



**IMPROVING STUDENTS' WRITING ABILITY  
THROUGH SCRAMBLE MODEL AT GRADE IX MTs NU  
SIHEPENG**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as  
a Partial Fulfilment of the Requirement for the Graduate Degree of  
Islamic Education (S.Pd.I) in English*

**Written By:**

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**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIAH AND TEACHER TRAINING  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



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Padangsidempuan, 01 July 2015

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*Assalamu 'alaikum Wr. Wb.*

After Reading, studying, and giving advice for necessary revise on thesis belongs to **Putri Hadijah Reskiah**, entitle “:Improving Students’ Writing Ability Through Scramble Model Grade IX MTs NU Sihepeng ”. We assume that the thesis has been acceptable the complete the requirement to fulfill for the degree of Islamic Educational Scholar (S.Pd.I), in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you

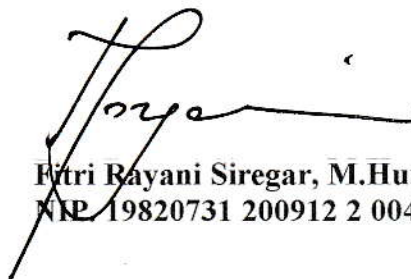
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## ABSTRACT

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**Title** : **“IMPROVING STUDENTS’ WRITING ABILITY THROUGH SCRAMBLE MODEL AT GRADE IX MTS NU SIHEPENG”**

This research focused to see writing ability of students at grade IX MTs Nu Sihepeng. The formulation of the problem this research were talking about did the scramble model improved students writing ability through scramble model at grade IX MTs Nu Sihepeng. The aims of the research were to know that the scramble model could improved the students writing ability at grade IX MTs NU Sihepeng.

This research was done in MTs NU Sihepeng. The sources of the data were the first year’s students at grade IX NU Sihepeng. The were 30 students, the English teacher. The kinds of the research was Classroom Action Research (CAR). The instrument of collecting Data were test and observation.

After doing the research to the students at grade IX MTs NU Sihepeng could be improved students writing ability at grade IX NU Sihepeng, it could be concluded from the description of test and observation, the students had improved at the first meeting until four meeting especially in grammar, vocabulary, mechanics, and from. It could be concluded that. The application of scramble model could be improved the students writing ability at grade IX MTs NU Sihepeng, it means that hypotesis could be accepted.

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First of all, I would like to say thank you to Allah SWT, who has given me time and healthy in writing and finishing this thesis. Next, I do not forget shalawat and salam to our Prophet Muhammad SAW who has brought us from the darkness into the lightness.

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May Allah, the almighty bless them all, Amin.

Padangsidimpuan, 30 June 2015  
The Researcher



**PUTRI HADIJAH RESKIAH**  
**Reg. No. 10 340 0069**

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## CHAPTER 1

### INTRODUCTION

#### **A. Background of the Problem**

Writing is a powerful process for describing, synthesizing, analyzing, interpreting, and communicating experience. As a result is part of the important language teaching and learning. Many people feel that writing is difficult. First, writing is need time to describing for anything to writing. Second, writing can be edited and rerevised but to many revise make it lazy and let it. It will be possible to do mistake in writing especially in grammar and vocabulary.

Meanwhile, writing is an important skill in our life. The following illustration will present some significances of writing in our life. The first, for describing, like a proposal or project paper, in project paper there are characteristics of students when they start learning in classroom, and the characteristic of the researcher in writing. The second, for analyzing, there are several mistakes in the structure of sentences, grammar, vocabulary, and so on. If one of them is not comprehend well, it will be difficult to analyze. The last, for communicating experience like in project paper, the researcher can communicate to the reader by writing. The researcher can share the experience with the other researcher by project paper.

Based on the illustration above, it has showed that writing is necessary in daily activity especially as a students who is learning English. However, writing is problematic at MTs NU Sihepeng in aspect of ability. The fact is revealed in the following illustration. The researcher find from the school especially from the English teachers and students.

The English teacher has used some ways when the learning process such as; the teacher teach the students based on their English book, giving explanation about their learning, giving the homework in group and individually. Actually, just a little partly of students can understand the lesson, especially in writing. There are many students problem can't write such as; the students is not comprehend well about grammar that make students often to do mistake in structure of the sentences; and also the students not comprehend well about vocabulary that makes the students facing difficulties in choosing the appropriate words in writing text; no ideas that make students lazy and difficult begin to write; no motivation that make students shy and afraid have mistake in writing and lack of confidence.

The students come from different schools, some of them are Elementary school 004, Elementary 001 and so on. So, part of students learning about English language. When they get in MTs NU Sihepeng they don't understand about grammar and vocabulary. When the teacher gives the instructions to comprehend the text but the students are difficult to arrange the sentences.

They feel hard to write because they do not comprehend well about vocabulary. Therefore, they do not know what they want to write down.

Based on the interviewed and information from the school especially from the English teachers, there were many students problem cannot understand in writing. The first, they didn't understand the meaning of the word. So that, they seldom did exercise especially when the teacher ask them about to do exercise to the blackboard. The second, they always negative thinking when the teachers offer them to do exercise. The third, they have lack of motivation. They did not want to write down. They did not support themselves. They are lazy to do exercise at home. Meanwhile, that was very important to improve and enrich their English<sup>1</sup>.

In addition, use traditional or conventional technique to teach writing. Conventional technique usually make students boring because the technique is monotonous and the students are not active. So, it makes teaching writing is making the students active. So, they enjoy learning and they can improve their writing ability easily and interest.

Accordingly, the problems above need to be solved in order to avoid flows in students as product of educations. Every school has to create the good output students. It means that, the students has knowledge about the English lesson especially in writing. So, it make them to prepare them selves when

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<sup>1</sup>Interview with Siti Sahro teacher of Grade IX at MTs NU Sihepeng, Thursday, 04 September 2014.

they want to be continue school. The students can share with others student. The students can be active in classroom especially when they discussion. The school and the teachers will be exemplary by all people if the teachers are able to make real. They must be good in teaching English process.

Istabrani says “there are several of communicative fluency activities for language teaching. They are guessing game, make and match, wordmapping, wordsquare, scramble model<sup>2</sup>. From alternative above, the researcher choose to employ scramble model writing ability. This model is good and easy. It is effective to be used in teaching by the teacher. At least three reasons are available as background of the choice. First, students has difficult to remember a term will be mines. The second, the students will be motivation to learn. The third, to increase the ability to team work and sosialization. The fourth, the teacher get the experience of teaching students by scramble model and make process learning fun but series. In addition, the students will be critical thinking they know what ought to do and not ought to do.

The reseacher is interested to conducting a Classroom Action Research, which purpose to improve students’ writing ability. So, from explanation above the researcher conducts the title of the research IMPROVING STUDENTS’ WRITING ABILITY THROUGH SCRAMBLE MODEL AT GRADE IX MTs NU SIHEPENG.

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<sup>2</sup>Istarani, *Innovative Learning Model 58*, (Field : Media Persada, 2012),p.70.

## **B. The Identification of the Problem**

Based on the explanation above, the problem this research can be formulated as the following:

1. The Students lack of mastering grammar.
2. The Students lack of mastering vocabulary.
3. The Studetns don't have ideas to write
4. The Students missing motivation and lack of confidence in writing.

## **C. The Focus of the Research**

There are genres of writing: they are exposition, description, discussion and narration. So, this research is basically limited to writing descriptive paragraph. These researches focus to see the improvement of writing ability through scramble model.

## **D. The Formulation of the Problem**

Based on limitation of the problem mentioned above, the problem of the research can be formulated “to what extend Does scramble model improve the students writing ability at IX grade MTs NU Sihepeng”

## **E. The Objectives of the Research**

The objectives of the research are expected “To know that scramble can improve the students writing ability at IX grade MTs NU Sihepeng”

## F. The Significances of the Problem

The significances of the research are:

1. English teacher: The result of this expected to be useful for English teacher in improving their ability especially in teaching writing by using scramble model.
2. Other research: The result of this research would be very usefull for those who are interested in doing a research related to this research.

## G. Defenition of the Key Term

To avoid vagueness and misunderstanding between the researcher and the reader, there are researcher states the terminologies are:

1. Improving is a verb that making something better. In oxford, improve is to make or become better.<sup>3</sup> So, improving is going through better work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving. Especially to improving students' writing ability of students MTs NU Sihepeng.
2. Student, according to Hornby that student is person who is studying at school or collage.<sup>4</sup> The researcher concludes that student is person who learn on the elementary, junior and senior high school for both formal and informal education.

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<sup>3</sup>*Learner's pocket Dictionary*,(Oxford University Press: Fourth Edition,2011), p.222.

<sup>4</sup>Hornby, *Oxford Advance Learner's Dictionry*, (New York: Oxford University Press, 19955),p.1187.

3. Writing Ability, writing is written of an an author or persons handwriting.<sup>5</sup>
4. Scramble model based on two words which is scramble and model. The first, scramble is the model that can use in writing learning, as explained in book of Istabrani is the way of making a group of people all critical thinking about something, especially in order to solve a problem. The second, model is the way of doing something, especially one that needs special skills, or using skill with wich somebody able to do practical. So, scramble model is one of the model that teacher can use in English language. Based on the explanation above the writer can conclude that the scramble model is good way to solve the student's problem in writing ability, especially at IX grade MTs NU Sihepeng.

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<sup>5</sup>A.S. Hornby. *Oxford Learner's Pocket Dictionary*,(New York: Oxford University Press,2000),p.502.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Theoretical Description**

In conducting a research, theories are need to explain some concept or terms applied in research concern. The term are as follow:

##### **1. The Description of Writing Ability**

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabullary, or diction and cultural understanding of the target language. Writing is also a creatively means making something outof nothing. When students write composition, for example, they are being creative. Writing for students is process that should not only improve their language ability but also stimulate thinking, and thus develop their cognitive ability.

Writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative. Writing for students is a process that sholud not only improve their language ability but also stimulate thinking, and thus develop their cognitive.

Writing is the way of to expressing the ideas. According to Hornby, “writing is group of piece writing, especially by a particular person or on a particular subject<sup>1</sup>. Beside it, writing is a personal act in which writer take ideas or prompts and transform them into “self initiated” topics<sup>2</sup>.

Writing is the way of to be good writer and reader. Then According David Nunan, “writing is the mental work of inventing of ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader.<sup>3</sup>

Writing is sign of graft. Then according Henri Guntur Tarigan, “writing is to write down or to draw of graft sign, in describing language which understood by someone, so the other can read the signs, write is presentation of the expression of langauge.

According to Harry A. Greene an friend: writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and experiences of the individual<sup>4</sup>. Than, according to Bridge states that “ writing is the stage in which the writer produces a rough draft of the paper”

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<sup>1</sup>A.S Hornby, *Op.cit.*, p. 1561.

<sup>2</sup>J. Michael O, Malley at all, *Authentic Assessment for English Language Learners*, (Addison Wesley Publishing Company), p. 138.

<sup>3</sup>David Nunan, *Practical English Langaue Teaching*, (America, the Mc grow Hill Companies), p. 88.

<sup>4</sup>Harry A. Greene and friends, *Developing Language Skills in the Elementary School*, (Boston, London, Sydney), p .284.

In other words, writing involve more than just producing sentences, moreover it is the way to help the writer to extend everything that comes to his mind and everything comes to his feeling.

Based on the explanation above, it is concluded that writing involves more than just producing sentences which consist of ideas, feeling and thought. To be able to write piece of good writing, the writer must consider the qualities of conventions.<sup>5</sup>

The writer must also struggle with patience, strength of purpose deliberation and skill are all essential qualities of writer working to perfect his or her writing.

#### **a. Characteristic of Writing**

There are some of written language from the perspective of a reader. Let's revisit those from a writer's review point.

##### 1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power. Power to emend, to clarify, to withdraw. whatever, you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

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<sup>5</sup> Joyce Armstrong Carrol, *Writing and Grammar: Communication in Action Diamond Level*, (New Jersey: Prentice Hall, inc, 2001), p. 3.

2) Production time

The good news is that, given appropriate of time, a writer can indeed become a “good” writer by developing efficient processes for achieving the final product. One of your goals, especially you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can “read” their own from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural, and literary schemata, specific subject matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

## 5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more.

## 6) Vocabulary

Writing places a heavier demand on vocabulary use than speaking. Good writers will learn to take advantage of the richness of English vocabulary.

## 7) Formality

Whether the student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have learned how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue<sup>6</sup>.

## 8) Coherence

Coherence is traditionally described as the relationship that links the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing<sup>7</sup>.

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<sup>6</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, 1994), p. 325-326.

<sup>7</sup> Zainal and Rusdi, *Language Teaching Seminar* (Compiled), (Padang: Universitas Negeri Padang, 2006), p.1.

## **b. Process of Writing**

Writing is personal act; it is an expression of the self. It is a process that is done for purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish to the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a students' background of experience enlarge, the needs for expression change. As a students the ability to give expression grows-providing the skills necessary for such expression.

To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting(writing), revising(redrafting), and editing and three other stages externally imposed on students by the teacher, namely, responding(sharing), evaluating and post writing<sup>8</sup>.

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<sup>8</sup>Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA; Cambridge University Press,2002), p.316.

Process writing in the classroom is highly structure as it necessitates the orderly teaching of the process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teacher often plan appropriate classroom activities that support the learning of specific writing ability at every stage. The planned learning experiences for student may be described as follows:

- 1) Planning (pre-writing) is any activity in the classroom that encourages student to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.
- 2) Drafting, at the drafting stage, the writes are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft
- 3) Responding to student writing the teacher has a central role to play in the successful implementation of process writing. responding intervenes between drafting and resiving
- 4) Resiving, when student revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. it is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader

- 5) Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, example and the like. Formal editing is referred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stage
- 6) Evaluating, in evaluating student writing, the scoring may be the analytical ( based on the specific aspect of writing ability ) or holistic ( based on global interpretation of the effectiveness of that piece of writing). the criteria for evaluation should be made known to students in advance.

To develop what is now term the process approach to writing instruction. Process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help student writers to understand their own composing process;
- c. Help the to build repertoires of strategies for prewriting, drafting, rewriting;
- d. Give students time to write and rewrite
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;

- g. Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback both from the instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition.<sup>9</sup>

While process writing added a valuable new dimension to language classrooms it has also attracted criticism. One such is that the process approach confines students largely to narrative forms and that is represents a serious limitation on their ability. Martin argues that forms of factual writing encourage the development of critical thinking skills which in turn encourage individuals to explore and challenge social reality, and that learners are denied the opportunity of developing factual writing skills are also denied the tools which would have them to challenge their social reality.

## **2. Description of Scramble Model**

### **a. Scramble Model**

Scramble model is one of learning model. One of the learning model cooperative type scramble. Scramble model is branch of cooperative model. It will be explain about the definition of scramble model according to the expert.

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<sup>9</sup>*Op. Cit.*, David Nunan. p. 87

Scramble model is like a games in classroom but according to Hesti Damayanti, scramble model is learning model that use to do exercise group is need combination group that critical thinking to clear the exercise<sup>10</sup>. Scramble model is model that give the paper exercise and answer paper with alternative has done in the paper. The students can answer and do the exercise.

Scramble model is one of the game that happy and creative. According to Soeparno, scramble model is one of game language that the game is a activity to get the way of creative and happynies<sup>11</sup>. From explanation above scramble model is model learning in teaching series but fun, we can use this model to teach the young learner.

#### **b. The Steps of Scramble Model**

The teacher task in this technique is to give problem capable to stimulate students mind, so that they answer question. The teacher may not comment that opinion of students is correctness or wrong, nor require to be concluded, teacher only accomodating all statement of opinion of students, so the all of students in the class get innings, comment or need not evaluation.

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<sup>10</sup><http://beredukasi.blogspot.com/2013/09/model-pembelajaran-scramble.html>Retrivied on Friday 10/2014 at 10.00 a.m

<sup>11</sup>Vita, ([Http://pgsd-vita.blogspot.com/2013/01/metode pembelajaran-scramble.html](http://pgsd-vita.blogspot.com/2013/01/metode-pembelajaran-scramble.html) Retrieved on Sunday 12/2014 at 10.00 a.m

Students undertake to answer to the problem of by telling opinion, comment or enquire, or tell new problem, they learn and train to formulate its opinion with good sentence and language. Less active students requires to be finished with question of teacher so that partaking to participate actively, and dare to tell its opinion following is study stage using model of scramble;

1. Explaining the aim of the research
2. Giving the motivation to students
3. Giving learning material to students based on the picture
4. Using the scramble model to students in learning material
5. Making group of students or giving individual test
6. Giving the limited time 50 minutes for students
7. Monitoring time allocation with all activity is done
8. Collecting the students result

### **c. The Form of Scramble Model**

The form of scramble model session consist of three form: word scramble , sentence scramble, paragraph scramble.

- 1) Word scramble, as a game of arrange the word and letter have disarranged until become a word that have meaning.

example :   dtsuent           = students

ctursurte       = structure

- 2) Sentence scramble, as a game of arrange the word that have disarranged the word. the form of the sentence must be logic, have meaning, right.

example : the story – forget – do – not= don't forget the story

- 3) Paragraph scramble, as game to arrange the paragraph from the disarranged the sentences. the result of this must be logical.

#### **d. The Advantage of Scramble Model**

For students

1. The students have difficult in remember will be few
2. The students will be motivation to learn
3. To increase the ability and socialization

For teacher

1. Get the experience form the teach the students
2. To increase the motivation of creativity to choose the strategy of learning that has improve process of learning until give the best service to students.
3. The teacher make the condition of the classroom fun but series.

#### **e. Excellence and Weakness of Scramble Model**

Scramble model is good way to solving the problem it has excellent and weakness, as below;

Excellene of scramble model that is;

- 1) Children think to express opinion.

- 2) Train student to think swiftly and lapped over is logical.
- 3) Stimulate student to always ready to have a notion related to problem of given by teacher.
- 4) Improving student's participation in accepting lesson.
- 5) Happened healthy evaluation.
- 6) Child feels free and is happy.

While is things required vercoming in usage of scramble model that is;

- a) Teacher less giving time which enough to student to think better.
- b) Less clever child always under developed.
- c) Learn only accommodating opinion have never formulated conclusion.
- d) Student do not immediately known whether its opinion wrong or correct.
- e) Do not guaranted result of trouble-shooting

Based o various the insufficiency above can overcome if a head or teacher in class can read situation and master class better to look for solution. Teacher should be able to become mediator and arrange situation in class as good as possible. Its way that is overberingly really items to be submitted and make planning of process learn to teach replay.

## 2) The Review of Related Finding

Research is the study about certain object to find out new facts about it. There have been many researcher done regard to this research problem, writing ability improvement. They shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are firstly, a script of Sakiah “An Analysis on the Students’ Ability in Writing Narrative Based on Pictures”.<sup>12</sup> The kind of research is qualitatif research research. Research find that pictures are good media in writing ability. Then, the conclusions are: the students achievement in writing narrative based on pictures is 7,2

Secondly, a script of Nur Aisyah in STAIN Padangsidimpuan is “Improving students’ Writing Ability through Pictures at Seventh Grade of SMP Negeri 5 Padangsidimpuan”.<sup>13</sup> The kind of reserch is quantitative research by gathering data through samples’ testing students of SMPN 5 Padangsidimpuan. She found that the picture sequence can improve the students writing ability. Then, the conclusion are: the students achievement in writing is 7.30

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<sup>12</sup>Sakiah, *An Analysis on the Students Ability in Writing Narrative based on Picture*, (Script UMTS Padangsidimpuan, 2005).

