

THESIS

**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING RECOUNT
TEXT THROUGH JUMBLED SENTENCES TECHNIQUE FOR EIGHTH
GRADE STUDENTS OF MTS MUHAMMADIYAH 01 MEDAN**

*Submitted to the English Departement of English Education Faculty of Tarbiyah
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Requirements for the Degree bachelor of Education*

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ABSTRACT

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Thesis Title : Improving Students' Achievement in Writing Recount
Text through Jumbled Sentences Technique for Eighth
Grade Students of Mts Muhammadiyah 01 Medan
Keyword : Writing Recount Text, Jumbled Sentences Technique

The objective of this research is to know the improving of Jumbled Sentences Technique in Students' achievement in writing Recount Text and to find out whether the improvement Students' Achievement in Writing Recount Text through Jumbled Sentences. This research was conducted at MTs Muhammadiyah 01 Medan academic year 2017-2018 as the subject of researcher. The subject of this research were consisted of 21 students of the eighth grade in class VIII.

The research was conducted with Classroom Action Research. In conducting this classroom action research, the writer divided the action into two cycles. The instrument of collecting data were qualitative data from observation, interview, diary notes, and documentation. Quantitative data were taken from tests, which was carried out in the end of every cycle.

Based on the result of the data analysis showed that there was an improvement of the result of the students' achievement in writing recount text from each cycle. After doing Post-Test cycle I, there was an improvement of the result of the students' mean was 65,7. Where, 4 students who got successful score criteria above 75 or it was only 19 % and 17 students who got unsuccessful score criteria above 75 or it was 81 %. Then, doing an improvement in second cycle after reflection in the first cycle, there was an improvement of students' mean was 80,5. Where, 15 students who got successful score criteria above 75 or it was 71 % and 6 students who got unsuccessful score criteria above 75 or it was 29 %. . in other words, the students' achievement at writing recount text was improved. And based on interview sheet, observation sheet, diary notes and documentation, it showed that the expression and excitement of the students were also improved.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Writing is one of the four language skills which are taught in a language class. Writing is a complex process that involves generating and developing ideas, analyzing meaning and making any decisions about contents, forms, organizations and styles. In other words, writing is an open process of discovery.

In English writing lesson, there are many kinds of text namely narrative, descriptive, recount, report, anecdote, procedure, etc. The basic competence of the texts is that the students are able to communicate both orally and written.

In fact, writing skill is considered as the most difficult skill to do in language learning, in terms of skill, producing a coherent, extended piece of writing is probably the most difficult to do in language.

Writing skill is complicated and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devise but also conceptual and judgment element. Some other difficulties in writing process such as stating the main ideas and controlling ideas which are caused by the lack of vocabulary. Lacks of vocabulary items can also make troubles to the students in organizing the ideas coherently and cohesively. The last is the lack of mastering the grammar; it usually causes the students' error to choose the preposition and tenses.

The junior high school students as the learners of English may have possibilities to find out many difficulties, particularly in writing skill mainly in

writing recount text. In this case in MtsMuhammadiyah 01 the problems that the English teacher faces especially in teaching writing skill are low interest and learning motivation.

In this case, teaching methods, approaches and media have important roles to survive the class activities. All of them are effective to motivate the students to enjoy and follow the learning process eagerly.

Referring to the phenomenon above, an English teacher should be able to find out and apply proper techniques, strategies and media in the process of teaching learning, mainly in teaching writing skill in order that the students will not feel boring and get low interest. Concerning with this statement, in this study the writer intends to apply a teaching technique in which she will apply Jumbled Sentences technique in teaching writing skill mainly in writing recount text. This technique is expected to be able to motivate the students in learning English especially in writing recount text.

Pondering the situation above, the writer is interested to investigate about **Improving students' achievement in writing recount text throughJumbled Sentences technique for eighth grade students of MTs Muhammadiyah 01 Medan.**

1.2. Research Problem

1. How the students achievement in writing recount text throughJumbled Sentences technique ?
2. Can Jumbled Sentences technique improve students achievement in writing recount text ?

1.3. Objective of the Study

The objective of this study is to find out whether Jumbled Sentences technique can Improving students achievement in writing recount text.

1.4. The Scope of the Study

Based on the background above, the scope of research focus on improving studentsachievement in writing recount text throughJumbled Sentences technique for eighth grade students of MTs Muhammadiyah 01 Medan.

1.5. Significances of the Study

The finding of the research is expected to be useful for the teachers, students and other researchers. It is expected that the result of the study can be beneficial for the following:

1. For the teacher of English

They should apply technique in teaching grammar especially writing recount text so that the students can be more active, enthusiastic and enjoyable during teaching learning process.

2. For the students

Should practice their writing recount text in terms of developing and improving their writing recount text. Where as the writing recount text is very important for in writing achievement.

3. To other researcher

As the information to get the good method to improve the students' achievement in writing recount text.

1.6. Definition of the key terms

To avoid misinterpretation and misunderstanding of the readers, the writer clarifies some terms used in this study:

1. Writing

Writing is one element of language skills that should be mastered by the students, which is used to express ideas, feelings, experiences, emotions and many others which is written in clear, united, significant, logical and coherent form.

2. Recount text

Recount is a piece of text retell past events usually in order in which they occurred. Generally a recount text begins with an orientation and then unfolds with a series of events. The purpose of a recount text is to provide the audience with the description of what occurred and when it occurred.

3. The Jumbled Sentences Technique

The Jumbled Sentences technique is a fun activity played in teaching learning process especially in teaching writing procedure text by arranging the Jumbled Sentences provided with certain rules made by the teacher.

1.7. Previous Studies

There are some researches relate to this study. One of them was the “Improving Students’ Achievement in Writing Recount Text through Think Pair Share Strategy”, By HotriaManik

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

The basic concept of a study must be made clear from the start. This is considered important to understand the ideas to be conveyed. Therefore the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, it is very important to discuss so that the reader will get the point clearly.

2.1.1. Writing

Writing is one of the manifestations of linguistic competence that are expressed in the form of written language use, other than in the form of spoken language. In the category of language skills, writing skills are still regarded as the most difficult, between speaking and reading, by the majority of the student or students. Listening may be considered to have the same level of difficulty with writing skills.¹ Writing is the expression of language in the form of letters, symbols or words. There are many kinds of writing such as expository, narrative, descriptive and persuasive.²

Writing is one way of making meaning from experiences for ourselves and for other. So, writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfyingly of thought and feelings.

الذي علم بقلم

¹.Pardiyono. (2006). *12 Writing Clues for Better Writing Competence*. Yogyakarta :Andi Offset. p. 1.

². Dewi, Utami (2013). *How to Write*. Medan : La-Tansa Press. p. 2.

“Who thought the human by kalam (pen)”³

Harmer states “Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.” According to Trimmer, writing is opportunity. It allows you to express something about yourself, to explore and explain ideas, and finding the right words to present them. The graphic symbol must be arranged in such a way according to certain convention to form words to form phrase, phrase to form sentence, sentence to form paragraphs, paragraphs to form text or passages. So, writing is not only the process of thinking of something to say and selecting the words which proper to express, but also it is the process of arranging ideas from the information, and organizing sentence into meaning form of writing.

a. The Process of Writing

According to Harmer the process of writing has four elements:

1) Planning

In the first place the writers have to consider the purpose of their writing not only the type of text they wish to procedure, but also the language they use, and the information they choose to include. Secondly, experienced writers think of audience they are writing for, since this will influence not only the shape of the writing (how it laid out, how the paragraphs are structured, etc.), but also the choice of the language ,for example, it is formal or informal in tone. Thirdly, writers have to sequence the facts, ideas or arguments which they have decides to include.

³ QS. Al- Alaq: 3

2) Drafting

We can refer to the first version of a piece of 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)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. 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, this may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

b. Genre

The word *genre* comes from French (and originally Latin) word for 'kind' or class. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text.

According to Gerot and Wignell texts are divided into thirteen types of genre, there are :

1) Report

Social function: to describe the way thing are, with reference to arrange of natural and social phenomenon in our environment.

2) News item

Social function: to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

3) Analytical exposition

Social function: to persuade the reader or listener that something is the case.

4) Anecdote

Social function: to share with others an account of unusual or amusing incident.

5) Recount

Social function: to retell events for the purpose of informing and entertaining.

6) Narrative

Social function: to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

7) Procedure

Social function: to describe how something is accomplished through a sequence of action or steps.

8) Description

Social function: to describe a particular person, place or thing.

9) Hortatory Exposition

Social function: to persuade the reader or listener that something should or should not be the case.

10) Explanation

Social function: to explain the processes involved in the information or workings of natural or socio cultural phenomena.

11) Discussion

Social function: to present (at least) two points of view about an issue.

12) Reviews

Social function: to critique an art work or event for a public audience.

13) Spoof

Social function: to retell an event with a humorous twist.⁴

To more concentration to the effective of using of language in written text, it is better organized based the using of genre. As Pardiyono's statement, genre can be defined as the type of text which made effectively, the choice, and arrangement element of the text, and suitable of grammatical patterns.⁵

2.1.2. Recount Text

⁴.HotriaManik. (2012). Skripsi: *Improving Students' Achievement in Writing Recount Text Through Think Pair Share Strategy*. Medan. p. 4.

