

ARTICLE

**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**



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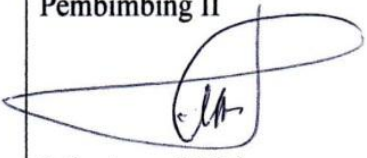
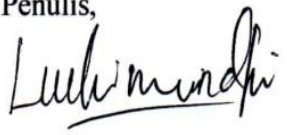
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THE EFFECT OF USING TEACHING NARRATIVE TEXT USING SCRAMBLED SENTENCES TOWARD STUDENTS' WRITING ABILITY TO THE EIGHTH GRADE STUDENT OF SMPN 2 PAPAR KEDIRI ACADEMIC YEAR 2016/2017

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ABSTRACT

Writing is one of important skill. In fact, junior high school students still found difficulties in writing. Students have some problems to find the idea in writing. Then, students often made some mistakes in grammatical errors in their writing. It is very common when students write, because they were undeveloped in grammatical mastery. Afterwards, they do not organize the sequence of paragraphs well. To solve the problem above the writer tries to apply a model of teaching to teach them. The researcher used Scrambled Sentences to improve students writing ability, especially in writing narrative text. The aim of this research are to know the effect of Scrambled Sentences before and after being taught using Scrambled Sentences technique, and the last to find out any effect of Scrambled Sentences on students' writing skill. This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The subject of the research was the tenth grade students of SMPN 2 Papar in academic year 2015/2016. The sample of the research was class VIII- consisting of 32 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used test as the instrument to collect the data. The research was carried out from February 2016 up to July 2017. After collecting the data, the next step was analyzing them by using SPSS vs 21 to know the effect of Scrambled Sentences on students' writing skill. The conclusion showed the students' writing skill increased after being taught using Scrambled Sentences. It was proven by the mean after being taught using Scrambled Sentences (86,59) was higher than the mean score before being taught using Scrambled Sentences (66,13). The result reports that the *t-test* was higher than *t-table* ($8,102 > 2,042$) it means that H_0 was rejected and H_a was accepted. From the finding above, it can be concluded that Scrambled Sentences technique was effective on students' writing skill. The researcher suggest to the English teacher should teach the students using Scrambled Sentences because it was suitable technique which makes the students more easy to learn English especially in writing.

Key words: Writing, Writing Skill, Scrambled Sentences

I. INTRODUCTION

Writing is the most difficult languages aspects. It is also considered as the most complicated language skill to be learned, compared to other language skills. According to Harmer (2001) each skill has difficulties for student but writing has become the most complicated skill to be learned because writing is production skill and need a feedback. This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively is need time, effort, and concentration. In writing process, we always involve thinking skill and creative skill. Not only that, but also it is supported by tight rules. Mastery vocabulary and tenses becomes the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph.

At the junior high school level, the students are expected to master some types of text like narrative, recount, and procedure. Narrative as one of those types that becomes a common text used in students teaching and learning process, moreover used in national exam. Narrative is a text that tells a story to entertain the audience, let the audience think about an issue, teach them a lesson, or excite their emoticons. Based on the theories, it can be

assumed that narrative text can be studied easily, because it lets the students interested to read the text; as its purpose is to entertain people.

Most teachers put the emphases on writing and speaking when they are teaching, it is a fact that the students didn't know what should be written and how it should be written. As the result the students' ability in writing is very low. This is getting worse in that students feel that writing is the most difficult subject when they are not guided by the teacher in learning and practicing writing skill. A simple piece of writing is called paragraph.

A paragraph is group of sentences which relate to each other logically. This means that the sentences follow one another smoothly, so that makes one group of sentences that expresses one idea. Good paragraph has five elements: topic sentence, supporting sentence, a concluding sentence, unity and coherence. To increase the students' writing ability in paragraph, the teachers should give the students exercise about writing especially writing paragraph, writing a paragraph is very important because first, writing paragraph can help the students organize and control their ideas. In addition, it can motivate the variation of how to express the ideas. By practicing a

paragraph, the students are able to improve their skill in writing well.