<sup>13</sup>Nur Aisyah, *Improving Students’ Writing Ability through Pictures at Seventh Grade of SMP Negeri 5 Pdangsidimpuan*, (Script STAIN Padangsidimpuan, 2012).

### **3) The Conceptual Framework**

In writing, there is process of communication between writer and reader, writer is a process in which writer express his ideas, thought, opinion, perceptions. It is necessary to find a way in teaching writing in order to improve students' writing ability and purposed to get communication well. Having good fluently in writing make students and teacher work together in the class. So, the purpose of teaching English can be reached.

### **4) The Hypothesis of Action**

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that "cramble Model can improve students writing ability at nine grade of MTs NU 1 Sihepeng".

## CHAPTER III

### RESEARCH METHODOLOGY

#### 1. The Place and Schedule of the Research

The research would be conducted at MTs NU Sihepeng that is located on Jln. Medan Padang, kec. Siabu, Kab. Mandailing Natal.

This research is planned finished in three months beginning on 02 April until 08 Mei 2015. The research actions are accomplished in the classroom only learning as usually in the classroom.

#### 2. Kinds of the Research

This research is designed by classroom action research (CAR). Based on Gay and Eurasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something<sup>1</sup>. Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for writing ability teaching applies pictures or changing student's prior writing ability at low competence to the better competence by its criteria.

The main concept of classroom action research consists of four steps; namely planning, acting, observing and reflecting. According to PH. Simaremare, the concept of classroom action research consists of five steps, they are 1) Development problem focus of the research, 2) Repair

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<sup>1</sup>L.R. Gay and Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

action of planning, 3) Repair action of doing, observation and interpretation, 4) Analysis and reflection, 5) Continue action of planning<sup>2</sup>.

Interpretation on cycles in classroom action research as Iskandar, quoted there will be basics' cycle of the research. they are general identification, reconnaissance, plan arrangement, development, implementation, evaluating, and finally repairing plan<sup>3</sup>. This designed shows the improvement of practice in the classroom would be done through cycles to be implemented continuously to reach what the research want to do at first.

### **3. Participants**

In this research, participants were the students in IX of MTs NU Sihepeng in academic year 2014 / 2015 where they are totally 30 students. Consist of 15 men 15 women. They are the first class that have the different skill that is; high, low and more low.

### **4. The Instrumentation**

The instrument used in this research is test. This test was used to examine of the students' writing skill at IX grade MTs NU Sihepeng. As according H Douglas Brown, test is method of measuring a person's ability, knowledge, or performance in give domain. A test is a first method. It is an instrument a set of technique, procedures, or items that

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<sup>2</sup> P.H. Simaremare and friends, *Modul Program Pendidikan dan Latihan Profesi Guru(PLPG) Tahun 2010*, (Medan: Universitas Nommension, 2010), p. 141.

<sup>3</sup> Iskandar, *Penelitian Tindakan Kelas*, (Jakarta: Gaung Persada Press, 2011), p. 29.

requires performance on the part of the test taker. Second, a test must measure. Some test measure general ability while others focus on very specific competencies or objective. Finally a test measures given domain. This case of a proficiency test, eventhough the actual performance on the test involves only sampling of skills that the domain is overall proficiency in a language-general competence in all skill of language<sup>4</sup>.

The test in this research is writing descriptive paragraph. The researcher use scramble model that can use in group or individual. In making group the teacher divided students in six groups. Each group is five students because total students are thirty persons.

The students would be testing based on the topic that the researcher has given on first meeting and giving time limitation is 50 minutes to make this sentence into good sentences. Then, at the second cycle on the first meeting the students is make the sentence into good sentences that the researcher has given by pair

Value criteria the researcher divided the score into four criteria. They are the scores of grammar, vocabulary mechanics, and form (organization). The scores of this test will be explain more clearly, the highest score is 25 and the lowest is line every criteria. Because the

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<sup>4</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Fransisco: Longman, 2004), p.3.

criteria of writing test there are 4, so the highest score are 100 in all of criteria.

**Table 1**  
**FSI Weighting Table**

Content	Proficiency Description			
	1	2	3	4
Grammar	25	20	15	10
Vocabulary	25	20	15	10
Mechanics	25	20	15	10
Form	25	20	15	10

### **Grammar**

Score 25 = Few (if any) noticeable errors of grammar or word order.

Score 20 = Some errors of grammar or word order which do not however, interfere with comprehension

Score 15 = Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.

Score 10 = Errors of grammar or word so severe as to make comprehension virtually impossible

### **Vocabulary**

Score 25 = Use of vocabulary correctly

Score 20 = Uses wrong or inappropriate words fairly frequently; expression of Ideas may be limited because of inadequate vocabulary.

Score 15 = Limited vocabulary and frequent errors clearly hinder expression of ideas.

Score 10 = Vocabulary limitations so extreme as to make comprehension virtually impossible

### **Mechanics**

Score 25 = Few (if any) noticeable lapses in punctuation or spelling.

Score 20 = Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.

Score 15 = Frequent errors in spelling or punctuation; lead sometimes to obscurity

Score 10 = Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

### **Form (organisation)**

Score 25 = Highly organized; clear progression of ideas well linked; like educated native writer.

Score 20 = Some lack of organization; re-reading required for clarification of ideas.

Score 15 = Individual ideas may be clear, but very difficult to deduce connection between them.

Score 10 = Lack of organization so severe that communication is seriously impaired.

**SCORE:** Grammar : \_\_\_\_ + Vocabulary \_\_\_\_ + Mechanics: \_\_\_\_ +Form: \_\_\_\_  
= \_

Analytic methods of scoring for test writing<sup>5</sup>.

## 5. Research Procedures

The required data would be collected by testing and observing. The main data would be observed by field notes as the qualitative data. It was to use descriptive data which are not amenable to being counted or measured in an objective, and are therefore subjective, this kind of data would be gathered through field notes. The data was to describe the situation in the classroom during the learning process by pictures in the terms of students, teacher and influential factors.

The quantitative data used to present what would have been measured and it is considered as the objective data. This data would be from the students' performance data to help the teacher assess the pictures' effectiveness on students' writing ability.

Classroom action research concerns certain procedures, namely planning, action, observation, and reflection. Kunandar stated that planning

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<sup>5</sup>Arthur Hughes, *Testing for language Teachers*, (New York: Cambridge University Press, 1990), p.91-93.

means developing an action plan which is critically done improve what will be happen.

Then action was chosen action which as the resolution for the problems. Observation, the third step in the classroom action research would be done comprehensively to figure out the process of the action. And finally reflaction was recognizing and analyzed the action that would be conducted in classroom it would be figured out on the observation notes.

In this research the researcher would applied two cycles. Each cycle consist of two meetings. Each meeting consist of 90 minutes. So, there are four meetings during research process. Each cycle consist of four steps; planning, acting, observing, and reflecting.

### **Firts Cycle**

The first cycle the researcher would be conducted for two meetings. Every meeting will do for eight minutes. The researcher would be observed all the activities in the classroom.

#### **1. First meeting**

This meeting the researcher prepares all the needed in this meeting as below:

##### **a. Planning**

- 1) Making lesson plan that consist of the step of action.
- 2) Making learning planning approach that using scramble model.

- 3) Preparing the topic to do scramble along with the first test writing to be given to the students and make an instrument as tool to see the students writing ability improvement.
- 4) Discussing how the scramble to be in teaching learning.
- 5) Preparing all the material that will be needed in the teaching learning process, as; lesson plan, media and value criteria.

b. Action

- 1) Explaining the aim of the research
- 2) Giving the motivation to students
- 3) Giving learning material to students based on the picture
- 4) Using the scramble model to students in learning material
- 5) Making group of students or giving individual test
- 6) Giving the limited time 50 minutes for students
- 7) Monitoring time allocation with all activity is done
- 8) Collecting the students result

c. Observation

- 1) Discussion with English teacher to observation planning
- 2) Monitoring to scramble model is done
- 3) Discussion with the English Teacher about the weakness or finding activity during observation is done.

d. Reflection

- 1) Analyzing the finding during the observation is done.
- 2) Analyzing the weakness and the teacher progress that using scramble model determines the follow up of the activity.
- 3) Reflecting on the scramble model is used.
- 4) Reflecting on the teacher and students learning activity.
- 5) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

## **2 Second Meeting.**

These meetings researcher expend to repair the meeting before;

### **a. Planning**

- 1) Analyzing the reflection result in the first meeting and expend to repair to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.
- 3) Designing the second preparing base on the first meeting

### **b. Action**

- 1) Explaining the aim of the research
- 2) Giving the motivation to students
- 3) Giving learning material to students based on the picture
- 4) Using the scramble model to students in learning material
- 5) Organizing the students in make in pairs
- 6) Giving the limited time 50 minutes for students

7) Monitoring time allocation with all activity is done

8) Collecting the students result

c. Observation

1) Monitoring the teaching learning by using the scramble model in teaching learning.

2) Recording the different is being

3) Discussing the problem in process learning and giving solution.

d. Reflection

1) Analyzing the weakness and progress when scramble model is done to determine the next activity planning

2) Reflecting of scramble model that using in learning process.

3) Reflecting of teaching activity and students learning result that using scramble model.

4) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle

## **Second Cycle**

This cycles the reseacher evaluating all the activity in cycle before and repairing the problem. Conduct two meeting and every meeting will do eighty minutes.

