IMPROVING STUDENTS' WRITING ABILITY ON RECOUNT TEXT BY USING SCRAMBLED SENTENCES
(Classroom Action Research at The Eight Grade Students of MTs N 2 Surakarta)

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ABSTRACT

This research aims at: 1) to know the implementation of scrambled sentences to the students' writing ability on recount text, and 2) to find out how far scrambled sentences improve students' writing ability on recount text at the eighth grade students of MTs Negeri Surakarta 2.

The research was conducted in two cycles at the eighth grade students of MTs Negeri Surakarta 2 from April 15th 2013 to April 30th 2013, in which both of cycles consist of two meetings. Each cycle consisted of five steps: planning, implementing, observing, reflecting, and revising after cycle 1 implemented. The research data were collected by using observation, interview and tests. The qualitative data were analyzed through describing all of the implementations in both of cycle 1 and cycle 2.

The research findings described every treatments of using scrambled sentences both of the cycle 1 and cycle 2 during the research. The treatments of scrambled sentences, the students given some sentences in scrambled order (mixing-words) by the researcher then they were asked to make unscrambled order. After that, the researcher gave corrections to the students' exercises. The research findings also proved that the technique of scrambled sentences implemented at the students could improve their writing ability especially on recount text. The final result of the tests showed that the students' score increased from test cycle 1 to test cycle 2 both of mean score and score that passed standard minimum score (KKM) used in MTs Negeri Surakarta 2, which is (65). Students' mean score improve, 48.24 in pre test to 57.94 in test cycle 1 and improve significantly 68.83 in test cycle 2. In the test cycle 1 just 24% of 37 students could passed KKM, it improved significantly in the test cycle 2 that 78% of 37 students passed KKM. The researcher found this research could improve students' writing ability. The scrambled sentences became one technique that can be applied in teaching writing.

Keywords: *Writing, Ability, Recount, Scrambled Sentences, Classroom Action Research*

INTRODUCTION

Language is primarily an instrument of communication among human being in a community. Larsen-Freeman (2003: 2) states that language is a means of interaction between and among people. One of the international languages is English. For Indonesian students, understanding English was not easy because it was different from our native language, Indonesian. English communicative competence covers four skills, namely reading, listening, speaking, and writing. The four language skills, both spoken and written, were taught in an integrated way supported by some language aspects, such as grammar, vocabulary, pronunciation and spelling. When we learned a second language, we learned to communicate with other people: to understand them, talk to them, read what they have written and write to

them. The fact that people frequently have to communicate with each other in writing was one of the reasons to master writing skill well.

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students expected to be able to present their ideas in the written form as writing is a means of communication.

Most of Indonesian students had difficulties in mastering writing skill, it also happened to the students of MTs Negeri Surakarta 2. It was very difficult for students of MTs Negeri Surakarta 2. It faced from the result of pre test implemented by the researcher to the VIII-I class. Based on the standard competence of English writing at the eighth grade of junior high school in second semester is to show the meaning of functional written text and short and simple essay in the forms of narrative and recount texts for having interaction with surrounding environment. Moreover the indicators of competence in English writing at this grade for the second semester are: can complete sentence in form of descriptive and recount text; can understand about grammar structure in simple sentence of simple present tense, simple past tense, and past continuous tense; can be rich in vocabularies; and can understand about punctuation and spelling.

Based on the result of the pre-research by interviewing English teacher and observing while English teaching learning in MTs Negeri Surakarta 2, the researcher identified some problems faced by the eighth grade students in learning writing: a) They had low level of writing ability so that they found difficulties in developing their ideas into the written language. (b) They seemed to be discouraged to have writing lesson. In short, they tried to avoid it because they were afraid if they make many errors in writing. The English teacher told the researcher that the problem faced by the student when the students are asked to make a written text, because of the lack of vocabulary and grammar structures mastery, and the lack of creativity they just copied the example of the text teacher gave and changed a little about it.

The English teachers can use some techniques to teach writing such as using various pictures, contextual teaching and learning approach, using parallel writing technique, using mind mapping/clustering technique, etc. By applying one of the techniques, the teacher can encourage the students to participate in the classroom activities. The teacher should be able to encourage the students to express their ideas into good writing. The teacher gives opportunities to the students to write their ideas without being afraid of making mistake. It can be done by introducing topics and a good writing process.