The researcher found that there are some problems occurred in writing process. Students have some problems to find the idea in writing. Then, students often made some mistakes in grammatical errors in their writing. It is very common when students write, because they were undeveloped in grammatical mastery. Afterwards, they do not organize the sequence of paragraphs well. To solve the problem above the writer tries to apply a model of teaching to teach them. The researcher used Scrambled Sentences to improve students writing ability, especially in writing narrative text.

Many students often find difficulties when they are asked to write, so the English teacher should be creative and innovative in teaching paragraph. They should make use of different technique of teaching paragraph. To solve the problem above there are several techniques of teaching writing that gives guidance to the students that is Scrambled Sentences.

Scrambled Sentences is one of the good techniques in teaching writing. Scrambled Sentences is defined as a technique of teaching guided paragraph writing in which the sentences composing a single paragraph are scrambled in such a way and then the students under study are asked to rearrange them. The rule of the Scrambled Sentences

is to guide the students in writing paragraph, by giving them the paragraph which are scrambled and asked them to rearrange into a good paragraph.

Additionally, the previous research by Kamadeni, E. N. K. K. (2014), she conducted the research by applying Scrambled Sentences to improve writing skill of the eighth grade students. The result show Scrambled Sentences is a helpful and also an effective technique to use in improving subjects' writing skill. The researcher choose narrative text especially in fairy tales story because there is no previous research that ever do the scrambled sentences technique using narrative text especially in fairy tales story.

II. RESEARCH METHOD

The research method used in this study was Quantitative Research. The design of this research is Experimental Research especially One Group Pretest-Posttest Design. According to Ary (2010: 265) "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)". hence the data was taken from pre-test, treatment and post-test in order to know whether or not Scrambled Sentences Technique was effective in improving

students' writing ability.

The variable of this research were Scrambled Sentences technique as an independent variable and Student's writing skill dependent variable. This research was held in SMP NEGERI 2 PAPAR Kediri which is located on Jl. Raya Minggiran Kecamatan Papar Kabupaten Kediri. The writer decided eighth grade students of SMP NEGERI 2 PAPAR Kediri as populations. Thus, the sample of this research was the eighth grade students VIII - I class SMP NEGERI 2 PAPAR Kediri. It consisted of 32 students.

The instrument used to get the data is test. The researcher uses a test to measure the students' writing skill before and after being taught using Scrambled Sentences. The test is delivered twice in written form. The first test is pre-test that is given before treatment and the last is post-test that is given after students are given a treatment taught using Scrambled Sentences.

The written test is about narrative text especially in fairy tales story. The student given by the researcher student's hand out and instruction. In both tests, pre-test and post-test are the same kind of test. The same kind of test is hoped to draw the difference of students' writing skills before and after being taught using Scrambled Sentences.

The instruments used were pre – test and post – test. To analyzing all of the data which collected from the pre-test and post-

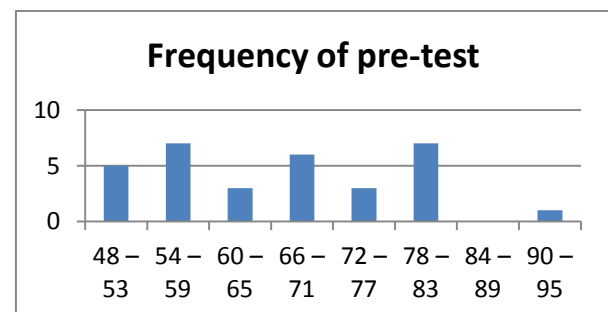
test score the researcher will be analyzed by using SPSS 2.1.

