they were:

- a. In the first meeting, the researcher has been given pre-test. The student has been given a theme of the topic that they must make it to be a descriptive text based on their own ability.
- b. After giving the pre-test of the students, the researcher has been conducted the treatment by using scrambled sentences in the experimental class and will be conducted the treatment by free writing technique in control class in the second meeting.
- c. In the last meeting, the researcher has given post-test. In this part the students have been given some themes of the topic that it must be

chosen by the students, and then the students were asked to make the theme of topic to be a descriptive text. The form of the text had at random.

3. Reporting

The next step in the research procedure was reporting. There were two steps has been done in reporting. The steps were as follows:

- a. Analyzing the received data from pre-test and post-test.
- b. Making a report of the findings.

I. The Analyze of the Instruments of research

1. Validity of the test

Validity is matter of relevance. A good test must have validity. It means that the measure what is intended to be measured.⁷² A test is valid if the test can really test that need to be measured correctly. To measure that has good validity or not, the researcher analysis the test from content validity. It means that the test instruments of the English teacher who masters it before going to be apply the sample of the research.

To measure whether the test has good validity or not, therefore, the researcher usually uses the content, construct validity. Content validity can be found by relating the material of the test with curriculum of SMP/MTs. It means that, the researcher has given the test to the sample posit the curriculum in the school. The construct validity concerns about whether the test is actually in line with theory. The construct validity

⁷²Suharsimi Arikunto, *op.cit.* p. 102.

generally focus on the sort of the test that was used to measure the ability. It means that, the item should be really test the students whether they have mastered the descriptive text writing. The kind aspects of writing including, content, organization, vocabulary, language use and mechanics cover the scoring norm. The researcher considered valid because it is fulfill the criteria of validity that was used in this research.

a. Content validity

Content validity is a test measure with a representative sample of the subject matter, it is focus on content validity is adequacy of the sample and simply on appearance of the test. To get the content validity, the test is assessed from the students' book and based on the standard of content school based curriculum, descriptive text is taught in the second grade junior high school.

b. Construct validity

Construct validity refers to assumption, showing the measurement used the contain of correct operational definite, which is based on the theoretical concept, in other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can be measured of scores vocabulary in a writing, the researcher has made sure whether it is really need to be measure. Construct validity focuses on the sort of the test that was used to measure the ability. In other the word, the test was able to measure what needs to measure. In this research, the researcher has administrated a writing test, the scoring covers five aspect of writing

that are adapted from Heaton, and they are, content, organization, language use, vocabulary and mechanics.⁷³ To make sure, the researcher has consulted the instrument to the English teacher. By considering these five aspects that was score, the English teacher at SMP Taman Siswa Teluk Betung Utara Ida Woro Putri Utami decided that the test is valid.

2. Reliability of the Test

A reliable test is consistent and dependable.⁷⁴ At the same page, Brown was also states that if you give the same test to the same student or matched on two different occasions, the test should yield similar result.⁷⁵ To ensure the reliability of the test and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability is used when scores on the test were independently estimated by two or more judges or raters. They were teacher and the researcher. To estimate the reliability of the test, the researcher used Cohen's Kappa correlation as follows:

$$\kappa = \frac{\text{Pr}(\alpha) - \text{Pr}(e)}{1 - \text{Pr}(e)}$$

Note:

Pr (α) = Represents the Actual Observed Agreement

Pr (e) = Represents Chance Agreement

The scale of the score that the researcher used were:

⁷³Christopher Tribble, *Op.Cit.* p. 130.

⁷⁴ *Ibid.*,

⁷⁵ *Ibid.*,

- a. Score 1-20 = 1
- b. Score 21-40 = 2
- c. Score 41-60 = 3
- d. Score 61-80 = 4
- e. Score 81-100 = 5⁷⁶

That the sample size consists of the number of observations made across which raters are compared. Cohen specifically discussed two raters in his papers. Furthermore, to know degree or level of the reliability of writing test, the researcher also would use the criteria of reliability as follows:

- a. Kappa < 0.4 = Bad
- b. Kappa 0.4 – 0.60 = Fair
- c. Kappa 0.6 – 0.75 = Good
- d. Kappa > 0.75 = Excellent

After calculating the reliability from two raters, the researcher found that the reliability of pre-test was 0.645 and the reliability of post-test was 0.533. In proved, the degree of the level of reliability was fair and it was reliable. (See appendices)

