

IMPROVING STUDENTS' WRITING SKILL BY USING SCRAMBLE SENTENCE METHOD

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ABSTRACT

This thesis entitled Improving Students' Writing Skill by Using Scramble Sentence Method (A Collaborative Classroom Action Research To the Second Years Students of SMP Negeri 3 Bireuen). The problems of the research are (1) Can the use of Scramble Sentence Method improve the students' writing skill to the second year students of SMP Negeri 3 Bireuen?, and (2) Can the use of Scramble Sentence Method give motivation to the students?. Based on research problems, the purposes of the research are (1) To find out whether the Scramble Sentence Method can improve the students' writing skill, and (2) To find out whether the Scramble Sentence Method can give motivation to the students in learning writing. In implementing, this research was designed in collaborative classroom action research because the main purpose of this research was to improve the students' writing skill of SMP Negeri 3 Bireuen. There were two cycles consisted of planning, implementing, observing and reflecting. In cycle I, the action was done in three meetings, but it was not successful because the students' mean score only 68,64 and it did not reach the criteria of success yet. So, the researcher revised the plan and continued to the cycle II. In cycle II, the action also was done in three meetings and it was success based on the students' mean score had increased became 88,21. Based on the result of questionnaire, the researcher got the mean score of students' responses was 4,74 and it was categorized strongly agree. It means that most of students were motivated in learning writing through Scramble Sentence Method. So, based on the result finding, the researcher concluded that this research was success in improving and motivating the students in learning writing through Scramble Sentence Method.

Key Words: Writing, Scramble Sentence Method

1. INTRODUCTION

Writing is one of the four skills that play a very important role in second language learning. Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. Based on the observation at SMP Negeri 3 Bireuen that writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment.

According to School Based Curriculum that is used at SMP Negeri 3 Bireuen stated that the students be able to communicate both oral and written ability. There are four abilities that must be thought integrated to the students, they are: listening, speaking, reading, and writing. It is clear that the four abilities cannot be separated each other, and it is a general curriculum for English learner.

In addition, the new English curriculum especially for writing skill has stated that junior

high school graduated are expected to be able to express all short of meaning (interpersonal, ideational, and textual) in various kinds of transactional and monologue written text especially in the form of narrative, descriptive, recount, procedure, and report. From this statement, the aim of teaching writing is to enable the students to create and develop their abilities to write English text which cultural acceptable in the English culture.

Based on observation that the researcher found at SMP Negeri 3 Bireuen, the students got some difficult in writing skill. This is caused by some factor, like as internal factors from the students themselves, like students' ability in English are very poor and low especially in writing skill. They have difficulty in composing word to be good sentence. The students often made errors in grammar and vocabulary. It was happened because they have lack of vocabulary and grammar structure mastery. Moreover, the students had low motivation in learning English writing since they thought that writing was very difficult lesson to be learned.

The difficult also caused by the external factor that from the teacher. Generally in learning process, the teacher never used certain method to make the students interested in writing. In teaching writing, the teacher only asked students to write based on topic that prepared in the text book without checking students' ability in mastery aspects of writing. The teacher is rarely trained in teaching writing ability in the class and also lack of attention on teaching writing in the class. To achieve a good students' writing teacher must implement an effective method or media in learning process.

To solve the students' problem, the researcher want try a method that is Scramble Sentence Method. Scramble Sentence Method is a method that asks students to arrange random words to be a logically sentence. This method has some previous researches. The first was carried out by Raudhatul Jannah, under the title *The Use of Scramble Method by Scrabble Media to Improve Reading and Writing Ability, Kebumen Jawa Tengah* (2014). Based on her research shows that students' ability in learning writing and reading is low. The teacher never use a method and media to created interactive, inspiration, challenging, and fun learning to make students be active. That is caused the students' ability in mastering reading and writing is low. The solution to improve writing and reading skill, she used the Scramble Method by Scrabble Media. The result show that this method created active, creative, and effective to improve students' writing and reading ability.

The second was conducted by Murda Ningtyas, under the title *Application Cooperative Learning Model Scramble Type in Improving Sentences Skill, Panjer* (2014). In her research, she found some problems in teaching writing. The students have low concept mastery in arrange sentence and also less of using strategy or method by the teacher. To solve the problems, the researcher conducted a method that is Cooperative Learning Model Scramble Type. The result of applying this method made students able to arrange sentence and students enjoyed and motivated in their learning.

The third was conducted by Anni Nailul Farih under the title *improving social studies Achievement through Scramble Method, Kudus* (2013). In her research, she found some problems in learning process. It is showed by condition is the activity of the students tends to be passive. The teacher is less using approach or learning strategy. To solve the problems, the researcher conducts a method that is Scramble Method. The result shows that the use of Scramble Method can improve

learning achievement, learning activity, and the teacher's skill in managing the lesson.

