

**TEACHING ORGANIZATIONAL WRITING OF RECOUNT
TEXT TO JUNIOR HIGH SCHOOL STUDENTS THROUGH
SCRAMBLED SENTENCES**

PAPER

*Submitted as Partial Fulfillment of The Requirements to Obtain
Strata One Degree (S-1) at The English Department*



**By:
DILLA TIFELLA
77069/2006**

**Advisor:
Dra. Hj. Yenni Rozimela, M. Ed, Ph. D.**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2011**

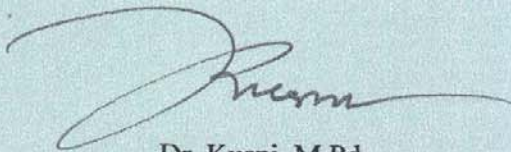
HALAMAN PERSETUJUAN MAKALAH

**TEACHING ORGANIZATIONAL WRITING OF RECOUNT TEXT TO JUNIOR
HIGH SCHOOL STUDENTS THROUGH SCRAMBLED SENTENCES**

Nama : Dilla Tifella
Nim : 77069
Program Studi: Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2011

Disetujui oleh:
Ketua Jurusan,



Dr. Kusni, M.Pd.

NIP. 19620909 198803 1 004

Diketahui:
Pembimbing,



Dra. Yenni Rozimela, M.Ed., Ph.D.

NIP. 19620919 198703 2 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Makalah Jurusan
Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang

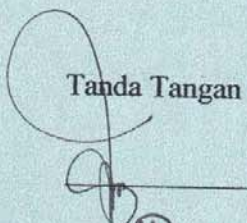
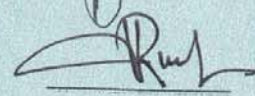
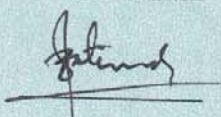
Teaching Organizational Writing of Recount Text to Junior High School

Students through Scrambled Sentences

Nama : Dilla Tifella
NIP / BP : 77069 / 2006
Jurusan : Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, 4 Februari 2011

Tim Penguji,

- | | Nama | Tanda Tangan |
|------------|-------------------------------------|---|
| 1. Ketua | : Dra. Yenni Rozimela, M.Ed., Ph.D. |  |
| 2. Anggota | : Refnaldi, S.Pd., M.Litt. |  |
| 3. Anggota | : Sitti Fatimah, S.S., M.Ed. |  |

ABSTRAK

Tifella, Dilla. 2011. *Teaching Organizational Writing of Recount Text to Junior High School Students Through Scrambled Sentences.* Makalah. Padang: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Menulis merupakan salah satu keterampilan yang harus dimiliki dan dikuasai oleh siswa. Namun kenyataannya banyak siswa mengalami kesulitan dalam keterampilan menulis, salah satunya menulis teks *recount*. Kesulitan yang mereka alami diantaranya menyusun ide-ide dan mengembangkannya ke dalam susunan teks yang baik dan benar. Pada umumnya guru juga kesulitan menemukan cara yang cocok dan mudah dalam membantu siswa menyusun suatu teks yang koheren. Dalam makalah ini, penulis membahas cara yang bisa membantu siswa dalam membuat kalimat menjadi teks yang baik dan benar melalui *generic structure* dan *chronological order* dalam teks *recount*. *Scrambled sentences* merupakan salah satu latihan yang mengharuskan siswa untuk menyusun suatu kalimat acak dengan memperhatikan dan memahami *generic structure* dan *chronological order* dalam teks *recount*. Pengajaran teks *recount* dengan menggunakan *scrambled sentences* ini meliputi tiga tahap kegiatan yang meliputi *pre*, *whilst* dan *post activities*. Diharapkan *scrambled sentences* ini bisa membantu siswa dalam menyusun dan mengembangkan ide-idenya dalam menulis teks *recount* dengan lebih menyenangkan sehingga mereka akan lebih terlatih dalam menghasilkan *writing product* yang lebih baik dan mudah dimengerti.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin is the first sentence in the writer mind after finishing and colpleting this paper. First of all, the writer would like to say thanks to Allah SWT, who has been giving the opportunity, power and easiness and everything for me to complete this paper. In addition, the writer also sends *shalawat* and *salam* for the prophet nabi Muhammad SAW, the last prophet and the greatest leader of human beings.

The writer also would like to express her deepest gratitude and appreciation to Dra. Hj. Yenni Rozimela, M. Ed, Ph. D. as the advisor who generously and patiently has been provided her great deal of time for giving continue guidances and valuable advices in helping the writer to complete her paper. The writer would like to express her great attitude to Refnaldi, S.Pd., M.Litt and Sitti Fatimah, S.S., M.Ed as her examiners, who had contributed valuable suggestions and ideas. The writer also express thanks to the chairman of English Department Dr. Kusni, M. Pd. and the secretary of English Department Dra. An Fauzia Rozani Syafei, M. A., and her academic advisor Dra. Yetti Zainil, M. A. Then, the am greatfull for all lectures of English Department who had taught her during her study in English department.

Then, the writer would like to address the deepest gratitude to her beloved father H. Eriali and lovely mom Hj. Desminarti Amd., her beloved brothers Al Vio and Teuku Randa also her lovely boyfriend Yudi Andris S. Si., who had been giving a great love, pray, motivaton, support and carreness for her. The writer also

would like to convey her gratitude to her best friends; Riske Lestari Mardin, Mustika Wati, Zuryati, Yenitta Rossa, Riza “Ijak”, Riza Vidriani, Rahma Yati, Ratna Yuri A., Sri Muliati, and etc. who always give comments and suggestions in composing this paper.

