THE EFFECT OF JUMBLED TEXTS TOWARDS STUDENTS' ABILITY IN WRITING IN SMPN 3 TANJUNG

Yunita Astuti; Tri Setianingsih
yunitahidayati91@gmail.com; trisetianingsih@ikipmataram.ac.id
Pendidikan Bahasa Inggris, FPBS IKIP Mataram

ABSTRACT
The aim of this research was to find out whether jumbled texts have any effects towards students' ability in writing. This study was experiments research and used pre-test and post-test non-equivalent group design of quasi experimental design. The population of this study was all students of the second grade at SMPN 3 Tanjung and the sample was two classes which consisted of 22 students of each class. To analyze the data this study used descriptive statistic and inferential statistic. The finding of this research showed that the t-test was 3,416 > t-table 1, 682. The mean score of experimental and control group was 760>60,59. It can be concluded that alternative hypothesis was accepted and null hypothesis was rejected and jumbled texts was effective toward students' ability in writing.

Keywords: Jumbled Texts, Ability, Writing

INTRODUCTION

Writing skill is very important for language learners as it tools to recognize the structure in sentence or paragraph. 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. Writing skill is the capability in using language to communicate in written form. By writing, someone is able to elaborate his/her idea and mind to get their purposes. In the same line Heaton (in Hendrawati, 1989:6) said that "writing skill is complicated and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical devise but also conceptual and judgment element". In writing skill, some difficulties often found specifically in constructing paragraph, a simple sentence or even to construct a paragraph or a composition. It is just because they tend to find out what to do first or what kinds of grammar should be used and also in writing activity, a student should be able to utilize grammatical structure, and vocabulary.

The importance of writing can be seen in people daily activities when they need to write personal letters, invitation letters, articles, books and the other product of writing activities. In many others thing writing is very needed, like if someone will enroll the scholarships to another country he/she should follow writing test first, and also if you wanted to graduated from institution or university you should write scientific research as a requirement to graduated from university itself. Considering the needs of mastering writing skill as one of the way to elaborate of idea in written form the students' must be able to write at least sentence in English.

Meanwhile, there were many problems of the students at SMPN 3 Tanjung when the researcher teaching practice the students got difficulties in writing. The student got difficulties in spelling some particular words, for example, beautiful becomes beautiful and believe becomes believe. Not only in the spelling of the words but also in the capitalization. Most of them encountered lowercase most of the time towards every word. They also were lack in encountering punctuation marks, they always encountered dot [.] wherever they wanted. The sentences even their paragraphs were not well structured and organized. Moreover, the

information they provided in their writing texts were lack of information.

Those problems were caused by some factors such as from the subject itself, the students themselves even from their teachers. After the researcher observed the situation, she found that it was caused by the students could not find any ideas what to write. It also caused by the English material is difficult to understand.

Regarding to the problems, the researcher applied jumbled texts as the teaching and learning technique to be used in that school to teach writing. Based on what Wright et. al., (2006: 87) stated in his book, Jumbled Text is one of teaching and learning techniques which requires students to sequence some pieces of a jumbled text provided which firstly skimming for meaning to establish a quick order then scanning for detail to confirm its accuracy. From the definition, it could be concluded that Jumbled text can train the students to write in sequence, it also could lead the students' attention to the material and to be aware of their writing. By this technique, the researcher hopes that the students were able to learn writing easily and enjoyable. Once they could learn in that condition they would be able to write easier. Regarding to the considerations above, the researcher conducted an investigation toward students' writing ability through Jumbled Text, a new teaching and learning technique which concern in the text organization, content, and language used to apply at the second grade students of SMPN 3 Tanjung.

Statement of the Study was "Does Jumbled Text have any effects towards students' ability in writing?".

Meyers (2005: 2) stated that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer in Intan Karolina (2006: 9) stated that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or

change our minds altogether.