⁵.Pardiyono. (2007). *PastiBisa Teaching Genre-Based Writing*. Yogyakarta: Andi. p. 34

A recount is the retelling or recounting of an event or experience or recount is a text that retells events or experience in the past. In literary term, experience is what we do, feel, hear, read, even what we dream. Simple recount is defined as a type of text made in order to give information about the past activities. A recount retell past events in the order in which they happened.

Recounts are often personal stories and they can be either factual or imaginative .examples of recount genre include a trip to the zoo which a family took yesterday, the story a pink coupon from the sky, many biographies and event.⁶

Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions.⁷ A text is a meaningful linguistic unit in a context.⁸ Text is main printed part of a book or magazine.⁹

Recount text is one of story genre that tells the events or experiences in the past. Recount text shows something our activities that we have done in the past for example about the activity as long as in holiday activities, seminar activities, etc. According to Hyland the purpose of a factual recount is to document a series

⁶. Dirgeyasa. (2014). *Collage Academic Writing: A Genre-Based Perspective*. Medan :Unimed Press. p. 24.

⁷. Knapp, Peter& Megan Watkins. (1947). *Genre Text Grammar*. Australia : University of New South Wales Press Ltd. p.223.

⁸.Sanggam. (2008). *Generic text Structure*. Yogyakarta: GrahaIlmu. p. 1.

⁹.Victoria Bull. (2011). Oxford: Learner's Pocket Dictionary. New York : Oxford University Press. p. 459.

of events and evaluate their significance in some ways. The purpose of literary or story recount is to tell a sequence of events so that it entertains. The purpose of recount text in general is to entertain like Narrative, but recount the incident has focused the past to tell what it is. Often the author gives an impression or opinion of the events related. The main difference this text Narrative is the absence of complications of problem or conflicts experienced by the characters in the text recount.

To begin making a recount text firstly we should understand the rhetorical structure, which is orientation, which is text element consider to the topic that will be informed to the reader, and then followed by record of event which consist of the chronological event which consist of the chronological event and ended by re-orientation. Moreover we should also follow the language feature of recount text as the characteristics to build a good text.¹⁰

a. Social function of Recount text

Social function also can be called as purpose. Social function is the important part in writing genre. Garot and Wignell states that the social function of recount is to retell events for the purpose of informing or entertaining.¹¹

b. The generic Structure and textual Elements of Recount Text

¹⁰Hayland, Ken. (2003). *Second Language Writing*. New York: Cambridge University Press. p. 99.

¹¹.Gerot, Linda & Peter Wignell. (1994). *Making Sense of Functional Grammar*. Cammeray: Antipodean Educational Enterprises. p.194.

The rhetorical structure and textual elements of recount writing consists of :¹²

- 1) Orientation
- 2) Records of events
- 3) Re-orientation

Table 1.1. The Generic Structure and Textual Elements

Textual Elements	Function
Orientation	<ul style="list-style-type: none">▪ it consists of theme or topic to be informed.▪ To show the reader about the topic/theme being informed.▪ To attract reader's attention and interest.▪ It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Record of events or sequence of events	<ul style="list-style-type: none">▪ to provide details about the event informed/described chronological (the type of plot may vary).▪ It is better to tell chronologically rather than flash back and zigzag. In order to have a good chronological order the sequence markers such as first, second, third, etc are important.

¹². Dirgeyasa. p. 27.

Re-orientation	<ul style="list-style-type: none"> ▪ it function to show personal attitude about the activities or event informed or told of record of event. ▪ It is a matter of conclusion with personal attitude.
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The above design is a standard and common rhetorical structure of the genre recount writing. As it is explained above, it consists of there main elements namely orientation, records of event of sequences of events, and re-orientation, they have a clear and vivid structure of descriptive writing, the format above can be drawn in physical sense as follow.

Orientation
Record of Events or Sequence of Events
Re-orientation

In detail, the recount has the following features :

1. The recount has a title, which usually summaries the text.
2. It has specific participants.
3. The basic recount consists of three parts :
 - The setting or orientation-background information answering the questions (why?, when?, where?, and why?)
 - Events are identified and described in chronological order.
 - Concluding comments express a personal opinion regarding the events described.

4. The details are selected to help the reader reconstruct the activity or incident (factual recount).
5. The ending may describe the outcome of the activity, e.g. in a science activity (factual recount).
6. The details of time, place and incident need to be clearly stated, e.g. At 11.15 pm, between Reid Rd and Havelock s a man drove at 140 kms toward the shopping centre (Factual Recount).
7. The descriptive details may also be required to provide information, e.g. He was a skinny boy with a blue shirt, red sneakers and long tied back hair (factual recount).
8. It includes personal thought/reactions (imaginative Recount).

c. The Language Feature of Recount Text

Hyland states that there are some characteristic of recount text, which this text always used. It is called language feature which are:

- 1) Using nouns and pronouns to identify people animals or things involved.
- 2) It can be written in the first or the third person
 - 1st person. It is happening to the person writing the recount i.e. I went to the park.
 - 3rd person. An observer is telling it. Tom went to the park, there he saw a pon.
- 3) Using action verbs to refer to events
- 4) Using past tense to locate events in relation to speaker's or writer's time.

- 5) Using conjunctions and time conversations and time connectives to sequence the events
- 6) Using adverbs and adverbial phrase to indicate place and time
- 7) Using of adjective to describe nouns.

d. The relevant grammatical patterns

As explained above, the grammatical patterns or language usages of certain genre writing seem to have their own distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens, how it happens, or why it happens. In general, the common grammatical pattern of recount text includes:

- a. It focuses on specific participants.
- b. It is written in the past tense (she yelled, it nipped, she walked). Most often in the past tense, but may be in the immediate present for effect.
- c. It varies the sentences increase tension : longer sentences provide contrast and detail.
- d. The frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as the left, late on Friday.
- e. The recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).
- f. The details are often chosen to add interest to humor to the recount.
- g. It uses personal pronouns (I,we) (personal recount).

Then, recount writing also should contain and cover the following features in terms of grammatical patterns features such as setting the scene (who, when, where, and what).

e. The Example of Recount Text

Table.2.2. The example of recount text

Text Element	Example
Orientation (Who, Where, When, Why)	Some friends and I went to Jogjakarta for a vacation
Record of Events (done in temporal sequence use simple past, specific time and action verb).	We had our vacation soon after the school exam was over. We chose to go to Jogjakarta because we thought that the place was nice and the people were friendly. In addition, some friends told me. That it had a lot of places of interest we left for Jogja early in the morning, and we took Pramex train that departed at 08:00. We got off in the Tugu railway station, and headed to Malioboro for some food and drinks. After we had a walk around the places for minutes, we took a taxi and headed to the beach. It was

	<p>Parangtritis beach which is well known for minutes, we took a taxi and headed to the beach. It was Parangtritis beach which is well known for everybody for its legend of RoroKidul. We played with water and enjoyed the beauty of the waves reaching the seashore. We stay there for a day before finally we decided to be back to Malioboro.</p>
<p>Reorientation (closure and shows personal attitude)</p>	<p>We were very happy to spend a day playing with water and enjoy the net of the beach. we left Malioboro at a quarter at a quarter to four and went back home by Pramex train that departed at 4:00.</p>

2.1.3. Definition of Jumbled Sentences

The jumbled sentences game is a game in which the students are required to rearrange some jumble sentences provided by the teacher into a logic arrangement. The teacher can modify this kind of game into more interested and fun game to arouse the students' spirit and motivation. In other words, this game can be applied by an English teacher to motivate the students in order that they do

not feel boring and they can increase their achievement in learning mainly in writing recount text.¹³

2.1.4. Relationship of Jumbled Sentences Practice with Writing Skill

Manka states that organization of logical order is actually an activity of writing in which the writers are arranging words in a sentence or arranging jumbled sentences in a paragraph. Ordering jumbled sentence shows sentence organization in a text that is coherent and cohesive.

Jumbled sentences are a group of sentences arranged in illogical order. In relation to the characteristics of jumbled sentences practice mentioned previously, it can be categorized as controlled writing.¹⁴

Raimes points out that controlled writing is all the writing students do for which a great deal of the content and / or form is supplied. It is the opposite of free writing, where the students generate, organize, and express their own ideas, in their own sentences. In controlled task, more is given to the students: an outline to complete, a paragraph to manipulate, a model to follow, or passage to continue, for example.

Controlled writing is useful tool at all levels of composition teaching and not just in the early stages before students has gained enough fluency to handle free writing. Controlled writing tasks give students focused in getting words down on paper and in concentrating in one or two problems at a time; they are thus spared from tackling the full range of complexity that free writing entails.

¹³.<http://samsulhadipandawa5.blogspot.co.id/2014/06/improving-students-english-achievement.html>) Accessed on 21st, December 2016 21.17 p.m.

¹⁴.Manka, N. (1996). *English Teaching Form*. Washington. p.38.