Finally, the writer also honestly admit that the paper is not perfect yet. Thus, any constructive critics, sugestions, and advices from the readers are highly appreciated for the improvement of the paper.

Padang, February 2011

The writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF APPENDICES	vi
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Formulation of the Problems.....	3
C. The Purpose of the Paper	4
D. The Significance of the Paper	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Concept of Writing	5
B. The Concept of Organizational Writing.....	7
C. The Process of Writing	8
D. Teaching Writing in Junior High School Curriculum.....	11
E. The Concept of Recount Text	12
a. The Generic Structure of Recount Text	13
b. The Language Features of Recount Text	15
F. The Concept of Scrambled Sentences	16
CHAPTER III THE IMPLEMENTATION OF ARRANGING SCRAMBLED SENTENCES IN TEACHING WRITING RECOUNT TEXT	
A. Teachers' Preparation of Using Scrambled Sentences in Teaching Recount Text.....	18

B. The Implementation of Using Scrambled Sentences in Teaching Writing Recount Text	21
---	----

CHAPTER IV CONCLUSIONS AND SUGGESTIONS

A. Conclusions	28
----------------------	----

B. Suggestions	29
----------------------	----

BIBLIOGRAPHY	30
---------------------------	----

APPENDICES	32
-------------------------	----

LIST OF APPENDICES

APPENDIX 1 LESSON PLAN	32
APPENDIX 2 BEACH AND TEA GARDEN PICTURES	38
APPENDIX 2 ZOO AND MOVIE PICTURES	39
APPENDIX 2 GRAND MALL AND MUSSEUM PICTURES	40
APPENDIX 2 BYCYCLING AND HILL PICTURES	41
APPENDIX 3 SAMPLE OF RECOUNT TEXT	42
APPENDIX 4 ANSWERS FOR SCRAMBLED SENTENCES	43

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a skill that combines sentences to form meaningful messages that the writer wants to express. It is a containing process of discovering the most effective language for communicating one thought, ideas, arguments and feeling. In writing, the writer has to consider number of aspects such as vocabulary, spelling, grammar mechanics, and generic structures of the text. Therefore, the effective writing depends on one's ability to structure and organise words and sentences into a meaningful whole.

Based on School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) in junior high school, the students have to achieve the certain competencies at the end of learning process. In order to achieve the competencies, a genre based approach is applied in teaching English. This approach emphasizes the students to master various kinds of genres in both spoken and written form. In these competencies, the students should concern with some genres of the text. For example, the students at second grade in junior high school learn about several genres of text, such as narrative, descriptive, report, procedure, and recount. The junior high school students should have ability in understanding these genres. Among these genres, recount text is one of difficult texts that the students cannot produce easily in learning writing skill.

Based on the writer's experience and observation during her teaching practice at SMP N 1 Payakumbuh, especially in the second grade, she found that

most of the students have difficulties in arranging events of recount text . In addition, some of the students could not produce a recount text because of they had lack of vocabulary, did know the spelling, punctuation, sentence's structures, the coherence and unity between sentences, generic structure, of the text and etc. Principally, the students have problems with organizing sentences in writing recount text.

In addition, the students' problem in writing recount text is in arranging sentences. They should comprehend about the recount text by learning the organization of the text such as the generic structures and the language features of the recount text. In order to help the students in arranging their ideas in writing recount text, they should have some kinds of exercises to help them in their own writing, especially in writing recount text.

Moreover, those problems happened because in teaching recount text the teacher did not use suitable media in teaching writing a recount text. Then, the teacher just asking the students to open the text book, reading the text silently, doing some exercises on the text book without guiding them about the exercises. For example, the teacher gave true false questions and multiple choice questions based on the text given. The exercises given in these activities cannot help the students to make their own recount text. Next, the teacher asking the students to write recount text based on the topic on the text book. The teacher seldom asks the students whether they understand or not when they make recount text. As the result, the students can not organize their sentences in making a text. This

situation also do not solve problems that faced by students in learning writing recount text and the students do not have motivation in learning English.

In order to guide the teachers to use a helpful exercise when they teach recount text, the writer would like to introduce one exercise that can help the students to organize their idea before writing a recount text. This exercises is arranging scrambled sentences into a good and coherence text. The students have to rearrange some scrambled sentences into a unity and coherence form. In scrambled sentences exercise can be noted that reordering a text involves critical thinking before start writing recount text. Moreover, it can serves as a model for the student to comprehend the organization of the recount text.

The advantages of scrambled sentences is the teacher can guide the students to arrange ideas into a good recount text before they write the whole of recount text by themselves. In addition, scrambled sentences can teach vocabulary, content, and mechanics through the generic structures and chronological order which contain time words of the recount text. Therefore, the students can be encouraged to create an arrange meaningful text .

Thus, this paper will explain the exercise to help the students writing recount text by using scrambled sentences in junior high school. This exercises will guide them before write a recount text.

B. Formulation of the Problems

Based on the explanation above, the problem is formulated as follows :“ How are scrambled sentences be used in teaching organizational writing of recount text in junior high school?”

C. The Purpose of the Paper

The purpose of this paper is to explain how to teach organizational writing of recount text through arranging scrambled sentences in junior high school.

D. The Significance of the Paper

This paper is expected to give contribution on useful and necessary alternative ways for any aspects of foreign language students and teachers. Instructors or teachers of English would be able to use ways provided in this paper to be applied in their class rooms while students will understand this information easily and apply them in groups or individually.