### **1. Third meeting**

a. Planning

- 1) Analyzing the reflection result in the first cycle before and expand the third repairing to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as : lesson plan, media and value criteria.
- 3) Encoding the problem and progress on the learning process.
- 4) Designing the third preparing base on the first meeting.

b. Action

- 1) Explaining the aim of the research
- 2) Giving the motivation to students
- 3) Giving learning material to students based on the picture
- 4) Using the scramble model to students in learning material
- 5) Making 6 group each group is 5 students
- 6) Giving the limited time 50 minutes for students
- 7) Monitoring time allocation with all activity is done
- 8) Collecting the students result

c. Observation

- 1) Monitoring the teaching learning by using scramble model in teaching learning
- 2) Recording the different is being.
- 3) Discussing the problem in process learning and giving solution.

d. Reflection

- 1) Analyzing the weakness and progress when scramble model is done to determine the next activity planning
- 2) Reflecting of teaching activity and students learning result that using scramble model
- 3) evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

## **2. Fourth Meeting**

### a. Planning

- 1) Analyzing the reflection result in the first cycle and expend the third repairing to be done in the next meeting
- 2) Preparing all material that will be needed in the teaching learning process,as: lesson plan, media and value criteria
- 3) Encoding the problem and progress on the learning process
- 4) Designing the third preparing base on the first meeting

### b. Action

- 1) Explaining the aim of the research
- 2) Giving the motivation to students
- 3) Giving learning material to students based on the picture
- 4) Using the scramble model to students in learning material
- 5) Making 6 group each group 5 students with different friend
- 6) Giving the limited time 50 minutes for students
- 7) Monitoring time allocation with all activity is done

8) Collecting the students result

c. Observation

- 1) monitoring the teaching learning by using the braistorming technique in teaching learning.
- 2) recording the differentis being.
- 3) discussing the problem in process learning and giving solution.

d. Reflection

- 1) analyzing the weakness and progress when scramble model is done to determine the next activity planning.
- 2) reflecting of scramble model that using in learning process.
- 3) reflecting of teaching activity and students learning result that using scramble model
- 4) evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

## 5. Technique of Data Analysis

The data collected must be summarized and interpreted in order to help teacher makes decisions about the practice. The process of data analysis involves making sense out of text and image data. According to Creswell it involves prepring the data analysithes conducting defferent

analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data<sup>6</sup>.

Primarily, writer counted quantitative data by computing the score of writing test students. The formula is the following

$$X = \frac{\sum x}{N} \times 100 \%$$

Finally, writer summarized qualitative data by six steps as suggested by Creswell as in the following<sup>7</sup>.

Step 1 : organize and prepare the data for analysis.

Step 2 : read through all the data.

Step 3 : begin detail analysis with coding process it is organizing materials into 'chunks' before bringing meaning to those chunks.

Step 4 : use the coding process to generate a description of the setting or people as well as categories or analysis.

Step 5 : advances how to description and themes will be represented in the qualitative narrative.

Step 6 : make interpretation or meaning of the data

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<sup>6</sup>Alison Wray, Kate Trott and Aileen Bloomer, *Projects in Linguistics: A Practical Guide to Researching Language*, (London: Arnold, 1998), p. 187.

<sup>7</sup>*Ibid*, p. 191-194.

These steps actually supported by Kracauer in Denzin who depicted that the main task of researcher was to discover hidden meaning beyond text as a unity totally<sup>8</sup>.

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<sup>8</sup>Norman K.Denzin and Yvonna S.Lincoln, *A Handbook of Qualitative Research, translated by Darssiyatno and friends*, (Yogyakarta: Pustaka Pelajar, 2009), p.499.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

#### **A. Data Description**

In this Chapter, the researcher would like to analyze each data that has been gotten from the teaching process and evaluation in each cycle of this research. In this research, analyze was started from cycle 1 up to cycle 2, because this research used action research. Furthermore, analysis was also done with observation and interview.

##### **1. First Cycle**

In this first cycle, there was two meeting. Each meeting consisted of 2 x 45 minutes in this cycle. Than there were also two lesson plan which would be done, because there were two meeting. The first cycle was conducted on Saturday, 02 Mei and Friday, 04 Mei 2015.

##### **a. First Meeting**

In first meeting, there were some step must do by researcher in this meeting, there were; planning, action, observation, and reflecting.

##### **1) Planning**

For the first meeting was conducted on Saturday, 02 Mei 2015. It was done in IX grade of MTs NU Sihepeng, consisted of 30 students. The researcher made lesson plan that would be done in each meeting. The researcher made lesson plan and the material was

scramble sentence. The topic was about money. Before implemented the lesson plan, the researcher took interview to know how to implemented the lesson plan. This action research would be done with the English teacher at IX grade of MTs NU Sihepeng .

## **2) Action**

The researcher gave greeting to open the class, and make relation between students and researcher better, the researcher explained the purpose of the researcher also gave motivation and giving the learning material to the students based on the picture by using scramble model.

Then, the researcher was going to the material. The researchers explained scramble model to students. Meanwhile, the researcher gave the material about scramble sentence, because for this meeting the first topic is money . The researcher gave explanation about the scramble sentences to make learning process was suitable with this research.

After the researcher gave some examples of scramble sentences such as like; go- mother- the – market- My- today, Familiy- holiday- their- for go, like- He- playing- football and so on. For improving students writing ability, the researcher gave the individual test to students about scramble model. Then, giving time allocation 50 minutes. The researcher monitoring time allocation

with the all activity is done. The last the reseacher collecting the result of students.

### 3) Observation

Based on the observation sheet, in class still had some problem such as most of students still low motivation, there are some of the students become trouble makers, they made the class noisy. So, that the other of students hard to get consentration.

The researcher could conclude that there were several problem in the classroom such as;

**Table 2**

**Problem and Solution of External Factors in Cycle 1**

No	Activities	Problems	Solution
1	Students who made noisy in the classroom	<p>a. Five students who made noisy because her best friend did not want hearing her when she preapared her writing before took to perform in front of the class.</p> <p>b. Because both of the students were sick at the</p>	<p>a. Ordered them to stop making noisy and gave the advice and spirit to them in order to hear their friend while performing in this class</p> <p>b. Gave the time and chance to students as the last speakers</p>

		first meeting did not have hand so they asked their best friend	
2	Students who asked for permission	Both of students who often asked permission	Gave the students 10 minutes to finish her praying after making the permission
3	Students who slept in the classroom	-	-
4	Students who move from the sat	No students did it. Every students sat in their seat with themselves	For this technique ask them to did by themselves
5	Students who felt bored of this lesson	More students seem to be no longer interested toward English	<p>a. Motivated them to have possision or to be active ij writing ability by using scramble model</p> <p>b. Choose the appropriate or interesting topic</p>

			based on their experience to be discussed in performing the writing
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The researcher show the result of the first meeting

**Table 3**

**The Result of Students in First Meeting**

<b>Criteria of Writing</b>	<b>Mean Score</b>	<b>Total of Students</b>
Grammar	14.33	30 students
Vocabulary	16.16	30 students
Mechanics	15.66	30 students
Form	17.33	30 students

Based on the table above the researcher found that skill of students in writing still low. There was 5 of students got score 20 and 25 in every criterion or got 70 point. The description above explained that mean score of grammar was 14.33, vocabulary was 16.16, mechanics was 15.66 and form was 17.33. The mean score was 58.83. So, there was 5 students complete in study.

**Table 3****The Students' Percentage of Study Complete in First Meeting**

<b>Test Criteria</b>	<b>The students that complete study</b>	<b>Total of students</b>	<b>The percentage of students that complete study</b>
First meeting	5 students	30 students	13.3%

Based on the table, the researcher conclude that the first meeting of the writing ability of students still low. That was 5 students of 30 (13.3 %) were complete study, and 26 of 30 students (86.66%) were not complete.

**4) Reflection**

In this cycle the researcher found that there were some important points that should be given more attention. The first was about the students low motivation. From the result of students above it could saw the mean score of grammar(14.33), vocabulary(16.16), mechanics(15.66), form(17.33). So, it was still low especially in grammar. The researcher made lesson plan again for the second meeting in this cycle.

## **b. Second Meeting**

In second meeting, there were some step must do by the researcher in this meeting, there were; planning, action, observation, and reflection.

### **1) Planning**

For the second meeting was done 04 Mei 2015. It was done in IX grade of MTs NU Sihepeng, consisted of 30 students. The researcher made lesson plan that would be done in each meeting. In this meeting, the researcher made lesson plan and the topic about the daily activity.

### **2) Action**

The researcher gave greeting to open the class and remembering the students about the material last meeting, so the material still relation. The researcher presented the topic about daily activity. The researcher gave explanation about it, and gave the explanation about the scramble model. Then, the researcher also gave motivation and the picture about the material that would be given before gave the second material.

For this time the students also look amazed. To make students more comprehend, the researcher gave example about it. This example made also in scramble model. Thus, the researcher divided students in make in pairs.

After that, the researcher gave the test for students. Next, the researcher gave the instruction about the test that would be given to students. The researcher gave explanation about the test, how to answer the test and asked the students to write the name and class paper test. Furthermore, the researcher gave the limited time 50 minutes. Then, the researcher monitoring the discussion and collecting the result of students.

### **3) Observation**

In this research, the researcher used field note as observation sheet 'Students activity in teaching in learning process' in each meeting. This observation would be done by the researcher when the lesson plan was done and when the researcher gave the test in the first and second meeting. It means that, the researcher to observe the students when teaching learning process in this research was done.

