

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In teaching English, there are four language skills that should be taught to students namely listening, speaking, reading, and writing. Those four skills can be categorized into two main skills, receptive skills, and productive skills. Listening and reading belong to the receptive skills, while speaking and writing belong to the productive skills. Both receptive and productive skills are important because those skills support each other. Students also must learn them in a sequence that is receptive first then productive (Brown, 2000:34). Those four skills are essential in teaching and learning English, so students are expected to have a good mastery of them in order to be good English language users.

Writing is an activity of pouring thought, feeling, and thinking using writing language as a media. Meanwhile, Langan (2001:76) states that writing is transferring oral language into written language. People communicate not only through spoken media but also through written media. There are so many communication media that use written languages such as newspapers, magazines, blogs, websites, and even social media. Based on those reasons, it is clear that writing skill is also important to be mastered in order to maintain good communication with other people. Therefore, the English teaching and learning process in the classroom should include teaching the writing skill appropriate way in order to help students to build their ability and competence in written language.

As one of the basic language skills, writing has a complex process. Therefore, writing is not as easy as some people think. Harmer (2007:278) states that mastering a productive skill, especially writing can be very stressful if students do not know the appropriate words or grammar to express the idea. Brown (2000:335) also states that a good deal of attention was placed on “model” compositions that students would emulate and on how well their final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration. It is clear that to be able to write correctly, language learners need to have a good mastery of every criterion mentioned above.

Although people already know the importance of writing skills, in fact, the teaching and learning process in class somehow does not run smoothly. As a result, it does not show achievement at the end of the teaching and learning of writing. The researcher observed that ninth-grade students of SMPN 2 Denpasar find some problems occurring during the teaching and learning process. Based on the observation, it was found that the students still had difficulties in writing. The researcher then did some interviews with some teachers to know further about the problems.

The results of the interviews showed that writing was very difficult for the students. The observation also showed that they seemed unwilling when they were asked to write a text. Moreover, some of them tended to copy and paste from the internet or their friends' work. They have a problem in constructing the text in a good format. They feel confused about how to start and set them in chronological

order based on the generic structure of the procedure text because most of them did not know how to write procedure text well.

Many students think that writing is the most difficult skill for them because of having lack of vocabulary, ideas, and grammatical structure. It makes them have low interest to write a text. There were only some of the students participated in the class by answering and responding to their teacher's questions and instructions. It could be concluded that their motivation to join the lesson was quite low. After knowing the students' difficulty in writing procedure text, the researcher should help those students to solve their problems.

One of the ways to help students is by applying an appropriate technique in teaching writing procedure text. There are a lot of methods and techniques to get English teaching effectively. One of the alternative techniques that can be used is the jumbled sentences technique. The jumbled sentences technique is a technique of teaching writing in which the student is asked to rearrange a group of scrambled sentences into the good and a correct text.

Wright et. al., (2006: 87) states jumbled sentences are one of the teaching and learning techniques that require students to sequence some pieces of a jumbled text provided firstly by skimming for meaning to establish a quick order then scanning for detail to confirm its accuracy. From the definition, it could be concluded that Jumbled Sentences can train the students to think of a logical sequence, it also could lead the students' attention to the material and be aware of their writing.

Through this technique, the researcher hopes that the students were able to learn writing easily and enjoyably. It can help students to think creatively and make them know how to write appropriate sentences. Therefore the student can generate their ideas when writing procedure text and get good grammatical writing ability. The researcher tries to investigate the effectiveness of the jumbled sentences technique to enhance student's writing ability in the Ninth grade of Junior High School.

In addition, she expects that using the jumbled sentences technique could give a better effect on the student's writing ability in procedure text, and hopefully for students, they can get more information and knowledge from teaching writing using the jumbled sentences technique. Based on the explanation above, the researcher uses the jumbled sentences technique as a technique that can help to solve students' problems in writing procedure text. Related to the background above, the researcher takes the title of this thesis as "Improving Writing Procedure Text Ability of the Ninth Grade Students of SMP Negeri 2 Denpasar in Academic Year 2022/2023 Through Jumbled Sentences Technique".