For the teacher controlled writing is easier to mark and much less time consuming, so more can be assigned. If the student is steered away from choosing content or what to say about a topic because it is supplied, then both the student and the teacher can devote full attention to mastery the local point of the controlled writing, whether that is the use of past tense ending or the tenses used in indirect speech.

Raimes states the controlled writing can fit into a composition curriculum At any level of students' ability in these two places:

1. Before free writing, when students practice a grammatical point or syntactic Structure within a text and just as sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organization to help them in planning their own piece of writing.
2. After free writing, when we see what problems our students are having and assigned a controlled task to give the practice with the problem areas. When students write controlled writing exercise, they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas, and forming sentences. Controlled writing focuses the students' attention on specific features of the written language. It is good method of reinforcing grammar, vocabulary, and syntax in content. In addition, as the students write the passages, they are using the conventions of

written English, such as indentation, punctuation, connecting words, and spelling.¹⁵

Controlled writing can also be in the form of jumbled sentences. In this case, if the paragraph is unified, coherent, and well supported, the sentences in the paragraph could be mixed up (that is “jumbled”), and then reassembled by a reader who is not the author of the paragraph.

To be clearer, here is the example of jumbled sentences of paragraph exercise. Jumbled sentences:

FEVER

1. Then, on the third day, his body became stronger.
2. His temperature was 39C.
3. Tom was sick. He had a fever.
4. The doctor examined him and wrote a prescription for medicine.
5. His mother took him to the doctor.
6. Tom had to stay at home for three days.
7. They told him about the lesson, the teachers and their friends in their class.
8. His classmate Mira and Toni visited him.
9. He planned to go to school tomorrow. But he had to finish taking the medicine.

¹⁵.Raimes, Ann. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press. p. 96.

10. After taking the medicine for a day, he felt better.

Restructure/d Paragraph:

FEVER

Tom was sick. He had a fever. His temperature was 39 C. His mother took him to the Doctor. The doctor examined him and wrote a prescription for medicine. Tom had to stay at home for 3 days. After taking medicine for a day, he felt better. His classmate Mira and Toni visited him. They told about the lesson, the teacher and their friends in their class.

Then, on the third day, his bodies become stronger. He planned to go to school tomorrow. But he should finish taking the medicine.

2.1.5. The Steps Using Jumbled Sentences Technique in Writing Recount Text

Reid mentions the steps in reassembling a jumbled paragraph as the following:

- a. Read the jumbled sentences
- b. Identify the most general, most important sentences that introduce the paragraph (that is, the topic sentence)
- c. Find the second sentence that helps the reader anticipate what the paragraph Will be about
- d. Look for connectors that indicate the places of the middle supporting sentences in the body of the paragraph.

Controlled composition allows grading and sequencing of task; in other words, it is designed to make it easier for the students in writing since there are not grammatical mistakes in that composition. In this case, the students are not expected to express their thought, feelings and knowledge freely because they should follow teacher's control.

So, the students can concentrate in reassembling the paragraph organization. If students make error in controlled composition we can see from result of their poorly made task. Material for controlled writing is available not only in specialized textbooks, but also in the short reading passages found in most ESL texts, and of course in the writing of the students themselves. A student's composition once revised and corrected for grammar, can then be used by that same student or by the whole class as a text to change. For the teacher, the technique can help him/her in marking the students' works easier because the students are able to correct most of the mistakes by themselves before they hand their composition to their teacher.

The procedure of teaching paragraph writing through ordering sentences may be described as follows:

1. The teacher shows one example of material to the student then teacher explain to the students about what they have to do, that is arranging the jumbled sentences in to the correct order e. g., the teacher gives the students jumbled sentences and asks the students to arrange it.
2. The teacher explains to the students about transition signal/markers and how to use it, e. g., the teacher may ask about the function of the transition signal markers in paragraph writing.

3. The teacher asks the students whether they have understood about ordering Jumbled Sentences technique and the material. This can be done by asking some question about the materials that have been taught before, and the teacher explains the materials again clearly.
4. The teacher hands out practice material consisting mixed sentences and asks the students to restructure them in pairs based on the ordering jumbled sentences techniques to make them meaningful. For example the teacher may want to use the topic that related to daily life to make the students easy in doing the task.
5. Then they correct their work together based on the teacher's guidance, e.g., the teacher gives some instructions when they correct the works.
6. After that teacher distributes another material and asks the students to rearrange the sentences individually. The materials may be in the form of text in which the sentences have been jumbled.
7. After all the students have finished doing exercise, they check their answer together guided by the teacher's explains the materials again whether the students find difficulties in doing the task.
8. As the final procedure the teacher gives some home works concerning writing paragraph through ordering jumbled sentences. In this case, the teachers asks the students to make etc., and then ask the students submit the task in the next meeting and discuss it together.¹⁶

2.2. Conceptual Framework

¹⁶.Reid, Joy M. (1994). *The Process of Paragraph Writing*. New Jersey: Prentice Hall Inc. p. 85.

Writing is the process of communication which uses a conventional graphic system to convey a message to the readers. Someone writes about something because he/she has ideas which he/she wants to tell to other people. Writing should be organized effectively and include aspects such as, content, organization, vocabulary use, grammatical use and mechanical consideration such as spelling and punctuation. Therefore, writing is not an easy process. To write something someone's must be able to find the topic that he or she wants to write. After defining the topic he or she must be able to distribute the topic into some main ideas, and then develop some supporting ideas. They also must be able to make a draft of something that they wants to develop. Writing process can be easier to do if someone makes it as a habit.

Jumbled sentences is the technique of writing that are a group of sentences arranged in illogical order. Teacher can use this technique to develop development students' achievement in writing something. It can be easier to write something use sentences arranged. Students writing through jumbled sentences can help students to development their achievement in writing recount text, because recount text is a text genre which discuss about past experiences or past events that arrange the sentence can use jumbled sentences technique.

2.3. Hypothesis of Research

In this research, the researcher hypothesis as follows : there is no significant different result between teaching writing recount text without using jumbled sentences technique and thought using jumbled sentences technique.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location of Research

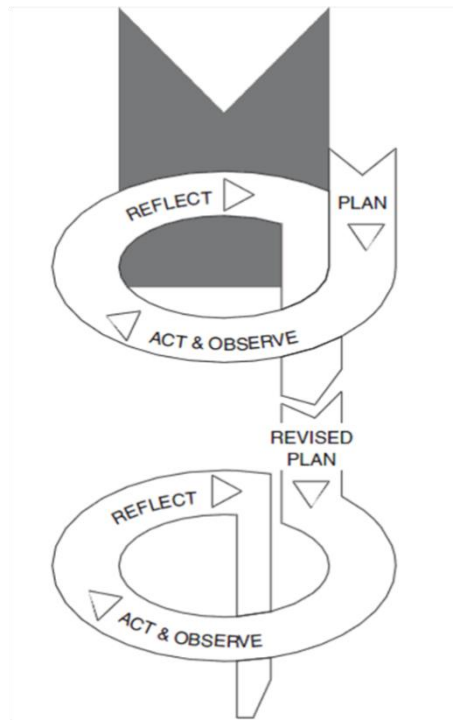
The location of Study is the Islamic Junior High School (Mts) Muhammadiyah 01 Medan on Darussalam Street No. 65 Kec. Medan BaruKelurahan Babura.

3.2 Research Design

This study belongs to Classroom Action Research. Action Research is utilized because it is aimed at improving outcomes of teaching and learning. It helps the teacher be more aware of the process. Classroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing and reflecting with each of these activities being systematically and self critically implemented and interrelated.

According to Kemmis and McTaggart action study is a participatory study consisting of spiral of following self-reflective cycles:

1. Planning in order to initiate change
2. Implementing the change (acting) and observing the process of implementation and consequences
3. Reflecting on processes of change and re-planning
4. Acting and observing



5. Reflecting

Kemmis and McTaggart do acknowledge that individual stages specified in Action Research Spiral model may overlap, and initial plan developed for the research may become obsolete in short duration of time due to a range of factors.

3.3 Subject of Study

RochiatiAtmadja in Syahrums book said that subject who being researched in qualitative is mentioned by informant which is become a relationship or counselor for getting information that need by researcher. The sampling is based on total sampling technique.

The subject of this research was chosen at the eighth grade students of Madrasah Tsanawiyah Muhammadiyah 01 Medan in academic year 2016/2017. The sample was taken only one class is VIII which consist 21 students.

3.4 Procedure of Collecting Data

3.4.1 First Cycle

3.4.1.1 Planning

Planning should be based on the problem identified. Below are the things prepare :

1. The lesson plan.
2. The materials for collecting data such diary, observation sheet and interview sheet.
3. The instrument for collecting data such diary, observation sheet and interview sheet.
4. Preparing the facilities and media (book and dictionary) that will be used interview sheet.
5. Preparing the assignment needed for students.

3.4.1.2 Action

Action meant the process of activity that would be done. Action was the implementation of planning. On the other hand, action was guided by planning that had been made formerly. The activities can be shown in the table below.

