

**THE EFFECTIVENESS OF JUMBLED SENTENCES
TECHNIQUE TO IMPROVE THE STUDENTS'
WRITING SKILL AT THE SEVENTH GRADE OF
SMPN 1 SAMBIT PONOROGO**

THESIS



By

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ABSTRACT

PUSPANING TIAS, ULUL. 2019. *The Effectiveness of Jumbled Sentences Technique to Improve the Students' Writing Skill at the Seventh Grade of SMPN 1 Sambit Ponorogo.*

Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Ahmad Nadhif, M.Pd

Keyword: Jumbled Sentences, Writing Skill.

Writing is one of skill in language that should be mastered by students. Through writing the students are able to express their idea into readable text. In fact, students feel difficult to learning writing because they lack of vocabulary, information and idea. With jumbled sentences technique can help students to think creative, generate their idea and to emphasize their writing skill.

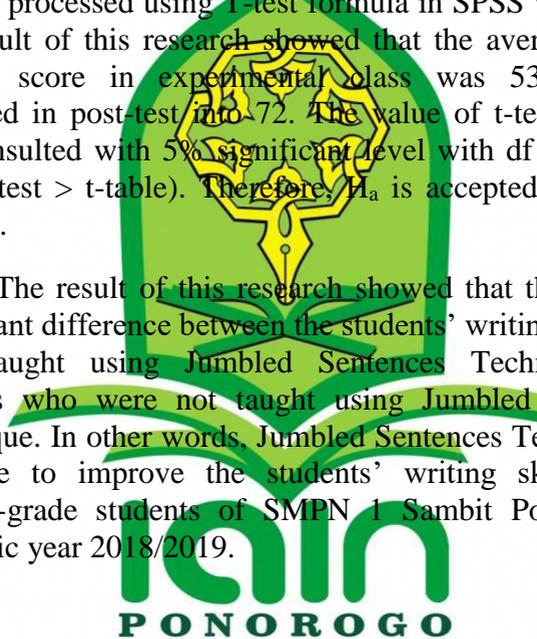
The objective of this study was to know whether there is any significant difference between the students who are taught using Jumbled Sentences Technique and students who are not taught at the seventh grade of SMPN 1 Sambit Ponorogo in academic year 2018/2019. The research was conducted from March to May 2019 in SMPN 1 Sambit Ponorogo.

The researcher applied a quantitative approach and used a quasi-experimental design. This research took two classes which are taught using different technique. The experiment class was taught using Jumbled Sentences Technique and the control class was taught using question

and answer strategy. The population was students seventh grade of SMPN 1 Sambit Ponorogo which consists of 82 students. The sample is 54 students (27 students in experimental class, 27 students in control class). The data were gathered through test. This research was conducted by the following procedure: giving pre-test, conducted the treatment four times, and giving a post-test.

The data were analyzed after getting the score of the test and processed using T-test formula in SPSS version 23. The result of this research showed that the average of the pre-test score in experimental class was 53.2 and it increased in post-test into 72. The value of $t\text{-test} = 14.183$ was consulted with 5% significant level with $df = 52$, that is 2.01 ($t\text{-test} > t\text{-table}$). Therefore, H_a is accepted and H_0 is rejected.

The result of this research showed that there was a significant difference between the students' writing skill that were taught using Jumbled Sentences Technique and students who were not taught using Jumbled Sentences Technique. In other words, Jumbled Sentences Technique is effective to improve the students' writing skill at the seventh-grade students of SMPN 1 Sambit Ponorogo in academic year 2018/2019.



P O N O R O G O

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

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- Day : Friday
- Date : 15 November 2019

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Ulul Puspaning Tias

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about background of the study, limitation of the problem, statement of the problem, the significance of the study, and organization of the study.

A. Background of the Study

Writing is a productive skill because it focuses on producing information. It is an important language skill which is used for a medium of communication, especially indirect communication.¹

Writing is a part of learning process that has to be mastered by all students. It is supported by Jeremy

Harmer state that writing is one of compulsory skill

¹ David, Nunan, *Practical English Language Teaching*, (McGraw-Hill/Contemporary, 2003), 24.

that determined in part of syllabus in teaching of English.²

According to Jack Richard “writing is the most difficult language skills”.³ Writing, on the other hand, is considered as the most complicated language skill to be learned and compared to other language skills. Many people cannot express their ideas and opinion orally but they can do it through written form. Writing ability is not only needed to generate ideas using an appropriate choice of vocabulary, sentence, and paragraph but also to turn such us ideas into readable text.⁴The ability to write is not simple. It needs step-by-step process. Students who want to expand the writing ability starting from

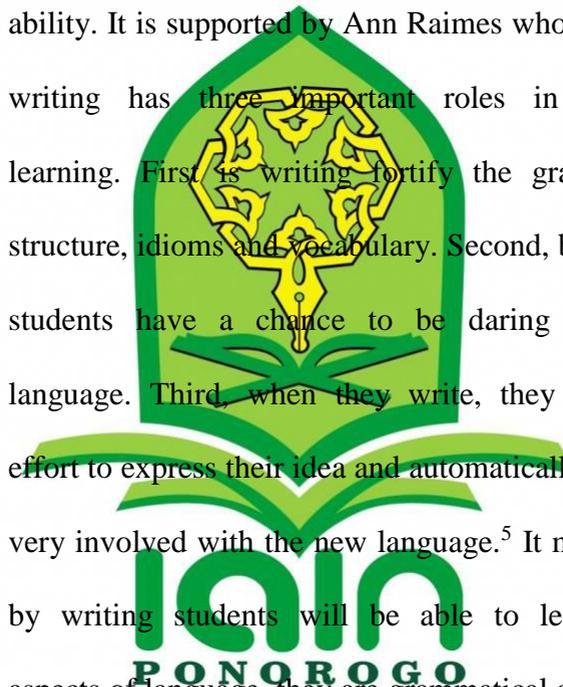
² Jeremy, Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), 31.

³ Jack C. Richards, Willy A. Renandya, *Methodology In Language Teaching*, (New York: Cambridge University Press, 2002), 303

⁴*Ibid*, 303.

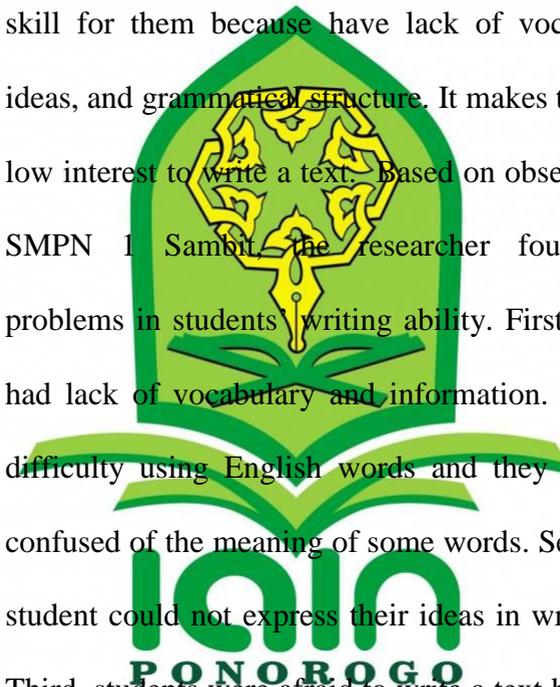
the simple text until get a good writing. The good writing must be coherent, cohesion and unity in every sentence and paragraph.

Writing is a good way to develop English ability. It is supported by Ann Raimes who state that writing has three important roles in students learning. First, writing fortify the grammatical structure, idioms and vocabulary. Second, by writing students have a chance to be daring with the language. Third, when they write, they have the effort to express their idea and automatically become very involved with the new language.⁵ It means that by writing students will be able to learn some aspects of language, they are grammatical aspect and language used.



⁵ Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), 3.

Teaching writing as an English Foreign Language is not easy. Writing skill is more complicated than other skills. It also means that many students think that writing is the most difficult skill for them because have lack of vocabularies, ideas, and grammatical structure. It makes them have low interest to write a text. Based on observation in SMPN 1 Sambit, the researcher found some problems in students' writing ability. First, students had lack of vocabulary and information. They had difficulty using English words and they were still confused of the meaning of some words. Second, the student could not express their ideas in written text. Third, students were afraid to write a text because of the grammar. Fourth, students could not put the right words down to become a good sentence or paragraph. It was because they were thought that



writing was a difficult skill and made them have low interest to learn it.

After knowing the students' difficulty in writing, the researcher should help students to solve their problems. One of the ways to help students is applying an appropriate technique in teaching writing. There are a lot of methods and techniques to get the English teaching effectively. One of the alternative techniques that can be used is jumbled sentences technique. Jumbled sentences technique is a technique of teaching writing in which the student is asked to rearrange a group of a scramble sentences into the good and correct order. It can help students to think creatively and make them know how to write appropriate sentences.⁶ Therefore the student

⁶FatmawatiSetia, Utami et al. *The Implementation Of Jumbled-Sentences Toward*

can be generate their ideas when writing a text and get good grammatical in writing ability.

The researcher tries to investigate the effectiveness of jumbled sentences technique to enhance students' writing skill in the first grade of Junior High School. In addition, she expects that using jumbled sentences technique could give a better effect in the students' writing skill and hopefully for students, they can get more information and knowledge from teaching writing use jumbled sentences technique.

Based on the explanation above, the researcher uses jumbled sentences technique as a technique that can help to solve students' problem in writing skill. Related to the background above, the researcher takes a title of this thesis is “*The*

Effectiveness of Jumbled Sentences Technique to Improve the Students' Writing Skill at the Seventh Grade of SMPN 1 Sambit Ponorogo”

B. Limitation of the Study

There are many problems in teaching and learning activity. They may be related to the learner, the teacher, the material, the technique or the teaching method. The scope of the study was limited in improving students writing skill through jumbled sentences technique at the seventh grade of SMPN 1 SambitPonorogo in academic year 2018/2019.

C. Statement of the Problem

Is there any significant difference between the students who are taught using jumbled sentences technique from those who are not?

D. Objective of the Study

The objective of this study is to know whether there is any significant difference between the students who are taught using jumbled sentences technique from those who are not at seventh grade of SMPN 1 Sambit Ponorogo in academic year 2018/2019.

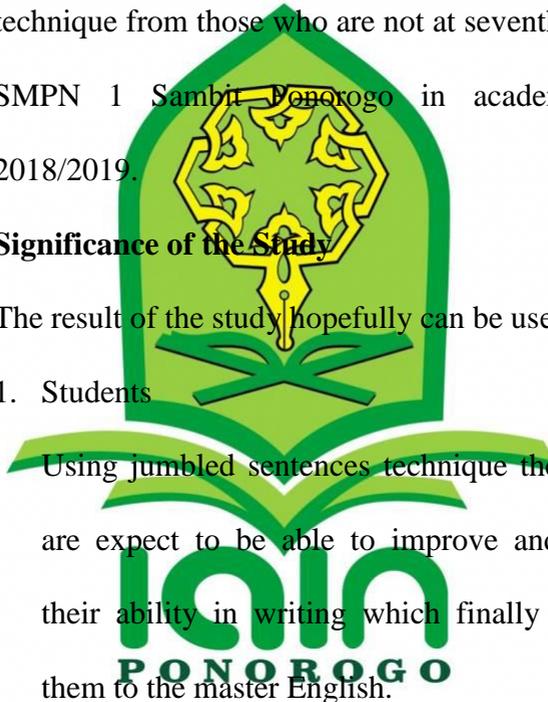
E. Significance of the Study

The result of the study hopefully can be useful for:

1. Students

Using jumbled sentences technique the students are expect to be able to improve and develop their ability in writing which finally will help them to the master English.

2. Teachers



Teacher may use this jumbled sentences technique as a technique in teaching and learning English to motivate the students.

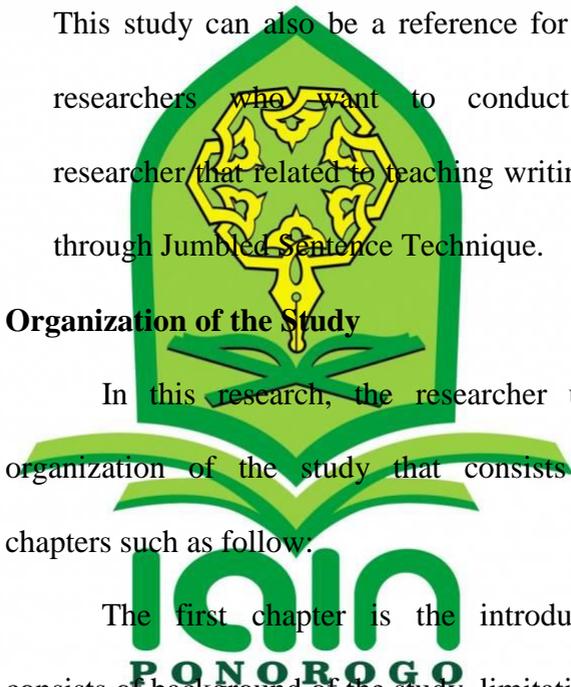
3. Further Researcher

This study can also be a reference for the next researchers who want to conduct further researcher that related to teaching writing ability through Jumbled Sentence Technique.

F. Organization of the Study

In this research, the researcher used the organization of the study that consists of five chapters such as follow:

The first chapter is the introduction. It consists of background of the study, limitation of the study, a statement of the problem, objective of the study, and significance of the study.