1.2 Research Problem

Based on the background above, the students still have some problems during the teaching and learning process. To identify the problems occurring in the classroom, the researcher tried to identify different factors which influence the teaching and learning process.

The first factor is the teaching methods and the techniques used by the teacher. The teacher used a conventional method in which he employed

techniques such as question-and-answer practices dominantly following the tasks provided in the LKS. The teacher just spoke all the time and the students just listened to him.

The second factor is related to the students. Students in ninth grade had some problems in writing. The problem was that they had something in their mind, but they could not express it on their paper. It was seen from many students looked frustrated to transfer their ideas into the writing form although they have ideas in their minds. They said that they did not know the meaning of many words. They tried to develop the words into sentences but they got difficulties with vocabulary. Therefore, vocabulary became the next problem. Based on the background of the study above, the research problem can be formulated as follows: “can writing ability of the ninth grade students of SMPN 2 Denpasar in Academic Year 2022/2023 be improved through Jumbled Sentences Technique?”

1.3 Objective of the Study

The Ninth Grade Students of SMP Negeri 2 Denpasar faced difficulty in writing procedure text. In solving the research question, the objective of the study is defined as a goal that the researcher plans to do or achieve during the study. Based on the research problem above, the objective of the study is to find out whether or not writing ability of the ninth-grade students of SMPN 2 Denpasar in the Academic Year 2022/2023 can be improved through Jumble Sentences Technique?

1.4 Limitation of study

The limitation of the present study is based on the problem discussed in the background. Thus, the researcher limits these investigations to teaching procedure text through the Jumbled Sentences Technique of the ninth-grade students of SMPN 2 Denpasar in the Academic Year 2022/2023. This study was limited to writing procedure text. This school uses the 2013 curriculum in its basic competency focused on the simple construction of procedure text in the form of writing about recipes and manuals in accordance with the social function, generic structure, and language features correctly and contextually. Therefore, students must write procedure text according to the jumbled sentences given.

In this present study, the researcher focuses on the procedure text about recipes and manuals. Furthermore, the students concern to the generic structure such as goals, ingredients or tools, and steps. Moreover, it should fulfill the criteria of the scoring rubric which primarily focused on the Content, Organization, Vocabulary, Language Use and Mechanic by the application of jumbled sentences to help the students in generating and organizing ideas in the writing procedure text. In other words, the students could make good writing procedure text through the jumbled sentence technique.

1.5 Significant of study

The paid attention to using jumbled sentences technique to improve the writing ability of the ninth-grade students in SMPN 2 Denpasar in the academic year 2022/2023. The research findings are expected to provide theoretical and practical information about the importance and usefulness of jumbled sentences

technique when teaching writing, especially if the student wanted to rearrange something. Both theoretical and practical were necessary in order to ensure that the present study would have positive impacts. The text is well-written and provides strong support for the explanation that was presented. The theoretical and practical significance could be defined as follows:

Theoretically, the research study was aimed to strengthen and the theories was writing. In addition, knowledge of the purpose of writing and jumbled sentences technique. The research found that using the jumbled sentences technique can help students improve their writing skills. The theory used in this study can enrich existing references and support interpretation. The present finding could be helpful to the other researchers in the future if they wanted to conduct classroom action research, improve their writing skills and jumbled sentences technique. Therefore, the theories could assist and help the teacher understanding and develop the technique for the teaching and learning process.

Practically, the finding of the present study expected to have benefits for the teachers, students, and other researcher. This study is expected to help teacher solve the student's problem of gathering and organizing ideas in procedure text based on the criteria based on the criteria needed. On the other hand, the findings were expected to motivate the students to improve their writing skills. This technique could be used continuously in school to improve the quality of the teaching and learning process. After studying this study, other researcher will be able to use the classroom action research design and jumbled sentences technique to conduct their research.

