SCRAMBLE SENTENCE METHOD TO TEACH WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMP N 26 PALEMBANG

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ABSTRAK

Permasalah dalam penelitian ini adalah "Apakah ada perbedaan yang signifikan dalam pencapaian menulis antara siswa kelas delapan SMP N 26 Palembang yang diajarkan dengan menggunakan metode *scramble sentence* dan mereka yang tidak?". Penelitian ini menerapkan metode kuantitatif yaitu quasi experimental desain dan menggunakan sampling acak sederhana. Penulis menggunakan rubrik menulis untuk mengumpulkan data dan menganalisis hasil tes dengan sampel berpasangan t-Test dan t-Test independen sederhana. Jumlah populasi adalah 303 siswa dan VIII. 3 sebagai kelas kontrol dan VIII. 1, sebagai kelas eksperimental. Berdasarkan hasil dari peneltian ini, nilai mean dalam skor tes pasca adalah 73,44 untuk kelompok kontrol dan 76,09 untuk kelompok eksperimental. Hasil sampel t-Test independen menunjukkan nilai sig. (2-tailed) adalah 0,01 < 0,05 pada tingkat signifikan 0,05. Sementara, nilai yang sering diperoleh adalah 2,415 lebih tinggi dari yang sering nilai t-table adalah 1,665 dengan derajat kebebasan 62, dapat disimpulkan bahwa hipotesis null ditolak dan hipotesis alternatif diterima.

Kata kunci: Pencapaian dalam menulis, Deskriptif Teks, Metode Scramble Sentences.

ABSTRACT

The problem of this study is "Is there any significant difference on writing achievement between the eighth grade students of SMP N 26 Palembang who are taught by using scramble sentence method and those who are not?". This research applied quantitative method namely quasi experimental design and used simple random sampling. The writer used writing rubric to collect data and analyzed the result of test by using paired sample t-test and independent simple t-test. Total number of population was 303 students which is VIII.3 as control group and VIII.I, as experimental group. Based on the result of this study, the mean score in post test score were 73.44 for control group and 76.09 for experimental group. The result of the independent sample t-test shows the value of sig. (2-tailed) was 0.01 < 0.05 at the level of significant 0.05. While, the value of t-obtained was 2.415 higher than the critical value of t-table was 1.665 with degree of freedom 62, can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted.

Key words: Writing achievement, Descriptive Text, Scramble Sentences.

INTRODUCTION

In learning English as a foreign language, Indonesian students may find a lot of difficulties in learning English. It is understandable because it is quite different from that of their mother tongue. Learning a language means trying to get a good mastery of the language for the purpose of communication.

In language teaching, there are four skills; they are listening, reading, speaking and writing. In addition, (Lee, 2010) say that, language generated by the learner (in speech or writing) refers to as productive. Language directed at the learner (in listening or reading) is called receptive.

One of the four language skills is writing, it should be concerned in teaching and learning activities because it is the skill that the students have to develop and it may be often used and related to the language.

Writing is one of the important skills to support the teaching learning process. It can help students to get a good achievement in studying English, especially in English writing; it can make the imagination of students thrive in the writing process, to be getting a good writing, composition, or to arrange the sentences into a good paragraph.

Based on the writer's observation in learning English at the eighth grades students of SMP N 26 Palembang, it was found that many students seemed to have difficulties in comprehending writing text. These difficulties could be used by the fact that the students had not mastered the writing comprehension skills and their knowledge of vocabulary was still very limited. So the students could not get the ideas or information in the text to answer the questions. One way to overcome this problem the writer will use scramble sentences.

According to Huda (2013:33) scramble is one method of learning that can improve concentration and speed of thought for students. This method requires students to combine the right brain and the left brain. In this method, they are not only asked to answer the questions, but also to guess quickly answering questions that are already available but still in random order. It means that the students were easier to answer questions which enable them to improve their writing skill. So, the students can develop their ideas, get information from writing text. In fact, that it is one reason why the writer expects a new way to teach writing and motivating the students to learn English. Based on the description above, the writer is interested to conduct a research entitled is "Scramble Sentence Method to Teach Writing Descriptive Text at The Eighth Grade Students of SMP N 26 Palembang".

Furthermore, (Brown, 2006) states that the uniqueness of writing as a skill with its own features, conventions, and fully understands the difficulty of learning to write well in any language, even in our own native language. Writing is, in a fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive.

In short, Richards and Schmidt (2002:54-55) mentioned that writing is expressing idea, concept, feeling, opinion and experience in certain place, time and situation in written form. Writing can be defined as an activity of forwarding of message (communication) by using written language as media.