From the result of daily activity in the second meeting the researcher conclude that were 12 got up score 75. The researcher show the result for the second meeting below;

**Table 4****The Result of Students in Second Meeting of First Cycle**

<b>Criteria of Writing</b>	<b>Mean Score</b>	<b>Total of Students</b>
Grammar	18.33	30 students
Vocabulary	18.16	30 students
Mechanics	17.13	30 students
Form	17.33	30 students

Based on the result above, the researcher conclude that the second meetong of writing ability of students still in low.

**Table 5****The students Percentage of Study Completeness in Second Meeting**

<b>Test criteria</b>	<b>The students that complete study</b>	<b>Total of Students</b>	<b>The percentage of students that complete study</b>
First meeting	5 students	30 students	13.3%
Second meeting	12 students	30 students	40%

Based on the table above could be concluded that the students result study was improve from 5 students be 12 studens in second meeting. It could be seen from the percentage of 13.3% and 40.0%. Even though the students writing ability had been improve but still far from the research aim. So, the research should be continuing in next meeting, or the second cycle.

In first test, students serious when they were answer the test, but still some students become trouble maker, they always borrow correction pen to other students.

#### **4) Reflection**

In this meeting, most of the students were still confused to answer the test. Based on the interview and observation most of the students still low motivation. It can be seen from the observation sheet.

For this condition, the researcher realized that the first cycle was less, or the result of the first cycle was not success for improve the students writing ability. It can be conclude that, the action should be repaired and change for improve students writing ability.

To repair it, the researcher done reflecting related to action research and effort that has been done in first cycle. It's mean that, making evaluation about the teaching learning process in the first cycle and gave solution for the next cycle. So that, observation that had been done by the researcher purposed to find out the problem when the action or teaching learning process was done and made conclusion.

The result from first cycle still low, especially in mechanics(17.13) so the researcher change from make in pairs to group of students. The last, the reseacher conclude that the first cycle

should be repaired especially in lesson plan, material the teaching learning process for the next cycle.

## **2. The Second Cycle**

In the second cycle, there was also two meeting. Each meeting consisted of 2 x 45 minutes or there was 90 minutes again. In each cycle there was also some step must do by the researcher again, there were planning revised of cycle 1, action, observation, and reflecting. The second cycle was conducted on Wednesday, 06 and Saturday, 08 Mei.

### **a. The Third Meeting**

In this meeting, there were some step must do by the researcher in this meeting, there were; planning, action, observation and reflecting.

#### **1) Planning**

The third meeting was conducted on Wednesday, 06 Mei 2015. The lesson plan has been revised was done. The condition on the second cycle was differing with the first cycle. The researcher made changing in this action or in teaching learning process. Based on the problem on the first cycle, the most of the students still low motivation, so that the researcher gave high motivation that had with their life and gave amused to make the students more interesting. The researcher made group to make students more anthusiastic.

Moreover, to make students more interested the researcher gave a gift for the winner group.

## **2) Action**

For the third meeting, like as usually, the researcher gave greeting to open the class, and gave motivation again to make students more enthusiastic. The researcher made six groups each group 5 people of 30 students.

The researcher gave the explanation about the topic of picture that was applied. Then, the researcher making in 6 group each group 5 students. After that, the researcher giving limited time 50 minutes. The researcher monitoring time allocation with all the activity is done. The last, the researcher collecting the result of students.

## **3) Observation**

In this meeting, based on the observation sheet, the class was done well; there were fewer trouble makers, so the class can drive easily. It can be seen that, the students very enthusiastic to looked for their task in each group.

From the result of in the third meeting the researcher conclude that there were 21 got up score 75. The researcher show the result of the third meeting below;

**Table 6****The Result of Students in Third Meeting Second Cycle**

<b>Criteria of Writing</b>	<b>Mean Score</b>	<b>Total of Students</b>
Grammar	20.66	30 students
Vocabulary	20	30 students
Mechanics	17	30 students
Form	18.5	30 students

Based on the table above, it can be conclude that the students writing ability was improve from the first meeting in the first cycle.

**Table 7****The Improvement Percentage of Students Complete Study**

<b>Test Criteria</b>	<b>The percentage that complete study</b>	<b>Total of students</b>	<b>The percentage of students that complete study</b>
First meeting	5 students	30 students	13.3%
Second meeting	12 students	30 students	40%
Third meeting	21 students	30 students	70%

Based on the table above could be conclude that the students' result study was improved. It could be seen from students improvement in first meeting on first cycle up to first meeting on second cycle that was 21 students could got up score 75 – 90 of students that complete in study. That was not complete as the aim of

the research. So the research should be continuing in next meeting, or fourth meeting.

#### **4) Reflection**

In this meeting the researcher analyzing the weakness and progress when the scramble model done to determine the next activity. From the result above that still low especially in mechanics. So, next meeting the researcher would changed from group to group(different friend). Then, evaluating the data gotten from the class and made decisions for the next meeting.

#### **b. Fourth Meeting**

In fourth meeting, there some step must do by the researcher in this meeting, there were; planning, action, observation, and reflecting.

##### **1) Planning**

For the fourth meeting was conducted on Friday, 08 Mei 2015. This meeting was continuity of the third meeting in cycle 2. The researcher made lesson plan that would be done in each meeting. In this meeting, the researcher made lesson plan and the material about the restaurant. Then, the researcher gave the second test to students.

##### **2) Action**

As like as usually, to open the class, the researcher gave greeting, and explanation about the material last meeting. The

researcher also gave the motivation to make the students more interesting and enjoy in learning process.

Last meeting, the researcher made the learning process with group again but different friend. The researcher also made six groups. The groups was same with last meeting. This time, the researcher gave the time 50 minutes to answer the test. The students seen enthusiastic, happy, and enjoy when the discussed was done, because every group wanted to be a winner and got the gift which has been prepared by the researcher. The researcher monitoring time allocation with all the activity is done.

Finally, in the end of the fourth meeting in the second cycle, the reseracher gavethetest. There were 10 items test. Before gave the test, the first the researcher gave the instruction how to do the test again. On this test, students more seriously to do the best, although there are four students still permit to toilet for this time.

### **3) Observation**

From the result in fourth meeting the researcher concluded that were 30 students got up 75-95 %. The researcher show the result fr four meeting.

**Table 8****The result of fourth Meeting**

<b>Criteria of Writing</b>	<b>Mean Score</b>	<b>The percentage</b>	<b>Total of students</b>
Grammar	22.66	90%	30 students
Vocabulary	22	76.66%	30 students
Mechanics	20.16	60%	30 students
Form	19.83	56.66%	30 students

Then, the result of the test, the researcher got score of students writing ability was improve when the first test in the first cycle.

**4) Reflection**

In this cycle the students showed improvements. In this meeting the researcher did not find any serious problem, because most of the students could catch the lesson very well, it can be seen from the result of their test.

**B. The Comparative Result of Action**

Based on the result the first cycle and the second cycle, it can be conclude that, students writing ability could be improved through scramble model. It could be seen from the result of test in first cycle and test in second cycle. This test showed that, there was improvement. Based on percentage or average score mean of the test in first cycle or second cycle. Like as below;

**Table 9****The Comparative of Percentage Students Completeness Study**

Meeting	The students that complete study	Total of Students	Mean Score	The percentage of students that complete study
1	5 students	30 students	58.83	13.3%
2	12 students	30 students	69.5	40%
3	21 students	30 students	76	70%
4	30 students	30 students	85	100%

Based on the table above, the score mean in cycle 1 was 58.83 but in second cycle, the score mean was 69.5. It means that there was improvement, because the test was 20 items, so the mean score maximum 100. It means that the means score increased 58.83 to become 69.5. It was passed the minimum mastery criterion 75, it could be seen from the percentage of the students got score above. In this research, there were two cycle and two test. The first test was done in the last meeting of the first cycle, and the second cycle was done in the last meeting.

a. The First Test

The first test was done in the last meeting in the first cycle. The first test in first cycle about, money. In this test the studets still fewer to got score above the minimum mastery criterion or KKM, because just there were 25 students that passed on minimum mastery criterion or KKM.

There were 2 students got score 40, there were 2 student got score 45, there were 1 student got score 50, there were 6 students got score 55, there were 9 student got score 60, there were 1 student got score 65, there were 4 students got 70, there were 5 students got score 80. Based on the students that passed on minimum mastery criterion were 13.3% students from 30 students in class IX. This was effect of the some problem in the first cycle. They still confused about the scramble sentence. So, the researcher made the second cycle to improve students writing ability through scramble model again with the other trick in teaching learning process.

**b. The Second Test**

In the second test of the first cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score was 75. It was improve to become 69.5 %. There was 58.83% improvement. There were 18 students get score in above minimum mastery criterion or KKM.

The researcher conclude the result students' writing ability that just 2 students got score 50, there were 8 students got score 60, there were 7 students got score 70, there were 6

students got score 75, there were 5 student got score 80 and 1 student got score 85. test

c. The third test

In third test of the second cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score 75. It was improve to become 76%. There was 69.5% improvement. There were 9 students get score in above minimum mastery criterion or KKM.

The researcher conclude the result students' writing ability that just 4 students got score 60, there were 5 students got score 70, there were 5 students got score 75, there were 12 got score 80, there were 1 students got score 85, there were 3 got score 90.

d. The Fourth Test

In the fourth test of the second cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score was 75. It was improve to become 85. There were 76 students get score in above minimum mastery criterion or KKM.

The researcher conclude the result students writing ability that just 1 students got score 75, there were 12 got score

80, there were 5 students got 85, there were students got score 90, there were 2 students got score 95.

### **C. Discussion of the Research Findings**

With scramble model in writing ability, it made opportunity students more interactive. Students were given picture picture clearer when they thinking. Make scramble model was the model looking a partner. Learning was developed by using the picture. In other words, the learning scramble model more active students to develop the ability think.