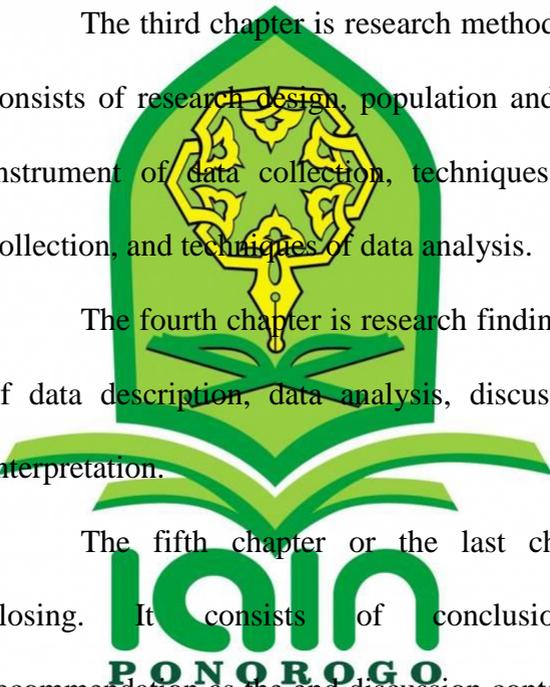


The second chapter of this research is review of related literature that consists of theoretical background, theoretical framework, hypothesis, and previous research finding.

The third chapter is research methodology. It consists of research design, population and sample, instrument of data collection, techniques of data collection, and techniques of data analysis.

The fourth chapter is research finding consist of data description, data analysis, discussion and interpretation.

The fifth chapter or the last chapter is closing. It consists of conclusion and recommendation as the end discussion content series of thesis.



CHAPTER II

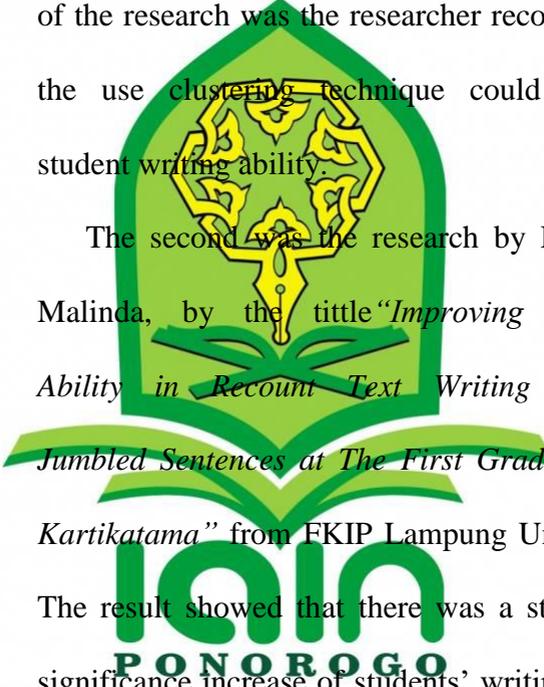
REVIEW OF RELATE LITERATURE

In this chapter, the researcher discusses about several parts such as previous research finding, theoretical background, theoretical framework, and hypothesis.

A. Previous Research Finding

There were some previous researches related about improving student writing ability through jumbled sentences technique. The first was the research by Anisa, by the title is *“The Effectiveness of Clustering Technique on Students’ Writing Ability of Descriptive Text(A Quasi-experimental Study at the Seventh Grade Students of MTS IslamiyahCiputat in Academic Year 2016/2017)”* from Department of English Education, Faculty of Educational Sciences

SyarifHidayatullah State Islamic University
Jakarta.⁷ The researcher stated that teaching
writing for Junior High School is not easy. The
student felt bored and even confused. The result
of the research was the researcher recommended
the use clustering technique could improve
student writing ability.



The second was the research by Rini Putri
Malinda, by the title "*Improving Students'
Ability in Recount Text Writing Through
Jumbled Sentences at The First Grade of SMA
Kartikatama*" from FKIP Lampung University.⁸
The result showed that there was a statistically
significance increase of students' writing ability.

⁷Anisa, *The Effectiveness of Clustering Technique on Students' Writing Ability of Descriptive Text*, (SyarifHidayatullah State Islamic University of Jakarta, 2017).

⁸RiniPutri Malinda, *Improving Students' Ability In Recount Text Writing Through Jumbled Sentences At The First Grade Of SMA Kartikatama*, (FKIP Universitas Lampung, 2017)

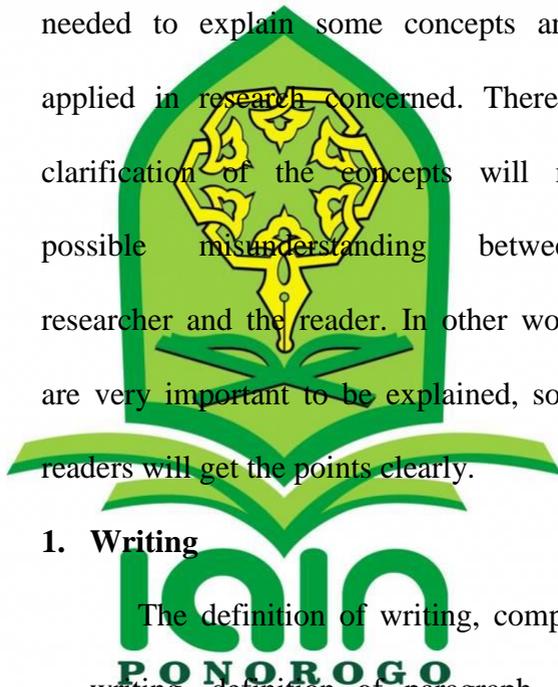
Teaching writing using jumbled sentences could facilitate the students to develop their idea easily.

B. Theoretical Background

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 researcher and the reader. In other words, they are very important to be explained, so that the readers will get the points clearly.

1. Writing

The definition of writing, component of writing, definition of paragraph, types of paragraph, the rubric score of writing, definition of jumbled sentences technique, teaching writing, the advantages and



disadvantages of jumbled sentences technique are explained as follows:

a. Definition of Writing

Writing is the combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.⁹ Thus, writing is a process of expressing idea to get the product that is called by written text.



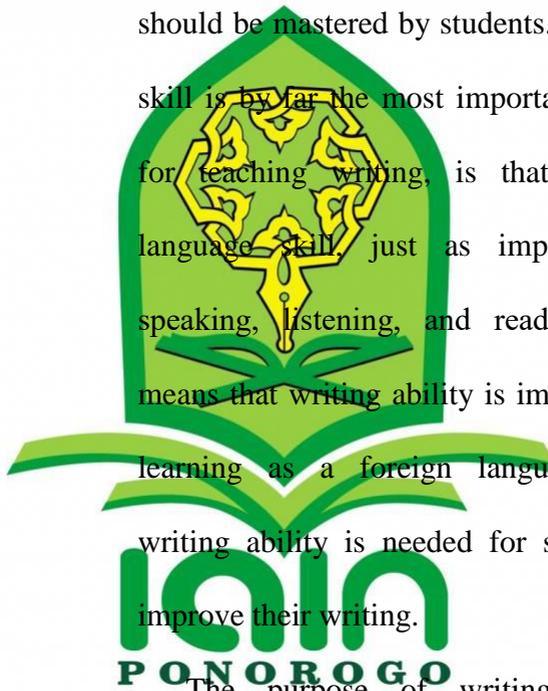
According to Jeremy Harmer, “writing is a process and that what we write is often heavily influenced by contain of genres, and then these elements have to

⁹ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (America: New York. McGraw-Hill, 2005), 98.

be present in the learning activities”.¹⁰

Writing is really formed of thinking using written word.

Writing is one of skill in language should be mastered by students. “Writing skill is by far the most important reason for teaching writing, is that a basic language skill, just as important as speaking, listening, and reading”.¹¹ It means that writing ability is important in learning as a foreign language. The writing ability is needed for student to improve their writing.



The purpose of writing is the expression of ideas, the conveying of the

¹⁰Jeremy Harmer, *How to Teach Writing* (Malaysia: Pearson Educational Limited, 2004), 86.

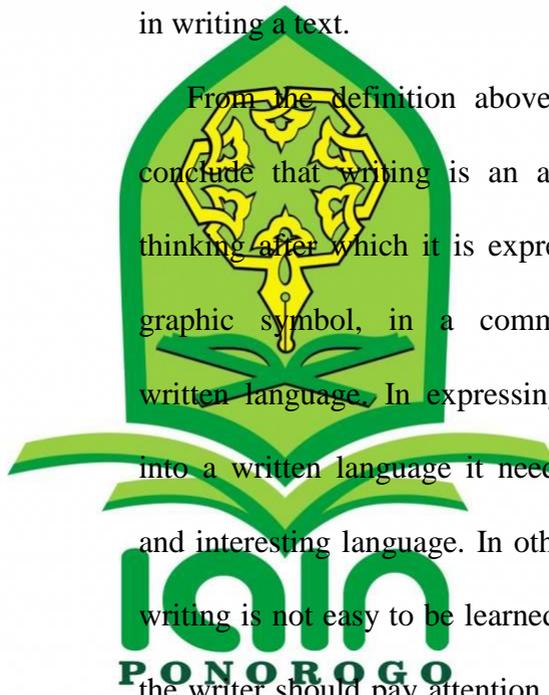
¹¹ Jeremy Harmer, *How to Teach English* (Malaysia: Longman 1998), 79.

messages to the reader, so ideas of themselves should be arguably be seen as the most important aspect in writing.¹² It means that expressing ideas is important in writing a text.

From the definition above, we can conclude that writing is an activity of thinking after which it is expressed into graphic symbol, in a communicative written language. In expressing thought

into a written language it needs a good and interesting language. In other words, writing is not easy to be learned, because the writer should pay attention to criteria

of writing and students need more practice, so they can be a good writer.



¹²Penny, Ur, *A Course in Language Teaching*,(New York : Cambridge University Press, 2009), 163.

b. Component of Writing

According to Jeremy Harmer, the elements of writing are as follows:

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is it they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing, the second is the audience they are writing, and the last is the content structure.



2) Drafting

We can refer to the first version of a piece writing as a draft. As the writing process proceeds into editing, a number of drafts may be

produced on the way to the final version.

3) Editing (reflecting and revising)

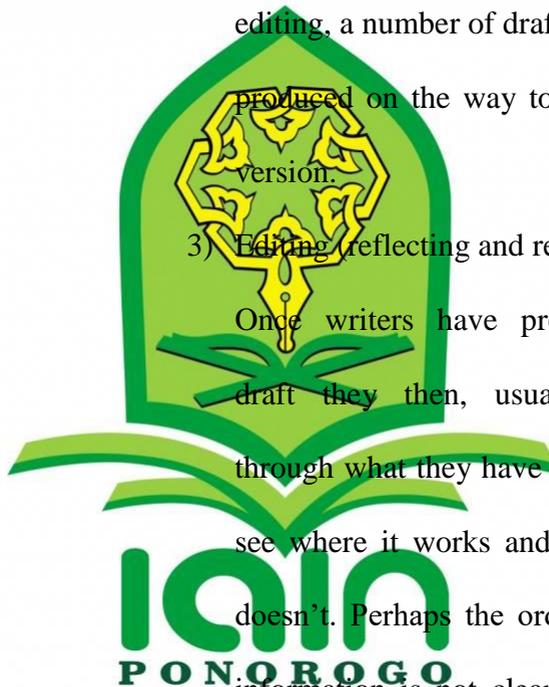
Once writers have produced a draft they then, usually, read

through what they have written to see where it works and where is

doesn't. Perhaps the order of the information is not clear. Perhaps

the way something is written is ambiguous or confusing. They

may then move paragraphs around



or write a new introduction. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

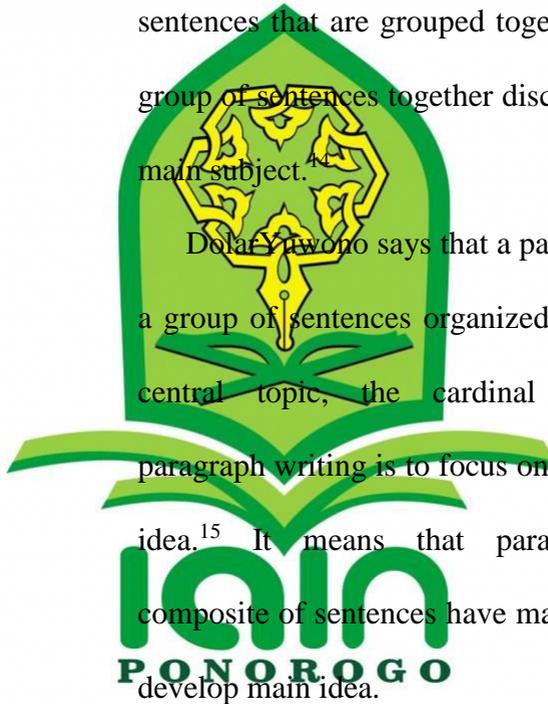
Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The writer is now ready to send the written text to its intended audience.¹³

¹³Harmer, 4-5.

c. Definition of Paragraph

In many languages, the fundamental unit of composition is the paragraph. A paragraph is consists of several sentences that are grouped together. This group of sentences together discusses one main subject.¹⁴

Dolar Yuwono says that a paragraph is a group of sentences organized around a central topic, the cardinal rule of paragraph writing is to focus on one main idea.¹⁵ It means that paragraph is composite of sentences have main idea to develop main idea.

