

Corresponding Author.Email : an.sary88@yahoo.com
Phone Number : 0852 6564 7168

Academic Journal

**A STUDY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMA
N 7N BINTAN IN ARRANGING SCRAMBLED SENTENCES INTO
PARAGRAPH PROCEDURE TEXT**

Asmara Nilla Sary¹⁾ Syofia Delfi²⁾ Jismulatif³⁾

Student of English Language Education Department
Faculty of Teacher's Training and Education
Riau University

Abstract

In English languages there are four kinds of competences or language skills that have to learn by the students: writing, speaking, listening and reading. Writing is a basic language skill; just as important as speaking, listening and reading. In this research, the writer want to know the ability of the first year students at SMA N 7 Bintan in arranging scrambled sentences into paragraph procedure text. This focused writing paragraph procedure text until right order. The instrument that is used to collect the data in this research is writing test. It used to measure the students ability in rearranging scrambled sentences with transition signals into paragraph procedure text. It is an essay test in which contain one topic. In this case, the writer takes 10 rearranging scrambled sentences. Each sentence consists of transition signals as a point to make correct paragraph of procedure text. The subjects were 25 students from XI.I class at SMA N 7 Bintan. The results showed that 8 students (32%) who got 61-80 score which falls on good level of the ability and then 4 students (16%) who got 41-60 score range which falls on fairly good level of ability, but most of the students (13) around 52% got 21-40 score range which falls fair level of ability. Finally, the researcher gets the conclusion that arranged scrambled sentences into paragraph procedure text by first year students of SMA N 7 Bintan is fair level ability.

Keyword: writing, scrambled sentences, procedure text.

INTRODUCTION

Writing is including in one of the skills in English language learning that the students should achieve. For students, writing is not only a tool for communication, but it also serves a means for learning, thinking, and organizing knowledge or ideas. By writing, the students learn how to express their ideas in the form of written.

Writing is as a way of communicating and saying things in a written form for a particular audience, and in particular occasion.” When students want to write something, they should have a lot of information the ideas, and thought in their mind. Students will be able to express the ideas into sentence, paragraph, and an essay.

The purpose of writing is to expression of ideas, to conveying of a message to the reader. Writing as a subject, make the students to be active rather than passive receivers of information. Because, when we write, we train our mind, our energy, and our knowledge and form them into good writing that can be read by all people.

Jeremy (1998:79) says that writing as a skill. That is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write something like write a paragraph procedure text.

According to Brown (1981: 4), the purpose of writing helps to control many of choices made during the process of composition-organizational pattern, method of development, sentence structure and word choice. Based on the explanation above, it can be concluded that writing is a process of expressing ideas in written form. In writing there are some skills that should be mastered to make a good composition.

As stated in the curriculum, there are four genre of the text for first year students at Senior High School: narrative, recount, procedure and descriptive text. Procedure text is a piece of the text that gives us instruction for doing something (Mark and Kathy (1990:50)). The purpose of procedure text type is to explain how something can do.

There are many aspects that students need to understand of purpose in a procedure text. Andrianus (2011) says that procedure text is the set of steps which should be completed in the right sequence to get the goal.

Mark and Kathy (1990:52) states that the features of procedure text can be seen in the following list:

Constructing a procedure text

The steps for constructing a procedure text are:

- An introductory statement that gives the aim or goal
- A list of materials that will be needed for completing the procedure
- A sequence of steps in the order they need to be done

Language features of procedure text

- The language features usually found in a procedure are:
- The use of technical language
- Sentences that begin with verbs and are stated as commands
- The use of time words or numbers that tell the order for doing the procedure
- The use of adverbs to tell how the action should be done.

Here is example:

Goal : Make a Kite

Material :

Ingredients/tool:

- 3 pieces of cane or bamboo
- Trade
- Large sheet of strong paper
- Scissor
- Paint and paint brush if necessary
- Glue
- Strong string

Steps:

1. First, we look for three pieces of bamboo to make frame and then we buy scissor, keen knife, paint and paint brush, glue, large sheet of strong paper, soft pencil and strong string.
2. Second, after having all materials needed, we dampen bamboo with a keen knife to make it flexible as a frame of a kite.
3. The next, we tie each end of bamboo with strong strings that had been prepared before to which we attach the paper after painting it with various colors as we wish.
4. After that, we cut a large sheet of paper with scissor suited with the length and width of a kite's frame.
5. We make the line with soft pencil to draw the frame form on papers and fold edges of covering over the frame carefully.
6. And then, we paint the papers with various colors with paint brush, which we like very much and lay them under the sun light to make them dry.
7. When painted papers are completely dry, we place frame on such paper.
8. After that, we prepare long string and tie strongly end of a long string on certain position in frame to keep it attachable to string on hand.