Endang Fauziati (2009:142) stated, the students are given a text in which the sentences are in a scrambled order. This may be a text they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their cohesion and coherence properties of language (discourse competence). They learn how sentences are bound together at the supra-sentential level through formal linguistic devices such as anaphoric, which unify a text and makes it coherent. In addition to written passages, students might also be asked to unscramble the lines of a mixed-dialog or asked to put the pictures of picture strip story in order and write lines to accompany the pictures.

Based on the background above, the researcher interested to conduct a study on **"Improving Students' Writing Ability on Recount Text by Using Scrambled Sentences (A Classroom Action Research at the Eighth Grade Students of MTs Negeri Surakarta 2 in the Academic Year of 2012/2013)"**.

RESEARCH LIMITATION

Writing includes the use of grammar, vocabulary, mechanic, fluency, and form of organization. Since there are some aspects of the writing, the researcher limits it to sentence construction which deals with grammar, mechanic and form organization on teaching recount

text by using scrambled sentences. It had conducted at the second semester students of MTs Negeri Surakarta 2.

PROBLEM STATEMENTS
1. How does the implementation of scrambled sentences improve students' writing ability on recount text at the eighth grade students of MTs Negeri Surakarta 2?
2. How far scrambled sentences improve students' writing ability on recount text at the eighth grade students of MTs Negeri Surakarta 2?

OBJECTIVES OF THE STUDY
1. To know the implementation of scrambled sentences improve the students' writing ability on recount text at the eighth grade of MTs Negeri Surakarta 2.
2. To find out how far scrambled sentences improve students' writing ability on recount text at the eighth grade of MTs Negeri Surakarta 2.

DEFINITION OF KEYTERMS
1. Writing
    Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003:88).
2. Ability
    The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. *(http://teachingenglishonline.net/definition-of-writing-ability/)*.
3. Recount
    Recount is a text that has social function to retell events for purpose of informing or entertaining. It has three generic of the structure, there are orientation (provides the setting and introduces participants), events (tell what happened in what sequence, and re-orientation (optional-closure of events) (Suryana, 2008:34).
4. Scrambled sentences
    Scrambled sentence is the technique that the students are given a text in which the sentences are in scrambled order (Fauziati, 1999:142).
5. A Classroom Action Research
    A classroom action research is the application of fact finding, to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen that implemented in a class (Burns, 1999:30).

LITERARY REVIEW

1. Definition of Writing Ability
Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. Based on the theories above, writing is an act of putting letters, symbols, numbers, or words on paper or a computer screen which is used to express and explain ideas.

Specifically, writing is the expression of language in the form of symbols, letters, or words. The primary function of writing is to communicate the writers' ideas to their readers.

Harris (1969) in Rodriques (2000: 68) illustrated five aspects that should be directly involved in writing performance, those are:
- Content in which the idea is expressed;
- Form that refers to the organization of the content;
- Grammar which describes the employment of grammatical forms and syntactic patterns;
- Style which includes the choice of structures and lexical items to give a particular tone or flavor to the writing; and
- Mechanics employ the use of the graphic conventions of the language

2. Writing Assessment

Reid (1993: 235), the evaluation using analytic method elaborate writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics. In this research, the researcher used scrambled sentences technique. So, the researcher found the score of students recount text from the tests based on the form/organization, grammar and mechanics. Form/ organization that were about true or not the students located the mixing sentences. Grammar, the students used correct grammar or not in writing recount text. The last mechanic about correct or not the students put punctuation, capitalization and paragraphing recount text.

3. Scrambled Sentences Technique

Endang Fauziati (2009:142), a scrambled sentence is the technique that the students are given a text in which the sentences are in scrambled order. This may be a text they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their cohesion and coherence properties of language (discourse competence). They learn how sentences are bound together at the supra-sentential level through formal linguistics devices such as anaphoric, which unify a text and makes it coherent. In addition to written passages, students might also be asked to unscramble the lines of a mixed-dialog or asked to put the pictures of picture strip story in order and write lines to accompany the pictures.