Through the Scramble Sentence Method, the students can be trained to be creative in arranging random words. This method will help students in write a sentence because with trained arranging random words they will habitual to make a sentence and also be able to mastering grammar. Scramble Sentence Method is the method which learning with fun. So, this method will give motivation and the students will be interested in learning process and also this method will makes students to be active.

Based on the background above, the researcher is interest to conduct a study entitled "Improving Students' Writing Skill by Using Scramble Sentence Method" (A Classroom Action Research to the Second Year Students of SMP Negeri 3 Bireuen in Academic Year 2015/2016).

2. RESEARCH DESIGN

1. The design applied in this research is qualitative approach and the type is an action research. The design of this study is collaborative classroom action research (CAR). According to Asrori (2008:45), collaborative classroom action research is kind of a classroom action research that involves some people like the principal, teacher, and lecturer. In conducting the research, the researcher worked together with teacher to solve the students' problem in transactional dialogue in teaching and learning process in the classroom and to give contribution to development teaching theory in Education.
2. Wina sanjaya (2010:25) states action research can increase teacher's quality in learning process and make them act as professional tutor. For the student, CAR gives positive effect toward student score. The researcher collaborated with one of the English teachers at SMP Negeri 3 Bireuen. The researcher chose collaborative classroom action research as the research design in this research because the researcher intended to improve students' skill in writing at the SMP Negeri 3 Bireuen by using Scramble Sentence Method.

3. ANALYSIS OF THE TEACHER'S PERFORMANCE

In cycle 2, the analysis of the teaching and learning process is done by referring the information that obtained from the observation

checklist and field note. The information is about the students and the teacher activities in the class and also about the method applied. The strength and the weaknesses of the method were analyzed in this phrase. To get additional information, the researcher also distributed the questionnaires for the students.

On the implementing the action of the second cycle, the researcher dealt more how to use Scramble Sentence Method in teaching writing descriptive text. On the application of using Scramble Sentence Method in teaching writing, the students seemed more active and responding the teacher question than in the first cycle. Some improvement they shown during the teaching and learning process, most of students interested and motivated on the first and second meetings. They paid attention on the teacher and they are not busy talking with other friends in their seat again. On the last meeting of the second cycle, most of all students wrote in a good form. Generally, the application of using Scramble Sentence Method in teaching writing especially in write the descriptive text is good enough to encourage the students to be active in writing class.

On the implementing the action of the second cycle, the teacher also could manage and use time well. The teacher also could guide the students more in writing. So, the result of students in teaching and learning process had reached the target. (See table 4.3)

Table 4.3 The result of observation checklist for the students in the second cycle.

Teaching stages	Indicators	Meeting			Note
		1	2	3	
Pre-Teaching Activity	1. The students responded the teacher's greeting.	4	4	4	Score information 1. Very poor 2. Poor 3. Enough 4. Good 5. Very good
	2. The students responded teacher's call in checking the students' attendance list.	4	4	4	
	3. The students paid good attention when the teacher explained about materials.	3	4	4	
	4. The students paid good attention to the teacher's explanation about the objective of meeting.	3	4	4	
While-Teaching	5. The student listened well to the teacher's explanation about	3	4	4	Classification 0% - 20% =

Teaching stages	Indicators	Meeting			Note
		1	2	3	
During Teaching Activity	the procedure of writing descriptive text by using scramble sentence method.				very low 21% - 60% = enough 61% - 80% = good 81% - 100% = very good
	6. The students paid attention to the teacher's explanation and the examples of writing descriptive text by using Scramble sentence method.	3	4	4	
	7. The students responded of the teacher's question that related to descriptive text.	3	4	4	
	8. The students expressed what they know about descriptive text.	3	4	4	
	9. The students asked about descriptive text.	3	3	3	
	10. The students set well in groups.	4	4	4	
	11. The students observed and read the material that given by the teacher.	4	4	4	
	12. The students performed writing in descriptive text through Scramble sentence method.	4	4	4	
	13. The students asked the teacher's help and guide if they did not understand in the learning.	3	4	4	
Post-Teaching Activity	1. The students listened well to the conference done by the teacher about the mistakes they made during the learning.	3	4	4	
	2. The students paid attention when the teacher gave motivation and enhance their writing ability especially in descriptive text.	3	3	4	
	3. The students took summary about some important note in learning	3	3	4	

Teaching stages	Indicators	Meeting			Note
		1	2	3	
	4. writing by using Scramble Sentence Method. The students responded the teacher's greeting.	4	4	4	
	Total score	57	65	67	
	Maximum score	85	85	85	
	Percentage score	67%	76%	79%	

4. ANALYSIS OF THE STUDENTS' LEARNING RESULT

One aspect from the criteria of success in this study was that the students' writing must be achieved the good level based on the scoring rubric. In this research, the students' writing analyzed by using scoring rubric. Seeing the result of the analysis on the twenty eight students, the researcher concluded that all students gained a significant development in the first cycle. However, the criteria of success that were proposed in this study had not been achieved yet. (See table 4.2)

Table 4.2 The result of the students' ability on writing test.