1.6 Definition of key term

Some terms are used in this study and the terms should be defined to avoid misunderstandings. The terms are about writing ability, Jumbled sentences technique, and Procedure text are defined as follows:

1. Writing Ability

Writing ability in the present study is operationally defined as the ability of the Ninth Grade Students of SMPN 2 Denpasar in the academic year 2022/2023 to write a procedure text that vividly rearrange sentences about recipes in the a correct text which consist of Goals, Materials and Steps.

2. Jumbled Sentences Technique

Jumbled Sentences are a technique that directs the writer to rearrange a group of sentences that are scrambled into the good and a correct text. This technique is used to improve the writing procedure text ability of the Ninth Grade Students of SMPN 2 Denpasar in the Academic Year 2022/2023. The teacher will give the main topic and randomize the sentences, and the students will sort and make sentences based on the context.

3. Procedure Text

Procedure text is text that is designed to describe how something is achieved through a sequence of actions or steps. The writer focuses on this text in order to improve the procedure text writing ability for Ninth Grade Students of SMPN 2 Denpasar in the 2022/2023 academic year. Procedure text has a social function that directly tells the reader about the main idea.

CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is an abstract concept that defines a term in an academic discipline. In conducting the research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the researchers and the readers. Theoretical review consists of theoretical framework, which allows the researcher to present the researcher in light of summary of the literature. There are some theoretical reviews which came from several literatures related to this study and will be used to support this study, such us: 1) writing ability, 2) procedure text, 3) Jumbled sentences technique 4) Assessment of writing.

2.1.1 Writing Ability

Writing ability is one of the main skills that have to be mastered by students in learning English. Writing can be defined as a process of transforming thought into written language. According to Dalman (2014:3), writing is an activity to communicate in the form of delivering information written to the other party by using written language as the medium. In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas. Then it is well arranged and expressed in an appropriate style.

According to Hyland (2003:16), Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. Thus, a teacher has an important role in helping students to develop their writing skill. According to Taylor (2009:2), If the students are to write well, they need to know what they are thinking about. The students might be confused about what they should write. The students have a lack of ideas which make them do not interest to continue their writing. They are also not confident of their writing product. To solve these problems, the students should understand that they will not always be inspired to write. It makes the students need to practice more in writing.

In addition, a writing skill also covers all aspects that have a relation in writing; the writer, the process, the product and the reader. Wagner (2002:90) stated that writing is thinking meaning that by putting thinking on paper, writers can identify what are not understood or what are confused about. Then they can look up information or re-read for clarification. The writer should know the readers of their writing, including their level of understanding. It will help the writer to adapt their writing product with the readers. Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader.

In line with it, Anthony Seow cited by Richards and Renandya (2002:315) states that there are four main stages of the process of writing, that is planning, drafting, revising and editing. Planning or prewriting is an activity that encourages the students to write. Drafting is the process of gathering ideas for the first time. Revising is the stage of reviewing the texts on the basis of feedback given. Editing

is the process of tidying up the texts for grammar, spelling, punctuation, diction, sentence structure and accuracy for preparing the final draft. It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

Gaith (2002) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other. Therefore, writers should make their writing product readable for the readers. Then, the writer should make paragraphs that are logically structured. It means that the writer should state a central idea and a clear chronology of events. The writers should also make all of the sentences clear, concise and fluent. The writing should re-arrange the word order to be informative and easy to read. Furthermore, the writer should choose words carefully. The chosen words should keep the language simple. The process in writing will not only develop the students' paragraph writing skill but also their creativity. Writing can be mastered through study hard and practice continuously.

