

**INCREASING STUDENTS' WRITING ABILITY BY USING SENTENCE  
RECONSTRUCTION TECHNIQUE**

**( A Classroom Action Research at the Eleventh Grade Students of MA  
Manongkoki)**



**A THESIS**

*Submitted to the faculty of Teacher Training and Education  
Makassar Muhammadiyah University in partial fulfillment of the requirement  
For the degree of education in English department*

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2017**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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14 Jumadil Awal 1439 H  
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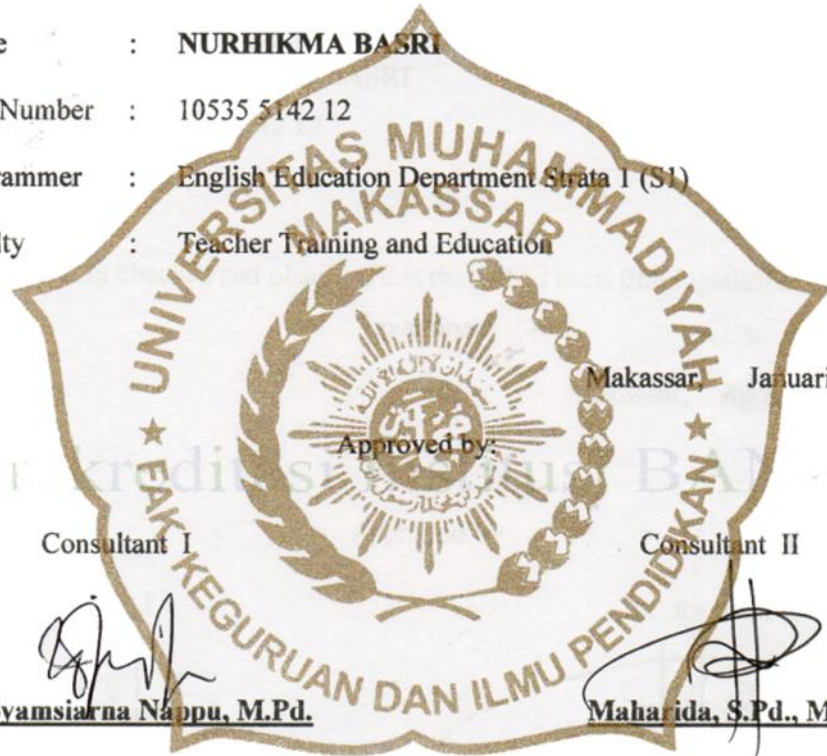
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## ABSTRACT

**NURHIKMA BASRI**, 2017. English Education Department, Faculty of Teachers Training and Education Makassar Muhammadiyah University. Thesis, *Increasing Students' Writing Ability by Using Sentence Reconstruction Technique (A Classroom Action Research at the Eleventh Grade Student of MA Manongkoki)*. Under guided by Syamsiarna Nappu and Maharidha.

The objectives of the research were to find out the increasing of the students' vocabulary and language use by Using Sentence Reconstruction Technique at the Eleventh grade students of MA Manongkoki Kab. Takalar

This research used Classroom Action Research that consisted two cycles. The research population was the Eleventh grade students of MA Manongkoki Kab. Takalar academic year 2017/2018. The sample of this research consisted of 21 students. Instrument of the research were writing test.

The result of this research indicated that the increasing of the students' increase writing in term of vocabulary from Diagnostic Test to cycle I and cycle I to cycle II. In Diagnostic Test was 4.55, cycle I was 6.79 and in cycle II was 7.95 classified as good. While the increasing of the students' writing language use from Diagnostic Test to cycle I and cycle I to cycle II. In Diagnostic Test was 4.24, in cycle I was 6.57 and in cycle II was 8.02 classified as good.

Therefore, the result of the research could be concluded that the teaching English by Using Sentence Reconstruction Technique at the eleventh grade students of MA Manongkoki Kab. Takalar can increase students' Writing ability. The writing skill improved to good level after test in the second cycle.

## ACKNOWLEDGMENTS



Alhamdulillah Rabbil Alamin, the researcher conveyed her thanks to the only one God Allah SWT for His blessing, so that this thesis could be finished. She does not forget to send peace and greeting to the last prophet Muhammad Saw.

The researcher would like to express thanks so much to her beloved parents who sacrificed and prays for her success.

The researcher realizes that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance and advice for the completion of this thesis. Therefore, she would like to acknowledge to them.

1. **Dr. H. Abd.Rahman Rahim, S.E.,M.M.** the Rector of the Makassar Muhammadiyah University for his advices during his studies at the university.
2. **Erwin Akib, S.Pd., M.Pd.** The Dean of Teacher Training and Education for his advices during his studies at the university.
3. **Umami Khaerati Syam, S.Pd., M.Pd.** The Head of English Department Faculty of Teachers Training and Education Makassar Muhammadiyah University.
4. His greatest thanks are due to my first consultant **Dr. Syamsiarna Nappu, M.Pd** and **Maharidha, S.Pd., M.Pd** as the second consultant who have

given their valuable time to support, assistance and guidance to finish this thesis.

5. Thanks are also due to all of the lecturers of FKIP Unismuh, especially to the lecturers of English department who taught her for many years.
6. **Elva Susanti S.Pd.** as the head master of MA Manongkoki and **Rosmawati S.Pd** as the English teacher, and Students in class XI A who sacrificed their time and activities for being the subject of this research.
7. Finally, for Sappoée, Melda, Irha, Kiki and all everybody who gave valuable suggestion, guidance, assistance, and advice to completion this thesis may Allah S.W.T. be with us now and forever.

Amin.

Billahi Fii Sabililhaq Fastabiqul Khaerat

Makassar, 2017

**Nurhikma Basri**

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# CHAPTER I

## INTRODUCTION

### **A. Background**

Language is a tool of communication among people around the world. By using language, we can express our idea, feeling, thought and interact with others in forms of written and spoken. Without the presence of language, it is hard to imagine how people can cooperate and get along with other. Hence, the presence of language has overcome people's problems to express and share their feeling, idea and knowledge to others. English is a tool for communication. It plays very important role since it is as an international language.

The purpose of studying English is to master four language skills, namely listening, speaking, reading and writing. Therefore, an English teacher should motivate the students in studying English, especially in writing skill. It is very important in teaching and learning English. The writing skill is a complex and sometimes difficult to teach; it requires mastery of not only grammatical and rhetorical devices but also of the conceptual and judgment element. There are many various skills necessary for good writing composition. It has five general components of main ideas. They are language uses, mechanical skills, statement of content, stylistic skill, and judgment skill (Heaton, 1975).