No	Students' Names	Rating Aspect						Total
		C	O	D	S	V	M	
1	Andrian Maulana	20	14	14	5	12	8	72
2	Fajar Alfalah	17	14	14	6	12	8	70
3	Fatmawati	20	14	14	5	12	12	77
4	Firza Awali	20	14	14	6	12	12	78
5	Humaira	20	10	14	3	12	12	71
6	Ira Nauli	20	10	14	3	12	12	71
7	Ismuha	18	10	14	3	8	5	58
8	Jamal Qudri	18	14	9	6	12	8	67
9	Khalisna Wildani	18	14	9	3	12	12	68
10	M. Ardiansyah	18	14	9	6	12	9	68
11	M. Mirza	18	14	14	6	12	12	66
12	M. Fahranti	18	14	14	6	12	12	76
13	Muhammad Iqbal	18	10	14	6	12	12	72
14	M. Rizky Ramadan	20	14	14	6	12	12	78
15	Mulia Safitri	18	10	9	6	12	12	64
16	Munawar	18	10	9	3	12	8	72

	ah							
17	Munnawirah	18	10	14	6	12	12	65
18	Putra Ramadhana	18	14	9	3	12	9	65
19	P. Raihatul Jannah	18	10	14	6	12	12	72
20	Rahmatul Hidayah	18	14	14	6	12	12	72
21	Raihan	17	10	9	5	12	9	62
22	Raiza Yana	11	10	9	3	8	5	46
23	R. Amatul Fadhlila	11	10	14	5	12	12	64
24	Safriadi	17	14	9	5	12	12	69
25	Sukia Rahmah	11	10	14	6	12	9	62
26	Uci Safrina	18	14	14	5	12	9	73
27	Ulfa Mahira	18	14	14	3	12	12	73
28	Yari Suni Lamaruna	18	14	14	5	12	8	72
Total								1.922
								68,64

Notes:

C : Content
O : Organization
D : Discourse
S : Syntax
V : Vocabulary
M : Mechanic

The scale of score of the students' test is prepared by the researcher:

1. If the mean score of the students' test is 85 – 100, it is categorize excellent
2. If the mean score of the students' test is 70 – 84, it is categorize good
3. If the mean score of the students' test is 55 – 69, it is categorize fair
4. If the mean score of the students' test is 30 – 54, it is categorize poor
5. If the mean score of the students' test is 0 - 29, it is categorize very poor

Based on the data found, the result of the students' test in the cycle 1 that calculated by using formula, the mean score of the students' ability in writing was 68, 64 and categorized in the level "fair". In other words, the result of the students ability on mastering writing to the second year students of SMP Negeri 3 Bireuen were still unsatisfactory.

The unsatisfactory result of the first cycle is caused by some aspects. On the students' side, they

had low ability of grammatical structures and also they had difficulties in constructing sentences. The unsatisfactory was not only caused by the students' weakness but also performance of the teacher in conducting the teaching and learning process. Such as the teacher could teach and explain the material in learning with goodly way. The teacher also did give more explanation about grammatical structure and how to construct sentence. Considering the problem mentioned, the researcher and the English teacher would be continuing to the second cycle.

5. CONCLUSIONS

Based on the research that have been done and the result finding, the researcher could conclude as follow:

1. After implementing the action of Scramble Sentence method, the ability of students' writing had improved well and the students were motivated during the teaching and learning process.
2. After collecting and analyzing the data from the result of test, the researcher found that the ability of students' writing had improved. In first cycle, the students' average score was 68,64, while in the second cycle it had reached 88,21. It means that after the teacher revised the plan and made some improvements, the ability of students' writing had improved well.
3. After collecting and analyzing the data from the result of observation, the researcher found that most of students interested and motivated in learning and also paid attention to the teacher's explanation.
4. After analyzing the data conducted from the result of questionnaire, the researcher found that most of students were motivated in learning writing through Scramble Sentence Method. The mean score of the students' responses on the questionnaires was 4,74 and it was categorized strongly agree.

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Penulis:

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