It can be summarized that writing is important tool for our life. By writing, the students can communicate to each other through written form and also good writing can help the students to express their ideas and their knowledge. When the students write, the students will concern with grammar and vocabulary because the students have to know the meaning of words used and the students have to know the good structure of sentence. Besides that, the students should concern with characteristics of good writing (unity and coherence). So that, the students can make good sentences and make good paragraphs. Also, when the students write, the students have to through some processing in order to the writing product could be understood by the reader.

According to (Fussalam & Lestari, 2018) there are twelve kinds of text genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review. In this study the writer will do the research related to descriptive text.

Scrambled sentences are an activity where the teacher gives some sentences with scramble order to the students and they rearrange or unscramble the sentences into a good order. Then, they make a paragraph based on sentences.

Moreover,(Kagan, 2009) says that, scrambled method is a method of using suppression exercises are carried out in groups that require (cooperation among group members to think critically so that it can be easier to look for problem solving.

According to (Umasugi, 2018), there are some strategies to teach the students using scramble sentences:

1. Realize the condition of the students; their ability, and way of learning.
2. Know how to manage the classroom, how to motivate and encourage the student to write.
3. Introduces what is scramble sentences.

4. Give them write a paragraph by arranging scramble sentences.
5. Give the general direction orally.
6. Read the items first and let the students to solve the problem.
7. Monitor the student's activity.
8. Discuss the correction and comments in their paper a sheets in group.

Based on strategy above, the teacher should have a strategy to teach writing skill in class room, especially in the teaching of scramble sentences.

In conclusion, Scramble is a method of teaching by dividing a worksheet and answer sheet with alternative answers available. The students are expected to look for the answers and the solution of a problem that exists. But in this research, the researcher asked the students to rearrange the sentences into a paragraph and then they make a good paragraph based on the sentences. This activity helps students more creative and active because they can share their ideas to one another. By discussing to another in the classroom, students who usually calm down in class were brave to express his/her ideas. So, the teacher should have an interesting technique to teach the students in order to the more interested in the classroom.

Schwegler (2010:351) adds that descriptive text is "a text used to expose the details about places, people, qualities, emotions, moods, etc". So, descriptive text is a text that describes the details of events or something. The purpose of writing description is to describe a person, place, or thing in such detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience.

Based on statements above, descriptive text is a text which says what a person or a thing is like. It is purpose is to describe and reveal a particular person, place, or thing.

HYPOTHESES

According to (Gay, Mills, & Airasian, 2012), argue that hypotheses is a temporary answer to the formulation of research problems, in which the formulation of research problems has been stated in the form of a question sentence. In relation to the objective of the research above, the writer formulated in the following hypotheses:

Ho: there is no significant difference on writing achievement between the eighth grade students of SMP N 26 Palembang who are taught by using scramble sentence method and those who are not.

Ha : there is any significant difference on writing achievement between the eighth grade students of SMP N 26 Palembang who are taught by using

scramble sentence method and those who are not.

RESEARCH METHODOLOGY

The method of this research is quantitative method. The writer used a quasi experimental design that is two group pre-test and post-test designs. One group would treat using scramble sentences and the other was treated using conventional method.

There are two kinds of variables. They are independent variable and dependent variable. (Oxford, R. L., & C. Rookall D., 2009) independent variable is a variable that affects or is the cause of the change or the emergence of the dependent variable. The dependent variable is a variable that is affected or which become due, because of the independent variables. In this research, independent variable is the application of scramble sentences and dependent variable is teaching descriptive writing text.

In addition (O'Malley, & J. Michael, 2006) the population is a generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the researchers to be studied and conceded. The population of this study is all of the eight-grade students of SMP N 26 Palembang academic year 2018/2019 as the population with the total number of 303 students. There are nine classes of the first

year students. The table 1 shows the population of the study.

Table 1
Population of The Study

No.	Class	Number of students
1	VIII.I	32
2	VIII.2	31
3	VIII.3	32
4	VIII.4	34
5	VIII.5	34
6	VIII.6	35
7	VIII.7	34
8	VIII.8	35
9	VIII.9	35
	Total	**303**

Source: SMP N 26 Palembang in Academic year of 2018/2019

In this study the writer was use random sampling. According to (Gay dkk., 2012)a random sample is a technique for obtaining samples directly carried out on the sampling unit. Thus, each sampling unit as an element isolated populations obtain the same opportunities to be sampled or to represent the population.

Based on the population above there are nine classes of the eight grade students at SMP N 26 Palembang, the writer choose two classes from nine classes that class is VIII. I and VIII.3, they were be the sample in this study. Table 2 shows the sample of the study.

Table 2
Sample of The Study

No	Class	Number of students
1	VIII. 1	32
2	VIII. 3	32
	Total	**64**

Source: SMP N 26 Palembang in Academic Year of 2018/2019

The instrument for collecting the data was a test. According to (Brown, 2006), a test is a set of questions or exercise and any

devices or procedures for measuring skill, intelligent, knowledge or talent belong to individual or group. The test that used consists of the pre-test and post-test. The aims of giving test are to find out how far scramble sentences role can develop the students in writing.