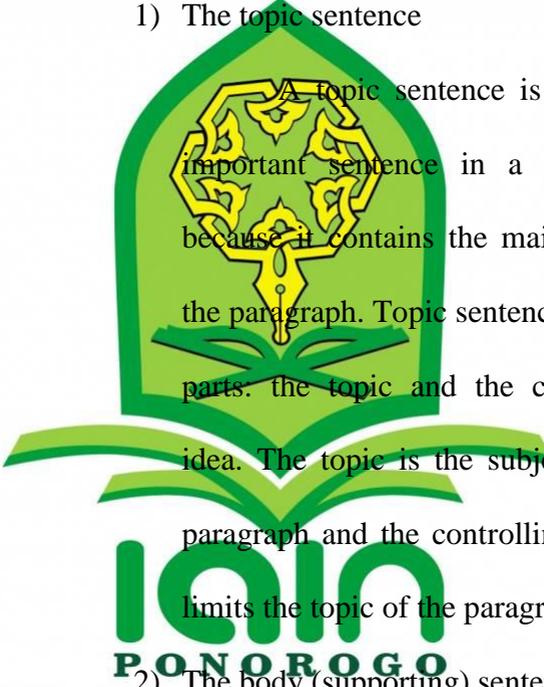


31. ¹⁴Dolar Yuwono, *Writing 1* (Yogyakarta: Pustaka Felicha, 2015),

¹⁵*Ibid*, 31.

A paragraph has three principal parts there are the topic sentence, body (supporting) sentence, and the concluding sentences.¹⁶ As follow:

1) The topic sentence



A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. Topic sentence has two parts: the topic and the controlling idea. The topic is the subject of the paragraph and the controlling idea is limits the topic of the paragraph.

2) The body (supporting) sentence

Supporting sentence explain the topic sentence. One common way

¹⁶*Ibid*, 31.

to do this with the facts. A second common way to support a topic sentence with an example. The third common way of supporting a topic sentence by using an illustration that is based on a personal experience

3) The concluding sentence

The concluding sentence of a paragraph is generally needed in stand-alone paragraph. A concluding sentence is a restatement of the topic sentence. Concluding sentences usually start with a transition, such as *all in all, in conclusion, in short, or in summary*.¹⁷



¹⁷Cynthia A. Boardman and JiaFrydenberg, *Writing to communicative 2: Paragraphs and Essays* (New York: Longman, 2008), 4-9.

d. Types of Paragraph

According to Dolar Yuwono, in writing there are seven types of paragraph writing. The following paragraphs are narration, exposition definition, classification, description, process analysis, and persuasion.¹⁸

According to Cynthia, there are three main types of paragraph: narrative paragraph, descriptive paragraph, expository paragraph.

- 1) Narrative paragraph: a narrative paragraph is tells the event of a story in the order that they happened. The event must be ordered according to time.

¹⁸Yuwono, 29.

2) Descriptive paragraph: this kind of paragraph is used to describe what something look like. It is to describe a clear mental picture.

3) Expository paragraph: this kind of paragraph that used logical or reason to order the sentence.¹⁹

e. **The Rubric Score of Writing**

Writing can be assessed by student writing test. When assessing student writing test, you might want to use analytical scale for rating composition task. The following is a rubric for assessing students' writing skill:

¹⁹ Cynthia and Jia , 18-20.

Table 2.1

Analytic scale for rating composition task

(Brown & Bailey)

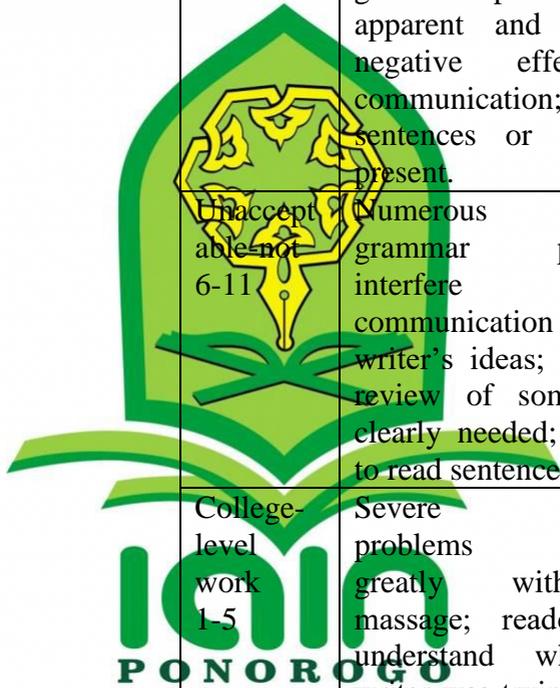
Aspect	Score	Performance Description
Organization -introduction -body -conclusion	Excellent to good 18-20	Appropriate title, effective introductory paragraph, topic is stated, leads o body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.
	Good to adequate 15-17	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking, some idea aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	Adequate to fair 12-14	Mediocre or scant introduction or conclusion; problem

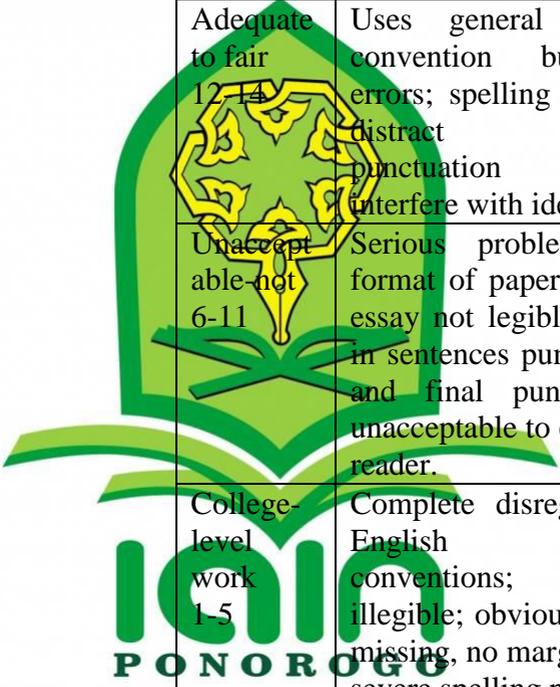
		with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere.
	Unacceptable-not 6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	College-level work 1-5	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical Development of ideas: Content	Excellent to good 18-20	Essay addressed the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	Good to adequate	Essay addressed the issues but misses some



	15-17	point; ideas could be more fully developed; some extraneous material is present.
	Adequate to fair 12-14	Development of idea not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	Unacceptable-not 6-11	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
	College-level work 1-5	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	Excellent to good 18-20	Native-like fluency in English grammar; correct use of relative clause, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
	Good to adequate 15-17	Advanced proficiency in English grammar; some grammar problems don't influence

		communication, although the reader is aware of them; no fragments or run on sentences.
Adequate to fair 12-14		Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragment present.
Unacceptable-not 6-11		Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentence.
College-level work 1-5		Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
Punctuations, spelling, and mechanics	Excellent to good 18-20	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs intended,

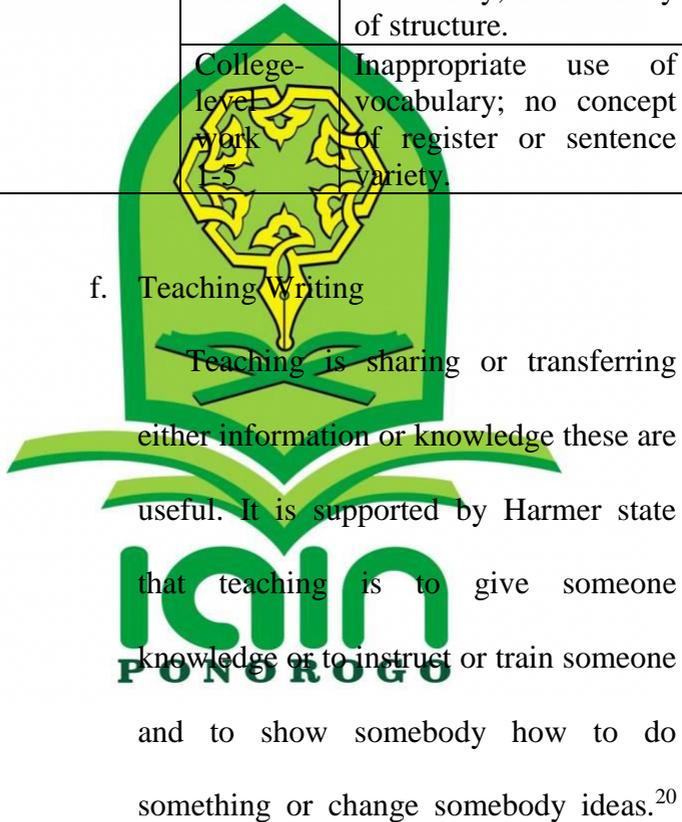




		punctuation and spelling very need.
	Good to adequate 15-17	Some problems with writing conventions or punctuation; occasional spelling errors; left margins correct; paper is neat and legible.
	Adequate to fair 12-14	Uses general writing convention but has errors; spelling problem distract reader; punctuation errors interfere with ideas.
	Unacceptable-not 6-11	Serious problem with format of paper; part of essay not legible; errors in sentences punctuation and final punctuation; unacceptable to educated reader.
	College-level work 1-5	Complete disregard for English writing conventions; paper illegible; obvious capital missing, no margins, and severe spelling problem.
Style and quality of expression Vocabulary	Excellent to good 18-20	Precise vocabulary usage; use of parallel structures concise; register good.
	Good to adequate 15-17	Attempt variety; good vocabulary; not wordy; register OK; style fairly

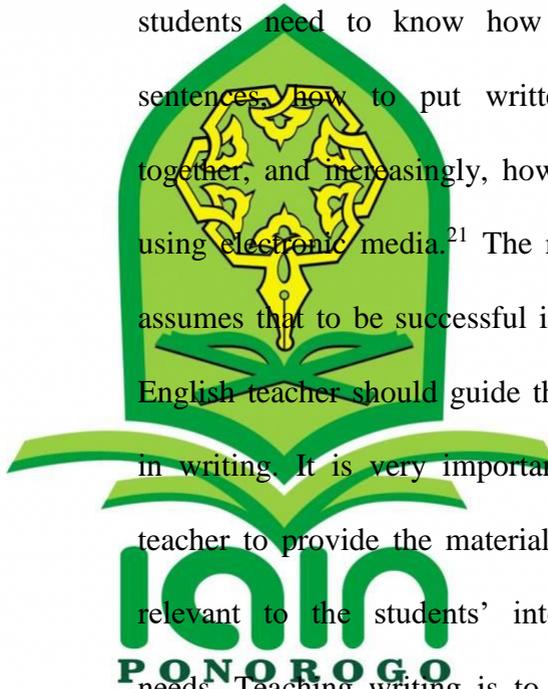
	concise.
Adequate to fair 12-14	Some vocabulary misused; lack awareness of register; may be too wordy.
Unacceptable-not 6-11	Poor expression of ideas; problems in vocabulary; lack variety of structure.
College-level work	Inappropriate use of vocabulary; no concept of register or sentence variety.

f. Teaching Writing



²⁰ Jeremy, Harmer, *the Practice of English Language Teaching*, (Harlow: Longman, 2001), 56.

Teaching writing is different from teaching other language skill. According to Harmer writing is a basic language skill. Just as important as other skills, students need to know how to write sentences, how to put written report together, and increasingly, how to write using electronic media.²¹ The researcher assumes that to be successful in writing, English teacher should guide the student in writing. It is very important for the teacher to provide the material which is relevant to the students' interest and needs. Teaching writing is to teach the students how to express their idea or imagination in writing form.



²¹ Jeremy Harmer, 55.

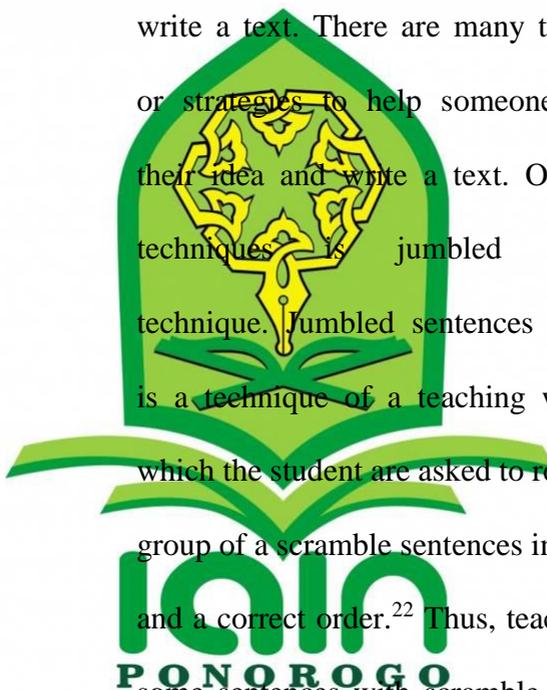
Teaching writing is not easy. The teacher should make this students' interest about the writing and have attracted to practice their writing in sentences to be a good paragraph, such as the teacher can ask the students to make several sentences to look their ability in making sentences after being taught whether they can write perfectly, because the teacher has roles as a guide, motivator, and evaluator.