4. The Role of Scrambled Sentences Technique in Teaching Writing

The procedures to do scrambled sentences technique:
- Students are asked to unscramble the sentences so that the sentences are stored to their original order, learning coherence and cohesive.
- Unscramble sentences are the lines of a mixed-up paragraph to build passage.
- It may put pictures of a picture strip story in order to make easy the students to make unscramble sentences.

5. Hypothesis

Based on the basic assumptions above, the hypothesis formulated as follows:
- Scrambled sentences technique improved the students' writing recount text in teaching learning process.
- The class more active and communicative when scrambled sentences technique applied in teaching writing, and how far the result of the research faced clearly.

RESEARCH METHODOLOGY

A.   Setting of the Research

This research conducted in MTs Negeri Surakarta 2. It was located at Jl. Transito, Suronalan, Pajang, Laweyan, Surakarta. Its location was strategic, easy in transportation and near of the city. The researcher was held the research from April 15th 2013 to April 30th 2013.

B.   Subject of the Research

The subject of the research was the eighth grade students of MTs Negeri Surakarta 2 in the academic year of 2012/2013. The researcher conducted to the student of VIII-I. The number of the students was 37 students, and the researcher conducted research in this class by considering the problem faced by this class.

C.   Method of Research

The research method used in this study was a classroom action research. There are many definitions about Classroom Action Research. The first definition is given by Kemmis (1983) in McNiff (1992: 2) who says that Action Research is a form of self reflective inquiry undertaken by participants (teachers, students, or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out.

D.   Procedure of the Research

Based on action research spiral by Kemmis & Mc Taggart in Burns 1999: 33, the process done in this research runs with the following procedures:
- **Identifying the Problem** ➔ To start an action research project, the researcher needed to decide the problem. In this research, the problems identified after do the pre-research and interview with the English teachers.
- **Planning** ➔ the researcher prepared everything that needed during the action in order to improve the students' writing ability such as made a lesson plans using scrambled sentences on it then the researcher prepared the media that used in this research.
- **Action Implementation** ➔ researcher did the planning as the researcher prepared before.
- **Observation** ➔ The observation phase has done during the teaching and learning process. In this phase, the researcher asked a partner to observe everything happened in the teaching learning process.
- **Reflection** ➔ At the end of the action implementation, the researcher and the collaborator reflected critically on what happened during the research.
- **Revised Plan** ➔ Revised plan have been needed when the action cycle did not make any improvement on the students' writing skill. It means that the researcher should do further cycle.

E.   Technique of Collecting Data

The kind of data collecting in this research were interviewed the English teacher and the student before implemented the action, observation did by English teacher as the collaborator. The researcher gave tests for the students, collected photos documentations and observed the students during the teaching learning process.

F.   Technique of Analyzing Data
        In order to calculate the data, the researcher presented the result of each cycle. In analyzed the qualitative data, the researcher employed qualitative technique. The data of how far the improvement in the research came from the test, test cycle 1 and test cycle 2.
        The mean of it calculated with the formulas as follows:

$$X = \frac{\Sigma X}{N} \qquad Y = \frac{\Sigma Y}{N}$$

In which:
X   : Mean of pre-test score
Y   : Mean of post-test score
N   : Number of subject
ΣX   : The sum of pre test score
ΣY   : The sum of test cycle 1 or test cycle 2 score

The percentages of students' score improvement by using formula as follow:

$$A = \frac{B}{C} \times 100\%$$

In which:
A   : Percentages of students' score improvement
B   : Number of students' improves
C   : The sum all of students

RESEARCH FINDINGS
        The research findings of this research can be described in the research implementation and the result of the research as follows:

1.   Research Implementation
a.   Pre-observation →   *Wed, Jan16th '13*
                            Come to MTs N Ska 2, gave the observation letter.
b.   Interview   →   *Wed, Jan16th '13*
                            Identifiying teacher's problems in teaching writing.
c.   Observation   →   *Wed, Jan16th '13*
                            Identifying the problem during teaching learning process.
d.   Pre test   →   *Mon, April 15th '13*
                            Identifying students' writing ability.
e.   Cycle 1   →   1st meeting *(Tues, Aprl 16th '13)*
                            Implementing the action plan
                      →   2nd meeting Test Cycle 1 *(Wed, Aprl 17th '13)*
                            Implementing the action plan.
                            Measuring the writing ability after the action
f.   Cycle 2   →   1st meeting *(Mon, April 29th '13)*
                            Implementing the action plan
                      →   2nd meeting Test Cycle 2 *(Tues, Aprl 30th '13)*
                            Implementing the action plan
                            Measuring the writing ability after the action