Content validity is concerned with whether the content of a measure elicits a range of responses that are representative of the entire behaviour domain that the test is supposed to sample. Content validity is a useful concept when a great deal is known about the variable the researcher wishes to measure (Gregory, 2000:342).

Instrument when used several times to measure the same object, was generated the same data is a reliable (Gay dkk., 2012). Rater reliability issues are not limited to the contexts where two or more scorers are involved (Brown, 2003:37). So the writer was used inter-rater reliability. The writer was used paired sample t-test and independent sample t-test to analyze the data. The paired sample t-test was used to compare the result between pre-test and post-test both in experimental and control group. Independent sample t-test is used to compare just two groups in the population. T-test for independent means (Independent sample t-test) is used to compare the scores from individual in an experimental group with the scores from individuals in a control group (Coups & Aron, 2011:39). The

writer used this test to find out whether or not there was any significant difference of writing achievement between students who are taught using scramble sentence method and those who are not. The data was analyzed by using independent t-test in SPSS 20 programme.

RESULT AND INTERPRETATION
Result

Table 3
The Normality Data of
Kolmogorov-Smirnov Test

	Groups	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Pre-test	Control group	.161	32	.063
	Experimental	.240	32	.063
Post-test	Control group	.210	32	.092
	Experimental	.247	32	.200

a. Lilliefors Significance Correction

Based on the table above, the results in control group was 0.063 > 0.05 and in experimental group was 0.063 > 0.05. So it can be concluded the pre-test in the control and experimental group was normal data, because the value of significant in Kolmogorov-Smimov were higher than 0.05.

And then, the table showed the results in control group was sig. 0.92 > 0.05 and in experimental group was sig. 0.200 > 0.05. So, the post-test was normal data, because the value of significant in Kolmogorov-Smirnov were higher than 0.05.

The result of test identified the homogeneity of both group to

measure the variance of the data was homogenous or not.

Table 4
The Result of Homogeneity Data
Pre-Test and Post-Test
for Control and Experimental Group

		Levene Statistic	df1	df2	Sig.
Pre Test	Based on Mean	2.492	1	56	.120
	Based on Median	2.055	1	56	.156
	Based on Median and with adjusted df	2.055	1	52.121	.156
	Based on trimmed mean	2.404	1	56	.127
Post Test	Based on Mean	1.141	1	56	.289
	Based on Median	.608	1	56	.404
	Based on Median and with adjusted df	.608	1	50.523	.404
	Based on trimmed mean	1.119	1	56	.292

The result in the table above showed that the value of significant based on mean was higher than 0.05. It means that the variance of the data was homogenous. It can be seen in pre test base on mean sig. 0.120>0.05 and post test base on mean sig. 0.289>0.05. So, the result of the significance value in pre test and post-test for control and experimental group was homogenous.

The Result of Pre-test and Post-test for Control Group

The writer tested the descriptive analysis of both group to measure the results of the data in pre-test and post-test control group. See table 5 for the result of control group:

Table 5
Descriptive Analysis
of Control Group

Groups	N	Min	Max	Sum	Mean	Std. Dev
Pre_ control	32	50	80	1990	62.19	7.92
Post_ control	32	70	85	2350	73.44	3.68
Valid N	32					

Based on the table above, the writer calculated the distribution of score in pre-test and post-test control group. The result showed that in pre-test control group, the minimum score was 50, the maximum score was 80, the summary score was 1990, and the mean score was 62.19. While in post-test control group, the minimum score was 70, the maximum score was 85, the summary score was 2350, and the mean score was 73.44.

The pre-test and post-test for control group were done in class VIII.3 at the SMP N 26 Palembang. The writer calculated the distribution of score in control group. (See figure 1).
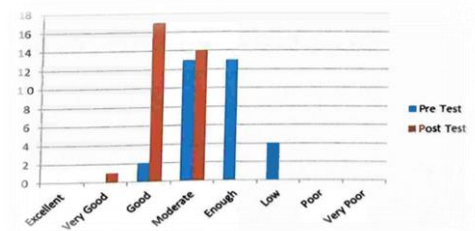

Figure 1. The Diagram of the Score In Control Group

The Result of Pre-test and Post-test for Experimental Group

The writer tested the descriptive analysis of both group

to measure the results of the data in pre-test and post-test experimental group. See table 6 for the result of experimental group:

Table 6
Descriptive Analysis of
Experimental Group

Groups	N	Min	Max	Sum	Mean	Std. Dev
Pre exp	32	40	79	1914	59.8	11.05
Post exp	32	60	95	2435	76.0	8.39
Valid N	32					

Based on the table above, the writer calculated the distribution of score in pre-test and post-test experimental group. The result showed that in pre-test experimental group, the minimum score was 40, the maximum score was 79, the summary score was 1914, and the mean score was 59.81. While in post-test experimental group, the minimum score was 60, the maximum score was 95, the summary score was 2435, and the mean score was 76.09.