Students as beginners in learning English usually make many mistakes in sentences. Sometimes they find difficulties in finding idea, they do not know how to arrange the vocabulary that they have into good sentences. In this case, the teacher should find out solution by creating efficient and effective techniques of

teaching writing that can make the writing class more interesting, exciting, and enjoyable. It can be done by choosing the material appropriate with the students and take a techniques in increasing the writing ability if the students.

Furthermore, the ability of mastering the sentence structure enables the students to combine, expand, and shorten the sentence and further enables them to produce perfect English with some various ways. Mastering the sentence structure will be understandable for the listeners and readers. If the students have good skills in sentence construction, they will be able to make and arrange the sentence into a paragraph, which is the beginning of how to be a good writer. This is relevant with what Widdowson stated in Muddin (1992: 74) that language learning consists of efforts to get competence in constructing good sentences and to get knowledge about sentences or how to uses suitable sentences in certain contexts.

Based on the researcher is previous observation when conducting P2K at Madrasah Aliyah Manongkoki, it is found that students the school in particular those who arein the elevent grade they lack of vocabulary, have weak sentence structure and tenses. By looking the reality the English teacher expected to always think and to make some efforts to help the students to increasing writing ability. Teacher should have many variations of teaching technique in writing class. It can be done by choosing the material appropriate with the students and take a techniques. One of them is “Sentences Reconstruction Technique”.

In practicing English writing a sentence reconstruction technique can make the students to be active in writing. It is one of the ways to increase the students' ability in writing. The advantage of using sentence reconstruction technique in writing is the students easy to get idea and to start writing if they have seen jumbled words that can be used as a basis of their own work in making sentences, it make the students think about correct order of the sentence.

Based on the explanation above, the researcher decided sentences reconstruction technique in class research to increase writing ability at MA Manongkoki.

#### **B. Problem Statements**

Based on the statement in the background above, the problem statements were formulated as follow:

1. Can sentence reconstruction technique increase the students' writing ability in term of Vocabulary at the eleventh grade of MA Manongkoki?
2. Can sentence reconstruction technique increase the students' writing ability in term of Language Use at the eleventh grade of MA Manongkoki?

### **C. Objective of the Research**

The objectives of the study to find out whether or not :

1. Sentence reconstruction technique can increase the students' writing ability in term of Vocabulary at the eleventh grade students of MA Manongkoki.
2. Sentence reconstruction technique increase the students' ability in term Language Use at the eleventh grade students of MA Manongkoki.

### **D. Significance of the Research**

Significance of the study is concerning the "value" to be contributed when the objective of the study has been obtained successfully. Theoretically is expected to be useful and helpful information for the teachers in general in order to improve the quality of the English teaching. Practically is applied in the classroom to increase the students' ability and make them active in the classroom.

### **E. Scope of the Research**

This research deals with English language teaching. The scope is restricted to the uses of sentences reconstruction technique to increase the students' writing ability especially simple sentence. In this research focuses on Vocabulary which consist of verb, and noun; and Language use consist of tense and preposition.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of writing

##### 1. *Definition of Writing*

Writing is used to express ideas in writing, writer will be involved in the process of building the larger units of ideas from the larger ones. The sentences will be linked to form a piece of paragraph, which will be also linked together to form a larger unit of writing that is piece of composition.

Byrne (1984: 1) stated that writing is clearly much more than the production of graphic symbols just a speech more than the production of sounds. The symbols have been arranged according certain conventions, to form words, and words have to arrange to form sentence. As a rule, however, we do not write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kind; that is to translate through out into language.

Similarly, in Noni (1982: 14) stated that writing is the graphic representation of a language that follows some systematic order; pictures on graphic symbols are not considered a form of writing unless they familiar with the system.

From some opinion above, it can be concluded that writing is an act, or process of building the large unit of ideas, thinking, and feeling that expresses

through graphic symbols, to form words, sentences, and paragraph. Writing is a part of language skill, which requires and elliptical ability in order to construct a brief and a good order of sentence.

### ***1.1. The Important of the Writing***

Byrne (1984: 14) states that there are some reasons why writing is important. Those reasons are:

- a. Writing is a tool for discovery. We stimulate our thought process by the act of writing and top into information image we have in our unconscious minds.
- b. Writing help us organize our ideas and clarify concepts. By writing down ideas, we can arrange them in coherent form.
- c. Writing down ideas allows us to distance ourselves from them and evaluate them
- d. Writing help us absorb and process information, when we write about topics, we learn it better.
- e. Writing on a subject makes us active learners rather than passive learners of information.

Raimes (1983: 3) also states same reasons about the importance of writing. According to him, it used to help students in the learning process. The reasons for that are as follows:

- a. Writing reinforces the grammatical structure, idiom and vocabulary that have been though to they students.
- b. When the students write, they also have chance to be adventures with the language, to go beyond what they have learned to say, to take risk.



- c. When the students write, they necessarily become very involved with the new language: the effort to express ideas or thinking on paper.

### ***1.2. The Characteristic of Good Writing***

The teaching of writing is directed to have good results. Writing there are some characteristics of good writing as Adelstein and Pival (1980: xx-xxi) states as follows:

1. Good writing reflects the writers' ability to organize the material into a coherent whole, so that it moves logically from a central, dominant idea to the supporting points and finally to a consistent ending, and then conveying to the reader a sense of a well thought out plan.
2. Good writing reflects the writers' ability to write clearly and unambiguously, to use structure, language and example so that one possible meaning as the writers' intended.
3. Good writing reflects the writers' ability to criticize the first draft and then revise it. Revision is the key of effective writing.

### ***1.3. Components of the Writing***

Ismayanti (2008: 22), that out five kinds of components in writing. They are content, organization, language uses, vocabulary, and mechanics.

#### **a. Content**

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and

completed. This term is usually known as unity and completeness, which become characteristic of good writing.

1) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

2) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

**b. Organization**

In organization of the writing concern with the ways, the writer arranges and organizes the ideas of the message in the writing. There are many ways used by the writers to organize and arrange the writing. The organization is mainly recognized as order: chronological order, order of importance, general to particular order. Particular to general order, general to particular-general order, and question to answer order.