The summary of research implementation
a.   Pre Research
The researcher conducted pre **observation** to know the condition of English teaching learning. Then, the researcher **interviewed** both of English teacher and one of the student's VIII-I. After that, the researcher conducted **pretest** to make sure that the writing ability in VIII-I class still in low level and need improvement in the next case. The aims of pretest given are to know the students competence in writing ability. The researcher explained little about recount text, gave the example of recount text, then the researcher asked the student to build passage as they can. The researcher asked the students built 3 paragraphs that minimal consist of 5 sentences. The topic of this recount text the researcher asked is unforgettable experiences. So, the students could make freely based on their experiences.

The result of the pretest was not far from the English teacher said. Most of the students just copied the example of recount text given by the researcher when the researcher explained about recount text. The students changed its title and the name of the characters then the students rewrite on a piece of paper.

b.   Cycle 1
The researcher **identified the problem** based on pre research then maked **planning** for the action in cycle 1.
1)   Implementing the action
- 1st meeting:
The researcher told the students that the day's activities would be writing section especially on recount text by using scrambled sentences technique. By considering the teacher's statement that the students have learned about recount text before, the researcher just explained recount text by fast. The researcher also gave the students materials about past tense. The researcher gave example of recount text that used in pretest before. The researcher continued for the next step. The researcher gave the students about seven numbers of mixing words wrote in the whiteboard. The researcher did one number as the example, and asked the students to do the other number. The researcher gave time for about 15 minutes to do the exercise. After finished, the researcher gave correction in that exercises. Four students that came forward, write the incorrect sentences. After gave corrections, the researcher thought that the students had ability to make good sentences from scrambled sentences.
- 2nd meeting:
The students' given 8 number of exercises, all of the number consist of scrambled sentences (mixing words) that use present tense. The student asked to make unscrambled sentences and changed the present tense to past tense, and then the students asked to build 3 paragraphs of recount text from it scrambled sentences by the title *"Going to EOS Studio"*. The result of post test showed that the students' mean score improved from 48.24 in the pretest to 57.94 in test cycle 1.
2)   Observing the action
The collaborator saw and stated that he met some students still confused then they talked each other. Even some of the students still confused, the researcher met improvement based on the students' test score. The students' pre test mean score 48.24 then in the test cycle 1 57.94.

3)   Reflecting the action

From the observation above, the researcher and the English teacher got the result from first cycle. They were found several positive results and some weaknesses from the first cycle

4)   Revising the action

The researcher realized that there were improvement in students' writing ability, but the researcher still found some problems faced by the students that should be solved soon. Besides the means score did not fulfill the standard minimum score (KKM) that used in MTs Negeri Surakarta 2, based on result in first cycle, it was found that some students were still confused on mixing scrambled sentences to unscrambled order. The students also still confused implementing tense, from present tense to past tense and they were seemed confused in constructing good sentences.

The researcher had revised her plan and consulted it with the collaborator. The plan consist of several points, they are:

- Guiding and giving the students more exercises in making unscrambled sentences from scrambled sentences.
- Reviewing more details about past tense and the researcher explaining about regular and irregular verbs that usually used in students' daily.
- Being more interesting in delivering the material to make the students motivated.
- Asking the students to bring their dictionary.

c.   Cycle 2

1)   Planning the action

The researcher had revised the plan to implement on the second cycle. The researcher should give the students more exercises in mixing words, the researcher also explained more about past tense. Here the researcher should prepare the students' exercises and students' worksheet that used for test cycle 2.

2)   Implementing the action

- **1st meeting**

The researcher explained clearly about recount text. Especially the researcher explained about the generic structure of recount text, they are orientation consist of the setting and introduction the participant, events that tell what happened in what sequences and re-orientation as the closing of recount text that's the optional-closure of events. The researcher gave the example of recount text that using in the pre-test before. In the end of explanation, the researcher gave time to questions and answer till all of the students knew about recount text. The students maked the sentences from present tense to past tense. The researcher corrected the answer and explained by underlining the words that consist of regular verbs and irregular verbs. The researcher maked some list of words that usually used in daily and write down in the whiteboard. The researcher asked the students to memorize the list of words, especially on the irregular type.