9. After that, we glue them to attach papers on frame and cut oversize papers with a scissor to drop down unnecessary papers.

Finally, we wait for a strong enough wind blows to play a kite in the field or square in spare time, particularly in the afternoon.

Procedures help us do a task or make something. They can be a set of instruction or direction e.g step by step method to germinate seeds. Th next below is an example of a procedure. The table shows the structure and language features of procedure text.

Procedure begins by outlining an aim or goal. Sometimes there is a list of the materials and equipment needed. The steps are then listed in order, example of a procedure text shows the shows the structure and language features of procedure text.

When writing procedures we should:

- Use present tense
- Include technical terms when you need to
- Use words that tell the reader how, when and where to perform the task

So those, based on the background above, the writer regard that in conducting a research. Therefore, the writer has interested in carrying the research entitled “A Study on the Ability of the First Year Students’ Ability in Arranging Scrambled Sentences into Paragraph Procedure Text of SMA N 7 Bintan.

METHODOLOGY

This is a descriptive research. The typical of descriptive studies are concerned with the assessment of attitudes, opinion, preferences, practices, and procedures. The population and this research is the first year students of SMA N 7 Bintan in academic year 2012/2013. In this case, the writer used cluster sample. According to (Gay and Peter Airisian: 1990),cluster sample is randomly selects group. So that, the writer choose the class that has been selected become sample of this research by using lottery.

The technique of collecting the data plays an important role in conducting a research. In getting the data, the writer uses the writing test as an instrument in order to know students’ ability in arrange scrambled sentences into paragraph procedure text. The research instrument used in collecting the data for this research is in form of written test.

In this case, the procedure to do this test as the following:

1. The students were given test to arrange scrambled sentences into paragraph procedure text. (10 scrambled sentences)

2. The students were asked to arrange scrambled sentences into paragraph procedure text in 30 minutes.

The sample of the test:

1. Fifth, connect the lead from the charger to the bottom of the phone.
2. Third, insert the battery inside.
3. Seventh, when the battery is fully charged, the bar stop scrolling. Disconnected the charger from the AC outlet and the phone.
4. Fourth, close the battery with a cover of the hand phone.
5. Then, we are ready to make a phone call.
6. Secondly, insert the SIM card after being installed.
7. First, open the cover of the hand phone.
8. Sixth, connect the charger to an AC wall outlet. Charging the battery supplied with the phone may take four up to six hours.

Based on the example above, we can see that scrambled sentences are meaningless and confusing, but it can be a good paragraph of procedure text or form when we arrange them. Look at the following arranging, which the arrangement is based on the elements of a paragraph of procedure text:

First, open the cover of the hand phone. Secondly, insert the SIM card after being installed. Third, insert the battery inside. Fourth, close the battery with a cover of the hand phone. Fifth, connect the lead from the charger to the bottom of the phone. Sixth, connect the charger to an AC wall outlet. Charging the battery supplied with the phone may take four up to six hours. Seventh, when the battery is fully charged, the bar stops scrolling. Disconnected the charger from the AC outlet and the phone. Then, we are ready to make a phone call.

The categorize of the students ability level in arranging scrambled sentences into paragraph procedure text, the writer will uses refer to David's scale (1969:79).

To find out the student's range and classification, the writer uses the table follows:

Tabel 1
The Range Score and Classification

No	Ranges of Scores	Classification
1	81-100	Excellent
2	60-80	Good
3	41-60	Fairly Good
4	21-40	Fair
5	0-20	Poor