**c. Language Uses**

Coke in Ismayanti(2008: 19) stated that language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, uses modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen- modifier is often more effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

**d. Vocabulary**

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

**e. Mechanics**

The uses of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The uses of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are as follows:

### 1) Capitalization

The uses of capital letters makes our writing easier to read. Capital letters call attention to certain special words, as well as to words that begin sentence.

### 2) Punctuation

Punctuation can help the readers to identify word are taken as unmet of meaning and suggest how the units of it related to each other. The end marks are the period, the question mark, and the exclamation point.

### 3) Spelling

It is a very important rule follows in using spelling appropriately. They are suffixes edition such adding (gerund, present participle); omit becomes omitting plural formation such adding 'es' 's' changing 'y' to 'I' if the finally 'y' is preceded consonant such as 'fly' becomes 'flies', he handling of 'ie' or 'ai', (Littell, 1981: 492).

## ***2. The Concept of the Sentence***

### ***2.1. Definition of Sentence***

The sentences have been defined by many experts. Generally, most of them have the same concept about what a sentence is. Some of them are as follows:

Brewton, et al (1964: 146) defines a sentence as word or group of words containing a subject and predicate that makes a complete thought and normally containing a subject and predicate.

Davis (1983: 1) states that a sentence is a word or a group of words containing a subject and a predicate and it is not depend on another group of words to complete its meaning. Similarly, Werriner et al (1958: 27) states that a sentence is a group of words containing a verb and its subject and expressing a complete thought.

Based on the definitions above, it can be inferred that a sentences is a group of words that containing a subject and a predicate, and it must express a complete though or idea. A group of words that does not express a complete though and cannot stand alone is not a sentence.

## 2.2. The Sentence Pattern

If we want to analyze a sentence, we must identify subject, predicate, object, and complement.

### 1. Subject

Subject is the word or group of words in sentence about which is said and which serve as the starting point of the action expect in passive construction. Subject is the word that name the person, thing, or place that a sentence about. It is usually a noun or pronoun or other word functioning as pronoun or noun.

Example:

- Fadila is my friend

S

- The monkey is eating banana

S

- She and he go to school

S

- Are they cooking now?

S

## 2. Predicate (Verb)

Predicate is the word or word group that normally follows the subject and tells what it does, has, or what is done to it, or where is it. The predicate always includes a verb, and the verb is one of three types; linking, intransitive, or transitive.

Example:

- The flag ceremony starts at seven.

V

- He gives me a cake.

V

## 3. Object

According to Owen Watson, Object is a noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase.

Object is divided into two kinds; they are direct object (DO) and indirect object (IO).

Example:

- I have a new book.

O

- I buy an elephant.

O

- He gives me a golden ring.

IO DO

- They lend memuch money.

IO DO

#### 4. Complement

Complement is a word or group of word used to complete the meaning of the predicate (verb).

Example:

-She is a nurse

C

- He runs quickly.

C

- We are in the living room.

C

- You were policemen.

C

We can modify the main subject and predicate with other words, phrase or clauses.

##### a. Phrase

Phrase is combination of two words or more that have characteristics non predicative and it can be understood.

Example:

- New book

- A new book

- My new English book.

##### b. Clauses

A clauses is a group of words containing a subject and a verb, but it has not been understood yet.

Example:

- Aftershewent to the cave

S V

- whenIlove you

S V

- *Before* she cleans your houses

S V

- *since* you leaved me

S V

The following is a table of sentence pattern.

**Table 2.1. Sentence Pattern**

No.	Sentence pattern		Examples
1	S – V	Subject – Verb	<u>My cousin will arrive</u> S V
2	S – V – O	Subject – Verb – Object	<u>I love you</u> S V O
3	S – Lv – N	Subject – Linking verb – Noun	<u>You were policemen</u> S V N
4	S – Lv – Adj	Subject – Linking verb – Adjective	<u>You looked so pretty</u> S V Adj
5	S – V – IO – DO	Subject – Verb – Indirect Object – Object	<u>They lend me money</u> S V IO DO
6	S – V – O – N	Subject – Verb – Object – Noun	<u>I call him pipi</u> S V IO O
7	S – V – O – Adj	Subject – Verb – Object – Adjective	<u>You make me happy</u> S V O Adj

(Kardimin, 2005: 391)

### 2.3. Preposition

In most general terms, a preposition expressed a relation between two entities, one being that represented by the preposition complement. Of the various types of relational meaning, those of place and time are the most prominent to identify, (Quirk, 1973: 61).

Preposition includes to kinds of ‘function words’ which means “a word that doesn’t belong to one of the four major parts of speech in English (noun, verb, adjective, adverb).” their purpose is not only to express meaning but to relate other words to each other” (Hornby, 1975: 7).



A preposition is a word that links a noun or a noun equivalent (e.g. a pronoun or a gerund) to another word by expressing such relationships as location, direction, time, or purpose.

Prepositions are always followed by a noun or pronoun. They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships such as position, place, direction, time, manner, agent, possession, and condition, between their object and other parts of the sentence. Prepositional phrases usually provide information asked for by the question words who, what, where, when, why, how, and how long. The noun or pronoun following the preposition is its object. A pronoun used in this position is always an object pronoun: me, you, him, her, it, us, and them. The preposition plus its object is called the prepositional phrase (Wishon, 1980: 288).

#### 2.4. Clauses

A clause is a group of words containing a subject and verb. A clause may be defined in the same way as a sentence. It is a full predication that contains a subject and a predicate with a finite verb.

Example:

- *After* she went to the cave

S V

- *when* I love you

S V

- *Before* she cleans your houses

S V

- *since* you left me

S V

There are two kinds of clauses:

- Independent clauses (main)
- Dependent clauses (subordinate)

And independent clauses is a group of word that has a subject and verb. It is used as a part of sentence is grammatically independent and can stand alone.

An independent clauses is a full predication that may stand alone as a sentence.

Example:

- English is an international language.
- They speak English well.
- I go to market.

Related to Brown opinion, as quoted by Lutfiana stated that dependent clauses (subordinate clauses) cannot stand alone by itself as a complete sentences because it does not express a complete thought. In addition, subordinate clauses has to make the meaning of independent clauses clear and complete.

Example:

- After I called her yesterday.
- Where is the dog.
- When he bough it.

Dependent clauses has three types of clauses which classified based on their function in the sentence, they are:

1. Noun clauses

Noun clauses fill position and serve the same function as nouns. Noun clauses may be used in any of the more important constructions of nouns, such as subject, direct object, subjective complement, and object of preposition.

The following is a table of the function of noun clauses.