3. Readability of the Test

Readability tests are indicators of measuring how easy a document is to read and understand. For evaluators, readability statistics were be able to solid predictors of the language difficulty level particular documents. The essential information in an evaluation document should be

⁷⁶ *Ibid.*,

understandable.⁷⁷ To know readability of the essay test instrument, the researcher followed Kouamé's research. Participants has been asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where 1 describes an item was that is easy to read and 10 describe an item hat is difficult and read.⁷⁸ The participant might not have difficulty in understanding because they taken the context of the writing into consideration. After that, the researcher has measured the mean of each item. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.⁷⁹

J. Data Analysis

1. Fulfillment of the assumption

The researcher has used the parametric statistic to analyze the data. Parametric statistical significant tests, such as analysis of variance and least square regression, are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must satisfied. It means that to get the accurate result, the researchers has done some test such as normality test and homogeneity test.

⁷⁷Julien B. Kouame, *Using Readability Test to Improve the Accuracy of evaluation Documents Intended For Low Literature Participant*, *Journal Of Disciplinary Evaluation* (Michigan: Western Michigan University, 2010), p.133.

⁷⁸*Ibid*, p.133.

⁷⁹*Ibid*.

2. Normality Test

To analyze the data, the researcher needed to test the data distribution if it is normally or not. The researcher needed to know if the data was normally distributed or not so that the researcher is be able to be decided what type of test that will use to test the hypothesis of the research later. It means the data which has collected should be indicated as a normal. In this research, the statistical computation by using SPSS (*Statistical Program for Social Science*) is used to know whether the data is normal or not. SPSS test is based on Kolmogorov-Sminov test and Shapiro-Wilk⁸⁰. Thus, the result of the test should be ≥ 0.05 .

The hypotheses for normality test are:

H_0 : The data originates from population which has normal distribution.

H_a : The data is not originated from population which has normal distribution.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

3. Homogeneity Test

When the researcher has gotten the normality test, the researcher did this homogeneity test to know whether the data are homogenous or not. The researcher has used SPSS to calculate the Levene statistic test. The hypothesis for the homogeneity test were:

⁸⁰ *Ibid*, p.74.

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

4. Hypothetical Test

While the researcher has known that the data are normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejections of hypothesis test were:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

The hypotheses are:

H_a : There was significant influence of scrambled sentences towards students' descriptive text writing ability at the Eighth grade of SMP Taman Siswa Teluk Betung Utara.

H_0 : There was no significant influence of scrambled sentences toward descriptive text writing ability at the Eighth grade of SMP Taman Siswa Teluk Betung Utara.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Research

The research conducted on Oktober 2020. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After the researcher got the permission, the researcher conducted the research through the following steps:

1. Determined the subject of research, namely the students at the first semester of SMP Taman Siswa Teluk Betung Utara.
2. Designed the test which is a writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the research of the research on Wednesday 7th, 2020 (it was given to the students of the research sample).
5. Held pre-test on Thursday 8th, 2020 and Friday 9th, 2020 in order to know students' score in descriptive text writing ability before they had treatment.
6. Analyzed the data that was gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing scrambled sentences toward teaching and learning descriptive text writing ability.
8. Held post-test on Thursday 5th, 2020 and Friday 6st, 2020 in order to know students' score in descriptive text writing ability after the treatments.

9. Analyzed the data that was gotten through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

B. Result of the Research

The research was aim to know whether there was any significant influence for the students' writing ability in descriptive text after they were given scrambled sentences technique. The research was conducted of the first semester of the eighth grade of SMP Taman Siswa Teluk Betung Utara. The number of population was 70 students of the first semester. Two classes as sample of research, they were VIII A and VIII B. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

1. Result of Pre Test

The researcher conducted the pre-test in order to know the students' writing ability in descriptive text before the treatment. The pre-test was administered on October, 8th Thursday, 2018 for experimental class and for control class was administered on October, 9th Friday, 2020.

Furthermore the researcher analyzed the data based on the data that was obtained on pre-test to know the result. The result of analysis in experimental class was known that the highest score was 72,5 and the lowest score was 51. The mean of students' score in the

experimental class was 62,69. The median score was 62,5 and mode score was 62,5. Furthermore, in control class the highest score was 71,5 and the lowest score was 52,5. The mean of students' score in the control class was 62,87. The median score was 63,5 and mode score was 59,5. (See Appendices 16).