2. Jumbled Sentences Technique

In this section the researcher discusses about the definition of jumbled sentences technique, the advantages and disadvantages of it.

a. Definition of Jumbled Sentences Technique

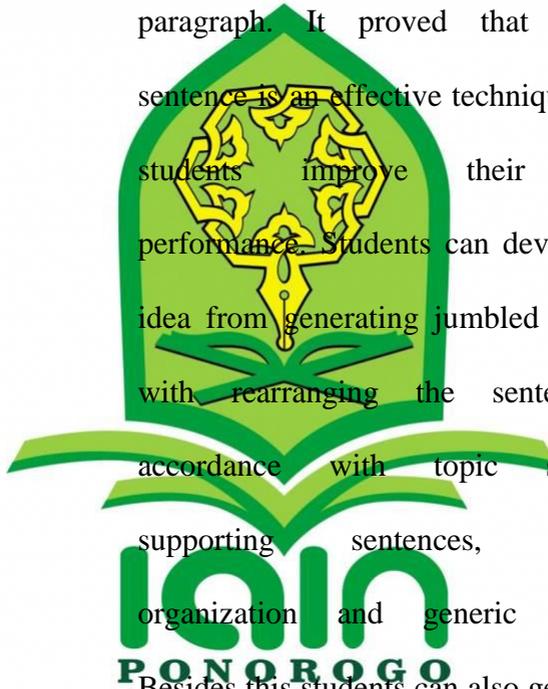
Sometimes people are getting confused how to develop their idea to write a text. There are many techniques or strategies to help someone develop their idea and write a text. One of the techniques is jumbled sentences technique. Jumbled sentences technique is a technique of a teaching writing in which the student are asked to rearrange a group of a scramble sentences into a good and a correct order.²² Thus, teacher gives some sentences with scramble sentences to the student and they unscramble the sentences into a good order and they



²²FatmawatiSetia, Utami, et al, 116.

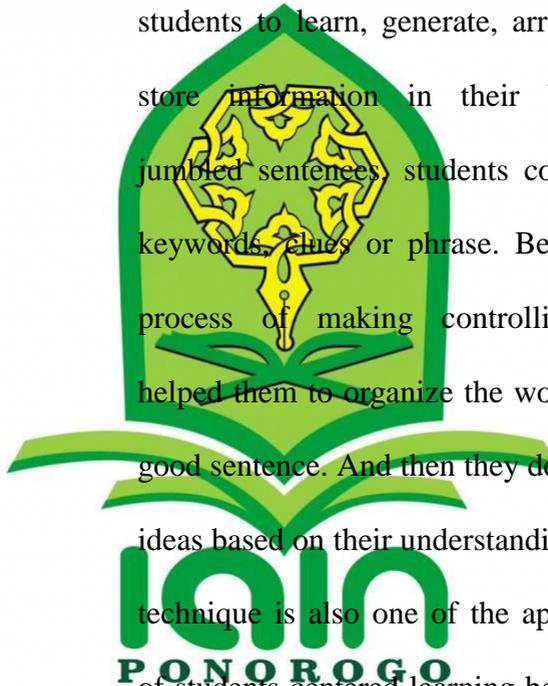
make a good paragraph based on sentences.²³

After rearrange the sentences, students know how to make a good paragraph. It proved that jumbled-sentence is an effective technique to help students improve their writing performance. Students can develop their idea from generating jumbled sentences with rearranging the sentences in accordance with topic sentences, supporting sentences, coherent, organization and generic structure. Besides this students can also get the new vocabulary and information from the



²³ Diane, Larsen-Freeman, *Techniques and Principles in Language Teaching, Second edition*, (New York: Oxford University Press, 2000), 133.

scrambled sentences, because without having enough vocabulary and information they could not develop their idea.²⁴ 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 making controlling ideas helped them to organize the words into a good sentence. And then they develop the ideas based on their understanding.²⁵ This technique is also one of the applications of students centered learning because the



²⁴FatmawatiSetia, Utami, et al, 121-122.

²⁵RiniPutri, Marlinda, *Improving Students' Ability in Recount Text Writing Through Jumbled Sentences at the First Grade of SMA KARTIKATAMA Metro*, (University of Lampung, 2017), 5-6.

students will be led to be more active rather than the teaching in writing class.

b. The Advantages of Jumbled Sentences Technique

1) Jumbled-sentences technique helps the student to think creatively and logically to determine the sentences appropriately to be a topic sentence, supporting sentences, and concluding sentences.²⁶

2) Jumbled-sentences technique helps students to generate their ideas, to enrich the vocabulary, and to emphasize their writing skill.²⁷

²⁶Fatmawati Setia, Utami, et al. 116.

²⁷*Ibid.*

c. The Disadvantages of Jumbled Sentences Technique

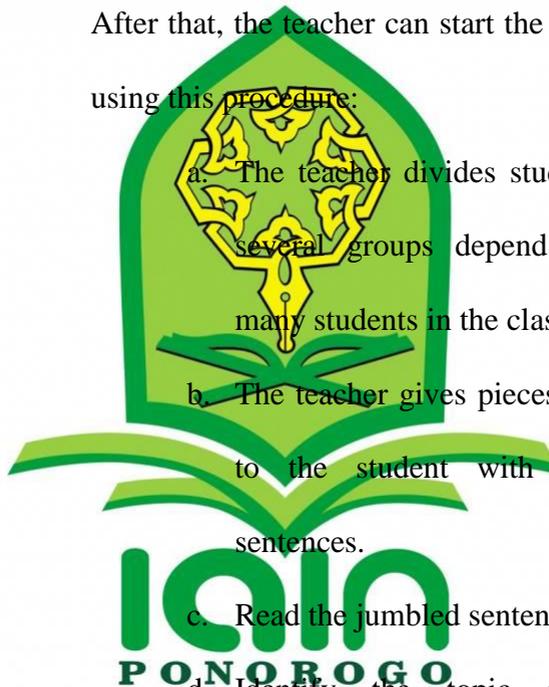
The process of giving jumbled-sentences to each student's writing can consume much time if the number of the student in the class is large. The teacher should consider time allocation for giving the technique. The teacher should consistently use symbol or marking to indicate of errors sentences.²⁸

3. The Use of Jumbled Sentences Technique in Teaching Writing

Teaching writing using Jumbled Sentences Technique is very simple, easy, and interesting for the students. This

²⁸RiniPutri, Marlinda, *Improving Students' Ability in Recount Text Writing Through Jumbled Sentences at the First Grade of SMA KARTIKATAMA Metro*, (University of Lampung, 2017), 26.

technique will make students more active and interested in class. Before the teachers use this technique in teaching writing, they must explain the rule of this technique to students. After that, the teacher can start the technique using this procedure:



- a. The teacher divides students into several groups depend on how many students in the class.
- b. The teacher gives pieces of paper to the student with scramble sentences.
- c. Read the jumbled sentences.
- d. Identify the topic sentences, supporting sentences and concluding sentences.

e. Students rearrange the scramble sentence into an unscramble sentence.

f. Student writes the unscramble sentences into a good paragraph.

g. Students and teachers discuss together about the materials.

h. This technique is ongoing for about 45 minutes.

C. Theoretical Framework

When students want to write something to express their feeling or ideas. They should be considered word by word that they write. Because they should change their Indonesian language to the English language until the words become correct sentences and can be a good

paragraph. A good paragraph must be cohesion, coherent and unity.

There are some difficulties of writing a text. They are: developing ideas, grammatical rules and using appropriate vocabulary. By jumbled sentences technique, the problem in student writing text can be solved. Using jumbled sentences technique makes students increase their vocabularies, ideas and understand about the correct grammatical using in writing text.

This research has two variables, independent and dependent. Furthermore X and Y symbols are needed to distinguish between two sentences. Symbol X used for independent and symbol Y used to dependent, such as:

X : Writing Skill

Y : Jumbled Sentences Technique

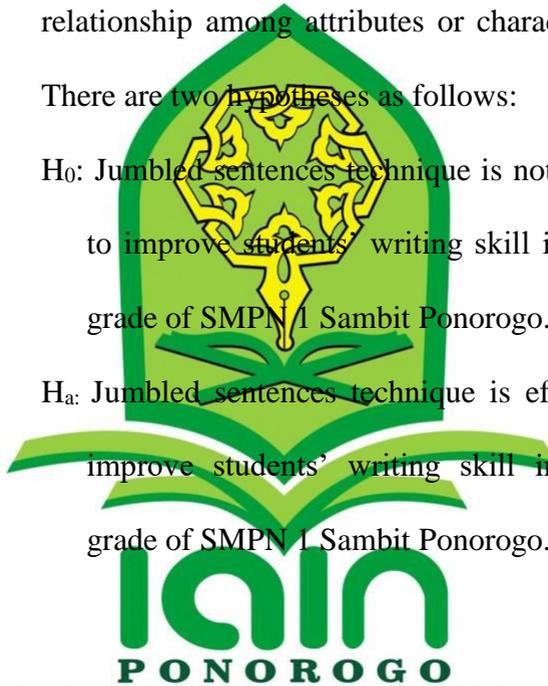
D. Hypothesis

Hypothesis is statement in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristic.²⁹

There are two hypotheses as follows:

H₀: Jumbled sentences technique is not effective to improve students' writing skill in seventh grade of SMPN 1 Sambit Ponorogo.

H_a: Jumbled sentences technique is effective to improve students' writing skill in seventh grade of SMPN 1 Sambit Ponorogo.



²⁹John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson Education, 2002), 111.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses about research design, population and sample, instrument of data collection, validity and reliability, technique of data collection, technique of data analysis.

A. Research Design

In this research, the researcher employed quantitative approach. A quantitative approach is means for testing objectives theories by examining the relationship among variables. These variables can be measured, typically with instrument, so that numbered data can be analyzed using statistical procedure.³⁰

³⁰ John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. (USA: SAGE Publications, Inc., 2009), 4.

The design of the research was quasi-experimental where the researcher took two classes. They are one as a control class and one as an experimental class. The process of the research included a pre-test, the treatment and a post-test. The researcher taught the students in the experimental class using jumbled sentences technique. For the control class, the researcher taught using scientific approach that was in guidance book for teacher curriculum 2013. A pre-test was given to both experiment and control class before giving the treatment to measure the writing skill and for the post-test was given after treatment in the experimental class and teachers in control class. The result of pre-test from both classes was compared to the result of the post-test.

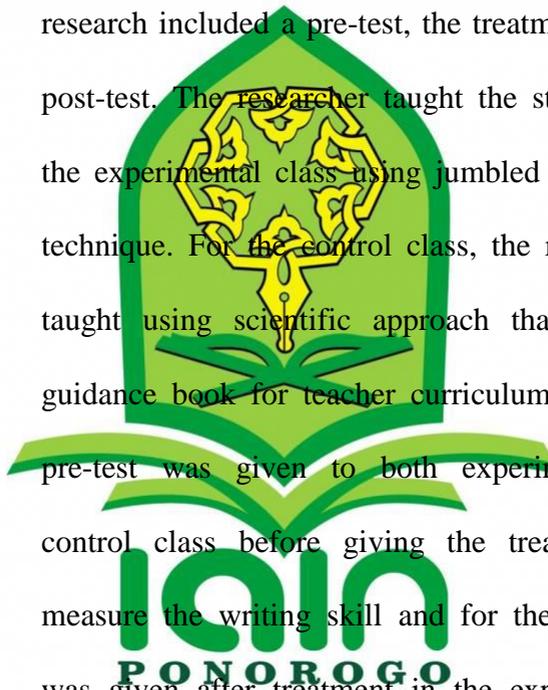


Table 3.1 Design of the research:

Group	Pre-Test	Treatment	Post-Test
Experiment (E)	O ₁	X	O ₂
Control (C)	O ₃	-	O ₄

E = Experimental Group

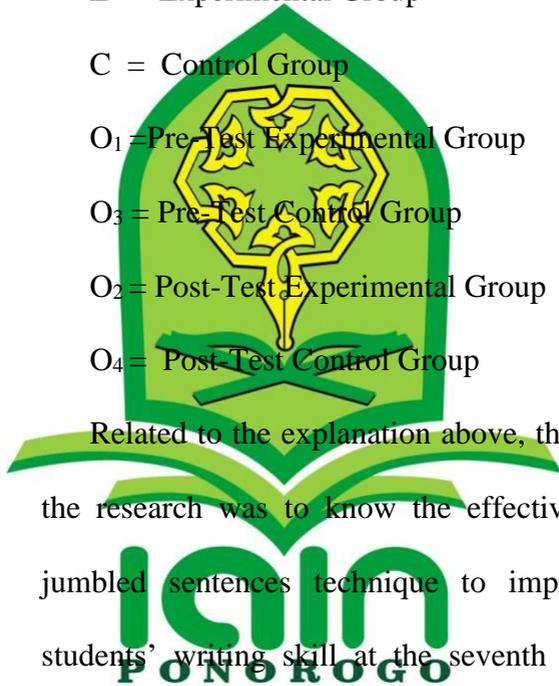
C = Control Group

O₁ = Pre-Test Experimental Group

O₃ = Pre-Test Control Group

O₂ = Post-Test Experimental Group

O₄ = Post-Test Control Group

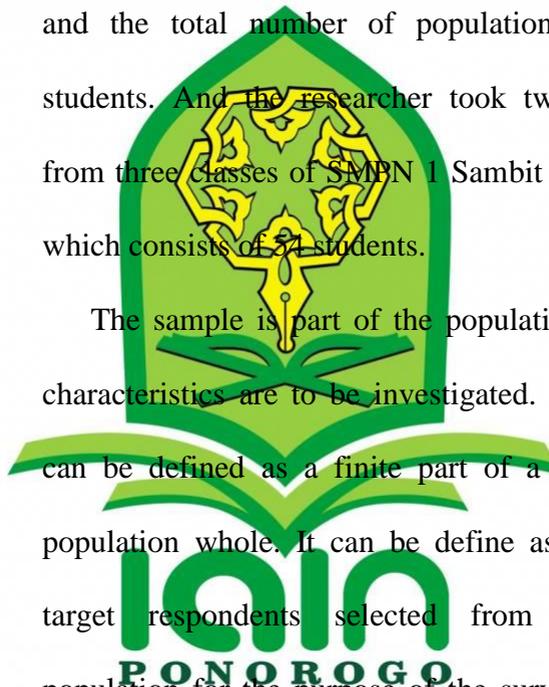


Related to the explanation above, the goal of the research was to know the effectiveness of jumbled sentences technique to improve the students' writing skill at the seventh grade of SMPN 1 Sambit Ponorogo.