Table 3.1. : Activities in Cycle 1

No	Action	Out-put

1	Giving an orientation test	Basic knowledge of the students
2	<p>Building Knowledge of the field :</p> <p>Reviewing of the past tense and adverb of time. completing sentences with adverbs of time and past tense be used as the exercise.</p>	Knowledge of the field
3	<p>Modeling of the text:</p> <p>Showing of the students few written text of recount such as: letter, diary, and imaginative recount and emphasizing the schematic structure and language feature so that the students become familiar with it.</p>	Ability to write a recount text
4	<p>Joint construction of text:</p> <p>Asking students to writing recount text thought jumbled sentences technique. In this stage, teacher should walk around the classroom to give students help if there are difficulties in sentence correction, vocabulary, or paragraph organization.</p> <p>The teacher gives some correction to</p>	Jumbled sentences

	students' work.	
5	Analyzing ideas to get the conclusion: Students have conclusions from all the notes they had written individually.	Conclusion ideas
6	Independent construction of the text: Asking the students to rewrite their writing thought Jumbled Sentences into final recount text.	Recount text
7	Collecting the works and evaluating: students submit their recounts to their teacher. In other meeting, the teacher returns the students' writing with marks and correction if there are any mistakes.	Students' Achievement

3.4.1.3 Observation

Observation was aimed at finding out the information that would be used to the evaluation and would be the basic reflection. Therefore, doing observation must be carefully. In observation, feeling and certain behavior during recount text would be recorded : the attitude of the students while doing their work active or passive, the contribution of every student, and their attitudes in doing writing recount text.

3.4.1.4 Reflection

Reflection was the evaluation of the action that had been done. In reflection, the data were about the process, the problem and the difficulties that had been found. It would be continued by reflection toward the effect of action.

3.4.2 Second Cycle

The researcher would do cycle II, if the first cycle was not successfully done. It means that the researcher would arrange the plan based on the problem or the procedure in cycle I. This cycle was the improvement of the previous cycle. Similar to the previous activity, this cycle was started by planning the action. After deciding the plan, the teacher applied it.

3.5 The Instrument of Collecting Data

In this research, the data will collect by using quantitative data and qualitative data. In collecting quantitative data, the writer conduct writing recount text test. There are two test of writing recount text will give to the students the test will Pre-Test and Post-Test.

3.6 Scoring of the Writing Test

In scoring the test, The profile itself contains five components. They are :

- a. Content : The ability to think creatively and develop thoughts including all relevant to assigned topic.

- b. Organization : The ability to write in appropriate manner for particular purpose with a particular audience in mind together with an ability to select, organize and other relevant information.
- c. Vocabulary : The ability to write the word effectively and appropriate register.
- d. Language use : The ability to write correct and appropriate sentences.
- e. Mechanical Skills: The ability to use correctly those convention peculiar to written language e.g. punctuation, spelling.

The five aspects are differentially weight to emphasize

- a. The content (30 point)
- b. Organization (20 point)
- c. Vocabulary (20 point)
- d. Language use (25 point)
- e. Mechanic skills (5 Point)

Therefore, for all components students would get points. The specific criteria is described in details as the following.

Table 3.2. : writing score and criteria

1. Content

Score	Criteria
27-30	Very good to excellent: knowledge,

	substantive, through development of topic sentence, relevant to assigned topic
22-26	Average to good : some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor : limited knowledge of subject, little substance, inadequate of topic.
13-16	Very poor : does not show the knowledge of subject , not substantive, not pertinent, or not enough to evaluate.

2. Organization

Score	Criteria
18-20	Very good to excellent : ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good : non-fluent, ideas confused or disconnected, lacks logical sequencing and

	development.
7-9	Very poor, does not communicate, no organization, or not enough to evaluate.

3. Vocabulary

Score	Criteria
18-20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery appropriate register.
14-17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10-13	Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.
9-7	Very poor, essentially translation, little knowledge of English vocabulary, idioms and forms, not enough to evaluate.

4. Language Use

Score	Criteria
-------	----------

22-25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
18-21	Average to good : simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meaning seldom obscured.
11-17	Fair to poor : major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.

5. Mechanic Skills

Score	Criteria
-------	----------

5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good, occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscured or confused.
2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Because this kind of writing is recount, and recount has 3 generic structures, and it needs a good grammatical sequence, we also may score the achievement of students based on generic structure and grammatical itself. There is no book which proofs this scoring, but it is appropriate to use.

Table3.3 : assessment and criteria

Assessment		Criteria	Maximum
Generic Structure	Orientation	Topic and introduction	20

	Events	Content	30
	Re-orientation	Concluding sentence	10
Grammatical feature	Textual language	grammar	40
Total			100

The indicator of success for students recount writing score is 70 which is graded using the criteria above considering the school standard competency.

Table 3.4 : Criteria of Students' Achievement

No.	Quantitative	Qualitative
1	85-100	Excellent
2	70-84	Good
3	60-69	Fair
4	50-59	Poor
5	0-49	Fail

3.7 The Technique for Analyzing the Data

Qualitative and quantitative data were used in this study. The qualitative data was used to describe the situation during teaching-learning process, and the quantitative data was used to analyze the students' scores. The qualitative data

were analyzed from observation sheet, interview and Diary describe the improvement on the students' achievement.

The quantitative data (Post-Test I and Post-Test II) were analyzed by computing the score of the writing test. The component of the writing test covered the content, organization, vocabulary, language used and mechanics. The quantitative data was analyzed by applying the following formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = The mean of the students' score

$\sum X$ = The total score of the students

N = the number of the students

To category the number of the students who passed the test successfully it will calculated by applying the following formula :

$$P = \frac{R}{T} \times 100 \%$$

P = Percentage of Students who get the point 75

R = The number of the students who get point above 75

T = the total number of students who do the test.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1.The Data

This data of the research are qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, diary notes and documentation. The quantitative data were taken from reported writing test. This research was conducted in one class with 21 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle was conducted in two meetings included Pre-Test. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students got the post test.

4.1.1. The Quantitative Data

The quantitative data were taken from the test result on writing test, which was carried out in two cycle, there were five meetings were conducted. The test were given to the students in form of Pre-Test, Post-Test of cycle I and cycle II. The result of the students score could be seen in the following table.

Table 4.1. The Students' Writing Test Score

No.	Students' Initial Name	PRE-TEST		
		Pre-Test	Post-Test I	Post-Test II

1	AS	40	60	70
2	AR	20	20	20
3	APP	80	80	100
4	ANS	40	60	70
5	DS	42	60	70
6	DBY	52	60	80
7	FY	45	60	100
8	FA	40	70	80
9	FH	62	70	80
10	KD	43	70	90
11	MRI	52	60	90
12	MFH	40	60	70
13	MAP	50	60	80
14	NLR	70	70	90
15	RF	50	70	100
16	RS	42	80	100
17	RZ	50	80	50

18	SWN	65	80	90
19	FNA	42	60	80
20	WA	50	70	100
21	NF	50	70	80
Total (Y)		1025	1380	1690
Mean (X)		48,8	65,71	80,5

4.1.2. The Qualitative Data

The qualitative data were taken from observation sheet, interview, diary notes and documentation.

4.1.2.1.The Classroom Atmosphere in Language Teaching

The classroom atmosphere is described by using observation sheet as appendix 4.

4.1.2.2.Interview

There were two interview sessions were conducted. The first interview was done before conducting the research and another was done in the end of second cycle. The researcher interviewed the English teacher and the students. In the first session, the students were interviewed about their problems in writing skill. While the second session, the students were interviewed about their respond

or comments about the implementation of Jumbled Sentences Technique. From the interview which was done between researcher and teacher in the first meeting, it was found that the teacher had a problem in teaching English because of Students to know their problem in learning English. They faced difficulties in comprehending the lesson because theirs' achievement at writing recount text still low. It could be useful to interview the students in order to know the background of their difficulties. The interview which was done in the last meeting with teacher and students gave good response or opinion about Jumbled Sentences technique which can be improved the students' achievement in writing recount text in English. The interview sheet can be seen in appendix 5.

4.1.2.3. Diary Notes

Diary notes were written by the researcher in every meeting during conducting the researcher. Diary notes were used to describe writer thought and feeling about teaching learning process included the reflection and evaluation in teaching learning in writing recount text. The researcher voted whether they were paying attention to the teacher when teacher explained the lesson and also noted the students who were active to answer the question of the material.

The students who were not really serious in studying English because theirs' achievement at writing recount text still low. It could be proved from the result of their test. But in cycle II the students looked like to be serious and enthusiastic, active and joyful to study English so their score better then before score by used jumbled sentences technique.it could be seen from their score in

Post-Test II which improved than before. It means, their writing recount text improved after teacher learn them through jumbled sentences technique, so students' interest to writing recount text by used jumbled sentences technique. The complete data can be seen in Appendix 6.

4.1.2.4. Documentation

Documentation as a reporting observation for researcher by encoding every moment which considered important. The documentation took while the teacher taught them in front of the classroom, when the students did writing recount text by using jumbled sentences technique and also their activity during the teaching and learning process in the classroom. The documentation could be seen in appendix 8.