2. Result of Post Test

After experimental and control class got the treatment in three meetings, the researcher gave post-test to the students. The researcher conducted the post-test in order to know the students' writing ability in writing descriptive text. The treatment did. The post-test was administered on Thursday, November 5th, 2020 for experimental class and for control class was administered on Friday, October 6th, 2020.

Furthermore, the researcher analyzed the data based on the data that was obtained from post-test to know the result. The result of analysis in experimental class was known that the highest score was 82,5 and the lowest score was 61,5. The mean of students' score in the experimental class was 74,57. The median score was 75 and mode score was 71. Furthermore in control class the highest score was 83,5 and the lowest score was 61,5. The mean of students' score in the control class was 73. The median score was 72,5 and mode score was 70,5. (See Appendices 16).

3. Result of Normality Test

The normality test was used as a measurement the data had normally distributed or not.

The hypothesis for normality test as follows :

Ho = The distribution of the data were normal

Ha = The distribution of the data were not normal

The criteria of acceptance or rejection of the hypotheses for normality test were:

Ho is accepted if Sig. (Pvalue) $>$ $\alpha = 0.05$

Ha is accepted if Sig. (Pvalue) $<$ $\alpha = 0.05$

Table 4
Result of Normality Test
Experimental Class and Control Class

Class	Kolmogorof-Smirnov		Calculation
	Statistic	Df	
Experimental	,092	35	,200
Control	,127	35	,169

Based on the table, it can be seen that Pvalue (Sig) for experimental class was 0.200 and Pvalue (Sig) for control class was 0.169. Because Sig (Pvalue) of experimental class $>$ α 0.05. So, Ha is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See Appendices 23-24)

4. Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

The hypotheses for the homogeneity test are formulated as follows:

Ho = The variance of the data were homogeneous.

Ha = The variance of the data were not homogeneous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

Ho is accepted if $\text{sig} > 0.05$

Ha is accepted if $\text{sig} \leq 0.05$.

Table
Result of Homogeneity Test

Statistic	df1	df2	Sig.	Homogeneous
196	1	68	,695	

Based on the result obtained in the test of homogeneity of variance in the column, it could be seen that Sig. (Pvalue) = 0.695 > $\alpha = 0.05$. It demonstrated that Ho was accepted because Sig. (Pvalue) > $\alpha = 0.05$. It means that the variance of the data was homogenous. (See Appendices 25)

5. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the

hypothetical test using SPSS (Statistical Program for Social Science).
Independent sample t-test.

The hypothesis formulas are:

H_a : There is a significant influence of using Scrambled Sentences towards students' writing in descriptive text at the eighth grade of SMP Taman Siswa Teluk Betung Utara in the academic year of 2020/2021.

H_o : There is no significant influence of using Scrambled Sentences towards students' writing in descriptive text at the eighth grade of SMP Taman Siswa Teluk Betung Utara in the academic year of 2020/2021.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_o is accepted if Sig. (Pvalue) \geq 0.05

H_o is rejected if Sig. (Pvalue) $<$ α = 0.05

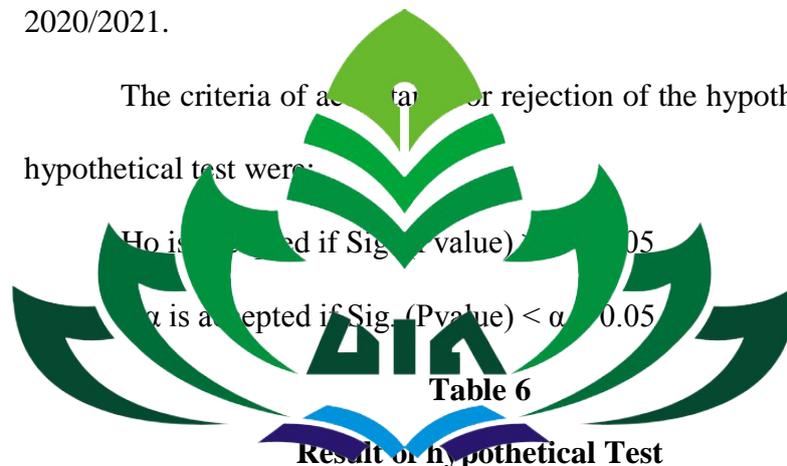


Table 6

Result of hypothetical Test

T	Df	Sig. (2-tailed)
4,929	68	,000

Based on the results obtained in the independent sample t-test in table 3, that the value of significant generated Sig. (Pvalue) = 0.000 $<$ α = 0.05. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using Scrambled Sentences towards students' writing in descriptive text at the eighth grade of SMP Taman Siswa Teluk Betung Utara. (See Appendix 26)