The pre-test and post-test for experimental group were done in class VIII.1 at the SMP N 26 Palembang. The writer calculated the distribution of score in experimental group. (See figure 2).
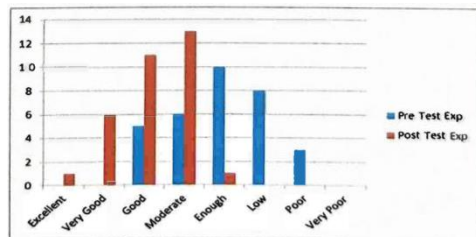

Figure 2
The Diagram of The Score
In Experimental Group

The Result of Paired Sample T-test

To find out significant difference on writing achievement between the eighth grade students of SMP N 26 Palembang who are taught by using scramble sentence method and those who are not. The paired sample t-test was used to compare the results between pre-test and post-test both in control and experimental group. The result in the table 7 as below:

Table 7
Paired Sample Statistics
In Control Group

		Mean	N	Std. Dev	Std. Error Mean
Pair 1	pre-test control	62,19	32	7,925	1,401
	Post-test control	73,44	32	3,689	,652

From the table above showed the results between pre-test and post-test. The mean score of pre-test was 62.19 and the mean score of post-test was 73.44. The total number of students was 32.

Table 8
The Result of Paired Sample
T-Test on Control Group

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair1	pre-test control – Post-test control	11,250	6,222	1,100	13,493	9,007	10,229	31	,000

Based on the table above, the results of paired sample t-test of pre-test and post-test score for control group showed the value of

sig. (2-tailed) was 0.00 < 0.05. While, the value of t-obtained was 8.822 higher than 1.685 based on t-table with degree of freedom 31.

So, the writer concluded that the students in both groups increased their score in post-test, but the scores reached by experimental group higher than the scores reached by students in control group. It is also confirmed by the result of the post-test score between them. The result of the mean score in post-test was 73.44 for control group and 76.09 for experimental group.

The Result of Independent Sample T-test

The writer calculated the result of post-test both control and experimental group using the independent sample t-test to test the hypothesis. The result can be displayed in the table:

Table 9
The Result of Independent Sample T-Test For Post-Testexperimental and Control Group

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances Assumed	11.733	.001	2.415	62	.019	3.438	1.423	.593	6.282
	Equal variances Not assumed			2.415	46.390	.020	3.438	1.423	.573	6.302

Based on the result in the table 15, the value of significant (2-tailed) was < 0.01 0.05 at the level significant 0.05. While, the value of t-obtained was 2.415 higher than 1.665 based on t-table with degree of freedom 62. (See appendix A). It claims that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words, there was significant difference between the students who were taught to write a descriptive text through Scramble Sentence method and those who were not.

Interpretation

The students who are taught by using Scramble Sentences showed their progress in drawing up idea into their writing while given and after the treatment. Before given the treatment, they did not know how to draw up idea, how to deliver in a good manner, and how to make the conclusions. But, with the treatment using Scramble Sentence method, they could think more critically than before. By learning the problem given, they could enhance their

knowledge and drawer it up into their writing.

From the comparison between the values of sig. (2-tailed) in the result of paired sample t-test, the writer concluded that the students in both groups increased their score in post-test, but the scores reached by experimental group higher than the scores reached by students in control group. It also confirmed by the result of the post-test score between them. The result of the mean score in post-test was 73.44 for control group and 76.09 for experimental group.

The writer calculated the independent sample t-test to find out whether or not there is any significant difference on writing achievement between the eighth grade students of SMP N 26 Palembang who are taught by scramble sentence method and those who are not. It shows that the value of sig. (2-tailed) was 0.01 < 0.05 at the level of significant 0.05. While, the value oft-obtained was 2.415 higher than the critical value of t-table was 1.665 with degree of freedom 62, it claims that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be concluded there was any significant difference between the students who were taught in writing descriptive text through scramble sentence method and those who are not

CONCLUSION

By using Scramble Sentences, the students can confidence to do writing activity. This method can be helped students to be more creative, feel easily to express their ideas and sharing with others. In the result of paired sample t-test, this study it can be seen from the mean score of post of experimental group was significantly improving (76.09). While the mean score of post control group was a little bit improved (73.44). It means there was a significant difference of experimental group and control group.

And then, the result of independent sample t-test shows that the value of sig. (2-tailed) was 0.01 < 0.05 at the level of significant 0.05. While, the value of t-obtained was 2.415 higher than the critical value of t-table was 1.665 with degree of freedom 62, it claims that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be concluded there was any significant difference on writing achievement between the students who were by scramble sentences and those who are not.

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