B. Population and Sample

According to Kultar Singh, population is a group of individuals, object or items from among

which samples are taken for measurement.³¹ The populations in this research were the students' seventh grade of SMPN 1 Sambit Ponorogo in academic year 2018/2019 from class A to class C and the total number of population was 82 students. And the researcher took two classes from three classes of SMPN 1 Sambit Ponorogo which consists of 57 students.



The sample is part of the population whose characteristics are to be investigated. A sample can be defined as a finite part of a statistical population whole. It can be define as a set of target respondents selected from a large population for the purpose of the survey.³² The sampling technique applied in this research was

³¹Kultar Singh, *Quantitative Social Research Methods* (New Delhi: Sage Publication, 2007), 88.

³²*Ibid*, 88.

cluster random sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to compile a list of the elements composing the population.³³ The researcher chooses this sampling technique because cluster random sampling was easier in the implementation and manageable than the other technique.

The steps of randomizing sample as follows:

1. Preparing of pieces of papers
2. Writing the class code on the papers which is prepared
3. Rolling the paper well
4. Putting the rolled papers in a can
5. Shaking the several times

³³John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 148.

6. Taking two rolled papers to be the samples.

The sample will be taken randomly. Then, the researcher took two classes at the sample, which consist of 54 students. Class VII A (consist of 27 students) as control class and class VII C (consist of 27 students) as experiment class.

C. Data Collection Instrument

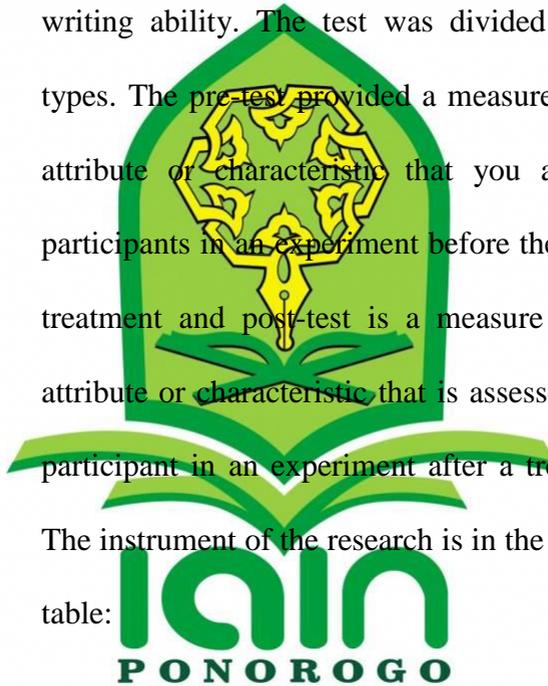
Instrument is the way to get the data. Instrument must be significant to collect the data in observation research. According to Sugiyono, instrument is a tool that is used for measured a natural or social phenomenon that observed.



Specifically, all this phenomenon called research variable.³⁴

In this research, the researcher used writing test. The writing test was to know the students writing ability. The test was divided into two types. The pre-test provided a measure on some attribute or characteristic that you assess for participants in an experiment before they receive treatment and post-test is a measure on some attribute or characteristic that is assessed for the participant in an experiment after a treatment.³⁵

The instrument of the research is in the following table:



³⁴Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015), 148.

³⁵ John W. Creswell, 297.

Table 3.2

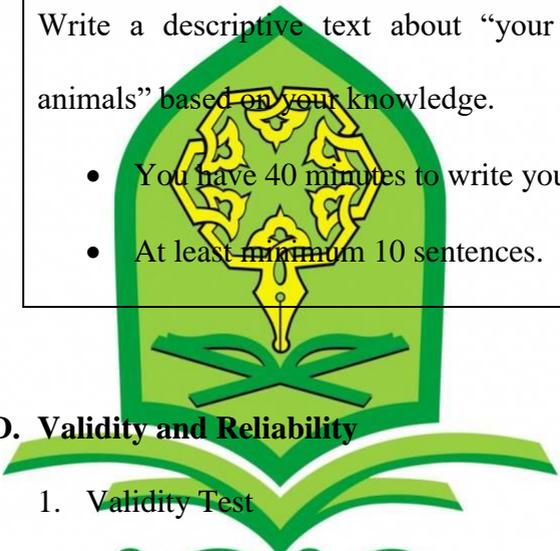
Research instrument

WORKSHEET

TEST OF WRITING DESCRIPTIVE TEXT

Write a descriptive text about “your favorite animals” based on your knowledge.

- You have 40 minutes to write your paper.
- At least minimum 10 sentences.



D. Validity and Reliability

1. Validity Test

To calculate the validity, the researcher uses SPSS program or the formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

r_{xy} = Digit of index Product Moment

Correlation

Σx = The total score X

Σy = The total score Y

Σxy = The total of result multiplication
between X and Y

N = Total of respondent³⁶



In this research, the researcher used SPSS version 23 to measure the validity. The analyzed was used to find out the r_{xy} , the consulted with r_{table} with 5% significance level for product-moment with df or db is $n - r$; $25 - 2 = 23$. Their index is 0,381. If the value of r_{xy} is higher than r_{table} , the item is valid. If

³⁶RetnoWidyaningrum, *Statistika*, (Yogyakarta, PustakaFelicha, 2015), 107.

the value of r_{xy} is lower than r_{table} , the item is invalid.

To test the validity and reliability of the item, the researcher took 27 respondents from VII B as sample, the researcher gave writing test for this class and with the writing scoring rubric; organization, content, grammar, mechanic, vocabulary. The researcher calculated the validity test from five scoring rubrics of writing. The results of the test validity instrument all questions or scoring rubric was valid. The calculation of validity as follows:

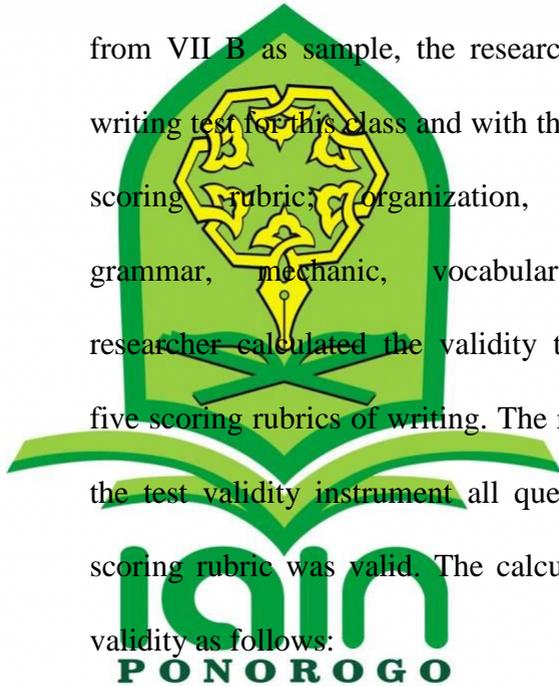


Table 3.3 Recapitulation Test Item

Validity

Item	“r” calculated	“r” table	Explanation
Organization	0,685	0, 381	Valid
Content	0,452	0,381	Valid
Grammar	0,748	0, 381	Valid
Mechanic	0,693	0, 381	Valid
Vocabulary	0,621	0, 381	Valid

2. Reliability Test

Reliability is defined as the extent to which the results can be considered consistent or stable.³⁷ It means that if the same test is tested to some different students in two different times, it will give the stable result or similar result. The technique to

³⁷ Brown, *Testing in Language Programs* (United States of America: Prentice Hall Regents, 1996), 185.

analyze of reliability of this instrument is Cronbach Alpha coefficient.³⁸

Table 3.4 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	27	100.0
	Excluded ^a	0	.0
	Total	27	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.637	5

PONOROGO

³⁸Brown, *Testing in Language Programs*, 179.

“r” alpha	“r” table	Reliable
0, 637	0, 381	Valid

The sample was (n) seventh grade students, $n = 27$ and the significance the price of r_{table} was 0.381. Based on the calculation above, the reliability of students' instrument was 0.637. The value of reliability was consulted “r” table on the significance level of 5%. Because the value of “r” index reliability was 0.637, $>$ “r” table (0.381) so the test was reliable.

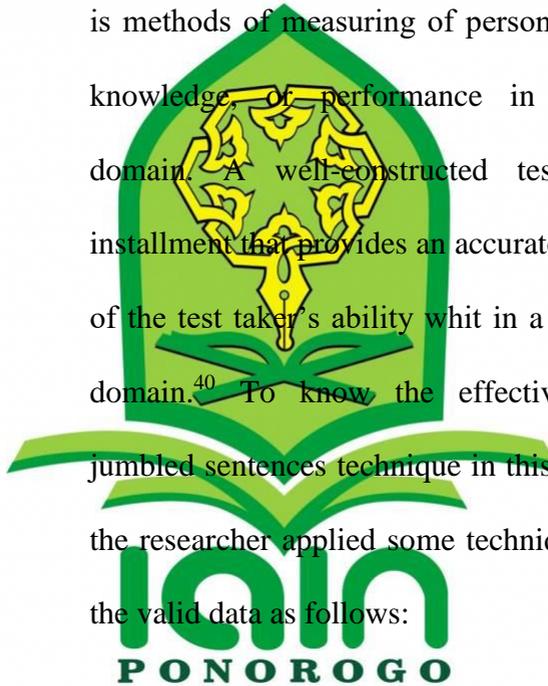
E. Techniques of Data Collection

The task of data collection began after a research problem has been defined and research design/plan chalked out. Collect the primary data

during the course of doing experiment in an experimental research.³⁹

1. Test

The technique to collecting data is test. Test is methods of measuring of person's ability, knowledge of performance in a given domain. A well-constructed test as an installment that provides an accurate measure of the test taker's ability whit in a particular domain.⁴⁰ To know the effectiveness of jumbled sentences technique in this research, the researcher applied some technique to get the valid data as follows:



³⁹ C.R. Kothari, *Research Methodology*, Second Revised (New Delhi: New Age International Publisher, 1990) ,95.

⁴⁰ H. Douglas Brown, *Language Assessment* (New York; Longman, 2004), 3-4.

a. Pre-test

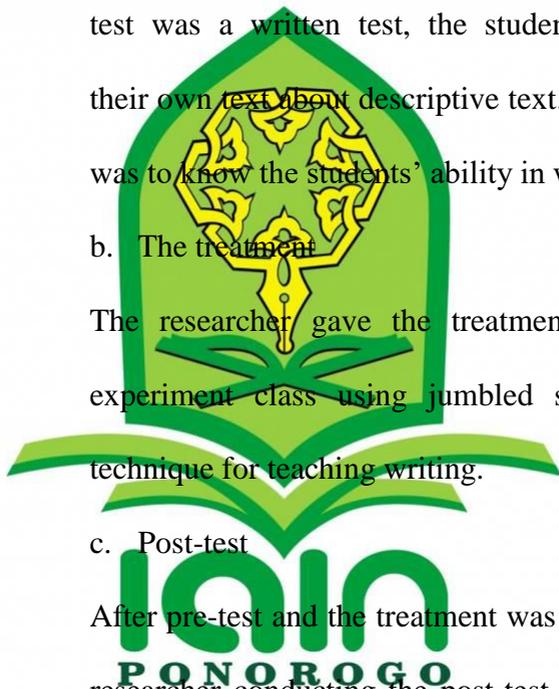
The researcher gave a pre-test in the first meeting in both groups (experiment and control class) to get the data of students. The test was a written test, the students make their own text about descriptive text. The test was to know the students' ability in writing.

b. The treatment

The researcher gave the treatment in the experiment class using jumbled sentences technique for teaching writing.

c. Post-test

After pre-test and the treatment was done the researcher conducting the post-test. The test was making writing descriptive text, but the material was different from pre-test and treatment. In this research, the researcher



used a test which has been prepared by the researcher to find out the effectiveness of using jumbled sentences technique to students writing skill of seventh grade class.