4.2.Data Analysis

4.2.1. Quantitative Data

The researcher gave tests in the end of each cycle. It was found that the means of students' score kept improving from Pre-Test until Post-Test of the cycle II. The following is data analysis of students' score:

Table 4.2. :Gained Scores in Pre-Test

No.	Students' Initial Name	PRE-TEST	
		Score	Criteria success (>75)

1	AS	40	Unsuccessful
2	AR	20	Unsuccessful
3	APP	80	Successful
4	ANS	40	Unsuccessful
5	DS	42	Unsuccessful
6	DBY	52	Unsuccessful
7	FY	45	Unsuccessful
8	FA	40	Unsuccessful
9	FH	62	Unsuccessful
10	KD	43	Unsuccessful
11	MRI	52	Unsuccessful
12	MFH	40	Unsuccessful
13	MAP	50	Unsuccessful
14	NLR	70	Unsuccessful
15	RF	50	Unsuccessful
16	RS	42	Unsuccessful
17	RZ	50	Unsuccessful

18	SWN	65	Unsuccessful
19	FNA	42	Unsuccessful
20	WA	50	Unsuccessful
21	NF	50	Unsuccessful
Total (Y)		1025	
Mean (X)		48,8	

From the table of Pre-Test, the total score of students was 1025 and the number of students who took the test was 21 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1025}{21} = 48,8$$

From the analysis above, students' achievement at writing recount text was low. The mean of students was 48,8. And to look the number of students who were competent in writing recount text test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{20}{21} = 0,95 \times 100 = 95 \%$$

$$P_2 = \frac{1}{21} = 0,047 \times 100 = 5 \%$$

**Table 4.3. :Distribution of Gaining Scores on Writing Recount Text Test of
Pre-Test**

	Criteria	Total Students	Percentage
<i>P₁</i>	Unsuccessful	20	95 %
<i>P₂</i>	Successful	1	5 %
Total		21	100 %

From the table analysis, it can be seen that the students' achievement at jumbled sentences was still low. The mean of students was 48,8. From the criteria 5 students got successful score it was only 5 %. In other one 20 students got unsuccessful score or it was only 95 %. It could conclude that the students' ability at writing recount text is still low. Further the researcher did treatment by applying jumbled sentences technique to increase students' achievement at writing recount text, to know the result of the strategy then the researcher gave test in the end of cycle 1 as Post-Test. It can be seen in the following table:

**Table 4.4. :Gain Scores on Writing Recount Text Test of Post-
Test in Cycle I**

No.	Students' Initial Name	CYCLE 1	
		Score	Criteria success (>75)

1	AS	60	Unsuccessful
2	AR	20	Unsuccessful
3	APP	80	Successful
4	ANS	60	Unsuccessful
5	DS	60	Unsuccessful
6	DBY	60	Unsuccessful
7	FY	60	Unsuccessful
8	FA	70	Unsuccessful
9	FH	70	Unsuccessful
10	KD	70	Unsuccessful
11	MRI	60	Unsuccessful
12	MFH	60	Unsuccessful
13	MAP	60	Unsuccessful
14	NLR	70	Unsuccessful
15	RF	70	Unsuccessful
16	RS	80	Successful
17	RZ	80	Successful

18	SWN	80	Successful
19	FNA	60	Unsuccessful
20	WA	70	Unsuccessful
21	NF	70	Unsuccessful
Total (Y)		1380	
Mean (X)		65,7	

From the table of Post-Test 1, the total score of students was 1380 And the number of students who took test was 21 students, so the students' mean was:

$$\text{Formula, } X = \frac{\sum x}{n}$$

$$X = \frac{1380}{21} = 65,7$$

From the analysis above, students' achievement at the writing recount text was low. The mean of students was 65,7 and to look the number of students who were competent in writing recount text test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{17}{21} = 0,81 \times 100 = 81 \%$$

$$P_2 = \frac{4}{21} = 0,19 \times 100 = 19 \%$$

Table 4.5. :Distribution of Gaining Scores on Writing Recount

Text Test of Post-Test cycle I

	Criteria	Total Students	Percentage
P_1	Unsuccessful	17	81 %
P_2	Successful	4	19 %
Total		21	100 %

From the table analysis, the students' achievement at writing recount text was still low. The mean of students was 65,7 From the criteria 4 students got successful score it was only 19 %. In other one 17 students for successful score or it was only 81%. it can be concluded that the students' achievement at writing recount text is still low. The result of Post-Test cycle I is categorized unsuccessful. The result of standard of minimum competence (SKM) minimum was >75 score. The average of students' achievement got 65,7 The score was got after applying Jumbled Sentences Technique in cycle I. it can be concluded that the learning process in cycle I was not successful because the students who got successful are 4 students and 17 Students failed. Then, next action was continued in cycle II.

Table 4.6. :Gain Scores on Writing Recount Text Test of Post-Test in Cycle II

No.	Students'	CYCLE 1I
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	Initial Name	Score	Criteria Success (>75)
1	AS	70	Unsuccessful
2	AR	20	Unsuccessful
3	APP	100	Successful
4	ANS	70	Unsuccessful
5	DS	60	Unsuccessful
6	DBY	80	Successful
7	FY	100	Successful
8	FA	80	Successful
9	FH	80	Successful
10	KD	90	Successful
11	MRI	90	Successful
12	MFH	70	Unsuccessful
13	MAP	80	Successful
14	NLR	90	Successful
15	RF	100	Successful
16	RS	100	Successful

17	RZ	50	Unsuccessful
18	SWN	90	Successful
19	FNA	80	Successful
20	WA	100	Successful
21	NF	80	Successful
Total (Y)		1690	
Mean (X)		80,5	

From the table of Post-Test II, the total score of students was 1690 And the number of students who took test was 21 students, so the students' mean was:

$$\text{Formula, } \bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1690}{21} = 80,5$$

From the analysis above, students' achievement at the writing recount text was low. The mean of students was 80,5 and to look the number of students who were competent in writing recount text test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100 \%$$

$$P_I = \frac{6}{21} = 0,29 \times 100 = 29 \%$$

$$P_2 = \frac{15}{21} = 0,71 \times 100 = 71\%$$

Table 4.7. :Distribution of Gaining Scores on Writing Recount Text

Test of Post-Test Cycle II

	Criteria	Total Students	Percentage
P_1	Unsuccessful	6	29
P_2	Successful	15	71
Total		21	100 %

From the table analysis, the students' achievement at writing recount text was still improved. The mean of students was 80,9. From the criteria 15 students got successful score it was only 71 %. In other one 6 students for successful score or it was only 29%. it can be concluded that the students' achievement at writing recount text improved. Post-Test cycle II was categorized successful. The result of standard of minimum competence (SKM) minimum was >75 score.

Table 4.8.:Gaining Scores of Post-Test in cycle I and Cycle II

No	Students' Initial Name	PRE-TEST		CYCLE I		CYCLE II	
		Score	Criteria Success (>75)	Score	Criteria Success (>75)	Score	Criteria Success (>75)
1	AS	40	Unsuccessful	60	Unsuccessful	70	Unsuccessful

2	AR	20	Unsuccessful	20	Unsuccessful	20	Unsuccessful
3	APP	80	Successful	80	Successful	100	Successful
4	ANS	40	Unsuccessful	60	Unsuccessful	70	Unsuccessful
5	DS	42	Unsuccessful	60	Unsuccessful	70	Unsuccessful
6	DBY	52	Unsuccessful	60	Unsuccessful	80	Successful
7	FY	45	Unsuccessful	60	Unsuccessful	100	Successful
8	FA	40	Unsuccessful	70	Unsuccessful	80	Successful
9	FH	62	Unsuccessful	70	Unsuccessful	80	Successful
10	KD	43	Unsuccessful	70	Unsuccessful	90	Successful
11	MRI	52	Unsuccessful	60	Unsuccessful	90	Successful
12	MFH	40	Unsuccessful	60	Unsuccessful	70	Unsuccessful
13	MAP	50	Unsuccessful	60	Unsuccessful	80	Successful
14	NLR	70	Unsuccessful	70	Unsuccessful	90	Successful
15	RF	50	Unsuccessful	70	Unsuccessful	100	Successful
16	RS	42	Unsuccessful	80	Successful	100	Successful
17	RZ	50	Unsuccessful	80	Successful	50	Unsuccessful
18	SWN	65	Unsuccessful	80	Successful	90	Successful

19	FNA	42	Unsuccessful	60	Unsuccessful	80	Successful
20	WA	50	Unsuccessful	70	Unsuccessful	100	Successful
21	NF	50	Unsuccessful	70	Unsuccessful	80	Successful
Total (Y)		1025		1380		1690	
Mean (X)		48,8		65,7		80,5	

The mean of students' achievement improved on Pre-Test, Post-Test on cycle I and Post-Test on cycle II. And the percentage of students' ability at writing recount text was shown as follow:

Table 4.9. :The result of students' success score

Meeting		Students Who Get Score >75	Percentage
Pre-Test	I	1	5 %
Cycle 1	II	4	19 %
Cycle 2	IV	15	71 %

The result showed the improvement of students score from the Pre-Test to Post-Test cycle II. In the Pre-Test, there was only 5 % (1 student) who got point >75. In the post test cycle I there was 19 % (4 students) who get point >75. The

improvement was about 14 %. The post test of cycle II, there 71 % (15 students) who got point >75. The improvement was about 52 %. And the total improvement of the students' score from Pre-Test to Post-Test of cycle II was 66 %. It can be concluded that Jumbled Sentences Technique effectively and efficiently in helping students to writing recount text for eight grade of MTs Muhammadiyah 01 Medan, and this method had applied successfully and able to improve students' achievement at writing recount text.