Furhermore, based on related finding in this research, scramble model is a new model teaching learning, because this model is not method related finding; the first is in a script of Sakiah “ An analysis on the Students Ability in Writing Narrative Based on the Picture”.The kind of research is qualitatif research . The research find that picture are good media in writing ability. Then, the conclusion are; the students achievement in writing narrative based on pictures is 7,2.

Secondly,a script of Nur Aisyah in STAIN Padangsidimpuan is “ Improving students’ Writing Ability through Pictures at Seventh Grade of SMA Negeri Padangsidimpuan. The kind of research is quantitative research by gathering data through samples testing students od SMP N 5 Padangsidimpuan. She found that the picture sequence can improve the students writing ability. Then, the conclusion are; the students achievement in writing is 7.30.

The first researcher from the review related finding is Sakiah, she used Descriptive qualitative in her thesis, and the second is Nur Aisyah used classroom

action research in her thesis. Based on the Sakiah's thesis and Nur Aisyah' thesis is different. One descriptive qualitative thesis and classroom action research, and different in using instruments. So, the researcher took similiar both of this thesis to make this thesis more effecients

Finally, the research findings of this research was students writing ability through scramble model can improve. It means that students writing ability through scramble model at IX grade MTs NU Sihepeng is satisfactory. It can be seen from the result of data analyze was increase of cycle that has been gotten.

#### **D. The Threats of the Research**

When doing thhe reserach,the researcher found that some threats in this research. The researcher found that some of students still low in English learning motivation. It could be seen from the observation sheet, most of the students in the first cycle didn't have full attention and looks confused when the teaching learning process. The researcher tried to always give high motivation which had relationship with their life and made it in amusing case, so that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.

Then, when the action research was done, some students become trouble maker. It make another students didn't have consentration because they didn't hear when the researcher explained the material, so it became most of students

didn't understand confused with the material. The researcher made solution. The students as trouble maker should be more pay attention.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

It can be conclude that, the application of scramble model could improve the students' writing ability at IX grade MTs NU Sihepeng. It means that hypothesis could be accepted.

#### B. Suggestion

In this research, the researcher suggest that the teacher should introduce new model learning by using scramble model, because make a scramble model could be implemented in writing ability, especially students writing ability. Moreover, the teachers should pay attention to the students' ability. The teacher should be more creative in delivering the new word which can motive students memorize. Last, the researcher hopes the result of this research can be used as an traditional reference; there will be a furhter research with difference with difference discussion which make a revision within development of this scramble model.

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## **Appendix I**

### **LESSON PLAN (Cycle 1)**

Instruction Unit	: Writing
School	: MTs NU Sihepeng
Subject	: English
Topic	: Money
Class	: IX
Time	: 2 x 45 minutes
Meeting	: 1

#### **A. Competence Standard**

Express meaning in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

#### **B. Basic Competence**

Express meaning in writing functional text with using variety of writing skill with accurate, fluent, and accepted to interact with near environment.

#### **C. Indicator**

1. Students are able to make the sentence into meaningful sentence
2. Students are able to use appropriate sentence correctly
3. Students are able to know the meaning of the sentence
4. Students are able to answer the test and more criticize

**D. Source / materia** : text book, picture sequence

## **E. Teaching Learning Activity**

1. Opening
  - a. Greeting and introducing
  - b. Explain the aim of the research
  - c. Absen
  - d. Motivation
  - e. Brainstorming
2. Main Activity
  - a. Explaining the aim of the research
  - b. Giving the motivation to students
  - c. Giving learning material to students based on the picture
  - d. Using the scramble model to students in learning material
  - e. Giving the individual test to students
  - f. Giving the limited time 50 minutes for students
  - g. Monitoring time allocation with all activity is done
  - h. Collecting the result of students
3. Closing
  1. Concluding the lesson
  2. Reminding the students to learn at home.

## F. Evaluation

The evaluation will be done by conducting writing task.

## G. The Instrumentation Test

The instruction:

1. Make this sentence into meaningful positive sentence
2. Giving the limited time 50 minutes

Figure 1: Money



- a) Money- by- is- people- know- Before- that- barter- how- changing- to
- b) of- legal- transaction- used- pay- as- is- Money
- c) with- noun- service- it's- The ability- several- money- of- called- real- change- to- or.
- d) Foreign- currency- called- is – comparison- money- of- Value- state- in- with- kurs
- e) called- currency- of- value- scors- it's- Nominal

- f) money- sales- for- called- to- save- motivation- someone- the- it's- transaction- motif
- g) have- if- someone- bank- to- money- of- called- it's- account- to- the- pay- a number- Cheque
- h) Indonesia- is- currency- the- of- Rupiah
- i) today- of- falsified- money- much-Extra
- j) money- material- making- value- of- called- it's- Intrinsic

**H. The indicator of Value**

No	Criteria	High score	Total score
1.	Grammar	25	25
2.	Vocabulary	25	25
3.	Mechanics	25	25
4.	Form	25	25
	<b>TOTAL SCORE</b>	<b>100</b>	<b>100</b>

$$\frac{\text{High score} \times \text{Criteria} \times 100}{\text{Total score}} = 100$$

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 02 Februari 2015

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**Teacher**

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## **Appendix 2**

### **LESSON PLAN (CYCLE 1)**

Instructional	: Writing
School	: MTs NU Sihepeng
Subject	: English
Topic	: Daily activities
Class	: IX
Time	: 2 x 45 minutes
Meeting	: 2

#### **A. Competence standard**

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment

#### **B. Basic competence**

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

#### **C. Indicator**

1. Students are able to choose which one is the subject
2. Students are able to make the sentences into good sentence
3. Students are able to answer the exercise of scramble test
4. Students are able to using good time to write the answer

#### **D. Source / material** : text book, picture sequence

## **E. Teaching Learning Activities**

1. Opening
  - a. Greeting
  - b. Absent
  - c. Motivation
  - d. Ask the student about the lesson last meeting
2. Main activity
  - a. Explaining the aim of the research
  - b. Giving the motivation to students
  - c. Giving learning material to students about the scramble model
  - d. Using the scramble model to students in learning material
  - e. Organizing them in make in pairs
  - f. Giving the limited time 50 minutes for students
  - g. Monitoring time allocation with all activity is done
  - h. Collecting the result of students
3. Closing
  - e. Concluding the lesson
  - f. Reminding the student to learn at home

## **F. Evaluation**

The evaluation will be done by conducting writing task

## G. The Instrumentation test

The instruction:

1. Make this sentence into a meaningful positive sentence,
2. Giving limited discussion time for students is 50 minutes
  - a. Camp- going- they- to- are- in- mountain- the.
  - b. pick- to- up- you- Jane- going.
  - c. sunset- going- the- see- are- We- to.
  - d. move- new- I- house- am- to going- a- to.
  - e. is- on- John- arrive- to- going- time.
  - f. sunset- are- the- to- We- going- the beach- on- see
  - g. playing- friends- football- I- like- with
  - h. was- not- there- was- he.
  - i. you- about- who- told- it?
  - j. you- did- about- who- tell- it?
  - k. him- saw- I- party- the- at.
  - l. time- for- I- looking- him- saw- the- he- job- a- last- was.
  - m. win- they- the- game- did?
  - n. hard- I- could- as- I- as- tried.
  - o. going- where- she- was?
  - p. hobby- My- singing- is
  - q. does- not- playing- like- football- He
  - r. likes- singing- Wati

s. They- like- don't- vollyball- playing

t. singing- I- like but- I- dancing- like.

#### H. The indicator of value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
5.	GRAMMAR	25	25
6.	VOCABULARY	25	25
7.	MECHANICS	25	25
8.	FORM	25	25
TOTAL SCORE		100	100

$$\text{Formula} = \frac{\text{High score} \times \text{Criteria} \times 100}{\text{total score}} = 100$$

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 04 Januari 2015

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## **Appendix II**

### **LESSON PLAN (CYCLE 1)**

Instructional : Writing  
School : MTs NU Sihepeng  
Subject : English  
Topic : Daily activities  
Class : IX  
Time : 2 x 45 minutes  
Meeting : 2

#### **A. Competence standard**

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment

#### **B. Basic competence**

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

#### **C. Indicator**

1. Students are able to choose which one is the subject
2. Student are able to make the sentences into good sentence
3. Student are able to follow the pattern of simple present tense
4. Student are able to answer the exercise of scramble test
5. Student are able to using good time to write the answer

#### **D. Source / material : text boo**

## **E. Teaching Learning Activities**

1. Opening
  - a. Greeting
  - b. Absent
  - c. Motivation
  - d. Ask the student about the lesson last meeting
2. Main activity
  - a. Motivate students to explore their writing ability and be more active in teaching learning process
  - b. The teacher organizing the students in make a pair
  - c. The teacher gave the explanation about the topic
  - d. The teacher asks to students to answer the exercise of scramble test
  - e. The teacher collects all result of discussion and presentation
3. Closing
  - f. Concluding the lesson
  - g. Reminding the student to learn at home

## **F. Evaluation**

The evaluation will be done by conducting writing task

## **G. The Instrumentation test**

The instruction:

1. Make this sentence into meaningful positive sentence,
2. Giving limited discussion time for students is 50 minutes

- a. Camp- going- they- to- are- in- mountain- the.
- b. pick- to- up- you- Jane- going.
- c. sunset- going- the- see- are- We- to.
- d. move- new- I- house- am- to going- a- to.
- e. is- on- John- arrive- to- going- time.
- f. sunset- are- the- to- We- going- the beach- on- see
- g. playing- friends- football- I- like- with
- h. was- not- there- was- he.
- i. you- about- who- told- it?
- j. you- did- about- who- tell- it?
- k. him- saw- I- party- the- at.
- l. time- for- I- looking- him- saw- the- he- job- a- last- was.
- m. win- they- the- game- did?
- n. hard- I- could- as- I- as- tried.
- o. going- where- she- was?
- p. hobby- My- singing- is
- q. does- not- playing- like- footbal- He
- r. likes- singing- Wati
- s. They- like- don't- vollyball- playing
- t. singing- I- like but- I- dancing- like.

