A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMK TARUNA PEKANBARU IN REARRANGING SCRAMBLED SENTENCES INTO GOOD PARAGRAPHS

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Abstract: *This descriptive research was aimed at finding out the ability of the second year students of SMK Taruna Pekanbaru in rearranging scrambled sentences into good paragraphs. This research focuses on students' ability in rearranging scrambled sentences into good paragraphs based on rhetorical markers of constructing sentences. The data were collected using sentences-reordering test. The test contained 20items of scrambled sentences. The population were the second year students of SMK Taruna Pekanbaru that consist of 220 students. The sample size were 52 students who are from Class XI TAV and XI TSP chosen by using cluster sampling technique. The needed data were collected by giving written test that consist of 2 different of texts that posses different rhetorical markers. Based on the research, the data was found that students ability in rearranging scrambled sentences is in mediocre level of ability with the mean score was 60. According to this study, it is expected that teachers can use this type of test in the form of scrambled sentences to increase students' ability in rearranging scrambled sentences into good paragraphs.*

Keywords : Ability, Scrambled Sentences, Paragraphs

KEMAMPUAN SISWA KELAS DUA SMK TARUNA PEKANBARU DALAM MENYUSUN KALIMAT ACAK KEDALAM PARAGRAP YANG BENAR

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Abstrak : Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas sebelas di SMK Taruna Pekanbaru dalam menyusun kalimat acak kedalam paragraph yang benar. penelitian ini focus terhadap kemampuan siswa dalam menyusun kalimat acak berdasarkan penanda retoris dalam menyusun kalimat. Data diperoleh dari penggunaan latihan dalam bentuk penyusunan kalimat. Latihan berupa20 kalimat acak. Populasi yang terlibat merupakan siswa kelas sebelas SMK Taruna Pekanbaru sebanyak 220 siswa. Sampel yang terlibat adalah siswa dari kelas sebelas TAV dan TSP yang dipilih berdasarkan teknik cluster random sampling. Data diperoleh dengan memberikan latihan berupa dua teks berbeda. Berdasarkan penelitian ini, didapat kemampuan siswa dalam menyusun kalimat acak kedalam paragraph yang benar yaitu level "menengah" dengan nilai rata-rata 60. berdasarkan penelitian ini,guru dapat menggunakan bentuk latihan berbentuk scrambled sentences ini untuk meningkatkan kemampuan siswa dalam menyusun paragrap yang baik.

Kata kunci : kemampuan, kalimat acak, paragrap

INTRODUCTION

Writing skill is important to enable learners for communicating their ideas to the readers in the written form. Good writing in English requires both good mastery of structures and organization. Students should understand the basic components of writing : grammar, vocabulary, punctuation and text organization. Raimes (1983) in Yurizal (2009) states that "like writing" organization of writings' component is intimately related to the other components of language-grammar, vocabulary, mechanic and content. The purpose of introducing organization to students through guided-writing is to encourage them to "fit meaning in form and not the other way around".

Rearranging scrambled sentences is one of theexercises that can help students improve their writing skills by arranging sentences into good paragraphs or texts. Referring to the students' problems in writing, it seems that they need to learn the basic stage of writing by using random sentences, students train their knowledge to find out key ideas, content and conclusions. Through this random sentence-shaped exercise, students will undertake the basic stage in the form of randomized sentences into the correct order. At least they have the experience of identifying paragraphs or texts that fit the paragraph components and writing aspect. This research question of this study is what is the ability level of the second year students of SMK Taruna Pekanbaru in rearranging scrambled sentences into good paragraphs.

A. Steps for teaching organisational writing

The basic step of introducing students how to write the text correctly is to train them from basic skills by introducing them to a randomized set of words before it becomes a true sentence.

According to Manka (1996) Generally, it is advisable to introduce organisational writing with internal sentence arrangement. Mix up the words and ask the students to restructure them and render them meaningful. A student who successfully rearranges the words in a sentence must have mastered the grammatical rules in the restructuring process. Furthermore, the correct placement of words in a sentence is proof of the student's vocabulary competence. If the student is conscious of punctuation, and actually uses commas, semicolons, etc., this is indicative of the student's effective communicative ability in writing.

B. Scrambled Sentences

Macedo (2001) points out that scrambled sentences or recombination as a fairly common activity is designed to sensitize students in sequencing, discourse structure, and clause relations. Some procedures are suggested by Macedo (2001) in implementing scrambled sentences. First, a text is divided into sentences. Then, the text is given to the student(s) in random order, or cut-up into strips of paper. Finally, the students decide on the correct order so that it forms a coherent text.

In arranging scrambled sentences to be a good paragraph , students should know text organization. According to Manka (1996), the organisation of any text depends greatly on the literary genre it represents. For instance, if a text is a narrative, or a

commentary, or an analysis, each genre requires a different organisational format. In an analysis, the writing must be logically organised, whereas narratives require a chronological ordering; and a commentary presents an opinion with supportive facts. Whatever the case, organising a paragraph or a text requires an understanding of rhetorical markers. Rhetorical markers is a guidline that relates or correlates sentences with the result that the main idea can be found. Texts that contain sentences with the above rhetorical markers are much easier to organize than those without rhetorical markers. However, a text devoid of such markers may still contain   The student should watch for the following:

1. *Semantic markers.* They indicate how ideas are being developed. Examples of these semantic markers include *firstly, secondly, finally* , etc.
2. Markers for illustrations and examples such as, *for instance, for example* , etc.
3. Markers that introduce an idea that runs against what has been said earlier: *but, nevertheless, yet, although, by contrast* , etc.
4. Markers showing a cause and effect relationship between one idea and another. They include, *so, therefore, because, since, thus, consequently* .
5. Markers that show the speaker's intention to sum up his message. Some of these phrases are *to summarize, in other words, it amounts to* , etc.
6. Markers indicating the relative importance of different items, e.g., *it is worth noting, it is important to note that, the next crucial point is* , etc.
7. Markers used to rephrase what has already been said. These are *in other words, put differently, that is to say* , etc.
Markers that express a time relationship, e.g., *then, next, after, while, when*

Based on definition of scrambled and the definition of sentence above, it can be understand that scrambled sentence are arrange these scrambled sentences into a good paragraph.