4.2.2. Qualitative data

4.2.2.1. First cycle

The first cycle was done in two meetings, the details explanation below:

A. Planning

The plan was arranged before researcher conducting the research. First of all, researcher a prepared a lesson plan for 2 3 meetings. The topic discussed about "recount text". In the planning of Action Research, researcher had been prepared:

1. Reading material which is suitable with topic discussion. The topic of reading material was recount text.
2. Jumbled sentences technique which related to with recount text.
3. Exercise about recount text.

All of the material above are used by researcher to be taught to the students in the classroom.

B. Action

In the first cycle the researcher as the teacher, which introduced the topic discussion and also handed out the reading text and the exercise to every student. Teacher did the warming up about the topic which was discussed. Warming up which done by teacher was the simple question about Recount text. The questions were:

1. What is recount text?
2. What the example of recount text?

After a warming up, teacher explained deeper how to write. The teacher also review the procedure deeper how to write recount text. Then the teacher would collect the students' works.

In the last meeting of studying, teacher handed out of jumbled sentences to every student. Teacher gave instruction to the students about jumbled sentences technique, teacher gave them a time approximately 30 minutes. Before teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test.

C. Observing

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also

when they did jumbled sentences technique although some of them still lack of recount text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to match recount text of jumbled sentences technique. The activity of students could be seen in Diary Notes and also documentation which written and took by researcher during the teaching and learning process in classroom. It could be seen in the appendix.

D. Reflecting

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score of Pre-Test. But, it needed more improvement in their reported because some of them still confused and difficult to understand some recount text.

To repair the disadvantages and to improve the result of Post-Test in cycle I, so the researcher planned the cycle II as follow:

1. The explanation of the lesson more clearly.
2. Give many opportunities to the students' to ask question.
3. Make the students' more active in teaching and learning process.

In second cycle, researcher as teacher improved their achievement at recount text mastery which was given to them related to the topic discussion.

4.2.2.2. Second Cycle

After doing the first cycle, the students' problems were found and it gives information about students' recount text. Therefore, the researcher had a good motivation to conduct the second cycle of action research which was carried out in

two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about recount text which is suitable with topic discussion. The second cycle of action research as follow:

A. Planning

In this phase, based on the disadvantages that found in cycle I so alternative to problem solving in cycle I as follow:

1. The explanation of the lesson more clearly.
2. Give many opportunities to the students to ask a question.
3. Make the students more active in teaching and learning process.

The researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' recount text. The topic of study which discussed in cycle II was writing recount text. The teaching and learning process almost same like the process in cycle I and also the preparation of it:

1. Reading material which is suitable with topic discussion. The topic of reading material was writing recount text.
2. Jumbled sentences technique which related to with writing recount text.
3. Exercise about recount text.

B. Acting

in the second cycle, researcher handed out the reading passage about "Parapat" and also an exercise which still related with it. Before teacher taught the

lesson, it would be better for teacher to do the warmed up to the students. The warmed up was still in form of question and students should be answered the question which given to them. The question were:

1. What is recount text?
2. What the example of recount text?

After warmed up, teacher continued the study and asked them to test. The teacher also review the procedure deeper how to write recount text. Then the teacher would collect the students' works.

In the last meeting of studying, the teacher gave the jumbled sentences technique to every student. Teacher gave instruction to the students about jumbled sentences technique. To solve the jumbled sentences technique, teacher gave them a time approximately 30 minutes. Before teacher gave them a test in cycle II, teacher review the topic of study which had been discussed in the classroom in order to make them easier to answer the test.

C. Observing

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about writing recount text. The really liked the topic discussion which

given the test of recount text. They were active during teaching learning process and more enthusiastically than before.

D. Reflecting

Based on the observation and test done by the students, it can be concluded that:

1. The researcher was able to improve the students' achievement in writing recount text through jumbled sentences technique.
2. The students' score in the second cycle had improved then in the first cycle. In cycle I, the improvement of the result of students' mean was 65,7 %. And in the cycle II, it increase become 80,5 %.

Based on the observation and the result of their test, researcher concluded that the students had achievement in writing recount text through jumbled sentences technique. The students' score in the second cycle had improved then in the first cycle.

4.3. Research finding

The result was indicate that there was an improvement on the students' achievement in writing recount text through jumbled sentences technique as a technique. The mean of the first cycle was 65,7. It was very low. The mean of second cycle was 80,5. It was indicated that the score and the mean in second cycles were better than first cycle. The percentage of students who got point >75 also grew up. In the Pre-Test, the students who got point >75 were only 1 student (5%). In the Post-Test of cycle I students who got point >75 there were 4 students

(19 %). It means that there was improving about 14 % the post test of cycle II, students who got point >75 there were there 15 students (71 %) who got point >75 and the improvement was about 52 %. For the total improvement of the students' score from Pre-Test to Post-Test cycle II was 66 %. In other words, the students' achievement in writing recount text was become well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding besides the quantitative data were organized from the diary notes, interview, observation sheet and documentation. All of there was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of jumbled sentences technique as the technique was improving.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1.Conclusion

Based in the data an analysis was done by the researcher, the researcher finds are that:

1. The students' achievement in writing recount text before applying the jumbled sentences technique was low. It was showed from the mean of Pre-Test was 48,8. Where, there was only 1 student who got successful score criteria above 75 or it was only 5 % and 21 students who got unsuccessful or it was 95 %.
2. The students' achievement in writing recount text improvement after applying jumbled sentences technique. The result of the data analysis showed that there was an improvement of the result of the students' achievement in writing recount text from each cycle. After doing Post-Test cycle I, there was an improvement of the result of the students' mean was 65,7. Where, 4 students who got successful score criteria above 75 or it was only 19 % and 17 students who got unsuccessful score criteria above 75 or it was 81 %. Then, doing an improvement in second cycle after reflection in the first cycle, there was an improvement of students' mean was 80,5. Where, 15 students who got successful score criteria above 75 or it was 71 % and 6 students who got unsuccessful score criteria above 75 or it was 29 % . . in other words, the students' achievement at writing recount

text was improved. And based on interview sheet, observation sheet, diary notes and documentation, it showed that the expression and excitement of the students were also improved.

3. Then researcher implemented the jumbled sentences technique in Post-Test cycle I and cycle II. By using jumbled sentences technique were active, enthusiastic, and joyful to follow the teaching and learning process.

5.2.Suggestion

Having seen the result of the study, the following suggestion are offered to be considered:

1. For the teacher of English, they should apply technique in teaching grammar especially writing recount text so that the students can be more active, enthusiastic and enjoyable during teaching learning process.
2. The students should practice their writing recount text in terms of developing and improving their writing recount text. Where as the writing recount text is very important for in writing achievement.
3. To other researcher, as the information to get the good method to improve the students' achievement in writing recount text.

APPENDIX 1

LESSON PLAN

(Cycle 1)

Meeting	: 1 (First)
School	: MTs.Muhammadiyah01 Medan
Class/semester	:VIII / II
Genre	: Recount Text
Skill	: writing
Time Allocation	: 2 x 45 minutes

StandartCompetency :

To express the meaning of written functional text and short essay in the form of recount in the daily life context to access knowledge.

Basic competency :

To express the meaning of written short functional text in the form of *recount* accurately, fluently and acceptable in the daily life context to access knowledge.

Indicators :

- Understanding the language features used in recount text
- Understanding the generic structure used in recount text
- Writing short functional text in the form of recount

Objectives of teaching :

- Students are able to understand the language feature of recount text
- Students are able to understand the generic structure of recount text
- Students are able to write a simple recount text

Teaching material :

Recount text

Source of material :

English in focus II (Grasindo)

Supporting Media :

- White board and board marker

Learning experience / steps of Teaching :

Instructional Method / Activity	
	1. Teacher greets the students and checks the students' attendances
	2. Teacher observes the classroom situation and interviews students in order to know their opinion about English especially in writing activity.
	3. Teacher introduces herself.
	4. Teacher explains the objectives of the teaching and learning and the attention of doing the research.
	5. Teacher gives an orientation test.
	6. Teacher gives the students time to answer an orientation test in one paper.
	7. The students collect the orientation test
	8. Teacher summarizes the material
	9. Teacher closes the meeting

Assessment and criteria

Assessment		Criteria	Maximum
Generic Structure	Orientation	Topic and introduction	20
	Events	Content	30
	Re-orientation	Concluding sentence	10
Grammatical feature	Textual language	grammar	40
Total			100

The indicator of success for students recount writing score is 75 which is graded using the criteria above considering the school standard competency.