**Table 2.2. The Function of Noun Clauses**

No.	The function of noun clauses	Examples
1	As a subject	<i>Whatever</i> you want for dessert is fine with me
2	As subjective complement	What I wonder is <i>whether</i> Ulum will come
3	As direct object	I don't want what I must do.
4	As object of preposition	We are interested in what he does for a living.

(Fuadiyah, 2010:16)

## 2. Adjective clauses

The adjective clause has function as adjective, which is used to modify a noun or pronoun. An adjective clause is also called "a relative clause". It can be restrictive, and non-restrictive.

Restrictive clauses mean that the clause gives definition about the noun phrase and it is considered important to avoid misunderstanding between reader and listener.

Example: The boy *who is standing in front of school* is very diligent.

In this sentence, the adjective clause is necessary to identify which boy is meant by speaker.

Non-restrictive clauses only give additional element is separated from the rest of the sentence by a break in intonation and by a comma writing.

Example: The boy, *who is standing in front of school*, is very diligent.

In this sentence, we already know well who the boy is, the adjective clauses is only as additional information about the lady.

An adjective clauses is a clauses that modifies a noun or pronoun.

The following is the function of adjective clauses.

**Table 2.3. The Function of Adjective Clauses**

Noun Antecedent Meaning	Introductory Word	Illustrative Sentences
A person	Relative pronoun:  Who (whom or whose) or that	Introduction word function as: - <i>subject</i> Bob, <b>who</b> gives me this book, is died. - <i>object of verb</i> My friend <b>whom</b> I love, goes to - <i>Possessive adjective</i> My friend, <b>whose</b> daughter an actress, gives me a cat.
1	2	3
Things	Which That	- <i>subject</i> Our car, <b>which</b> is very old crashed. - <i>object of verb</i> My cat <b>which</b> he gave is sick. - <i>object of preposition</i> She is wearing the coat for <b>which</b> she had paid \$2,000.
A time	When	- This is the time <b>when</b> I have final examination I will never forget the day <b>when</b> I cry
A place	Where	- Here is the place <b>where</b> I met you last 5 years. - The houses <b>where</b> she lives is very old.
A reason	Why	- Give the reason why you love me - A reason why I love you is the real.

(Fuadiyah, 2010:18)

### 3. Adverbial clauses

Adverbial clauses is the clauses that performs the function of the adverb which modifies verb, adverb, etc. like another clauses, adverbial clauses is introduced by a word conjunction to join with another part of the sentence. Adverbial clauses are usually classified according to the meaning of the conjunction that introduces them.

This is following table of classification of adverbial clauses.

**Table 2.4. The Classification of Adverbial Clauses**

Classification	Subordinating conjunction	Example
Time	When (ever), while, since, before, after, until, as, as soon, as long as, once, now that, by the time (that), every time, the first time, the last time, the next time (that).	- <b>While</b> I is studying, the phone rang - <b>Before</b> I left for work, I ate breakfast - <b>since</b> Susi came to this school, she had many friends
Place	Where, wherever, whiter, anywhere, nowhere, everywhere, anyplace	- <b>Where</b> there is a will, there is a way. -They sat down <b>wherever</b> they could find empty seats.
Comparison	As (like), as if, as though	-Your face is <b>aslike</b> your mother's face
Reason	because, since, now that, as, in order that, so, as long as, because of, due to, owing to, so that, in order that.	- <b>Because</b> he is sleepy, he went to bed. - <b>Due</b> to the cold weather, we stay at home.
Purpose	So that, in order that (in order to + verb 1), in hope that.	-I turn off the radio <b>inorderto</b> enable my roommate to study in peace and quite.
Contrast	although, while, where, whereas (despite, in spite of, regardless of)	-I will always love you, <b>although</b> you hurt my heart. -Monkey is funny, whereas

		worm is disgusting
Condition	if, only if, unless, even if, whether or not, provided (that), in case, in the event (that).	- <b>If</b> it is rain, I will not go to your houses. - <b>Onlyif</b> it rains will the agenda be done.

(Fuadiyah, 2010:19)

## 2.5. Types of Sentence

Kartika (2009: 23), That out four types of sentence. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence. The explanation of the theories is as follows:

### 1. Simple Sentences

A simple sentence is made up of one complete subject and one complete predicate. The sentence could be short or long. A simple sentence is the utterance which has one subject and one predicate. Both subject and predicate can be compound. A simple sentence has only one subject and one predicate or both may have than one element. The simple sentence contains one subject and one predicate, either or both which may be compound. The example of the sentence which has compound subject such as: *Dono, Dini, Deni, and Danu went to the zoo yesterday* and the example of the compound predicate such as: *Susi goes to market in the evening and comes back from the market in the afternoon.*

Examples:

Simple sentences uses one subject and predicate:

1. Tina cooks in the kitchen.
2. The river has been polluted by the citizen.

Simple sentences which uses two or more sentences:

1. The children smiled and waved to us
2. The students went out from the class and slowly go away.

Simple sentence which uses two or more subject:

1. Roni and his wife are happy.
2. Tata, Titi, and Teti went to Borobudur temple yesterday.

## **2. Compound Sentence**

A compound sentence is made up of two or more independent clauses. Each clauses is a simple sentence that could stand alone. A compound sentence is an utterance that contains two or more independent clauses. Each independent clauses is a compound sentence can stand alone as a separate sentence. Compound sentences are the sentences which have two or more full predication in the form of independent clauses. In the other words, it contains two or more independent clauses.

According to Frank, there are 3 conjunctions in compound sentence, namely:

- a. Punctuation: semi colon (;)
- b. Coordinating conjunction, such as: for, and, nor, but, or, yet, so.
- c. Conjunctive adverb, such as: besides, likewise, moreover (addition), otherwise (condition), accordingly, consequently, hence, than, therefore (result), then (time), nevertheless, still (concession).

Example:

Compound sentences uses conjunctive adverb:

1. Mike is sick; *therefore* he did not come to school.

Compound sentences uses coordinate conjunction:

1. Mike is sick, *so* he did not come to school.
2. The party broke up at five in the morning, *and* consequently we had to hurry to catch the train.