The researcher continued the treatment of using scrambled sentences. the researcher gave 12 numbers of exercise write down in the whiteboard. The researcher gave 20 minutes for the students to do these exercises, and then asked three students to write down their answer in the whiteboard, and for the eight numbers they wrote down the answer as volunteer. The researcher found only 3 students wrote incorrect answer.

- **2nd meeting**

The researcher opened the class by reviewing the pervious study by asking the students some question about recount text and regular-irregular verbs orally. The researcher asked the students to prepare a piece of paper, then gave them a copied of worksheet. The test consists of 9 numbers of scrambled sentences, using present tense. The students asked to mix the scrambled sentences to unscrambled order, then built 3 paragraphs from these mixing sentences. The researcher asked the students doing the test individually. The researcher walked around the class during the students did the test.

3)   Observation

The collaborator observed during the cycle 2 implementation. The observation result of cycle 2 were the students seemed enjoy, did not make noisy as usual, paid attention to the researcher explanation, and the activity ran well. The students also could do the exercises that the researcher gave in the whiteboard then most of the students write down the answers correctly. The researcher also observed in order to know how far the improvement writing ability the students made in that case. The mean score of test cycle 2 improved significantly from 57.94 in test cycle 1 to 68.83 in test cycle 2. the mean score was passed the standart minimum score.

4)   Final reflection

After analyzing the observation result in cycle 2, the researcher and the collaborator found some differences between the result of the action in cycle 1 and cycle 2. There were some positive results and negative result that can be explained as follows:

✓   Positive result
-    There was an improvement of students' writing ability. It could be seen from the result of test cycle 2 that was 68.83; it was higher than the mean score of test cycle 1 was 57.94.
-    The students still remembered the recount text and its generic structure taught in cycle 2.
-    The students were more paid attention during the teaching learning process.
-    The researcher could manage action implemented on the class better than in the first cycle. The researcher asked the students orally, it made the researcher did not always write down in the whiteboard.
-    The mean score of test cycle 2 covered the standard minimum score (KKM) that used in MTs Negeri Surakarta 2.

✓   Negative result

Sometimes the students tended to make noise during the teaching learning process. Fewer students were passive than before, their score of test still low even there was no improvement.

2.   The Result

The result of students' writing ability shows that scrambled sentences can improve some case of writing recount text significantly. It can be concluded by analyzing the result of pretest, test cycle 1, and test cycle 2. The differences of the three results said that there was an improvement of the students' writing ability in that case.

- The students mean score improve after implemented the tests

   pre test (48.24) → test cycle 1 (57.94) → test cycle 2 (68.83)

- Number of students' improve score

   from pre-test to test cycle 1 → 33 students (87 %)

   from test cycle 1 to test cycle 2 → 34 students (92 %)

- Number of students' haven't improve score

   from pre-test to test cycle 1 → 4 students (11 %)

from test cycle 1 to test cycle 2 → 3 students (8 %)
- Number of students' passed KKM
from pre-test to test cycle 1 → 9 students (24 %)
from test cycle 1 to test cycle 2 → 29 students (78 %)

- Number of students' failed KKM
from pre-test to test cycle 1 → 28 students (76 %)
from test cycle 1 to test cycle 2 → 8 students (22 %)