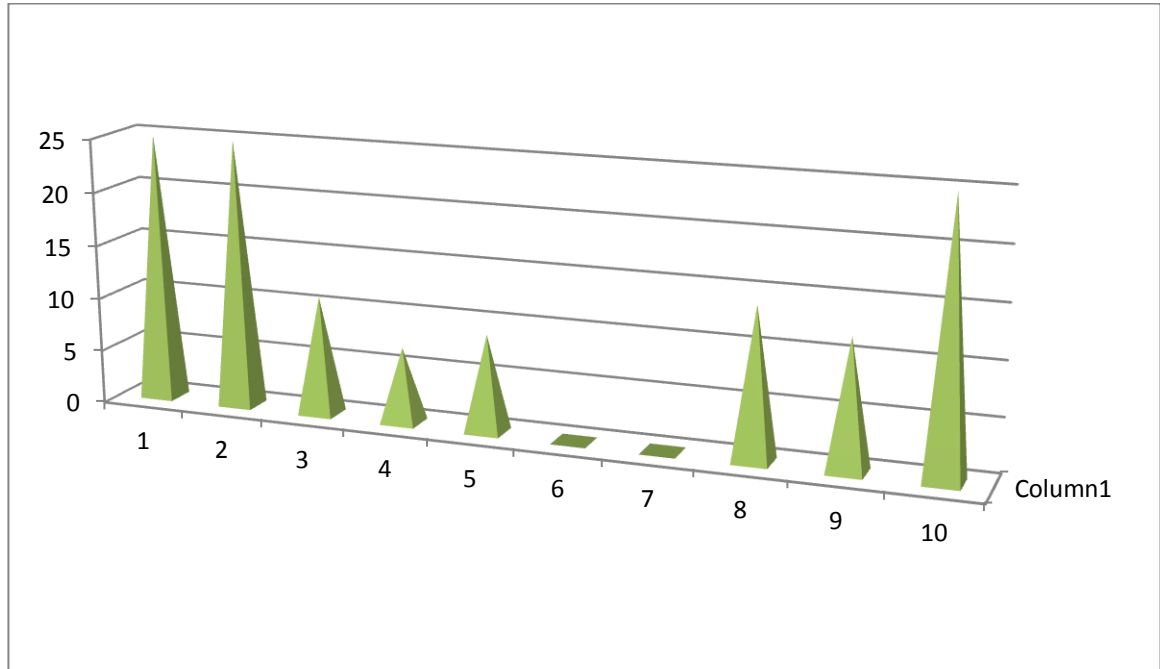
DISCUSSION OF THE FINDINGS

After getting the score of the students from the raters, the writer classified the students' scores based on each ability level as follow:

Tabel 2
The Students Score Based on Number of Scrambled Sentences

Number of Scrambled Sentences	Frequency (Person)	Percentage (%)
1	25	100%
2	25	100%
3	11	44%
4	7	28%
5	9	36%
6	0	0%
7	0	0%
8	14	56%
9	12	48%
10	25	100%

The table above could also be interpreted as the chart below:



Based on the data above, we can see that from 25 students (100%) can arrange scrambled sentences from scrambled sentence number 1, 2 and 10. There were 11 students (44%) can arrange scrambled sentences number 3, and then there were 7 students (28%) who are able to arrange scrambled sentences number 4.

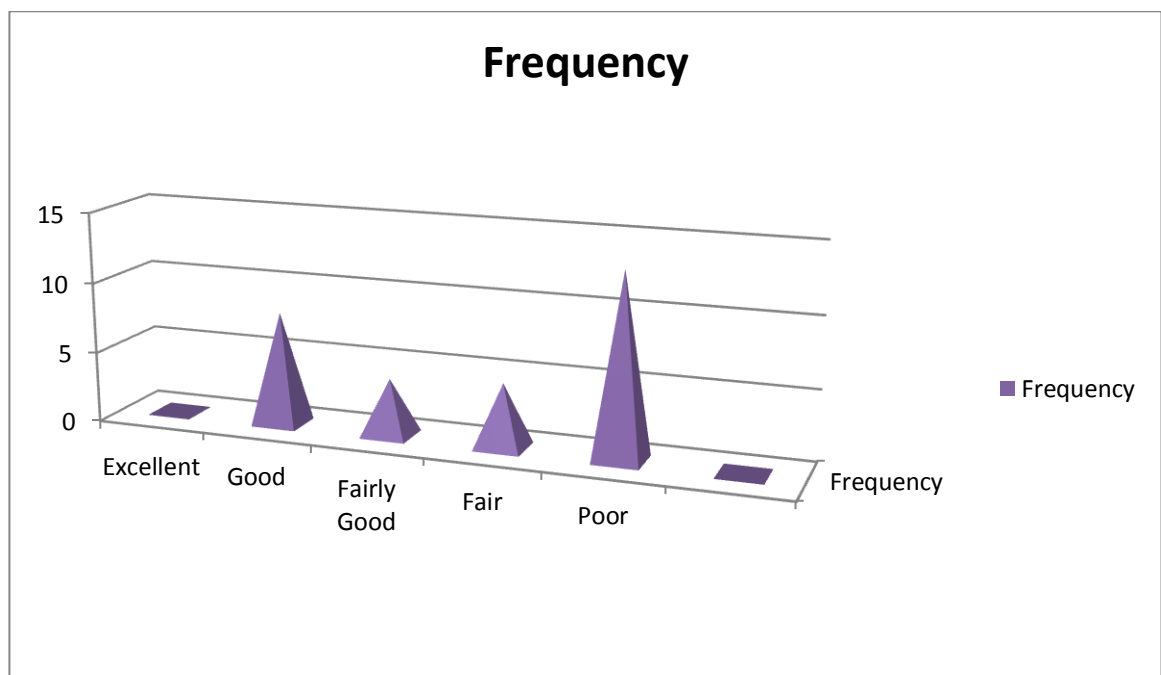
There are 9 students (36%) can arrange scrambled sentences number 5. None of the students (0%) who are able to arrange scrambled sentences number 6 and 7. There are 14 students (56%) can arrange scrambled sentences number 8. And there are 12 students (48%) can arrange scrambled sentence number 9.