Compound sentences uses proper punctuation:

1. Part of the search party went to the right; the rest went to the left.

### 3. Complex Sentence

A complex sentence contains an independent clauses and a dependent clauses. Each clauses consists of a subject and a predicate. A complex sentence is made up of two or more predications. One of these is an independent clauses (or, main clauses) that is similar to the form of the simple sentence and one or more of these are dependent clauses (or, subordinate clauses). A dependent clauses which is in complex sentence is joined to the main clauses by relative pronoun, *who*, *which*, *that*, or by of the numerous subordinating conjunction such as *after*, *although*, *as*, *because*, *before*, *if*, *since*, *unless*, *when*, *why*. Dependent clauses are used as noun, as adjective or as adverb. In conclusion, complex sentence consists of one independent clauses using relative pronoun or subordinate conjunction.

Example:



- a. *When* he handed in his work, he forgot to give the teacher the last page.
- b. *After* they studying, Juan and Maria went to the movie.

#### 4. Compound-complex sentence

Compound-complex sentence contains two or more independent clauses and one or more dependent clauses. We can also say that compound-complex sentence is the combination between compound sentence and complex sentence.

Compound-complex sentences uses one or more dependent clauses:

Example:

-Many students drive their cars to the college, *but* others prefer to take public transportation *because* free parking a car the campus unavailable.

-*If* student wish to park in the campus parking lots, they must pay for permit, *or* the campus police will tag their cars.

When the independent clauses begins the sentence with subordinators "Comma, But, and Because" in the middle as in the first sentence. The sentence shows that coordinators "but" mean contrast and it is also followed by coordinator "because" shows the reason. A comma usually appears before coordinate conjunction, especially if the clauses are long.

The comma after the dependent clauses in second sentence is required, and experienced listeners of English will often hear a slight pauses there. It is also followed by coordinative conjunction "or" shows a choice. It means that the sentence above have the combination of coordinative conjunction belongs to compound sentence and clauses belongs to complex sentence.

Types of sentence can be divided into 2 types:

1. Active sentence

Active sentence has an active meaning. It means the doer does the activity. Active sentence consist of Subject + Predicate + Object

Example:

Maryhelpedthe boy

S      P      O

Tomwill openthe door

S      P      O

2. Passive sentence

Passive sentence has passive meaning. In the passive sentence, the object of an active verb becomes the subject of the passive verb. Only transitive verb (that are followed by an object) are used in the passive.

Example:

The boyis helpedby mary.

S      P      O

The doorwill openedby Tom.

S      P      O

Active sentence and passive sentence also called by active voice and passive voice. Frank stated that voice in English grammar refers to the active or passive uses of a verb. The active voice is used in making a straightforward statement about an action; that is, "the doer" of the action is the grammatical subject, and "the receiver" of the action is the grammatical object.

In the passive voice same action is referred to indirectly; that is, the original ‘receiver’ of the action is the grammatical subject, and the original “doer” of the action is the grammatical object of the preposition by.

Because the grammatical subject of a passive verb is the original object of an active verb, only a transitive verb may be used in the passive voice. Since it is generally preferable to make a direct statement of an action, a good writer chooses the active voice wherever possible.

### ***2.5.Characteristics of a Good Sentence***

#### a. Sentence Unity

Closely related sentences may be combined to form compound sentences that closely related sentences and clauses may be combined to form complex sentences. The important factor to keep in mind is that the combined sentences have some essential relationship with each other, producing oneness of Thought (Wishon and Burks, 1980: 343).

#### b. Sentence Emphasis

Emphasis demands that sentences be arranged in a way that will call attention to the most important words and stress the main idea. The following are some ways to achieve the desired emphasis in the sentence.

- Place important words in emphatic position in the sentence. The beginning and the end of the sentence are the emphatic position.
- Repeat key words.
- Uses the active voice.
- Uses contrast occasionally.

- Arrange words or ideas in a series in order of importance leading to a climax.
  - Avoid redundancy.
- b. Sentence Clarity

Clarity means obviousness. There are two general rules, which are important in writing clear, meaningful sentence. First, think before writing; be sure to express the desired meaning. Second, make sure the sentence is correct. Some general guidelines to clear writing and some warnings to pit falls are as follows:

- Make pronoun references clear
- Avoid unnecessary changes in point of view. Clear sentence have only one point of view.

### **B. Sentences Reconstruction Technique**

Reconstruction technique is a process of reconstructing, rebuilding, or recognizing something (The New Shorter Oxford English Dictionary). This definition is similar to the definition or rearrangement that is a process to place something in a different order or a process to change plans that have already been made (Oxford Dictionary a Advance Learner).

Reconstruction process would provide simple opportunity for the development of associative linkage which would support subsequent uncued recall as well as the processing itself. However this has not been generally the case. In some instances, when the passage was short and the content familiar, subject simply reading the screamble material did about as well on retrieval as

subject reconstruction the text assisted by feedback (Langer, Keenan & Medoshschonbeck, 1986).

In our reconstruction paradigm we assumed that the assistance provided guided the learner in ordering the text following some developing sets of schemata. Historically retrieval has been proved less effective under condition of scrambled text without instructional aid (Kulhavy, Schmid, & Walker, 1997).

Kintsch, 1974 We chose initially to investigate sentence order because text reconstruction from randomly ordered discourse is a process and so amenable to instructional influences. The instructional assistance provided is feedback, which is perceived as an effective instructional adjunct under most circumstances. Feedback is usually defined as any assistance or information presented to the learner subsequent to a response (Langer, 1983). The feedback provided confirmed appropriate sentence placement in paragraphs during reconstruction.

Thorndyke, 1977 and referential coherence (Kintsch, 1974). We chose initially to investigate sentence order because text reconstruction from randomly ordered discourse is a process and so amenable to instructional influences.

The first structural element of discourse we investigated was at the level of sentence sequence. Generally, we found that concordance between the reconstructed sentence order and the original sequence did not consistently predict the level of comprehension (Keenan and Culler, 1988).

Derry, 2009 Traditional, theories of sentence construction, focus entirely on the mechanisms by which the parts of a sentence combine.

Subject reconstruction paragraphs from scrambled passages. There were two passages (20 and 400 words) and three conditions (read-only, reconstruct with no feedback, and reconstruct with feedback). The major dependent measures were recall of idea units, recognition of original sentence, and concordance with the original sentence in paragraph cluster. ANOVA yielded:

1. higher recall for idea units of the shorter passage and reconstruct-no feedback condition.
2. higher recognition of original sentence for the reconstruct-no feedback condition.
3. greater concordance for the shorter passage, generally speaking, feedback seemed to intrude into the reconstruction process, and greater concordance did not directly lead to improved comprehension.

### **C. Definition of Descriptive Writing**

Descriptive writing is a way to present details; even though it is often appears with other or pattern of development. When we write, we are constrainingly describing people, place and object (Need et al, 1990: 116).