Teaching writing should be depended on the age or the level of the language learners. A teacher cannot teach basic language learners how to write an academic writing and the intermediate language learners is not a teacher teaches how to write the name of fruits to. The material should be suited based on their lever of knowledge of the language itself. Heaton (1975: 135) stated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

Brown (2003: 225-231) also describes some kinds of assessment can be used in this skill area. They are dictation and dicto-comp; dictation may also strong relate to the listening skill. However, the response of this activity is related to the writing activity where the students have to write what they hear aurally from the teacher. Dicto-comp represents the students' written text that may be derived from the teacher's explanation of the material. Grammatical transformation tasks, a task which concerns to the grammatical usage and sentences' structure. Picture cued tasks, a task which provides some pictures that require the students to write and describe sometimes also sequence the picture into some sentences to paragraphs. Besides, there are vocabulary assessment tasks, ordering tasks, and short-answer and completion tasks.

Jumbled Text

Based on what Wright et. al., (2006: 87) stated in his book, Jumbled Text is one of teaching and learning techniques which requires students to sequence some pieces of a jumbled text provided which firstly skimming for meaning to establish a quick order then scanning for detail to confirm its accuracy.

The Advantages of Jumbled Text

In his article Turuk (page 10) cites that there are two main advantages of Jumbled Text application in teaching and learning process; they are as follow:

Draws the students' attention

Students' attention was always drawn to the fact that they should look at the links between the overall organization and the use of structural cues in determining the missing words or disordered sentences. Creates students' awareness Students' awareness are created in the sense of anticipation and review of the links in a text and to hypothesize what information might have preceded and what might follow.

Procedure of Jumbled Text

Before doing Jumbled Text activity, the teacher should have some preparations to provide. Based on Wright et. al., (2006: 87) teacher will need a short text cut into pieces and reproduced enough times for each group of learners to have a copy; one complete copy of the text for the teacher; an envelope for each jumbled copy of the text. When choosing and cutting up the text, keep the following in mind:

i.   The text may be an article, a story, a joke, a poem, a letter, an essay, an argument, etc.
ii. Cut the text into paragraphs, verses, sentences, or even half sentences.
iii. Interest is added if illustrated texts are chosen.
iv. The game can be graded in difficulty by (a) the text chosen; (b) the number of pieces the text cut into; (c) the degree to which pictures (if there are any) help to give the meaning of the text.

Wright et. al., (2006:88) stated that Jumbled Text procedure runs into two main steps. Those steps are as follow:

a. Divide the class into groups of about four learners. Give one envelope of jumbled text components to each group, then ask the learners to read each of the pieces and place them in the correct sequence.
b. Ask the groups to tell you when they are ready, so you can check that their sequence is correct. The first group to finish with a correct sequence is the winner.

METHOD

This research used experimental research with the pretest-posttest nonequivalent-groups design of quasi-experimental design. This design provided two kinds of group experimental such as experimental and control group. Those two groups were given a test before and after a treatment.

Variable of the Study

. Students' writing ability in this research was the dependent variable and Jumbled Text which a kind of teaching technique was the independent variable.

Population and Sample of the Study

Based on Best & Kahn (1995: 13) a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. It may be all the individuals of a particular type, or a more restricted part of that group.

The population of this study was all of the second grade students of SMPN 3 Tanjung. It divided into five classes with 22 (twenty two) students in each class. So, the total number of the students in the second grade was 110 (one hundred and ten) students.

The sample of this study was two classes which consist of 22 students each class. This class was divided into experimental and control group. The experimental group was A class and the Control group was B class. Those classes were taken by cluster sampling technique. According to Kothari (2004: 65) cluster sampling are able to use if the total area of interest happens to be a big one, a convenient way in which a sample can be

taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters).

Research Instruments

The instrument that was used to get the data in this research was written test. The test was in form of essay (picture sequence description), a test proposed by Brown (2003: 227). It was a sequence of some pictures depicting story line that the students described in form of written text to become at least one paragraph.