Score of Pre Test, Test Cycle 1 and Test Cycle 2

NO	NAMA	PRE TEST	TEST CYCLE 1	TEST CYCLE 2
1	Alif Nurrohmah A	55	63	72
2	Anna Tri Yuni S	50	56	72
3	Annisa' Nurrohmah	45	56	75
4	Aprilia Vernandita	45	59	63
5	Ardian Faisal Fahmi	55	60	66
6	Arini Septia Effendi	50	75	69
7	Arvian Sofyan Majid	50	50	66
8	Dhea Rosediana Dewi	45	59	63
9	Diky Wahyu Putra	55	63	66
10	Fita Fitriyana	50	68	72
11	Ike Noviyanti	45	50	66
12	Ina Nur Fadhilah	45	63	75
13	Krisna Wicaksono	45	50	63
14	M Khoirul Hanafi	45	50	72
15	M Nur Aziz	50	50	72
16	Masyu Masajid	50	50	69
17	Meliza Arrohmah	45	50	63
18	M Fajar Bayu Saputra	45	50	72
19	Muhammad Arif N	45	50	72
20	Muhammad Azzam B	45	63	75
21	Muhammad Sholeh F	50	56	63
22	Nadlifa Uzlifatul J	45	65	69
23	Nadya Larasati	50	72	63
24	Octa Regita Yusuf	40	50	66
25	Oky Novia Pertiwi	50	68	69
26	Pradantyara H M D	50	65	72
27	Puja Sukmawati	50	75	66
28	Putri Erika S	40	50	63
29	Qoni'atun Hikmah	55	68	75
30	Rahmat Sugiarto	45	50	69
31	Ratna Fatikawati	50	50	69
32	Rizka Azhara	50	63	72
33	Sholikin	45	50	63
34	Tri Yulianto N	45	56	69
35	Ulfah Nurhidayah	60	65	72

36	Yunita Dwi N	55	56	75
37	Zellin Uriske	45	50	69
The average of the test		48.24	57.94	68.83

The Result of Pre Test and Test Cycle 1

NO	NAMA	PRE TEST	KKM	TEST CYCLE 1	PASSED/ FAILED
1	Alif Nurrohmah A	55	65	63	F
2	Anna Tri Yuni S	50	65	56	F
3	Annisa' Nurrohmah	45	65	56	F
4	Aprilia Vernandita	45	65	59	F
5	Ardian Faisal Fahmi	55	65	60	F
6	Arini Septia Effendi	50	65	75	P
7	Arvian Sofyan Majid	50	65	50	F
8	Dhea Rosediana Dewi	45	65	59	F
9	Diky Wahyu Putra	55	65	63	F
10	Fita Fitriyana	50	65	68	P
11	Ike Noviyanti	45	65	50	F
12	Ina Nur Fadhilah	45	65	63	F
13	Krisna Wicaksono	45	65	50	F
14	M Khoirul Hanafi	45	65	50	F
15	M Nur Aziz	50	65	50	F
16	Masyu Masajid	50	65	50	F
17	Meliza Arrohmah	45	65	50	F
18	M Fajar Bayu Saputra	45	65	50	F
19	Muhammad Arif N	45	65	50	F
20	Muhammad Azzam B	45	65	63	F
21	Muhammad Sholeh F	50	65	56	F
22	Nadlifa Uzlifatul J	45	65	65	P
23	Nadya Larasati	50	65	72	P
24	Octa Regita Yusuf	40	65	50	F
25	Oky Novia Pertiwi	50	65	68	P
26	Pradantyara H M D	50	65	65	P
27	Puja Sukmawati	50	65	75	P
28	Putri Erika S	40	65	50	F
29	Qoni'atun Hikmah	55	65	68	P
30	Rahmat Sugiarto	45	65	50	F
31	Ratna Fatikawati	50	65	50	F
32	Rizka Azhara	50	65	63	F
33	Sholikin	45	65	50	F
34	Tri Yulianto N	45	65	56	F
35	Ulfah Nurhidayah	60	65	65	P
36	Yunita Dwi N	55	65	56	F
37	Zellin Uriske	45	65	50	F
Number of students improve score				33	-
Number of students haven't improve score				4	-
Number of students passed KKM				-	9

Number of students failed KKM	-	28
Percentage number of students improve score	89%	-
Percentage number of students haven't improve	11%	
Percentage students passed KKM	-	24%
Percentage students failed KKM	-	76%