Breton (1982: 59) states that there are ways to go about writing a description of a place; start from the overall impression, and break it down into the details, or start from the details and build up toward an overall impression.

Furthermore, Cooley et al, in Rajab (2008: 22) states the purpose of descriptive writing is to communicate to reader the impression by combining careful

observation with descriptive technique that helps us to choose the more effective words.

The reader will easily understand the description of a person, a place, or an object if it organized well and written clearly. To organize and write description.

The following steps may be suggested:

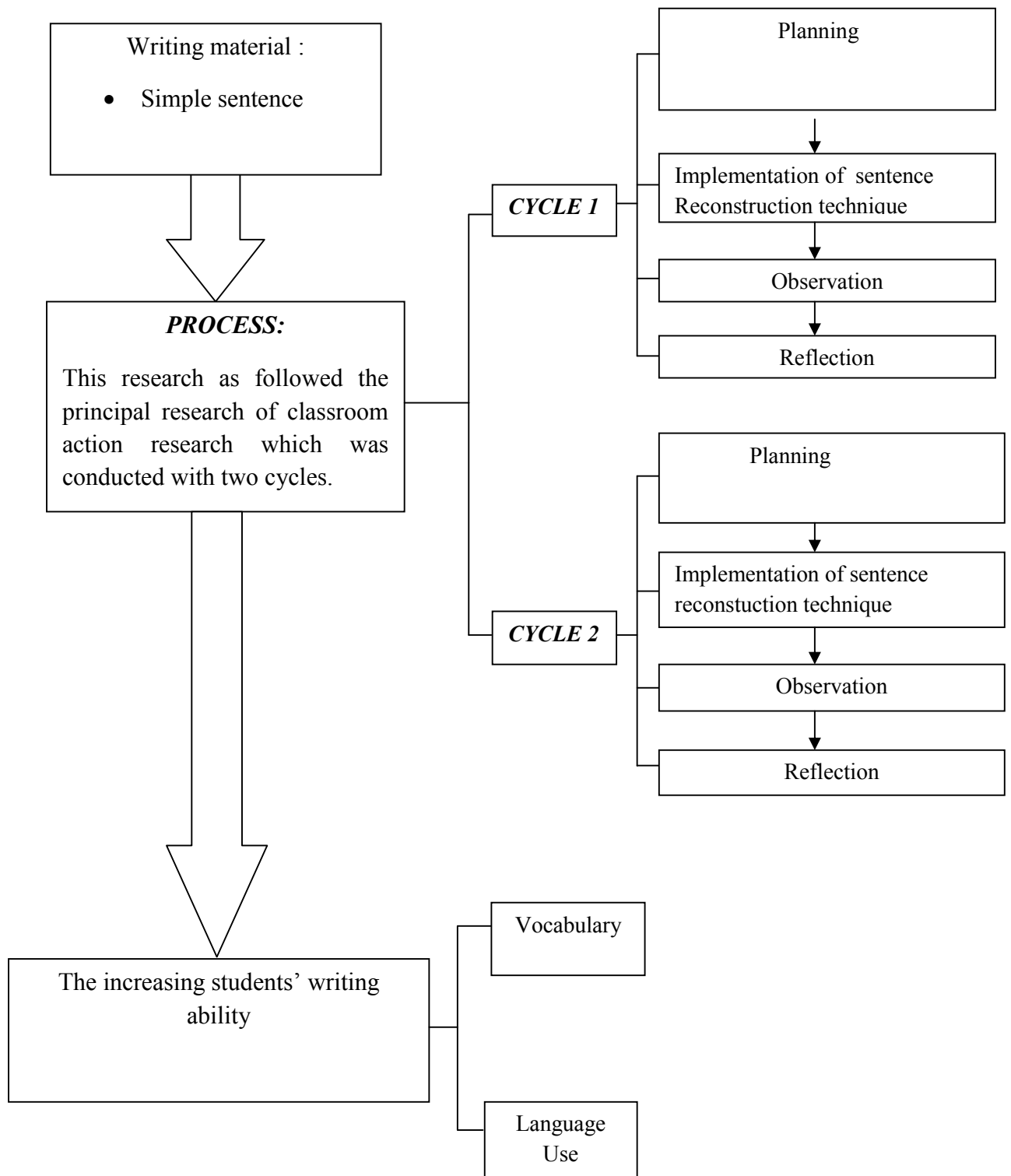
1. Begin the description with a topic sentence that introduces the person, place and object and if possible , state the general impression of subject.
2. Percent the supporting sensory details and a logical order, using chronological, or order of important. If we use chronological order,present the deatails in order in which the appear. If we use spatial order,present the details in order in which they exist in place , such us from left to right, top to bottom and or front to back. If we use order of importance, tehe reदार may start with lest important details. For the detail they have been draw furher in the description. On the other hand, we may capture the reader's attention by starting with the strongest details and continuing with less striking details that that reinforce the impression created by the first detail.
3. Use transitional word and phrases to emphasize the order of the description. Example of word then to right finally.
4. Place the group of related detailsin a separated paragraph if the details contain many detail.

5. Conclude a sentence that related the general impression or indicates the end of the description.

#### **D. Conceptual framework**

The conceptual framework have been the basic from this research and can be visualized in figure below. The figure shows the activity process of the teaching and learning of English in writing skill through reflection learning. The components of figure are described in figure 2.1.





**Figure 2.1** Conceptual Framework.

The conceptual framework above refers to the use of sentence reconstruction technique to writing skill in the classroom. This process of teaching and learning writing using Classroom Action Research that contains of two cycle, they are: first cycle and second cycle. The series activities of the first cycle are Planning of Lesson Plan based on principal teaching of sentence reconstruction technique , implementation of sentence reconstruction technique, Observation, and Reflection and the second cycle as the same with the previous cycle. The realization of the second cycle is continued and repaired from the first cycle to increasing the students' writing ability which focuses on Vocabulary and Language use.