Table 3.5 Research Time

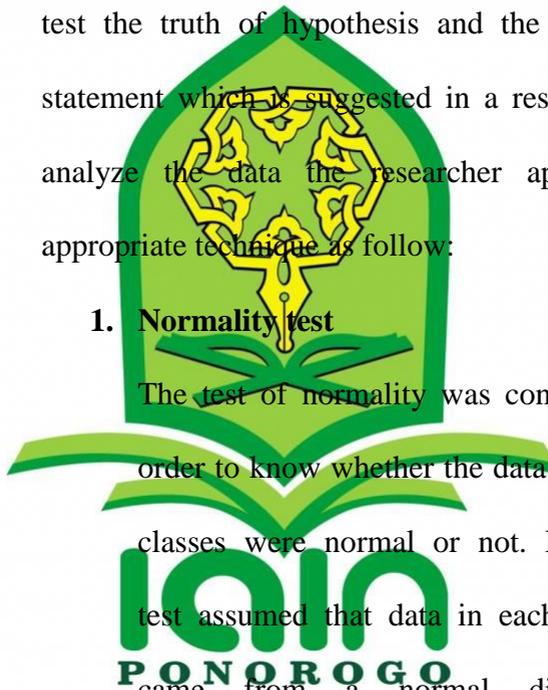
Date	Activities
March 5 th , 2019	Pre-test experiment & control class
March 6 th , 2019	First treatment experiment class
March 7 th , 2019	First meeting control class
March 11 th , 2019	Second meeting control class
March 12 th , 2019	Second treatment experiment class
March 13, 2019	Third treatment experiment class
March 14 th , 2019	Third meeting control class
April 22 nd , 2019	Post-test control class
May 14 th , 2019	Fourth treatment experiment class
May 15 th , 2019	Post-test experiment class

F. Technique of Data Analysis

After collecting data, the next process is analyzing data. Analysis of research data aims to test the truth of hypothesis and the problems statement which is suggested in a research. To analyze the data the researcher applied an appropriate technique as follow:

1. Normality test

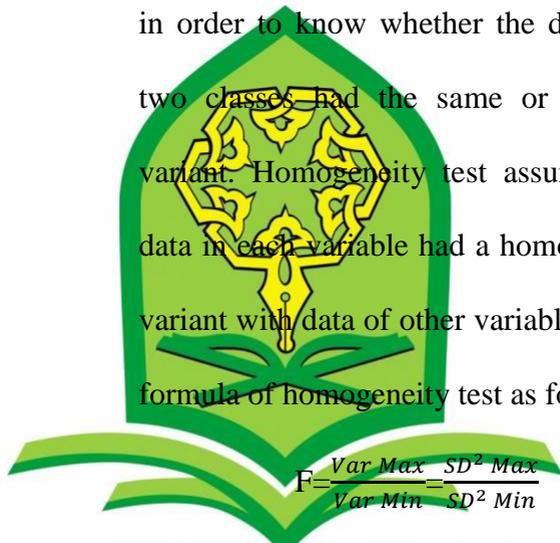
The test of normality was conducted in order to know whether the data from two classes were normal or not. Normality test assumed that data in each variable came from a normal distribution



population.⁴¹ The calculation of normality test is using SPSS Program

2. Homogeneity test

The test of homogeneity was conducted in order to know whether the data from two classes had the same or different variant. Homogeneity test assumed that data in each variable had a homogeneous variant with data of other variables.⁴² The formula of homogeneity test as follow:



$$F = \frac{Var\ Max - SD^2\ Max}{Var\ Min - SD^2\ Min}$$

3. T-test

After testing of normality and homogeneity test, the researcher continues to analyze the data using

⁴¹AndhitaDessyWulansari.
StatistikaParametrikTerapanuntukPenelitianKuantitatif. (Ponorogo: STAIN Po Press, 2015), 38.

⁴²*Ibid*, 22.

independent sample T-test. Independent sample T-test was a test that used t-distribution of the significances differences of certain mean or average value of two sample groups that were not in pair.⁴³ The calculation of independent sample T-test is using SPSS Program. After calculating the T value, the researcher proposed the alternative hypothesis (H_a) and null hypothesis (H_0) which is described as follows:

H_0 : If T test < T table in significant degree 5%

H_a : If T test > T table in significant degree 5%

⁴³*Ibid*, 64.

Meanwhile, the degree of freedom (df)=

$$(N_1+N_2) - 2$$

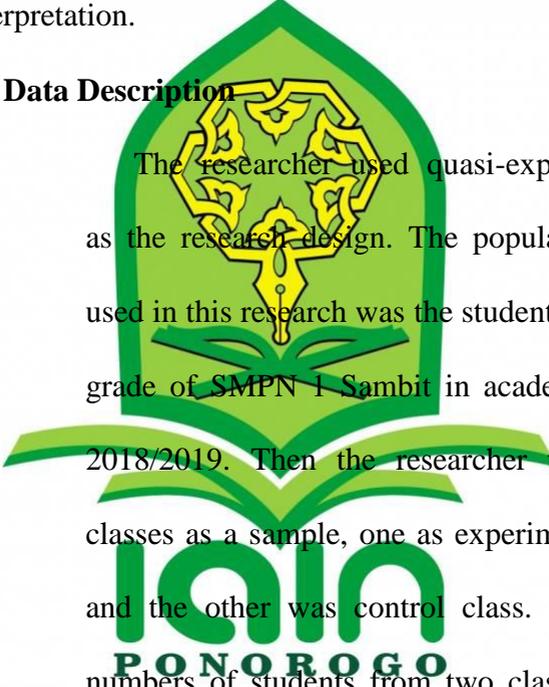


CHAPTER IV

FINDING AND DISCUSSION

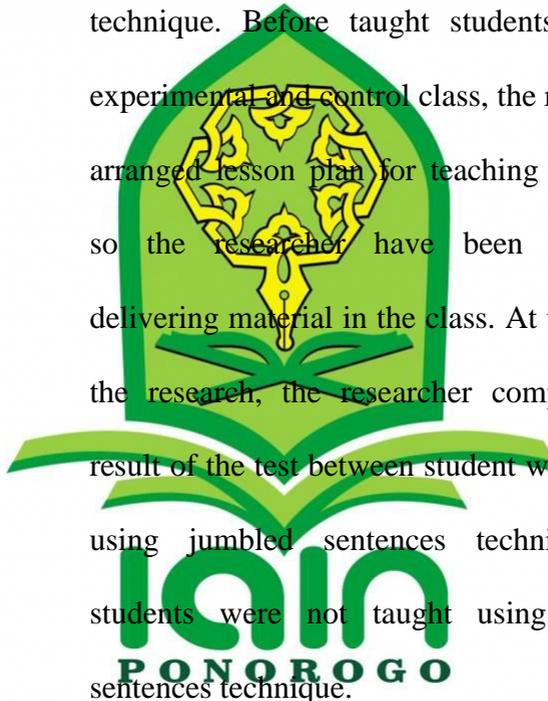
In this chapter, the researcher discusses about data description, analysis of the data, discussion and interpretation.

A. Data Description



The researcher used quasi-experimental as the research design. The population that used in this research was the students seventh grade of SMPN 1 Sambit in academic year 2018/2019. Then the researcher took two classes as a sample, one as experiment class and the other was control class. The total numbers of students from two classes were 54 students. The experimental class consisted of 27 students, while the control class consisted of 27 students.

In the experiment class, the students were taught using the jumbled sentence technique, while in the control class the students were not taught using jumbled sentences technique. Before taught students in both experimental and control class, the researcher arranged lesson plan for teaching guidance, so the researcher have been ready in delivering material in the class. At the end of the research, the researcher compared the result of the test between student were taught using jumbled sentences technique and students were not taught using jumbled sentences technique.



1. The Procedure of the Research in Experimental Class and Control Class

In the experimental class, the researcher taught the students using jumbled sentences technique. The learning process was done in a set of the learning process involved in this study pre-test, first treatment, second treatment, third treatment, fourth treatment, post-test.

In the control class, the researcher taught the students using traditional teaching, explain the material and giving questions. The learning process was done in a set of the learning process involved in this study such as a pre-test, first



meeting, second meeting, third meeting, and post-test.

Before giving the treatment, the researcher gave the pre-test to both of classes to know the condition in each class. The form of a pre-test was a writing test used descriptive text about animal.

After giving treatment using jumbled sentences technique, the researcher held a post-test for both experiment class and control class. It was aimed to know students' achievement after giving the treatment. The item tests were same for both classes. That was writing a descriptive text.



2. Students' Writing Test Score in Experiment Class

- a. The first was the result of students' writing skill of pre-test in experiment class (VIIC). The table below showed the score of pre-test of students who were taught using Jumbled Sentences Technique

Table 4.1 Pre-test Score of Experiment Class

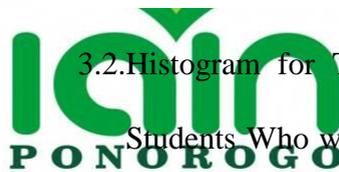
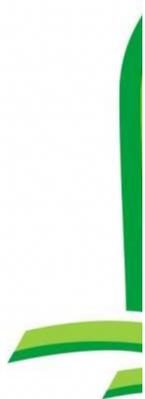
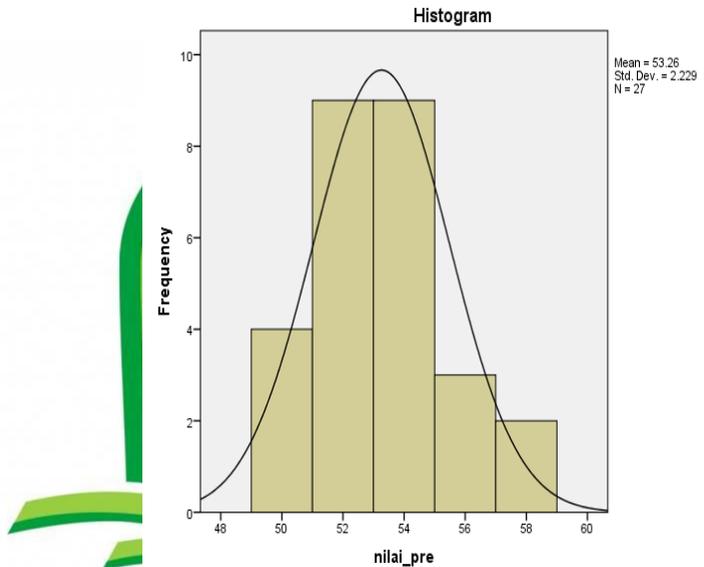
Name	Aspect					Total
	Organization	Content	Grammar	Mechanic	Vocabulary	
AFK	12	10	8	12	10	52
AI	12	10	8	10	12	52
AN	12	10	8	10	12	52
AP	12	12	10	10	12	56
APP	12	10	8	10	10	50
AL	10	10	8	12	10	50
BAK	12	10	8	10	12	52

BL	12	12	10	10	10	54
DDOP	12	12	10	12	12	58
EAW	12	12	10	12	12	58
EAP	12	10	10	12	10	54
EK	12	10	10	12	10	54
FAS	12	12	8	12	10	54
FAS	12	10	10	12	12	56
FWRV	10	10	10	12	10	54
FK	10	10	8	10	12	50
FISFR	12	10	10	12	10	52
IFA	12	12	10	12	10	56
KSA	12	10	8	12	10	52
KAP	12	12	8	12	10	52
MPM	12	10	8	10	10	50
MWKA	12	10	10	10	10	54
NAA	12	10	8	12	10	52
PN	12	12	10	12	10	54
RDK	12	10	8	12	10	52
SRTS	12	10	10	10	10	54
ZAP	12	10	10	12	10	54
Total						1438
Mean						53.2 5



Based on the table above, pre- test of the students who were taught using jumbled sentences technique were varieties. There were 4 students got

50, 9 students got 52, 9 students got
54, 3 students got 56, 2 students got
58.



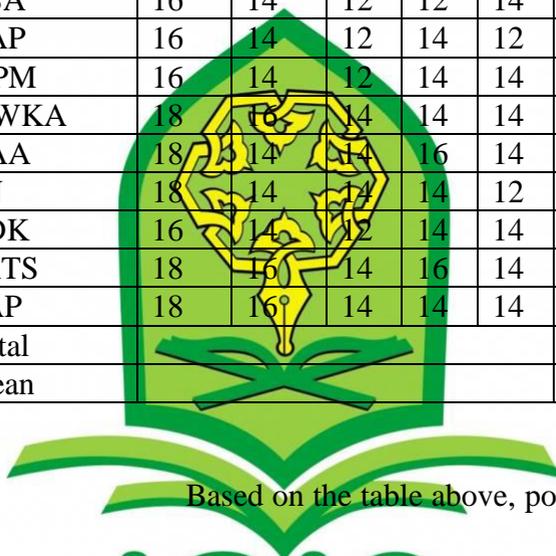
3.2.Histogram for The Pre- test for
Students Who were Taught Using
Jumbled Sentences Technique in
VIIC

b. The second was the result of students' writing skill of post-test in experiment class (VIIC). The table below showed the score of post-test of students who were taught using Jumbled Sentences Technique.

Table 4.3. Post- test Score of Experiment Class

Name	Aspect					Total
	Organization	Content	Grammar	Mechanic	Vocabulary	
AFK	16	14	12	14	12	68
AI	16	14	14	14	14	72
AN	16	14	12	14	14	70
APS	16	16	14	14	12	72
APP	16	14	12	12	12	66
AL	18	14	14	14	14	74
BAK	16	14	12	14	14	70
BL	16	14	12	14	14	70
DDOP	16	14	14	14	12	70
EAW	16	14	12	12	14	68
EAP	18	16	14	16	14	78

EK	16	14	14	14	14	72
FAS	18	14	12	14	14	72
FAS	18	16	14	12	14	74
FWRW	16	14	12	14	14	70
FK	18	14	12	14	14	72
FISFR	18	14	14	16	14	76
IFA	18	16	14	14	14	76
KSA	16	14	12	12	14	68
KAP	16	14	12	14	12	68
MPM	16	14	12	14	14	70
MWKA	18	14	14	14	14	76
NAA	18	14	14	16	14	76
PN	18	14	14	14	12	72
RDK	16	14	12	14	14	70
SRTS	18	16	14	16	14	78
ZAP	18	16	14	14	14	76
Total						1944
Mean						72



Based on the table above, post- test of the students who were taught using jumbled sentences technique were varieties. There were 1 student got 66, 4 students got 68, 7 students got 70, 6 students got 72, 2 students got 74, 5 students got 76, 2 students got 78. It

could be conclude that post- test of the students who were taught using jumbled sentences technique was better that pre- test. The total score post test in experiemnt class was 1944 with the mean was 72.