METHODOLOGY

This type of research is descriptive quantitative research. It means that this is descriptive research methods and more use of analysis. This research's aims to find a relationship which is explain the cause in measurable social facts. It indicates the relationship of variable and analyzes. In this research, descriptive research used to describe students' ability of the second year students of SMK TarunaPekanbaru in rearranging scrambled sentences.

The data were collected by giving sentences re-ordering test that consisted of 20 sentences. After the students finished the test, the writer collected the answer sheets to be analyzed.

The population is the second year students of SMK TarunaPekanbaru that consisted of 7 classes.

Table 1.The distribution of population

No population	Classes	Students
1	XI TAV	29
2	XI TSP	23
3	XI TKJ 1	39
4	XI TKJ 2	37
5	XI TSM	24
6	XI TKR 1	34
7	XI TKR 2	34
TOTAL		220 students

Totally, there are 220 population of students got involved in this study. Cluster sampling technique was applied in treating these populations. They therefore were divided into group. According to Gay (2000), if the population large spread out in an intact group that has similar characteristic, cluster sampling is useful. Cluster sampling is a sampling technique where the entire population is divided into group, or cluster and random sample of these clusters are selected. According to Gay (2000), if the population is more than one hundred, the minimum sample taken is 15% of the population.

Table 2.The Distribution of sample

No.	Class	Students
1.	XI TAV	29
2.	XI TSP	23
	TOTAL	52

Consequently, there were 52 students became sample of this study which is composed of two classes.

RESEARCH FINDINGS

This research was conducted to find out what is the ability level of the second year students of SMK Taruna Pekanbaru in rearranging scrambled sentences. The writer collected data by giving a test to the second year students of SMK Taruna Pekanbaru that consist of 2 texts which are in random sentences arrangement. In the text 1, there are 12 sentences and the text 2 there are 8 sentences. Students arranged random order that suitable with rhetorical markers of sentences ordering that consist of 8 points. Rhetorical markers in the texts that given to the students more easier than the texts without rhetorical markers. Therefore, the writer used rhetorical markers as clues to achieve students' basic ability.

Table 3. Students' ability in rearranging scrambled sentences

No.	Scores	Ability level	Frequency	Percentage (%)
1	81-100	Excellent	2	3.85%
2	61-80	Good	22	42.31%
3	41- 60	Fairly good	27	51.92%
4	21- 40	Fair	1	1.92%
5	0- 20	Poor	0	0%
	Total		52	100%

The table indicates that students still find difficult in rearranging scrambled sentences. Most of them have good and mediocre level of ability.

Table 4. Students' ability in using rhetorical markers

Rhetorical Markers	Frequency	Percentage
Semantic markers		
Markers of illustrations and examples	48	92.30%
Markers that introduce an idea	27	51.92%
Markers showing a cause and effect	45	86.53%
Markers that show the speakers' intention	25	48.07%
Markers indicating the relative importance of different items	20	38.46%
	18	34.60%
Markers used to rephrase what has already been said	15	28.84%
Markers that express a time relationship	19	36.53%

The table 4 indicates that students have good ability in two parts of rhetorical markers, they are semantic markers and markers that introduce an idea. Most of them (92.30%) in understanding semantic markers and (86.53%) in understanding markers that introduce an idea. This result means that students still have difficulties to understand markers of illustration and examples, markers that showing a cause and effect, markers that show the speakers' intention, markers indicating the relative importance of different items, markers used to rephrase what has already been said and markers that express a time relationship.

CONCLUSION DAN RECOMMENDATIONS

CONCLUSION

This research has been set out to examine the second year students' ability in rearranging scrambled sentences by the second year students of SMK TarunaPekanbaru, furthermore, the explanation has found the answer of the question formulated in the research question as follow :

The second year students of SMK TarunaPekanbaru in academic year 2016/2017 had fair level of ability in rearranging scrambled sentences into right order of texts. It based on the evidence that 51.92% of the students were in mediocre level of ability around 27 students.

Recommendations

The following recommendations maybe useful in teaching learning process. The suggestions are follow:

Teachers need to teach about scrambled sentences as the basic study before doing their own writing. Especially, in rearranging scrambled sentences, to make the way how students rearrange wrong order sentences, students need to understand about rhetorical markers of sentences ordering, they are semantic markers, markers for illustration and examples, markers showing a cause and effect relationship between one idea and another, markers that showing the speaker's intention to sump up messages, markers indicating the realtive importance of different items, markers used to rephrase what has already been said and markers that express a time relationship.

Teachers, need to give more exercises to the students dealing with rearrange scrambled sentences into right arrangement. Teach students how construct the sentences into good paragraphs.

Students need to be aware in finding the ideas of scrambled sentences test. They need to understand rhetorical markers for constructing scrambled sentences into good paragraphs.

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