III. FINDING AND DISCUSSION

Pre-test was held at the first meeting of the research. It was done on 3rd July, 2016. The total pre-test scores is 2116. The following diagram shows the result of pre-test:

Diagram 4.1

Diagram score Frequency of Pre-test

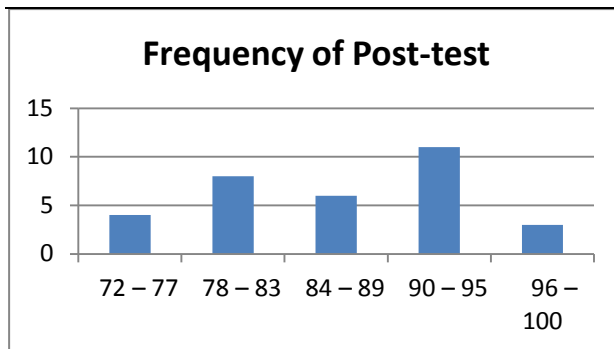


It can be seen from the table above that the students score was unsatisfying they were in “poor” and “very poor” category.

Then, post-test was held after two times of treatments given to the students. It was used to measure the writing ability after being taught Scrambled Sentences technique. The total of post-test score is 2771. The following table shows the score of post – test:

Diagram 4.2

Diagram score Frequency of Post-test



It can be seen from the table above that the students score was increased they were in “Good” category.

To analyze the result of the data the writer showed the results from the students’ pre-test and post-test score by using SPSS version 21. There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

a) Mean

Table 4.3

**The score *mean* of Pre-test and Post-test
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	66,13	32	11,100	1,962
Pair 1 Post-test	86,59	32	7,491	1,324

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 66,13 with standard deviation 11,100 and the mean score of post-test is 86,59 with standard deviation is 7,491. The number of participants in each test (N) is 32.

b) Correlation

Table 4.4

The score *correlation* of Pre-test and Post-test

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	32	,783	,000

From Paired Samples Correlations table above, the output showed the data before and after being taught using Scrambled Sentences is 0,783 with significance value (sig.) 0,000. It means there is any correlation between students’ writing skill before and after being taught using Scrambled Sentences technique.

c) T-test

Table 4.5

**The T-score of Pre-test and Post-test
Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Pre-test- Post-test	-20,469	14,292	,526	-25,622	-15,316	8,102	31	,000

From Paired Samples Test table above, it showed t-test is 8,102 and the t-table with degree of freedom 31 is 2,042 at the level of significance of 5%. It means t-test was higher than t-table ($8,102 > 2,042$) and Sig.

(2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was -20,469 because the mean is negative it means that the means score of students before giving treatment is lower than the means score of students after giving treatment.

IV. CONCLUSION AND SUGGESTION

Based on the results, there was significant difference on the pre-test and post-test scores. From the table 4.5 it has shown that the students' post-test scores in writing ability of narrative text are higher than the students' pre-test scores. The means of post-test score is 66, 13, while the means of pre-test score is 86, 59. It means the students' writing ability is increasing after being taught using Scrambled Sentences technique.

It is also supported by the data analysis in the table 4.5 that the value of t-score (8,102) which is higher than the value t-table (2,042) at the degree of significance 5% and the significant level of 0,000 is lower than 0.05 ($p < 0.05$). It means H_0 is rejected and H_a is accepted. From this result, the writer concludes that there is very significant effect of Scrambled Sentences technique. Based on the findings, discussions, and the conclusions, several suggestions in order to make improvement for the next study are proposed. First, the

English teacher should use technique other than the conventional way to teach the material in order that their students will be more active and can accept the material well. One of the technique that teacher can use is Scrambled Sentences technique since it can give students chance to be more active in teaching and learning process. Furthermore, the students also increase their confidence to present their answer in front of the class. Thus, the students can be more interested in following the lesson. Second, for other researcher. The other researchers are expected to be able to conduct a better research about Scrambled Sentences technique. The writer suggests that the other researcher would like to give more treatment to prove the effectiveness of Scrambled Sentences technique since the writer only conducted two treatments in this research. Third, for the school, the researcher expects that the school will provide new and complete facilities and multimedia room especially to support teaching and learning process to learn English, especially in teaching and learning reading using mind mapping for better students' achievement in the future.

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