#### H. The indicator of value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
5.	GRAMMAR	25	25
6.	VOCABULARY	25	25
7.	MECHANICS	25	25
8.	FORM	25	25
TOTAL SCORE		100	100

Formula = High score x Criteria x 100 = 100

total score

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 0 Mei 2015

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## **Appendix III**

### **LESSON PLAN (CYCLE 2)**

Instructional : Writing  
School : MTs NU Sihepeng  
Subject : English  
Topic : Chief  
Class : IX  
Time : 2 x 40 minutes  
Meeting : 3

#### **A. Competence standard**

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment

#### **B. Basic competence**

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

#### **C. Indicator**

1. Students are able to answer from the pictures
2. Student are able to answer the scramble test
3. Student are able to answer question into good sentences
4. Student are able to more critisize and creative

#### **D. Source / material** : text book, picture sequence

1. Teaching Learning Activities

## **E. Teaching Learning Activity**

### 1. Opening

- a. Greeting
- b. Absent
- c. Motivation
- d. Ask the students about the lesson last meeting

### 2. Main Activity

In this meeting, the researcher applied pictures in teaching writing

- a. Motivate students to explore their writing ability and be more active in teaching learning process.
- b. The researcher gave the topic. The topic was “Chef”
- c. The researcher gave information about the topic
- d. The researcher made 6 group each group 5 people of 30
- e. The teacher collects all students’ paper result.

### 3. Closing

- a. Concluding the lesson
- b. Reminding the students to learn at home.

## **F. Evaluation**

The evaluation will be done by conducting writing task

## **G. The Instrumentation Test**

The instruction:

1. Make this sentence into meaningful positive sentence

2. Giving limited discussion time for students is 50 minutes



- a) by- can- the- cook- everything- very- early- only- Starting- finish
- b) save- time- cooks- some- by- Buying- and- rolls- the
- c) of- instead- pies- Baking- themselves
- d) Putting- the- before- turkey- the- oven- into
- e) usually- it's- fills- a- bread- the- or- mixture- nice- cook- with- by- Stauffing- the- turkey
- f) or- he- she- it- from- prevents- Drying- out
- g) carving- after- a- knife- sharp- it- with
- h) and- to- family- it- serving- guests- and- cook- finally- can- the- down- sit- and- the- enjoy- meal

**I. The indicator of value**

<b>NO</b>	<b>CRITERIA</b>	<b>HIGH SCORE</b>	<b>TOTAL SCORE</b>
<b>5.</b>	<b>GRAMMAR</b>	<b>25</b>	<b>25</b>
<b>6.</b>	<b>VOCABULARY</b>	<b>25</b>	<b>25</b>

7.	MECHANICS	25	25
8.	FORM	25	25
TOTAL SCORE		100	100

Formula = High score x Criteria x 100 = 100

total score

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 06 Mei 2015

**Co-Teacher of MTs NU Sihepeng**

**Teacher**

**SITI SAHRO, S. Pd**  
NIP.

**PUTRI HADIJAH RESKIAH**  
NIM.10 340 0069

**Headmaster of MTs NU Sihepeng**

**BEKMIN RITONGA**  
NIP.

### **Appendix 3**

#### **LESSON PLAN (CYCLE 2)**

Instructional : Writing  
School : MTs NU Sihepeng  
Subject : English  
Topic : Chief  
Class : IX  
Time : 2 x 45 minutes  
Meeting : 3

#### **A. Competence standard**

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment

#### **B. Basic competence**

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

#### **C. Indicator**

1. Students are able to answer from the pictures
2. Student are able to answer the scramble test
3. Student are able to answer question into good sentences
4. Student are able to more critisize and creative

**D. Source / material** : text book, picture sequence

## **E. Teaching Learning Activity**

1. Opening
  - a. Greeting
  - b. Absent
  - c. Motivation
  - d. Ask the students about the lesson last meeting
2. Main Activity
  1. Explaining the aim of the research
  2. Giving the motivation to students
  3. Giving learning material to students based on the picture
  4. Using the scramble model to students in learning material
  5. Making 6 group each group is 5 students
  6. Giving the limited time 50 minutes for students
  7. Monitoring time allocation with all activity is done
  8. Collecting the result of students
3. Closing
  - a. Concluding the lesson
  - b. Reminding the students to learn at home.

## **F. Evaluation**

The evaluation will be done by conducting writing task

## G. The Instrumentation Test

The instruction:

1. Make this sentence into meaningful positive sentence
2. Giving limited discussion time for students is 50 minutes



- a. by- can- the- cook- everything- very- early- only- Starting- finish
- b. save- time- cooks- some- by- Buying- and- rolls- the
- c. of- instead- pies- Baking- themselves
- d. Putting- the- before- turkey- the- oven- into
- e. usually- it's- fills- a- bread- the- or- mixture- nice- cook- with- by-  
Stauffing- the- turkey
- f. or- he- she- it- from- prevents- Drying- out
- g. carving- after- a- knife- sharp- it- with
- h. and- to- family- it- serving- guests- and- cook- finally- can- the- down-  
sit- and- the- enjoy- meal

2) The indicator of value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
5.	GRAMMAR	25	25
6.	VOCABULARY	25	25
7.	MECHANICS	25	25
8.	FORM	25	25
<b>TOTAL SCORE</b>		<b>100</b>	<b>100</b>

$$\text{Formula} = \frac{\text{High score} \times \text{Criteria} \times 100}{\text{total score}} = 100$$

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 06 Januari 2015

**Co-Teacher of MTs NU Sihepeng**

**Teacher**

**Siti Sahro**  
NIP.

**Putri Hadijah Reskiah**  
NIM.10 340 0069

**Headmaster of MTs NU Sihepeng**

**BEKMIN RITONGA**  
NIP.



## **Appendix 4**

### **LESSON PLAN (Cycle 2)**

Instructional : Writing  
School : MTs NU Sihepeng  
Subject : English  
Topic : Restaurant  
Class : IX  
Time : 2 x 45 minutes  
Meeting : 4

#### **A. Competence standard**

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment

#### **B. Basic competence**

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

#### **C. Indicator**

1. Students are able to answer the scramble test
2. Student are able to answer the test based on the picture
3. Students can get more ideas and creative thinking
4. Student are able to rearrange the word into good sentences

**D. Source / material** : text book, picture sequence

## **E. Teaching Learning Activity**

1. Opening
  - a. Greeting
  - b. Absent
  - c. Motivation
  - d. Ask the students about the lesson last meeting
2. Main Activity
  - a. Explaining the aim of the research
  - b. Giving the motivation to students
  - c. Giving learning material to students based on the picture
  - d. Using the scramble model to students in learning material
  - e. Making 6 group each group is 5 students(different friend)
  - f. Giving the limited time 50 minutes for students
  - g. Monitoring time allocation with all activity is done
  - h. Collecting the result of students
3. Closing
  - a. Concluding the lesson
  - b. Reminding the students to learn at home

## **F. Evaluation**

The evaluation will be done by conducting writing task

## G. The Instrumentation Test

The instruction:

1. Make this sentences into meaningfull positive sentences
2. Giving limited discussion time for students is 50 minutes



- a. the- Lia- area- Bima- and- park- the
- b. go- They- to- want- the- to- restaurant
- c. the- park- is- far- not- from- it- so- on- foot- They- go
- d. go- The- first- a- head- until- straight- reach- they- light- traffic
- e. left- they- turn- then- down- street- they- go- the
- f. They- at- the- second- right- turn- light- traffic
- g. restaurant- the- and- their- is- left- and
- h. They- restaurant- go- the- inside
- i. ask- and- down- write- the- order- waiter- their

1) **The indicator of value**

<b>NO</b>	<b>CRITERIA</b>	<b>HIGH SCORE</b>	<b>TOTAL SCORE</b>
<b>5.</b>	<b>GRAMMAR</b>	<b>25</b>	<b>25</b>
<b>6.</b>	<b>VOCABULARY</b>	<b>25</b>	<b>25</b>
<b>7.</b>	<b>MECHANICS</b>	<b>25</b>	<b>25</b>
<b>8.</b>	<b>FORM</b>	<b>25</b>	<b>25</b>
<b>TOTAL SCORE</b>		<b>100</b>	<b>100</b>

$$\text{Formula} = \frac{\text{High score} \times \text{Criteria} \times 100}{\text{total score}} = 100$$
$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 08 Januari 2015

**Co-Teacher of MTs NU Sihepeng**

**Teacher**

**SITI SAHRO**

**NIP.**

**Headmaster of MTs NU Sihepeng**

**PUTRI HADIJAH RESKIAH**

**NIM.10 340 0069**

**BEKMIN RITONGA**

**NIP.**

## **Appendix 5**

### **THE INSTRUMENT OF STUDENTS' WRITING ABILITY THROUGH SCRAMBLE MODEL**

#### **1. Pengantar**

- a. Instrument hanya bertujuan untuk menjarang siswa/ siswi tentang students writing ability through scramble model
- b. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini

#### **2. Petunjuk**

- a. Perhatikanlah gambar dibawah ini dengan seksama!
- b. Sesuaikanlah jawaban anda dengan gambar dibawah ini!
- c. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas
- d. Waktu yang tersedia 50 menit

#### **3. Soal**

The instruction:

1. Make this sentences into meaningful positive sentence
2. Giving limited discussion time for students is 50 minutes to make good sentences