Brown (2003: 230) also proposed ordering tasks as one of the ways in how to assess students' ability in writing. The researcher also used this kind of test to test the students' ability in making or writing sentences in a good order.

Techniques of Data Collection

To collect the data, the researcher gave the test to the students through the instruments that have been explained before (pre-test) and after (post-test) the implementation of Jumbled Text in teaching and learning process in the class during the research.

Pre-test was given to the students before the implementation of Jumbled Text in the research. It was done to know how far the students were able to write a sentence even a paragraph in a good order.

Post-test was given to the students after the implementation of Jumbled Text in the research to know how far the students were able to write a sentence even paragraph in a good order.

Techniques of Data Analysis

Technique of data analysis are in this research was descriptive and inferential statistics. Statistic descriptive is statistics that use to analyze the data with describe it which was gathering without make the conclusion that used for general (Sugiyono, 2012: 147).

Inferential statistics is statistics 'technique that used to analyze the sample of data, then the result can be used for population (Sugiyono, 2012: 147). After obtaining data from those steps above, the researcher analyzed both of the data in experimental and control group to know the effect of treatment using Jumbled Text and without Jumbled Text . First, the researcher calculated the students score. The researcher also calculated the mean score of the group, standard deviation scores of both of the group for descriptive statistics, then testing the significance from the two deviations for inferential statistics. Identifying or comparing between the result of t-test and t-table. The writer will compare the result of t-test to t-table. If the result or t-test > t-table, the null hypothesis is rejected. If the result or t-test< t-table, the alternative hypothesis is received.

FINDINGS AND DISCUSSION

In this chapter, the researcher need to show the statistical analysis of the data obtained. This analysis lead to discuss the finding of the investigation before the whole discussion is stated at conclusion. Then the discussion was continued to the analysis and the interpretation of the investigation.

To find out the solution of the problem on the research intended to analyze the data obtained from the students' test result. Data of the study consist of two steps, pretest and posttest. The first step is pre test; it has conducted to know the students ability after pre test, then the second steps is the researcher has done the post test for both of sample, experiment and control group.

To get useful of the data on the students' test, the researcher has conducted a research at all of the students in class VIII.A and VIII.B at SMPN 3 Tanjung in the academic year of 2015/2016. The students final scores either pre test or post

test were tested both of experimental and control group would be sound in this chapter.

a. Data Description of Experimental Group for Pre test

The result of data analysis showed that the highest score was 67 and the lowest score was 30. The mean score was 46, 22, the mode was 41, 74, median was 43,9, range was 8, and standard deviation was 102,62.

The result of data analysis showed that the highest score was 68 and the lowest score was 30. The mean score was 45,13, the mode was 41,66 median was 43,02, range was 8, and standard deviation was 55,92.

b. Data Description of Control Group for Post test

The result of data analysis showed that the highest score was 75 and the lowest score was 42. The mean score was 60,59, the mode was 57,81, median was 60,12, range was 7, and standard deviation was 124,05.

Testing Hypothesis

Testing hypothesis is procedure for deciding of the Null hypothesis should rejected or accepted. The hypothesis was tested by using t-test. The hypothesis of this research was t-test value > t-table at significance level of 0,05 (90%) with 22 students for both of them. The result of t-test was 3,416 > t-table 1, 682. The mean score of experimental group who was taught by Jumbled Text was higher than control group who taught by three phases Technique and has significance different from both of them. It shown that the result of mean score for experimental and control group was 760>60, 59. So, it could be concluded that Jumbled Text was appropriate and effective for teaching writing. So, the Alternative Hypothesis was accepted and the Null Hypothesis was rejected.