Table 4.8: The Result of Test Cycle 1 and Test Cycle 2

NO	NAMA	TEST CYCLE1	KKM	TEST CYCLE2	PASSED/ FAILED
1	Alif Nurrohmah A	63	65	72	P
2	Anna Tri Yuni S	56	65	72	P
3	Annisa' Nurrohmah	56	65	75	P
4	Aprilia Vernandita	59	65	63	F
5	Ardian Faisal Fahmi	60	65	66	P
6	Arini Septia Effendi	75	65	69	P
7	Arvian Sofyan Majid	50	65	66	P
8	Dhea Rosediana Dewi	59	65	63	F
9	Diky Wahyu Putra	63	65	66	P
10	Fita Fitriyana	68	65	72	P
11	Ike Noviyanti	50	65	66	P
12	Ina Nur Fadhilah	63	65	75	P
13	Krisna Wicaksono	50	65	63	F
14	M Khoirul Hanafi	50	65	72	P
15	M Nur Aziz	50	65	72	P
16	Masyu Masajid	50	65	69	P
17	Meliza Arrohmah	50	65	63	F
18	M Fajar Bayu Saputra	50	65	72	P
19	Muhammad Arif N	50	65	72	P
20	Muhammad Azzam B	63	65	75	P
21	Muhammad Sholeh F	56	65	63	F
22	Nadlifa Uzlifatul J	65	65	69	P
23	Nadya Larasati	72	65	63	F
24	Octa Regita Yusuf	50	65	66	P
25	Oky Novia Pertiwi	68	65	69	P
26	Pradantyara H M D	65	65	72	P
27	Puja Sukmawati	75	65	66	P
28	Putri Erika S	50	65	63	F
29	Qoni'atun Hikmah	68	65	75	P
30	Rahmat Sugiarto	50	65	69	P
31	Ratna Fatikawati	50	65	69	P
32	Rizka Azhara	63	65	72	P
33	Sholikin	50	65	63	F
34	Tri Yulianto N	56	65	69	P
35	Ulfah Nurhidayah	65	65	72	P
36	Yunita Dwi N	56	65	75	P
37	Zellin Uriske	50	65	69	P
Number of students improve score				34	-
Number of students decrease score				3	-
Number of students passed KKM				-	29

Number of students failed KKM	-	8
Percentage number of students improve score	92%	-
Percentage number of students decrease score	8%	-
Percentage students passed KKM	-	78%
Percentage students failed KKM	-	22%

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the research findings, some conclusions can be drawn. First, the students can be easily making sentences from scrambled sentences. They also improve in building paragraphs from mixing sentences that gave in scrambled sentences. Besides, the students' motivation and attitude toward English lesson especially in writing get better.

Second, the result of the research shows that the use of scrambled sentences technique improved the students ability in writing recount text. It is shown from the scores they got in the test; both of the case of cycle 1 and cycle 2 are improve. The percentages of students' scores had significant improvements after implementing the test. How far scrambled sentences can improve the students' writing ability serves as follows:
- There were from 89% students improve their scores after doing the test cycle 1 to 92% students improve their scores after doing the test cycle 2.
- After doing test cycle 1 there were only 24% students passed the standard minimum score (KKM), it improves 78% students passed the standard minimum score after doing test cycle 2.

B. Implication

In teaching writing in Junior High School, it is important to implement any techniques which can attract the students' attention and interest. The use of appropriate technique in conveying the materials during the teaching learning process will make the students have high motivation and interest in joining the lesson. It can also help them to receive and understand more materials. The use of scrambled sentences technique in teaching writing has proven in effective way to improve the students' writing ability in the case of recount text. The research result shows that there are some improvements in the students' writing ability and the students get more concentration during the lesson. The students can built some paragraphs based on some number of scrambled sentences given by the researcher. They were more interested, enthusiastic, and active during the teaching learning process.

C. Suggestions

Based on the experiences of the researcher during the action research, the researcher proposes some suggestions for the betterment of the students' writing ability as follows:
1. For the teacher
   a. The teacher should know how to enhance their ability in teaching and to develop a good atmosphere in the class, so the students learn easily and comfortably in their class
   b. The teacher can use scrambled sentences technique as an alternative technique in teaching writing and the teacher should be creative to use it in order to make the students' interest and the teaching learning process not feel bored.
2. For the students
   a. To improve students' writing ability, all of the students have practice writing as much as possible.

b. Student in general should encourage themselves to learn more, ask what they do not know and learn as much as possible.
3. For the institution of education

An institution of education should encourage and support the English teachers to improve the quality of their teaching. It can be done by providing some facilities in order to support the teaching learning process, so the teaching learning process can run effectively.
4. For other researcher
a. The other researcher can get valuable experience which can be used for doing a better action research in the future.
b. The other researcher can use this research as additional resources to conduct research about writing.

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