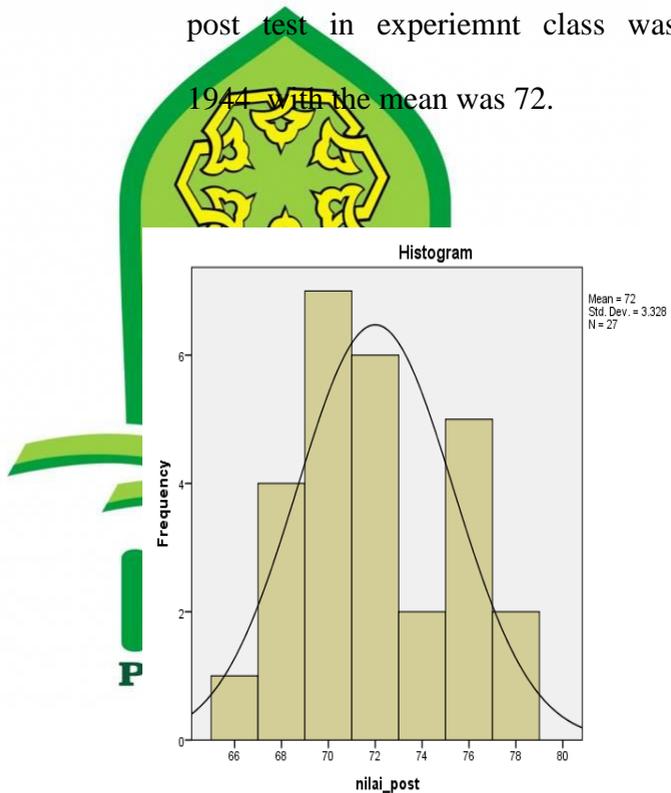


Table 4.4 Histogram for The Post-test for Students Who were Taught Using Jumbled Sentences Technique in VIIC.

3. Students' Writing Skill Test Score in Control Class

a. The first was the result of students' writing skill of pre-test in control class (VIIA). The table below showed the score of pre-test of students who were not taught using Jumbled Sentences Technique.



Table 4.5 Pre-test of Control Class

Name	Aspect					Total
	Organization	Content	Grammar	Mechanic	Vocabulary	

AKW	10	10	8	10	8	46
AS	10	10	8	10	10	48
AEP	10	10	8	10	10	48
ANH	12	12	10	12	10	56
ADP	10	12	8	12	10	52
CVAE	12	10	8	10	8	48
DMN	10	10	10	12	10	52
DTE	10	10	6	10	8	44
DA	10	10	8	12	10	50
FDP	12	12	8	10	10	52
MF	8	10	6	10	8	42
MDT	8	10	6	8	8	40
OECP	12	10	8	12	8	50
RRW	12	8	8	10	10	48
RNKH	10	12	10	10	10	52
RAFA	10	10	8	10	10	48
RS	12	10	8	10	10	50
RNS	12	10	8	10	10	50
SC	10	10	6	10	8	44
SNCDR	12	12	10	12	10	56
SAPF	10	10	8	10	10	48
SA	12	10	8	10	10	50
TDS	12	12	10	12	10	56
THH	10	10	8	12	12	52
TT	12	12	10	12	10	56
VIP	12	12	10	10	10	54
VTA	12	12	10	12	10	56
Total						1350
Mean						50

Based on the table above, could be seen that pre- test of the students who were not taught using jumbled sentences technique were varieties.

There were 1 student got 40, 1 student got 42, 2 students got 44, 1 student got 46, 8 students got 48, 5 students got 50, 5 students got 52, 1 student 54, 5 students got 56.

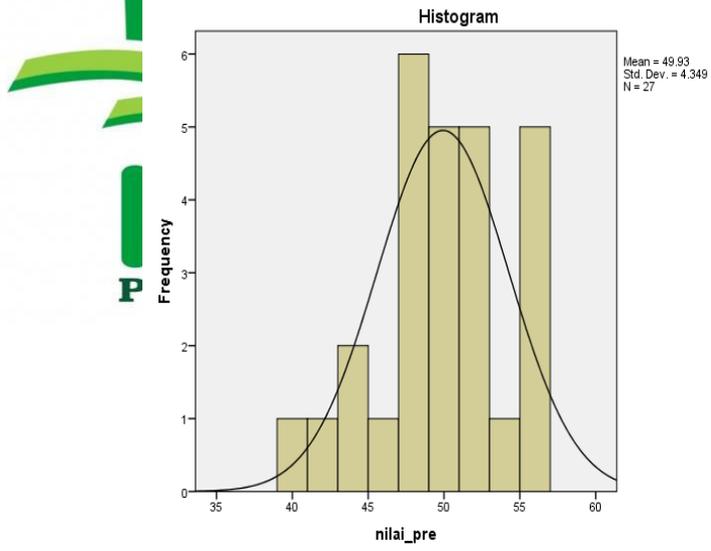
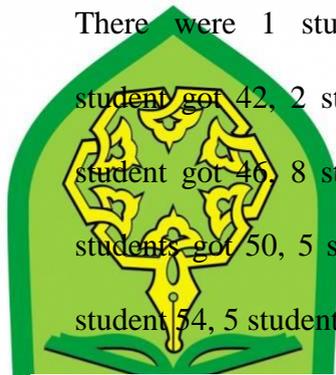
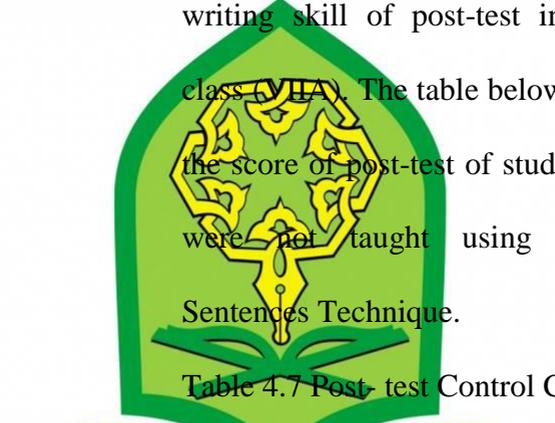


Table 4.6 Histogram for The Post- test
for Students Who were not Taught Using
Jumbled Sentences Technique in VIIA

b. The second was the result of students' writing skill of post-test in control class (VIIA). The table below showed the score of post-test of students who were not taught using Jumbled Sentences Technique.

Table 4.7 Post- test Control Class



Name	Aspect					Total
	Organization	Content	Grammar	Mechanic	Vocabulary	
AKW	12	12	10	10	10	54
AS	12	12	10	12	12	58
AEP	10	12	10	12	12	56
ANH	12	12	12	12	12	60
ADP	14	12	10	10	12	58
CVAE	12	12	10	10	12	56
DMN	14	14	12	12	12	64

DTE	12	12	8	12	10	54
DA	12	12	10	10	12	56
FDP	14	12	10	12	12	60
MF	12	12	8	12	10	54
MDT	10	12	8	10	12	52
OECP	10	12	10	12	12	56
RRW	14	12	10	12	12	60
RNKH	12	14	12	12	12	62
RAFA	14	14	10	12	10	60
RS	12	12	10	12	12	58
RNS	14	12	10	12	12	60
SC	10	12	8	10	10	50
SNCDR	12	12	12	12	12	60
SAPF	14	14	12	12	14	66
SA	12	12	10	12	12	58
TDS	14	12	12	12	12	62
THH	12	12	10	12	12	58
TT	12	12	12	12	12	60
VIP	14	12	12	12	14	64
VTA	12	14	10	12	12	60
Total						1576
Mean						58.37



Based on the table above, post- test of the students who were taught using jumbled sentences technique were varieties. There were 1 student got 50, 2 students got 52, 3 students got 54, 4

students got 56, 5 students got 58, 8 students got 60, 2 students got 62, 2 students got 64, 1 student got 66.

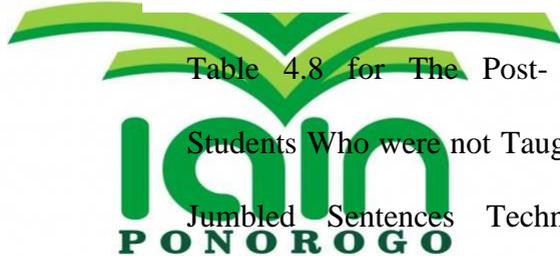
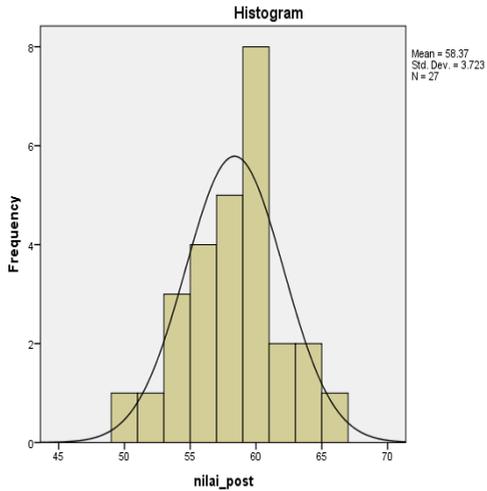


Table 4.8 for The Post- test for Students Who were not Taught Using Jumbled Sentences Technique in VIIA

B. Analysis of the Data

Before testing the hypothesis, the data must fulfill the assumption in which the data must be

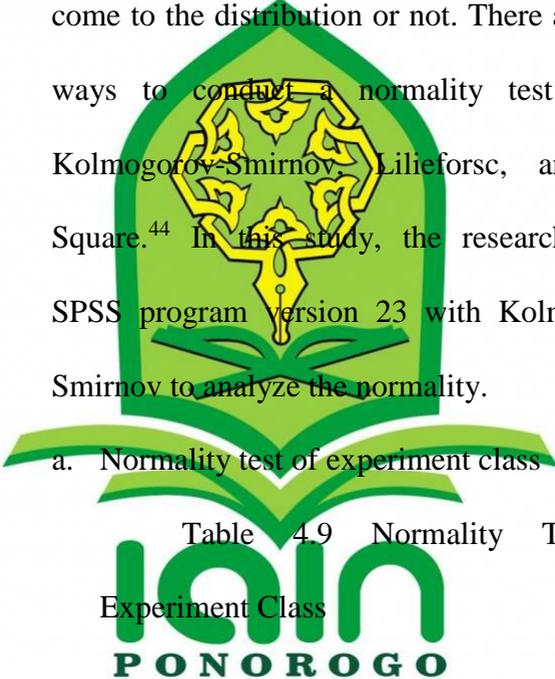
normally distributed and homogeneous. Therefore, normally and homogeneity test were provided.

1. Normality

Normality test is used to know whether the data come to the distribution or not. There are many ways to conduct a normality test that is Kolmogorov-Smirnov, Lilieforsc, and Chi-Square.⁴⁴ In this study, the researcher used SPSS program version 23 with Kolmogorov-Smirnov to analyze the normality.

a. Normality test of experiment class

Table 4.9 Normality Test for
Experiment Class

The logo of IAIN Ponorogo is a green emblem. It features a stylized yellow and green geometric pattern resembling a flower or a calligraphic symbol inside a green arch. Below the arch is an open book with green pages. At the bottom, the text 'IAIN P O N O R O G O' is written in a bold, green, sans-serif font, with each letter of 'IAIN' and 'P O N O R O G O' on a separate line.

⁴⁴RetnoWidyaningrum, *Statistika*(Yogyakarta: PustakaFelicha, 2004), 204.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.28208069
	Most Extreme Differences	
	Absolute	.115
	Positive	.115
	Negative	-.103
Test Statistic		.115
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.



Based on the calculation of SPSS version 23 above, it could be seen that the test used one-sample Kolmogorov-Smirnov test. The data of the experiment group was normality distribute. It could be seen from the value of Sig. (2-tailed) that was higher than α ($0.200 > 0.05$).

- b. Normality test of control class

Table 4.10 Normality test of Control

Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.74180893
	Most Extreme Differences	
	Absolute	.152
	Positive	.152
	Negative	-.152
Test Statistic		.152
Asymp. Sig. (2-tailed)		.108 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.



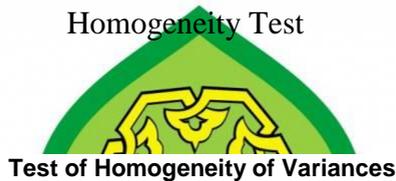
Based on the calculation of SPSS version 23 above, it could be seen that the test used a one-sample Kolmogorov-Smirnov test. The data of the control group was normality distribute. It could be seen from the value og Sig. (2-tailed) that was higher than α ($0.108 > 0.05$).

2. Homogeneity

Homogeneity test is used to know whether the data come from the homogeneous variance

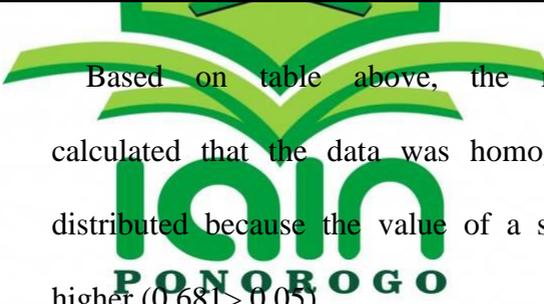
or not. To calculate the data the researcher used the SPSS program version 23. The result of the calculation as below:

Table 4.11 The Result of Homogeneity Test



Postexper

Levene Statistic	df1	df2	Sig.
.171	1	52	.681



Based on table above, the researcher calculated that the data was homogeneously distributed because the value of a statistic is higher ($0.681 > 0.05$).