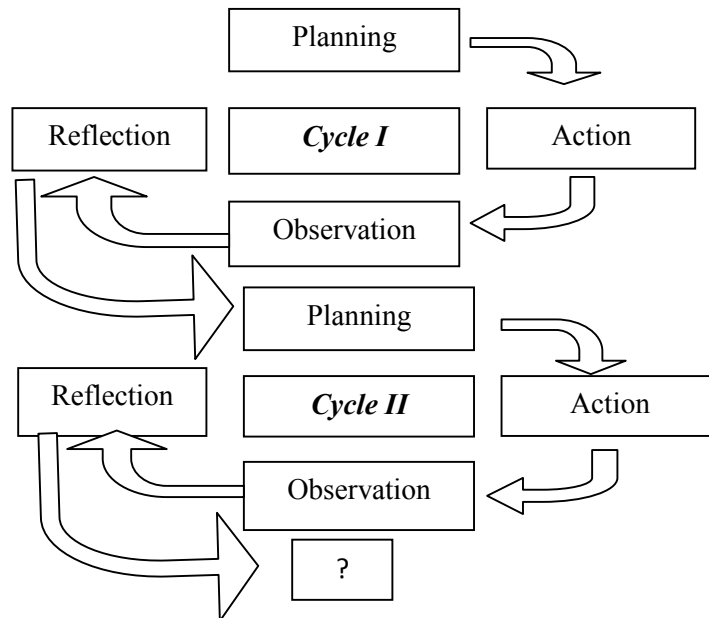
## CHAPTER III

### RESEARCH METHOD

This chapter deals with research design, the variables and indicators, time and subject of the research, research instrument, the procedure of collecting data, technique of data analysis.

#### A. Research Design

The method used in this research was Classroom Action Research (CAR). it had stages those were: Planning, Action, Observation, Evaluation or Reflection. This research held around two cycles. They were first and second cycle and each cycle was the series of activity which has close relation. Where, the realization of the second cycle was continued and repaired from the first cycle.



**Figure 3.1** The scheme of Classroom Action Research

(Arikunto in Suyadi, 2010:50)

## **Cycle I**

### **1. The Planning**

The activities have been done in this stage as followed:

- a. Understood the curriculum of the school that used
- b. Made lesson planning based on the curriculum, and arranged material of lesson planing and it should based on the teaching of writing skill.
- c. Made diagnostics test to know the students ability in writing.
- d. Made the observation paper for observing the condition of learning process.
- e. Arranged the writing test for each cycle to know the increase of the result study after they study by using sentence reconstruction technique.

### **2. Action**

The activities have been done:

- a. The researcher introduced and explained about sentence reconstruction technique.
- b. The researcher explained the simple sentence in the form of positive, negative and interrogative
- c. The researcher explained about the parts of a sentence (subject, predicate, and complement).
- d. The researcher explained about the parts of speech (nouns, verbs, adjectives, and adverbs).

- e. The researcher asked students to askedwhatStudent did not understood about the subject.
- f. The researcher gave some clarification for the acting .the research explained the students' errors in writing.
- g. The researcher gave students a competence test (post-test) to measure their achievement of the lecture in writing. The test was gave jumble words in position form (simple sentence).

### **3. Observsation**

- a. The students' activeness in learning by using check list.
- b. The students' competencein applying "Sentence Reconstruction Technique".

### **4. Reflection**

The series of activity as like planning, action, and observation would be continued by reflection, to analyze the fault and success in the learning and teaching process. The difficulty that the researcher found in the cycle 1 is the students still difficult organize their writing to be a good sentence or paragraph with use Sentence Reconstruction Technique. To correct the weakness that was found in the cycle 1, so the researcher revises the lesson plan in the cycle 2.

## **Cycle II**

### **1. The Planning**

In cycle 2 also consist of same activity with cycle 1 they are:

- a. Continued the activities that have been done from the first cycle.
- b. Repaired the weakness in the first cycle.
- c. Made another lesson planning, prepared material and observation form for four meeting.
- d. Action research repaired.

### **2. Action**

- a. Motivating the student to improve their interest in learning process.
- b. The researcher gave the students clue which had correlation with the subject.
- c. The researcher explained about how to made sentence simple sentence with used Sentence Reconstruction Technique.
- d. Doing apperception.
- e. Students wrote their sentence individually.
- f. Instruction to students to wrote their sentence that simple and direct.
- g. Students were encouraged to write legibly and accurately but not interfering with the flow of their ideas.
- h. Students' ideas was encouraged to flow freely through teacher assistance and questioning when needed.

### **3. Observation**

1. The students' activeness in learning by using check list.
2. The students' competence in applying "Sentence Reconstruction Technique".

### **4. Reflection**

Observation was collecting data activity related with the learning English process which has solving problem and learning strategy. So, in this stage the researcher asked the students' to collect their final writing, to measure the students' achievement after implementing the writing process approach.

## **B. The Variables and Indicators**

### **1. Research Variables**

This research used two variables, they are :

- a. The dependent variable is the students' increasing student in writing ability.
- b. The independent variable was sentence reconstruction technique which was the method used by the researcher in teaching writing at the eleventh grade students of MA 1 manongkoki.

### **2. Indicators**

The dependent variable of the students' writing skill were vocabulary and language use.

### **C. Subject of the Research**

The research subject was the students of MA manongkoki, the eleventh grade class (XI IPA 2) that consisted of 21 students twelve female and nine male with used sentence reconstruction technique to know their ability especially in English writing.

### **D. Research Instrument**

The instrument in this research was Writing test. The test was a tool or procedure used to determine or measure something in the atmosphere in ways and rules specified. Final test is a test (jumbled words) gave to students in order to measure the students' writing ability after each cycle of the measures. The researcher gave pre-test for student the students to know their writing ability. In the pretest, the researcher gave 20 items writing test. The students gave 20 jumbled words and then reconstruct the sentence with simple sentence.

### **E. The Procedure of Collecting Data**

1. The data source: the data source in this research is the students of MAManongkoki Kab.Takalar.
2. The researcher gave the students writing test. It was done after implementing by using sentence reconstruction technique in the class or observation stage in the classroom action research which was done in every cycle. The following activities were:
  - a. The researcher prepared test material for students.
  - b. The researcher asked the students to follow all step in writing using sentence reconstruction techniques.



- c. The researcher gave correction to their writing based on their mistake.  
But it was done on the reflection activity.