The result was analyzed to find out the students' ability in arranging scrambled sentences into paragraph procedure text as follow:

Table 3
The Students' Ability in Arranging Scrambled Sentences into Paragraph Procedure Text

No.	Score	Ability Level	Frequency	Percentage (%)
1	81-100	Excellent	0	0%
2	61-80	Good	8	32%
3	41-60	Fairly Good	4	16%
4	21-40	Fair	13	52%
5	0-20	Poor	0	0%
			25	100%

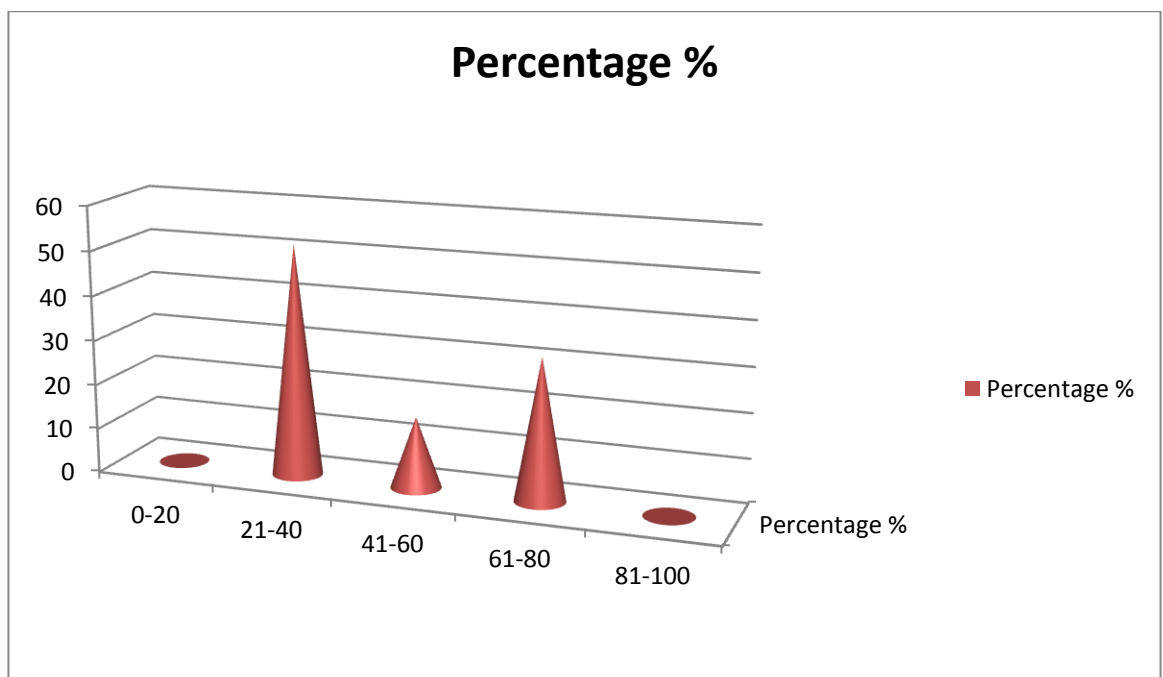
This table could also be interpreted as the chart below:



Based on the table above, we can see that none of the students (0%) who got the upper score 81-100 which falls on excellent level of the ability. There are 8 students (32%) who got 61-80 score which falls on good level of the ability and then there are 4 students (16%) who got 41-60 score range which falls on fairly good level of the ability, but most of the students 13 (53%) who got 21-40 score range which falls fair level of ability.