Figure 1 : Money

- a) Money- by- is- people- know- Before- that- barter- how- changing- to
- b) of- legal- transaction- used- pay- as- is- Money
- c) with- noun- service- it's- The ability- several- money- of- called- real- change- to- or.
- d) Foreign- currency- called- is – comparison- money- of- Value- state- in- with- kurs
- e) called- currency- of- value- scores- it's- Nominal
- f) money- sales- for- called- to- save- motivation- someone- the- it's- transaction- motif
- g) have- if- someone- bank- to- money- of- called- it's- account- to- the- pay- a number- Cheque
- h) Indonesia- is- currency- the- of- Rupiah
- i) today- of- falsified- money- much-Extra
- j) money- material- making- value- of- called- it's- Intrinsic

## **B. Second meeting**

The instruction:

1. Make this sentence into good sentence
2. Giving limited discussion time for students is 50 minutes
  - a. Camp- going- they- to- are- in- mountain- the.
  - b. pick- to- up- you- Jane- going.
  - c. sunset- going- the- see- are- We- to.
  - d. move- new- I- house- am- to going- a- to.
  - e. is- on- John- arrive- to- going- time.
  - f. sunset- are- the- to- We- going- the beach- on- see
  - g. playing- friends- football- I- like- with
  - h. was- not- there- was- he.
  - i. you- about- who- told- it?
  - j. you- did- about- who- tell- it?
  - k. him- saw- I- party- the- at.
  - l. time- for- I- looking- him- saw- the- he- job- a- last- was.
  - m. win- they- the- game- did?
  - n. hard- I- could- as- I- as- tried.
  - o. going- where- she- was?
  - p. hobby- My- singing- is
  - q. does- not- playing- like- footbal- He
  - r. likes- singing- Wati

s. They- like- don't- vollyball- playing

t. singing- I- like but- I- dancing- like.

### C. Third Meeting

The instruction:

1. Make this sentences into good sentence

2. Giving limited discussion time for students is 50 minutes to answer the

question



a) by- can- the- cook- everything- very- early- only- Starting- finish

b) save- time- cooks- some- by- Buying- and- rolls- the

c) of- instead- pies- Baking- themselves

d) Putting- the- before- turkey- the- oven- into

e) usually- it's- fills- a- bread- the- or- mixture- nice- cook- with- by- Stauffing-  
the- turkey

f) or- he- she- it- from- prevents- Drying- out

g) carving- after- a- knife- sharf- it- with

- h) and- to- family- it- serving- guests- and- cook- finally- can- the- down- sit- and-  
the- enjoy- meal

#### D. Four meeting

The instruction:

1. Make this sentence into meaningful positive sentence
2. Giving limited discussion time for students is 50 minutes



- a. the- Lia- area- Bima- and- park- the
- b. go- They- to- want- the- to- restaurant
- c. the- park- is- far- not- from- it- so-on- foot- they-go
- d. go- the- first- ahead- until- straight- reach- they- light- traffic
- e. left- they- turn- then- down- street- they- go- the
- f. They- at- the- second- right- turn- lights- traffic
- g. restaurant- the- and- and- on- is- left- their
- h. They- the-go- restaurant- inside
- i. ask- and- down- write- the- order- waiter- their



## Appendix 6

### Students' Writing Ability Score in the First Cycle and the First Meeting

No	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AR	15	15	15	15	70
2	AS	15	10	25	15	60
3	ASU	15	10	15	15	50
4	AY	10	10	10	10	40
5	ARAS	10	10	10	15	45
6	AW	15	15	15	15	60
7	AM	15	15	25	25	80
8	ARW	15	15	15	25	70
9	ATIK	15	15	15	15	60
10	CAN	15	15	25	25	80
11	GS	15	10	15	15	55
12	HP	15	15	15	15	60
13	HNR	15	10	15	15	55
14	HBI	10	10	15	15	50
15	IRW	10	15	10	25	60
16	LIA	15	15	15	25	60
17	MSU	10	10	10	10	40
18	MYU	15	15	15	15	60
19	NAY	10	15	15	15	55
20	NRA	15	15	15	15	60
21	NRH	15	25	15	15	70
22	NRP	15	15	15	15	60
23	NRJ	15	15	15	15	60
24	NRI	15	25	15	25	80
25	PH	15	15	15	15	60
26	RF	15	15	15	15	60
27	RH	15	15	15	15	60
28	SAP	15	15	15	15	60
29	SLH	25	25	15	15	80
30	ZUL	15	15	25	25	80
						TOTAL
						1765
						MEAN = 58.83

## Appendix VII

### Students' Writing Ability Score in the First Cycle and the Second Meeting

No	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AR	15	15	15	25	70
2	AS	15	20	25	15	75
3	ASU	25	15	15	15	80
4	AY	15	15	25	15	70
5	ARAS	15	15	15	15	60
6	AW	15	20	20	25	80
7	AM	25	15	25	25	90
8	ARW	15	15	15	25	70
9	ATIK	15	15	15	15	60
10	CAN	25	15	25	25	90
11	GS	15	15	15	15	60
12	HP	20	25	20	10	75
13	HNR	15	15	15	15	60
14	HBI	15	25	20	15	75
15	IRW	25	25	15	15	80
16	LIA	25	15	15	25	80
17	MSU	25	15	15	15	70
18	MYU	15	15	15	15	60
19	NAY	15	25	20	15	75
20	NRA	15	15	15	15	60
21	NRH	15	15	15	15	60
22	NRP	15	15	15	15	60
23	NRJ	15	15	15	25	70
24	NRI	15	25	15	15	70
25	PH	25	25	15	15	80
26	RF	25	25	20	15	85
27	RH	15	15	15	15	60
28	SAP	20	20	15	15	70
29	SLH	25	25	15	10	75
30	ZUL	15	15	20	25	75
	TOTAL					2085
	MEAN = 69.					

## Appendix VIII

### Students' Writing Ability Score in the Second Cycle and the Third Meeting

No	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AR	25	25	15	15	80
2	AS	25	20	15	15	75
3	ASU	15	15	25	15	70
4	AY	25	25	15	15	80
5	ARAS	15	15	15	15	60
6	AW	25	25	15	15	80
7	AM	25	15	25	25	90
8	ARW	15	25	15	25	80
9	ATIK	20	25	15	15	75
10	CAN	25	25	15	25	90
11	GS	20	20	15	15	70
12	HP	25	20	15	25	85
13	HNR	15	15	15	25	70
14	HBI	15	15	15	15	60
15	IRW	25	20	25	15	85
16	LIA	25	15	25	25	90
17	MSU	20	20	25	15	90
18	MYU	15	15	15	25	70
19	NAY	20	20	20	15	75
20	NRA	15	20	15	25	85
21	NRH	25	25	25	15	90
22	NRP	15	15	15	15	60
23	NRJ	20	25	15	15	75
24	NRI	20	20	15	20	75
25	PH	25	15	15	15	70
26	RF	15	15	15	15	60
27	RH	25	25	15	15	80
28	SAP	15	15	15	25	80
29	SLH	25	25	10	15	75
30	ZUL	25	15	15	25	70
	TOTAL					2280
	MEAN = 76					

## Appendix IX

### Students' Writing Ability Score in the Second Cycle and the Four Meeting

No	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AR	15	15	15	25	70
2	AS	20	20	25	15	75
3	ASU	20	25	15	15	75
4	AY	25	15	25	15	80
5	ARAS	25	25	25	15	90
6	AW	20	25	25	15	85
7	AM	15	25	25	25	90
8	ARW	15	25	25	25	90
9	ATIK	25	25	15	25	90
10	CAN	25	15	25	25	90
11	GS	25	15	15	25	80
12	HP	25	15	15	25	80
13	HNR	25	25	15	20	85
14	HBI	25	20	25	15	85
15	IRW	20	25	20	25	90
16	LIA	25	15	15	25	80
17	MSU	25	25	15	25	90
18	MYU	25	25	15	15	80
19	NAY	20	25	25	20	90
20	NRA	25	25	15	25	90
21	NRH	25	25	20	15	85
22	NRP	25	25	20	15	85
23	NRJ	20	25	20	15	90
24	NRI	20	25	15	20	90
25	PH	25	25	25	15	90
26	RF	20	20	25	15	90
27	RH	25	25	20	20	90
28	SAP	25	25	20	20	90
29	SLH	25	20	20	15	90
30	ZUL	25	15	15	25	80
	TOTAL					2550
	MEAN = 85					



## Appendix X

### The Result of Students Writing Ability Score in All Meeting

No	Students Name	First Meeting	Second Meeting	Third Meeting	Fourth Meeting
1	Abdul Rahman	70	70	80	80
2	AS	65	75	80	80
3	ASU	55	70	80	75
4	AY	40	70	80	80
5	ARAS	45	50	80	90
6	AW	60	80	80	85
7	AM	80	80	90	90
8	ARW	70	70	80	90
9	ATIK	50	60	75	90
10	CAN	80	80	80	90
11	GS	55	60	80	80
12	HP	60	75	80	80
13	HNR	55	60	70	85
14	HBI	55	75	60	85
15	IRW	55	80	85	90
16	LIA	70	80	90	80
17	MSU	40	70	80	90
18	MYU	60	60	70	80
19	NAY	55	75	75	90
20	NRA	50	60	70	90
21	NRH	70	60	90	85
22	NRP	60	60	60	85
23	NRJ	60	50	75	80
24	NRI	80	70	75	80
25	PH	60	80	70	90
26	RF	60	85	60	80
27	RH	60	60	80	95
28	SAP	60	70	70	95
29	SLH	80	75	75	80
30	ZUL	80	75	80	80
Total		1765	2085	2280	2550
Mean		58, 83	69, 5	76	85