Criteria of Students' Achievement

No.	Quantitative	Qualitative
1	85-100	Excellent
2	70-84	Good
3	60-69	Fair
4	50-59	Poor
5	0-49	Fail

Medan, Feb 2017

Knowing,

Principal

English Teacher

Researcher

of MTs Muhammadiyah

of Grade VIII

Drs. Ahmad Al-Pahri Halimatussa`diah S.Pd Nurhayati

NIP/NIK. 760.642

NIM. 34133016

LESSON PLAN

(Cycle 1)

Meeting	: II (Second)
School	: MTs.Muhammadiyah01 Medan
Class/semester	:VIII / II
Genre	: Recount Text
Skill	: writing
Time Allocation	: 2 x 45 minutes

StandartCompetency :

To express the meaning of written functional text and short essay in the form of recount in the daily life context to access knowledge.

Basic competency :

To express the meaning of written short functional text in the form of *recount* accurately, fluently and acceptable in the daily life context to access knowledge.

Indicators :

- Understanding the language features used in recount text
- Understanding the generic structure used in recount text
- Writing short functional text in the form of recount

Objectives of teaching :

- Students are able to understand the language feature of recount text
- Students are able to understand the generic structure of recount text
- Students are able to write a simple recount text

Techingmaterial :

Recount text (Past tense and conjunctive)

Source of material :

English in focus II (Grasindo)

Supporting Media :

- White board and board marker

Brief Description of Material :

the definition of recount text

recount text is a text that is used to retell events for the purpose of informing or entertaining.

The generic structure of recount text are :

1. Orientation (it gives the readers the background information needed to understand the text such as who was involved, where it happened, when it happened)
2. Events (a series of events, ordered in a chronological sequence)
3. Re- orientation (restates the writer's opinion or personal comment of the writer on the incident.

The significant lexicogrammatical features :

- Use of simple past tense
- Use of temporal conjunction (when, after, before, next, later, then)
- Use of personal pronoun (I, we)

Past simple

We use the past simple to talk about action that happened at a specific time in the past. The actions can be short or long. There can also be a few actions happening one after another. Generally, there are two important facts to remember about this tense:

Use

1. Events in the past that are now finished.
2. Situation in the past
3. A series of actions in the past

Learning experience/ steps of teaching

Time	instructional Method/ Activity
About 10 minutes	Introduction/ pre-teaching <ol style="list-style-type: none"> 1. Teacher greets the students and checks the students' attendances 2. Teacher explain the objectives of the teaching and learning Main activities <ol style="list-style-type: none"> 3. Teaching review simple past tense 4. Teacher ask students to answer the following questions: <ul style="list-style-type: none"> - What did you do yesterday morning ? - What did you do two days ago ? - What did you do three days ago ? 5. Teacher give the students exercise, individual work Closing <ol style="list-style-type: none"> 6. Teacher summarize the material. 7. Teacher closes the lesson. 8. Teacher closes the meeting
About 70 minutes	
About 10 minutes	

Assessment and criteria

Assessment		Criteria	Maximum
Generic Structure	Orientation	Topic and introduction	20
	Events	Content	30
	Re-orientation	Concluding sentence	10

Grammatical feature	Textual language	grammar	40
Total			100

The indicator of success for students recount writing score is 75 which is graded using the criteria above considering the school standard competency.

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1	85-100	Excellent
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4	50-59	Poor
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Medan, Feb 2017

Knowing,

Principal

English Teacher

Researcher

of MTs Muhammadiyah

of Grade VIII

Drs. Ahmad Al-Pahri Halimatussa`diah S.Pd Nurhayati

NIP/NIK. 760.642

NIM. 34133016

LESSON PLAN

(Cycle 1I)

Meeting	: III (Third)
School	: MTs.Muhammadiyah01 Medan
Class/semester	:VIII / II
Genre	: Recount Text
Skill	: writing
Time Allocation	: 2 x 45 minutes

StandartCompetency :

To express the meaning of written functional text and short essay in the form of recount in the daily life context to access knowledge.

Basic competency :

To express the meaning of written short functional text in the form of *recount* accurately, fluently and acceptable in the daily life context to access knowledge.

Indicators :

- Understanding the language features used in recount text
- Understanding the generic structure used in recount text
- Writing short functional text in the form of recount

Objectives of teaching :

- Students are able to understand the language feature of recount text
- Students are able to understand the generic structure of recount text
- Students are able to write a simple recount text

Techingmaterial :

Recount text (Past tense and conjunctive)

Source of material :

English in focus II (Grasindo)

Supporting Media :

- White board and board marker

Brief Description of Material :

the definition of recount text

recount text is a text that is used to retell events for the purpose of informing or entertaining.

The generic structure of recount text are :

4. Orientation (it gives the readers the background information needed to understand the text such as who was involved, where it happened, when it happened)
5. Events (a series of events, ordered in a chronological sequence)
6. Re-orientation (restates the writer's opinion or personal comment of the writer on the incident.

The significant lexicogrammatical features :

- Use of simple past tense
- Use of temporal conjunction (when, after, before, next, later, then)
- Use of personal pronoun (I, we)

Past simple

We use the past simple to talk about action that happened at a specific time in the past. The actions can be short or long. There can also be a few actions happening one after another. Generally, there are two important facts to remember about this tense:

Use

4. Events in the past that are now finished.
5. Situation in the past
6. A series of actions in the past

Learning experience/ steps of teaching

Time	Instructional Method/ Activity
About 10 minutes	Introduction/ Pre-teaching <ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher checks the students' attendances
About 70 minutes	Main Activities <ol style="list-style-type: none"> 3. Distributing students handouts .explain students that this is recount because it recount because it records a series of events in the sequence in which they occurred. 4. Asking students to read students handout 5. Asking students about jumbled sentences technique, why it was use. 6. Explaining students the relation between jumbled sentences technique and recount text. 7. Showing the students another kind of recount writing and discussing the text. 8. Asking the student to arrange the sentences that the teacher give. Closing <p>9 teacher summarize the material.</p> <p>Teacher closes the meeting</p>
About 10 minutes	

Assessment and criteria

Assessment		Criteria	Maximum
Generic Structure	Orientation	Topic and introduction	20
	Events	Content	30
	Re-orientation	Concluding sentence	10
Grammatical feature	Textual language	grammar	40
Total			100

The indicator of success for students recount writing score is 75 which is graded using the criteria above considering the school standard competency.

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Medan, Feb 2017

Knowing,

Principal

ofMTs Muhammadiyah

English Teacher

of Grade VIII

Researcher

Drs. Ahmad Al-Pahri Halimatussa`diahS.Pd Nurhayati

NIP/NIK. 760.642

NIM. 34133016

APPENDIX II

THE STUDENTS NAME OF 8Th GRADE MTS MUH 01 MEDAN

1. Akbar Syahputra
2. Ahmad Ridho
3. AgilPratama Putra
4. AnisaSintia
5. DiniSyahfitri
6. DesbriyandiNst
7. FebriYanata
8. FeriAndika
9. FauziahHenny
10. KhairulDhuha
11. M. RianInanda
12. M. Firzi Habib
13. M. Andre Pratama
14. NurlianaRahmadhani
15. RahmatFadilah
16. Risky Sulistyawati
17. Risky
18. Sri WahyuNingsih
19. FinaNurulAmalia
20. WalailiIlham
21. NurulFadhilah

22. APPENDIX III

23. THE TABLE COMPETENCES OF THE RESULT PRE-TEST

No.	Students' Initial Name	PRE-TEST	
		Score	Criteria success (>75)
1	AS	40	Unsuccessful
2	AR	20	Unsuccessful
3	APP	80	Successful
4	ANS	40	Unsuccessful
5	DS	42	Unsuccessful
6	DBY	52	Unsuccessful
7	FY	45	Unsuccessful
8	FA	40	Unsuccessful
9	FH	62	Unsuccessful
10	KD	43	Unsuccessful
11	MRI	52	Unsuccessful
12	MFH	40	Unsuccessful
13	MAP	50	Unsuccessful
14	NLR	70	Unsuccessful
15	RF	50	Unsuccessful
16	RS	42	Unsuccessful
17	RZ	50	Unsuccessful
18	SWN	65	Unsuccessful

19	FNA	42	Unsuccessful
20	WA	50	Unsuccessful
21	NF	50	Unsuccessful
Total (Y)		1025	
Mean (X)		48,8	

24.

25.

**26. THE TABLE COMPETENCES OF THE RESULT POST-TEST
CYCLE I**

No.	Students' Initial Name	CYCLE 1	
		Score	Criteria success (>75)
1	AS	60	Unsuccessful
2	AR	20	Unsuccessful
3	APP	80	Successful
4	ANS	60	Unsuccessful
5	DS	60	Unsuccessful
6	DBY	60	Unsuccessful
7	FY	60	Unsuccessful
8	FA	70	Unsuccessful
9	FH	70	Unsuccessful
10	KD	70	Unsuccessful
11	MRI	60	Unsuccessful

12	MFH	60	Unsuccessful
13	MAP	60	Unsuccessful
14	NLR	70	Unsuccessful
15	RF	70	Unsuccessful
16	RS	80	Successful
17	RZ	80	Successful
18	SWN	80	Successful
19	FNA	60	Unsuccessful
20	WA	70	Unsuccessful
21	NF	70	Unsuccessful
Total (Y)		1380	
Mean (X)		65,7	

27.