From the percentage above, the researcher concluded that the first year students of SMA N 7 Bintan had fair level ability in arrange scrambled sentences into paragraph procedure text.

The percentage of the students' ability in arranging scrambled sentences into paragraph procedure text as following:



CONCLUSION

In the conclusion, the researcher done this research is to know the ability of the first year students in arrange scrambled sentences into paragraph procedure text. The ability of the first year students of SMA N 7 Bintan in arrange scrambled sentences into paragraph procedure text is fair level of ability. It based on the evidence that 52% of the students were in fair level of ability around 13 students. The high score of the students' ability is 80 and the low score of the students ability is 30. The reliability of the test was 0.57 was the test was high.

SUGGESTION

Based on the data that have been found in this research, there are some suggestions that the writer gives in arranging scrambled sentences into paragraph

procedure text. First, the teacher needs to teach about the part of a paragraph, they are topic sentence, supporting sentence, and concluding sentence. Especially in procedure text, we should teach them about the generic structure and remain them because it dealt with the basic and the formula to build or make a good paragraph. Second, the students need to know to be aware of all part of a paragraph because a good paragraph needs them all to be applied, especially for the procedure text. Third, the students need to realize that parts of a paragraph must be arrange in logical order. It is easy to understand. So, that the students should know the rule how to arrange them all. And the last, the teacher need to give more exercise to the students dealing with arrange scrambled sentence into paragraph procedure text.

BIBLIOGRAPHY

Angelo. 1980. *Process and thought in composition*. Massachusetts :Winvthrop Publisher, Inc.

Bossone, Richard M.1981. *Book one English Proficiency Developing Your Reading & Writing Power*. New York St. Louis San Fransisqo Dallas Atlanta : McGraw Hill, inc.

Hornby, A. S. 1987. *Oxford Advanced Learners' Dictionary of Current English*. Oxford: University Press.

Hughes.A. 1989.*Testing for Language Teachers*.Cambridge University Press.

Langan, John . 2000. *College Writing Skills*. Singapore :McGrow Hill Companies.

Mc.Crimmon. M. James.1984. *Writing with a Purpose*.Boston : Houghton Mifflin Company.

Oshima , Alice & Ann Hogue.1978.*Writing Academic English*. New York: Addison-Wesley Publishing Company.

Reid. M. Joey. 1994. *The Process of Paragraph Writing*. New Jersey : Prentice Hall Regents, eaglewood.

Depdiknas. 2004. *Penilaian Kurikulum Kompetensi*. Jakarta : Kurikulum Kompetensi Depdiknas.

Derewianka. B. (1992). *Exploring How Texts Work*. Australia: Primary English Teaching Association.

Gay LR. (1987). *Educational Research USA*. Married Publishing Company.

Glatthorn.A.Allan. 1980. *Composition Skills 2*. The English Book. USA. Research Associate, inc.

Guth, P. Hans & Schuster, H. Edger. 1997. *American English Today*. The Tools of English Second Edition. Usa.

Grellet. 1986. *Having a Competency on Writing Skill*, Town West, Los Angles.

Hornby, As. 1987. *Oxford Advanced Learners Dictionary*, Oxford University Press.

Jeremy. 1983. *The Practice of English Language Teaching*. London. Inc. New York.

Kurniawan, R. 2003. *Gmii' Up with English Language*, P.T. Gelora Aksara Pratama, Jakarta.

Longman, 1984. *Vocabulary can be defibed as all words known to a person*. New York: Pretice-Hall,inc.

Mariana and Sabrony. 1996. *Writing*. Jalan Pintu Saru. Jakarta.

Mark and Kathy. 1990. *Text Types in English*. Macmilan.

Sharpe, P. 1997. *TOEFEL Test. Test of English as a Foreign Language*, 8 edition, Baron's Educational Series, inc.