Discussion

Stated that writing is a way to produce language you do naturally when you speak and speak to other on paper – or on a computer screen (Meyers, 2005: 2). In this case, the researcher thought that Jumbled Text is an appropriated technique for teaching writing because there was significantly different between the students' score in pre test and post test. The researcher found the result of the data sample. It shown that the t-test was higher than t- table (3,416 > 1,682) and the means score of experimental group was higher than control group , it found that the mean score for pre-test of experimental group was 46,22 and mean score for post-test of experimental group was 760. In the other side, the mean score for pre-test of control class was 45, 13 and mean score for post-test was 60, 59. From the result of analysis, it was found out that the mean score of Experimental group that got from Post-test was higher than the mean score of pre-test of control group Then, in the identifying the significance of the students mean of deviation score it is found that the deviation of two mean score (760> 60.59). From those result of the data sample, there was significantly different between the students' score in pre test and post test.

Then the degree of freedom (*df*) that was used in this research had been interpreted to compare the two critical values; *t-test* and *t-table*. The degree of freedom (*df*) was 38.

Based on the computation of t-test, the value of t-test (3,416) and the value of t-table was 1.676 from (df) 38, it was clear that the *t-test* was higher than the *t-table (1,682).* It indicated that the degree of difference of the mean score was significant in both confidence level 0.05, thus the researcher would like to state that this research was relevant with in relation to the used of Jumbled text in teaching writing ability. .

So the researcher thought that

Jumbled Text was suitable for teaching writing because there were severalpoint that the researcher got within the used of the technique itself. First, the Jumbled Text helped the students' in improving and Drawing the students' attention in writing. Second, Jumbled Text technique thought students' to write in good way and good structures. Third, the students can solve their problem together in the class because they can deliver their opinion to find out the solution. The last, it created students' awareness in the sense of anticipation and review of the links in a text and to hypothesize what information might have preceded. Jumbled text involved all of the students to active in the classroom because the students think and arrange the sentences. In addition, the result of t-test was higher than t-table, it shown that the t-test value and the t-table value was significance different at level 0,05 (90%). So, jumbled text has positive effect toward students' writing ability at the second grade students of SMPN 3 Tanjung.

CONCLUSION

Based on the statement of the problem "Does Jumbled Text has any effects towards students' ability in writing?" It is found that the students' mean scores in Experimental data is higher than the student mean scores in Control Group, in which the mean score was 76,00 and 71, 48 for Control Group. The researcher finally comes to the conclusion: Under testing the students' writing ability, the researcher found that students have improvement.

Based on the conclusion above, the researcher would like to offer some suggestions for teachers, students and next researchers:

For the Students

The researcher hopes that the students' participation is more active in teaching learning process in the classroom and every student should improve their knowledge to enlarge the ideas to write.

For the Teacher

The teacher has to make new innovation in teaching especially for teaching writing, so the students do not feel bored. The teacher should make the students interested to learn the English and also make the students more creative to learn English. The teacher can create a fun condition in the class by using an appropriate teaching technique; one of appropriate teaching technique that the teacher can use in teaching writing is Jumbled text.

For Researchers

The researcher hopes that the result of this study is useful for those who want to conduct further research about the use of teaching technique type Jumbled Text in other skills such as listening, reading and speaking.

REFERENCES

Arikunto, Suharsimi. 2006. *Prosedur Penelitian*; Suatu Pendekatan Praktek. Bandung: Bina aksara.

Best, J.W., Kahn, J.V. 1995. *Research in Education*. New Delhi: Prentice-Hall of India.

Harmer, J.1998. *How to Teach English*. New York: Longman.
_____2004. *How to Teach Writing*. New York: Longman.

Heaton, J.B. 1975. *Writing English Language Test*. London: Longman.

Kothari, C.R. 2004. *Research Methodology; Methods and Techniques*. New Delhi: New Age International (P) Ltd.

Sugiyono. 2012. *Metode Penelitian Kuantitatif,* Kualitatif, dan R & D. Bandung: Alfabeta.

Turuk. M.C._____. *Can Teaching Reading And Writing Integratively Enhance Esl Students' Intellectual Processes In Writing?*

Wright, A., Betteridge, D., Buckby, M. 2006. *Games for Language Learner*. New York: Cambridge University Press.

Weigle, S.C. 2002. *Assessing Writing*. United Kingdom: Cambridge University Press.