2.1.2 Procedure Text

Because writing is productive skill, so, in learning writing students are expected to produce a product in such written form. In this case, the product that should produce by students is a text. Richard (2010:594) states that text is

segment of spoken or written language. It has some characteristic. It is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context. There are some types of text. The types of text are narrative text, descriptive text, report text, and procedure text. Anderson (2003:28) defines a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something, or getting somewhere. Some examples of procedure text are recipes and manuals.

A procedure text is arranged into three main parts. The parts are goals of the procedure, list of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish task. According to Anderson, procedure text usually includes the following language features:

1. Sentence begun with action verb (imperative sentences).
2. Sequence words or temporal conjunctions and numbers that show the order for carrying out the procedure.
3. Adverbs of manner to describe how the action should be performed.
4. Precise terms and technical language.

In the present study, the researcher uses procedure text as the material in teaching reading. Material needs references before it presents to the student. Therefore, regarding on the theories that have been mentioned, the researcher uses theory of Anderson about definition procedure text. By considering of theory, the material procedure text that will be delivered to the student by the researcher more

comprehensively. It can help the students in process improving their knowledge as along with their reading comprehension.

2.1.3 Jumbled Sentences Technique

Sometimes people are getting confused how to develop their idea to write a text. There are many techniques or strategies to help someone develop their idea and write a text. One of the techniques is jumbled sentences technique. Therefore, the researchers try to implement jumbled-sentences technique to help students overcome their difficulties in writing English paragraph. Jumbled sentences are a group of sentences arranged in an illogical order where the teacher gives some sentences to the students and they rearrange the sentences into good order. Then, they make a paragraph based on the sentences Solving jumbled sentences is a very good way to learn grammar. Unscrambling the words make students' mind to consider the possible sentence and to recollect them based on grammar structure.

Jumbled sentences which is known as jumbled texts is cooperatively sequencing piece of jumbled texts by at first skimming for a meaning to establish a quick order, then scanning for detail to confirm its accuracy. Wright (2006:87) emphasizes that Jumbled-sentences technique helps the students to think creatively and logically to determine the sentences appropriately to be the topic sentence, supporting sentences, and concluding sentence. Mardiana (2017) confirms that Jumbled-sentences technique is important to be practiced because through practicing this technique, it can help the students to generate the ideas. Besides that to enrich the vocabulary, and to emphasize their writing skill. Jumbled sentences are sentences that are irregular and cause confusion in using or

interpreting them, so that readers find it difficult to understand the message contained in the paragraph or text.

Based on the research above, it can be concluded that the jumbled sentences technique is the method used by a teacher in teaching writing ability by using sentences with irregular arrangements. Jumbled sentences helped the students to learn, generate, arrange, and store information in their brain. In jumbled sentences, students could write keywords, clues or phrase. Besides, the process of controlling ideas helped them to organize the words into a good sentence. And then they develop the ideas based on their understanding. This technique is also one of the applications of students centered learning because the students will be led to be more active rather than the teaching in writing class. Besides, this technique can also be used to develop students' understanding and participation in the learning-teaching process of Procedure text.

According to Wright (2006:87), there are several procedures that should be done to implement jumbled sentences technique in teaching writing. The procedure of teaching writing are as follows:

1. Read the jumbled sentence.
2. Identify most general, most important sentence that introduce the paragraph (that is, the topic sentence).
3. Find the second sentence that help the reader anticipate what the paragraph will be about.
4. Look for connectors that indicate the places of the middle supporting sentence in the body of the paragraph.

2.1.4 Assessment of Writing Skill

Assessment is very important in teaching and learning. The teachers need to assess what they have inculcated to the students so that they will know to what extent the previously formulated instructional objective have been achieved by the students in writing procedure text. Assessment that is used by the teacher to make the teaching and learning process run well.

According to Carter and Nunan (2001:138) assessment is carried out to collect information on learners' language proficiency and achievement that can be used by the stakeholders in language learning programs for various purposes. Assessment is important and must be done by teacher during the learning process so that they will know the ability of the students especially in writing descriptive text. According to Brown (2004:4) tests are subset of assessments; they are certainly not the only form of assessment that a teacher can make, tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students.