3. T-test

After testing the normality and homogeneity, the researcher tested the hypothesis. The

researcher used the T-test to analyze the data. T-test is a kind of statistical testing that is used to test the hypothesis in the data. It is used to compare students' writing skill are divided into two groups taught using different methods. The researcher compared the average score of students' writing skill were taught using Jumbled Sentences Technique and students' writing skill that were not taught using it.

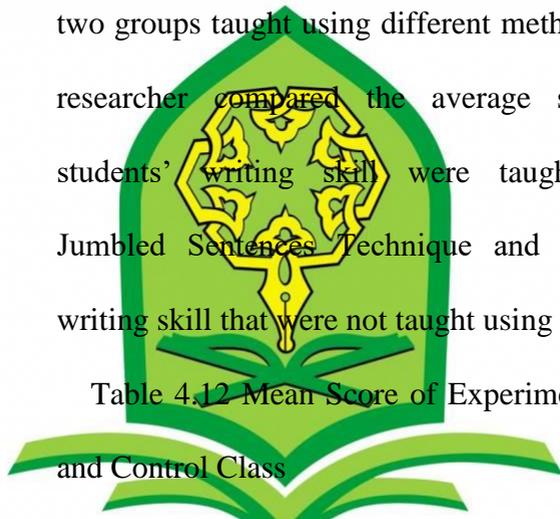


Table 4.12 Mean Score of Experiment Class and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
hasilbelajar bhsinggris	experiment class	27	72.00	3.328	.641
	control class	27	58.37	3.723	.716

Based on the table above, the result of data analysis showed that the students' mean scores of the experiment class (students who were taught using Jumbled Sentences Technique) was 72.00. While the score of the control class (students who were not taught using Jumbled Sentences Technique) was 58.37.

Table 4.13 The Result of T-test Calculation Independent Samples Test



Independent Samples Test

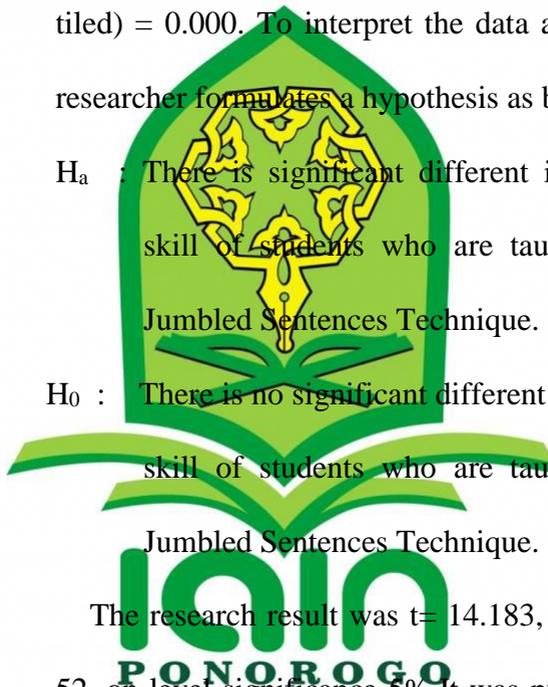
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hajjarbin	Equal variances assumed	.171	.681	14.183	52	.000	13.630	.961	11.701	15.558
	Equal variances not assumed			14.183	51.361	.000	13.630	.961	11.701	15.559

Based on the result from the table the value of T-test was 14.183 and the degree of freedom (df) = 52 (df = 2; 54 - 2 = 52). The value of T table in significant 5% was 2.01. Score sig. (2-tailed) = 0.000. To interpret the data above, the researcher formulates a hypothesis as below:

H_a : There is significant different in writing skill of students who are taught using Jumbled Sentences Technique.

H₀ : There is no significant different is writing skill of students who are taught using Jumbled Sentences Technique.

The research result was $t = 14.183$, with $df = 52$, on level significance 5%. It was pursuant to the table value " t " = 2.01. Then " t " account was more than T table ($14.183 > 2.01$). It could be concluded that the students who were taught



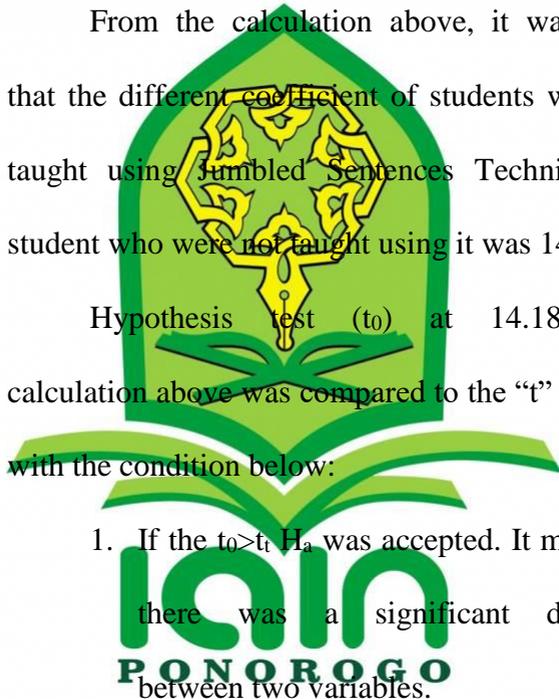
using Jumbled Sentences Technique get better score in writing then the students who were not taught using Jumbled Sentences Technique.

C. Discussion and Interpretation

From the calculation above, it was shown that the different coefficient of students who were taught using Jumbled Sentences Technique and student who were not taught using it was 14.183.

Hypothesis test (t_0) at 14.183 from calculation above was compared to the “t” index (t_t) with the condition below:

1. If the $t_0 > t_t$ H_a was accepted. It meant that there was a significant difference between two variables.
2. If the $t_0 < t_t$ H_a was refused. It meant that there was no significant difference between two variables.

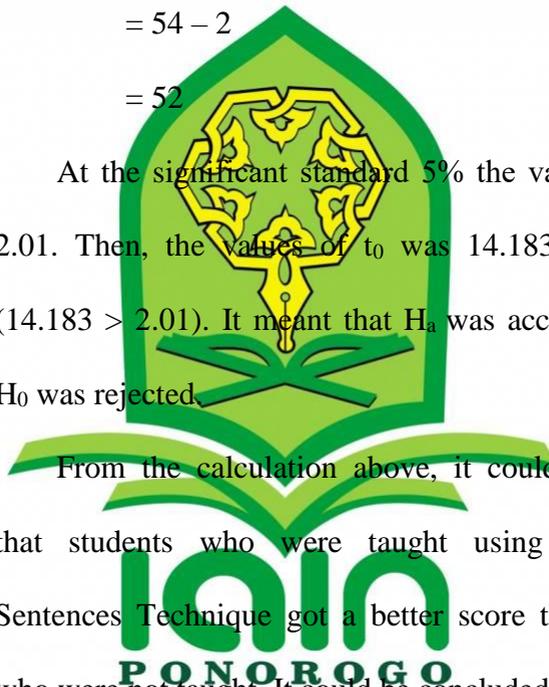


To determine that value of t_0 the researcher checked db and consulted with the t_t score:

$$\begin{aligned}Db &= n_1 + n_2 - 2 \\ &= 27 + 27 - 2 \\ &= 54 - 2 \\ &= 52\end{aligned}$$

At the significant standard 5% the value “t” = 2.01. Then, the values of t_0 was 14.183, so $t_0 > t_t$ (14.183 > 2.01). It meant that H_a was accepted and H_0 was rejected.

From the calculation above, it could be seen that students who were taught using Jumbled Sentences Technique got a better score than those who were not taught. It could be concluded that there was a significant difference to the student’s writing skill between students who were taught using Jumbled Sentences Technique and those who are not



taught at the seventh grade students of SMPN 1 Sambit Ponorogo in academic year 2018/2019.

It is suitable with previous study from Fatmawati that jumbled sentences technique can make the students to think creatively, to generate their ideas, to enrich the vocabulary, and to emphasize their writing skill.⁴⁵



⁴⁵FatmawatiSetia, Utami et al. *The Implementation Of Jumbled-Sentences Toward Students' Skill In Writing Report Text*. (Journal of English Education, 2018), 116.

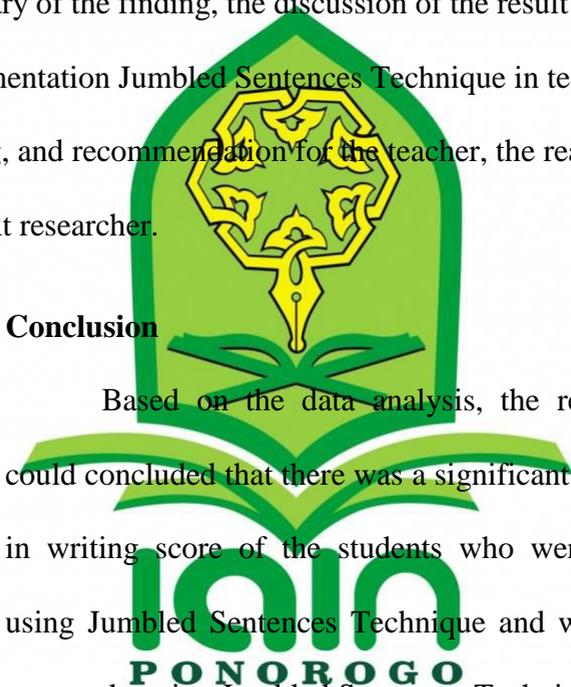
CHAPTER V

CONCLUSION

In this chapter, the researcher discusses about the summary of the finding, the discussion of the result in implementation Jumbled Sentences Technique in teaching writing, and recommendation for the teacher, the reader and the next researcher.

A. Conclusion

Based on the data analysis, the researcher could concluded that there was a significant different in writing score of the students who were taught using Jumbled Sentences Technique and who were not taught using Jumbled Sentences Technique at the seventh grade of SMPN 1 Sambit Ponorogoin academic year 2018/2019. The result of the mean score was the students who were taught using



Jumbled Sentences Technique get a better score of the student's post-test from the experimental group (72.00) was higher than the control group (58.37). It was found that the comparison between students' writing skill who were taught using Jumbled Sentences Technique and who were not was 14.183. This score was higher than T table which was 2.01 at the level of a significant 5% with db = 52. It meant H_a was accepted. In other hands, the use of jumbled sentences technique was effective to improve students' writing skill.

B. Recommendation

From the conclusion above, the researcher would like to suggest:

1. For the teachers

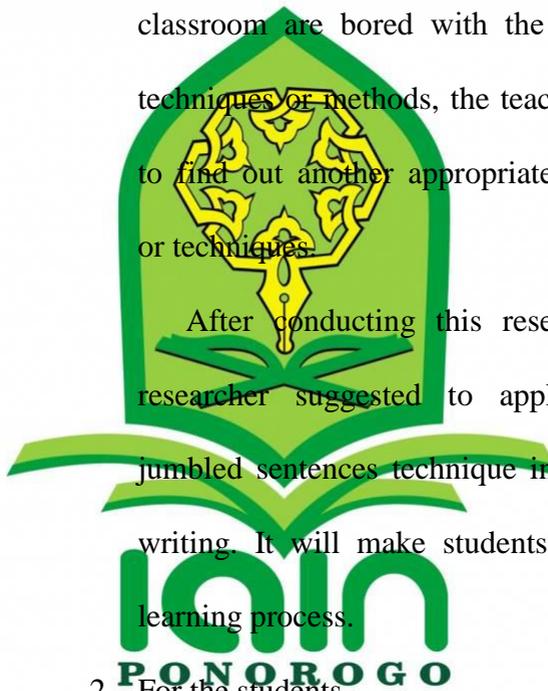
The English teachers should choose appropriate techniques in teaching

English, especially for writing. The teachers should present or deliver the material in an enjoyable and understand for the students. If the students in the classroom are bored with the teacher's techniques or methods, the teachers have to find out another appropriate methods or techniques.

After conducting this research, the researcher suggested to applying the jumbled sentences technique in teaching writing. It will make students enjoy in learning process.

2. For the students

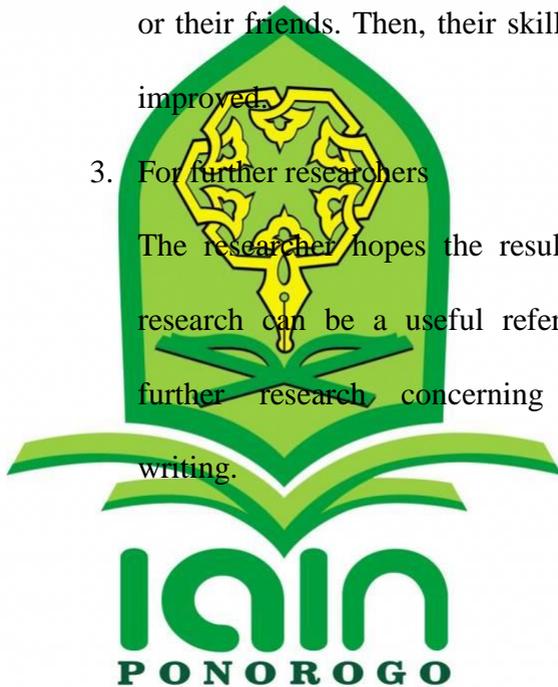
The researcher hopes that the students should have a great motivation to learn, especially in English lesson. They have a



consideration that they have to improve their writing and other language skills. If they do not understand about the material, they have to ask to the teacher or their friends. Then, their skills will be improved.

3. For further researchers

The researcher hopes the result of this research can be a useful reference for further research concerning English writing.



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