C. Discussion

At the beginning of the research, the pre-test was administered to know students' quality in writing ability in descriptive text before they were given treatments by the researcher. The score of pre-test would be used as the students score before treatments. The result showed that the mean score of pre-test between experimental class were slightly different. The score of pre-test in experimental class showed mean was 62,69. And the score of pre-test in control class showed mean was 62,87. Then, after analyzed the data of normality test score and it showed that the data were normal and homogeneous.

The last of the research, post-test was given to measure to improvement of students' writing ability in descriptive text in both classes after the treatment. The score of post-test in experimental class showed mean was 73,57 and the score of post-test in control class showed mean was 73,00.

Based on the result of the students' pre-test and post-test score, it shows that the students' post test is higher than in pre-test. Besides that, scrambled sentences can improve each aspect of students' writing ability including content, organization, vocabulary, language and mechanic. The result of pre-test and post-test also showed that the students who taught by using scrambled sentences got better result.

Based on the analysis of the data and the testing of hypothesis, the result of Ttest null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using Scrambled

Sentences towards students' writing ability in descriptive text, so alternative hypothesis is accepted. It had been supported by the previous research conducted by Luki Mundhisari. She who conducted research in SMP Negeri 2 Papar Kediri which entitled "The Effect of Teaching Narrative Text Using Scrambled Sentences Toward Students' Writing Ability to The Eighth Grade Student of Smpn 2 Papar Kediri Academic Year 2016/2017." The result showed that Scrambled Sentences practically can improve students' writing achievement.⁸¹ Based on the analyzed data and supported by the other research which was explained above, it could be concluded that scrambled sentences had influence toward students' writing ability especially in descriptive text.



⁸¹ Luki Mundhisari, The Effect of Teaching Narrative Text Using Scrambled Sentences Toward Students' Writing Ability to The Eighth Grade Student of Smpn 2 Papar Kediri Academic Year 2016/2017

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research was conducted by the researcher and the data was analyzed by the researcher. Based on the analyzed the data known, At the end of the research, the post-test was given to measure the influence of Scrambled Sentences towards students' writing descriptive text in both classes after treatments done. The mean score of post-test in experimental class was 74.57 and the mean score of post-test in control class was 73.00. It showed that the students' post-test score in experimental class was highest than students' post test score in control class.

The mean between two groups (2-tailed) of the equal variance assumed in the independent sample test table, when the sig. (2-tailed) is 0.000, which is lower than $\alpha = 0.05$, it means that H_0 is rejected and H_a is accepted.

Then, it could be concluded that there was a significant Influence of Scrambled Sentences Towards Students' Ability in Writing of Descriptive Text at the Eighth Grade of SMP Taman Siswa Teluk Betung Utara in the Academic Year of 2020/2021.

B. Suggestion

Based on the reseach result that was explained in conclusion above, the researcher had some suggestion as follows :

1. For the Teacher

In this research, the researcher got difficulties when conditioning the students at the first treatment. Some students said they don't feel comfort with their first method, then the researcher re-explain to the students to solve this problems. Therefore, the teacher who interested to implement scrambled sentences and found the same problems, the researcher suggested to the teacher to explain completely about scrambled sentences to the students or give more attention on grouping students to prevent the similar problems happen.

2. For the Students

In the implementation of scrambled sentence technique, the students will be able to make a high concentration and the speed of thinking. The indirect help the students to be more concentrate to the topic that using scrambled sentence. The students who do not feel comfortable with their first group could ask the teacher to re-group them in grouping step.

3. For the Other Researcher

In this research, the researcher focused on scrambled sentences technique toward students' writing ability in descriptive text at the students of Junior High School. Therefore, further researchers may conduct this technique on different level or different of students. For example, senior high school and also they can apply other kind of the text.

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