Brown (2004:4) states assessment is an ongoing process that encompasses a much wider domain. Black and William in McKay (2006:140) explain that classroom assessment or teacher assessment refers to assessment carried out by the teacher in the classroom. It may be formative when the teacher are collecting information about children's strengths and weaknesses in order to provide feedback to learners and to make further decisions about teaching, or it may be summative when teacher are collecting information at the end of a period of time, generally to report to others about children's progress.

According to Fulcher and Davidson (2007:27) assessment and learning are integrated within the classroom. They are usually carefully designed and have identifiable scoring rubrics. Tests are prepared by administrators; students prepare for them, and they know that their answers will be measured through correcting errors and mistakes. A language test is a way to judge what students know, in order to help them improve their performance and give them a criteria for success. Assessment is very important in order to know and analyze whether the students have mastered in such a skill, in this case writing skill. Therefore, related to this study, the assessment will only focused on assessing students' writing skill in writing procedure text. The students' will be asked to make a procedure text with certain topics.

In summary, teachers design assessment and evaluation procedure aimed at assessing the content of the curriculum and critical thinking. Test will have a more useful effect on the learning of a particular language than a mechanical test of structure. The assessment of this study adapts scoring rubric from Jacobs et al,'s scoring profile (Hughes, 2003: 104). By using Analytic scoring rubric the researcher gets students' writing achievement completely and specifically also mere accurate to score the writing.

2.2 Empirical Review

Empirical review is the way to review other studies from another researcher to know the strengths and also the weakness of those studies which are similar to the present study. Thus, by knowing it, the researcher can make better research than previous research in improving writing ability by using Jumbled

Sentences Technique. There are some researchers that have done research about improving writing ability by using Jumbled Sentences Technique.

The researchers as follow: The first similar study was carried out by Ulul Puspaning Tias (2019) entitled, "The Effectiveness of Jumbled Sentences Technique to Improve The Students' Writing Skill at The Seventh Grade of SMPN 1 Sambit Ponorogo". The objective this research was to find the extent to which writing skills of the seventh-grade students of SMPN 1 Sambit Ponorogo can be improved by using Jumbled Sentences Technique. The data was gathered from tests and observations. The result of the study showed that the Jumbled Sentences technique success in improving the descriptive text writing of the seventh-grade students of SMP N 1 Sambit Ponorogo.

The second empirical review was conducted by Muliyardari (2016) entitled "Improving Students' Writing Skills Using Jumbled Sentences Technique at Eighth Grade Students in MTSN Model Samarinda". The objective of this research was to find the extent to which writing skills of the Eighth-grade students of MTSN Model Samarinda can be improved by using Jumbled Sentences Technique. The result of the study shows that the students have an improvement in their ability in writing after they were taught through the jumbled sentences technique.

Both of the studies were successful in improving the student's writing ability. In addition, the steps of Jumbled Sentences technique were clearly explained. Thus, it did not make the teacher confused in applying Jumbled Sentences in the teaching-learning process. However both of them had a similar

weakness, both of the researchers did not mention the number of sentences and also the topic in the pre-test and post-test. Moreover, the pretest and post-test that were used in previous study also did not give a suitable time limit for when the students must finish their work and there was no explanation about what criteria such as the social function, Generic structures, and language features that must be fulfilled to achieve the maximum score.

Therefore, in this research the researcher mentioned the topic in constructing the text; it will be about Recipes based on their generic structure such as goals, ingredients/tools, and steps. Hence, the students can create and enrich their procedure text, especially about recipes. In addition, they can produce procedure text obviously. The researcher also completed the pre-test and post-test with suitable time limitations, so there will not be enough time to cheat with others students in order to collect the original results. The researcher explains what criteria such as social function, Generic structures, and language features should be fulfilled to achieve the maximum score.