28.

29.

30.

31. THE TABLE COMPETENCES OF THE RESULT POST-TEST CYCLE II

No.	Students' Initial Name	CYCLE II	
		Score	Criteria Success (>75)
1	AS	70	Unsuccessful
2	AR	20	Unsuccessful
3	APP	100	Successful

4	ANS	70	Unsuccessful
5	DS	60	Unsuccessful
6	DBY	80	Successful
7	FY	100	Successful
8	FA	80	Successful
9	FH	80	Successful
10	KD	90	Successful
11	MRI	90	Successful
12	MFH	70	Unsuccessful
13	MAP	80	Successful
14	NLR	90	Successful
15	RF	100	Successful
16	RS	100	Successful
17	RZ	50	Unsuccessful
18	SWN	90	Successful
19	FNA	80	Successful
20	WA	100	Successful
21	NF	80	Successful
Total (Y)		1690	
Mean (X)		80,5	

32.

APPENDIX IV

OBSERVATION SHEET

(CYCLE I)

Focus	Topic	Cycle I	
		Yes	No
The researcher as the teacher	Teacher comes to the class on time		
	Teacher greets the students		
	Teacher introduces herself		
	Teacher does orientation and gives review about the previous lesson		
	Teacher motivates the students		
	Teacher uses simple language		
	Teacher explains the materials clearly		
	Teacher interacts with the students in teaching learning process		
	Teacher gives the change for the students to ask and answer the questions		
	Teacher gives task to the students		

	teacher manages the time effectively and efficiently		
The students	Students come to the class on time		
	Students answer the teacher's greeting		
	Students are enthusiastic in teaching learning process		
	Students ask question to the teacher		
	Students answer the teacher question		
	Students make noise in the class		
	Students listen to the teacher's explanation attentively		
	Students do all task		
context	The classroom is saved from crowded		
	The classroom is comfortable (clean and calm)		
	The classroom has teaching aids		

Medan, Feb 2017

English Teacher

(Halimatussa`diahS.Pd)

OBSERVATION SHEET

(CYCLE II)

Focus	Topic	Cycle II	
		Yes	No
The researcher as the teacher	Teacher comes to the class on time		
	Teacher greets the students		
	Teacher introduces herself		
	Teacher does orientation and gives review about the previous lesson		
	Teacher motivates the students		
	Teacher uses simple language		
	Teacher explains the materials clearly		
	Teacher interacts with the students in teaching learning process		
	Teacher gives the change for the students to ask and answer the questions		
	Teacher gives task to the students		
	teacher manages the time effectively and		

	efficiently		
The students	Students come to the class on time		
	Students answer the teacher's greeting		
	Students are enthusiastic in teaching learning process		
	Students ask question to the teacher		
	Students answer the teacher question		
	Students make noise in the class		
	Students listen to the teacher's explanation attentively		
	Students do all task		
context	The classroom is saved from crowded		
	The classroom is comfortable (clean and calm)		
	The classroom has teaching aids		

Medan, Feb 2017

English Teacher

(Halimatussa`diahS.Pd)

APPENDIX V

INTERVIEW SHEET WITH ENGLISH TEACHER

First Meeting

- The researcher :what is the background of your education, Miss ?
- The teacher :I am English teacher graduate from IAIN-SU
- The researcher :How long have you been teaching here ?
- The teacher :about 5th year
- The researcher :how are the students responses in study English?
- The teacher :almost the students not respond in English, may be just 2 or more the students are respond in English.
- The researcher :what do you think about the students of this class?
- The teacher :I don't know exactly because sometime they are spirit to studying English and sometime they are lazy to studying English.
- The researcher :what are the obstacles that you are facing in teaching English in classroom ?
- The teacher :many, we have many problems in teaching English to the students in the classroom. They are really hard to understand a one word, so it's caused the students seem very lazy to studying English.

The researcher :How do you teach English Grammar especially writing
recount text to the students in the classroom?

The teacher :I never use technique to teach my students in learning
recount text. Just explain and they make written.

Last meeting

The researcher :what did you think about jumbled sentences technique that
I had taught to improve the students' achievement in
writing recount text in the classroom ?

The teacher :sure, it's really good technique to teach students through
jumbled sentences technique. Many advantages that we
could get from this technique. They seems really enjoyable
and enthusiastically.

INTERVIEW SHEET WITH THE STUDENTS

First Meeting

The researcher : Do you like studying English? why?

The student : No, because English is difficulties language

The researcher : what difficulties do you always face when you study English ?

The student : the difficulties when I make the sentences in grammar.

The researcher :have you ever tried to study by using jumbled sentences technique when studying write recount text?

The student : No, I never tried to study by using jumbled sentences technique.

Last meeting

The researcher : have you ever got a technique namely jumbled sentences technique in learning English in the classroom before?

The student : No, Miss. I never got that method.

The researcher : what do you think about jumbled sentences technique in studying English after I tough you in the classroom?

The student : it's a good technique miss. I can make recount text easy now.

The researcher : Do you think Jumbled sentences technique could help you to improve your writing recount text?

The student :Yes, Miss. Jumbled sentences technique can help me to improve my writing recount text.

APPENDIX VI

DIARY NOTES

First Meeting (Thursday, 9th February 2017)

The first meeting, before came into the classroom, the researcher interviewed the English teacher first, asked about the condition of the class and the students. At the beginning of the lesson in the first cycle, The researcher introduced herself. some student looked enthusiastic of the researcher's coming, then the researcher gave an orientation test to the students' basic knowledge about recount writing. The researcher ask the student to make recount text based on their experience. The student can make the recount text, but sometimes ask several vocabulary. The researcher gave thirty minutes to the students make the recount text. They write the written in a paper.

Second meeting (Tuesday, 14th February 2017)

This meeting, the researcher explains the definition of recount text and gave the example of recount text. The students listen or attend the researcher's explanation. The lesson was focused on understanding of recount text and the example of recount text.

For this meeting students were serious and paid attention to the researcher explanation and some of student active asked question. when the researcher explanation the method that would be applied, some of students looked so interesting. Then the teacher share the exercise paper to them every student got

one. The students finished their exercise. They did it enthusiastically. After finished doing the exercise, the researcher and the students discussed the exercise together. This meeting was better than the first meeting.

Third meeting (Thursday, 16th February 2017)

This meeting was enjoyable. Students felt interested during the learning process because this meeting was to continue the material. Then the researcher share the test paper to them, every student got one. they were more active and enthusiastic to do their test paper of recount text. Based on the result of recount text, it was found that students' recount text was improved to develop as many as test they were able. It was better than the recount text test of Pre-Test.

Fourth Meeting (Tuesday, 21st February 2017)

This meeting, the researcher explained more about recount text deeply. For this meeting students were serious and paid attention to the researcher explanation and some of student active asked the question. It cause the learning process run actively. When the researcher explained the technique that would be applied, some of students looked so interesting. Then the researcher share the exercise paper to them every student got one. Then all of the students answer the question to finish their exercise. They did it enthusiastically. After finished doing the exercise, the researcher and the students discussed the exercise together. This meeting was better than the third meeting.

Fifth meeting (Thursday, 23rd February 2017)

This meeting was enjoyable. The students felt interested during the learning process because this meeting was to continue the material. Then the researcher share the test paper to them, every students got one. the researcher gave new test for post-test II in this meeting, based on the result of recount text score, it was found that the students' recount text was improved to develop as many test they were able. It was better than the recount text test of post-test I.

Generally, all of students had been able to jumbled sentences and to improve recount text. It could be seen from the writing test score that the students' score had been improved in every tests. In this last meeting, the learning process was very conductive, fine and active. Jumbled sentences technique had successfully worked in helping students' recount text. It was effective and applicable. Based on the reflection of the cycle II, this research could be applied because students' achievement in writing recount text had been improved. After conducting these two cycles, student were interview in order to got their opinions, responses, and perceptions about the implementation of jumbled sentences technique as the technique to improve recount text.

APPENDIX VII

RESEARCH SCHEDULE

No.	Day/Date	Activity
1	Tuesday/ 7 th January 2017	Permission to headmaster for doing research and observation
2	Thursday/ 9 th February 2017	Introduction and doing Pre-Test
3	Tuesday/ 14 th February 2017	1 st meeting for cycle 1
4	Thursday/16 th February 2017	2 nd meeting for doing Post-Test cycle 1
5	Tuesday/ 21 st February 2017	3 rd meeting for cycle II
6	Thursday/ 23 rd February 2017	4 th meeting for doing Post-Test cycle II
7	Tuesday/ 14 th March 2017	Permission to headmaster for finishing research and observation

APPENDIX VIII

DOCUMENTATION