There were two components that concerned of the researcher in this research to measure; those are vocabulary and organization which used criteria as followed:

**a. Language Use**

**Table 3.1 Language Use Assessment**

Classification	Score	Criteria
Excelent to very good	4	Effective complex constuction, few errors of agreement, tense, pronoun, and preposition
Good to averange	3	Few errors of agreement, tense, pronoun and preposition meaning confused or obscured
Fair to poor	2	Dominant by errors of grammar, cannot be understood and evaluated
Very poor	1	Virtually no mastery of sentence consist rules, etc

(Depdikbud, 1985: 6)

## b. Vocabulary

**Table 3.2 Vocabulary Assessment**

Classification	Score	Criteria
Excellent	6	Spea for wordk without too great an effort with a fairly wide range of expression. Searches for words but only one or two unnatural pauses
Very good	5	Has to make an effort at time to search fro words. Nevertheless, smooth delivery on the whole and only a few unnatural
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1975: 27)

## F. Technique of Data Analysis

1. Calculate the mean score using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Note :  $\bar{X}$  = Mean Score

$\sum X$  = Sum of all score

N = Number of Subject

(Gay, 1981: 298)

2. To know development of the students' writing skill, the researcher used percentage technique :

$$P = \frac{x^2 - x^1}{x^1} \times 100$$

Note:

P : Percentage of the student

$x^1$  : The first main score

$x^2$  : The second main score

(Sudjana, 2010: 34)

3. To classify the students' score, there were five classifications which will be used as followed:

**Table 3.3** Classifications of the students' score

No	Rate of Score	Categories
1	9.0-100	Excellent
2	7.0-8.9	Very good
3	5.0-6.9	Good
4	3.0-4.9	Average
5	1.0-2.9	Poor

(Depdikbud: 2004).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter particularly presents of the research cover with the description of the students' increasing that viewed from Vocabulary and Language Use. In the discussion part, the researcher described the findings in detail.

#### **A. Findings**

The findings of the research deals with the answer of the problem statement which it aims to find out the increasing of the students' ability in writing sentence. The result of data analysis found that teaching writing ability through sentence reconstuction technique can increased the students' writing ability in terms of vocabulary and language use at the class of XI students of MA Manongkoki Kab.Takalar.

##### **1. The Increase of Students' Writing in Term of Vocabulary.**

The use of sentence reconstuction technique in the form of teaching strategy of English Writing ability can improved the students' vocabulary. It was proved by the writing test as indicated by the significant difference between the score of the diagnostic test and the result of cycle I In Table 1.

**Table 4.1. The Increase of the Students' Vocabulary in Writing**

The students' score	Indicators		Mean Score	Classification
	Noun	Verb		
<b>D-test</b>	<b>4.54</b>	<b>4.58</b>	<b>4.55</b>	<b>Poor</b>
<b>Cycle I</b>	<b>6.83</b>	<b>6.75</b>	<b>6.79</b>	<b>Fair</b>
<b>Cycle II</b>	<b>7.82</b>	<b>8.09</b>	<b>7.95</b>	<b>Good</b>

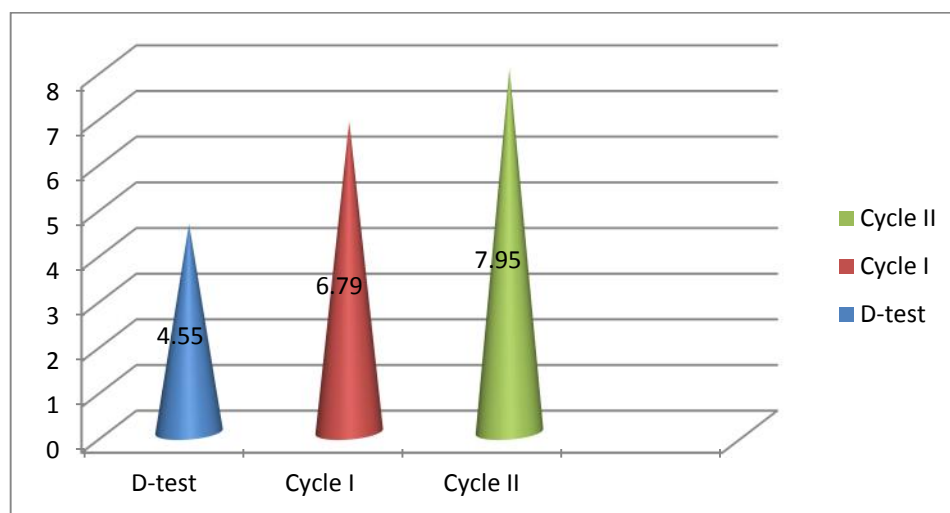
Table 4.1 indicates that the increase of the students' vocabulary in writing from D-test to cycle I and cycle II. The students' mean score improved from 4.55 (poor) to 6.79 (fair) become 7.95 (good).

In Table 4.1 indicates that there was increase of the students' vocabulary in writing using reconstruction technique from Diagnostic test to cycle I and cycle II (D-test < Cycle I < Cycle II). Where, the students' mean score ability of D test was 4.55, in cycle I vocabulary in writing become 6.79 and after evaluation in cycle II, the students' vocabulary in writing become 7.95 so the increasing of the students' vocabulary in writing ability from D-test to cycle I and cycle II. Then, there was a changing category of students from fair category becomes good category.

In Table 4.1 also indicated that the indicators of the students' vocabulary in writing increased significantly in which Cycle I, the students' writing ability was 6.83 become 7.82 in cycle II. The students' noun and verb ability also increased from D-test-cycle I-cycle II namely 4.55 to 6.79 become 7.95.

The Table 4.1 proves that use of sentence reconstruction technique in teaching and learning process was able to increased the students' vocabulary in

writing after taking action in D-test to cycle I and cycle II in which the students' ability in cycle II was the highest (D-test > cycle II > cycle I).



**Figure 4.1. Chart of the Increase of the Students' Vocabulary in Writing.**

The figure 4.1 showed the increase of the students' score in cycle II was higher than cycle I and diagnostic test. Because the students' mean score increased from 4.55 become 6.79 improved 7.95 it has classified as good and has achieved the standard score in MA.

## **2. The Increase of Students' Writing in Term of Language Use.**

The application of sentence reconstruction techniques one of teaching technique of english writing can assess the students' progress of writing ability to the good language use with the writing test as indicated by the significant difference between the mean score of the D-test, cycle I and cycle II as shown in the following Table.

**Table 4.2: The Increase of the students' Language Use in Writing.**

The students' score	Indicators		Mean Score	Classification
	Tense	Preposition		
D-test	4.39	4.10	4.24	Poor
Cycle I	6.85	6.29	6.57	Fair
Cycle II	8.26	7.79	8.02	Good

Table 4.2 proves that the sentence reconstruction technique in teaching and learning process can improve the students' language use in writing after taking action in D-test, cycle I and cycle II.

To see clearly the increase of the students' language use in writing, the following chart was presented.

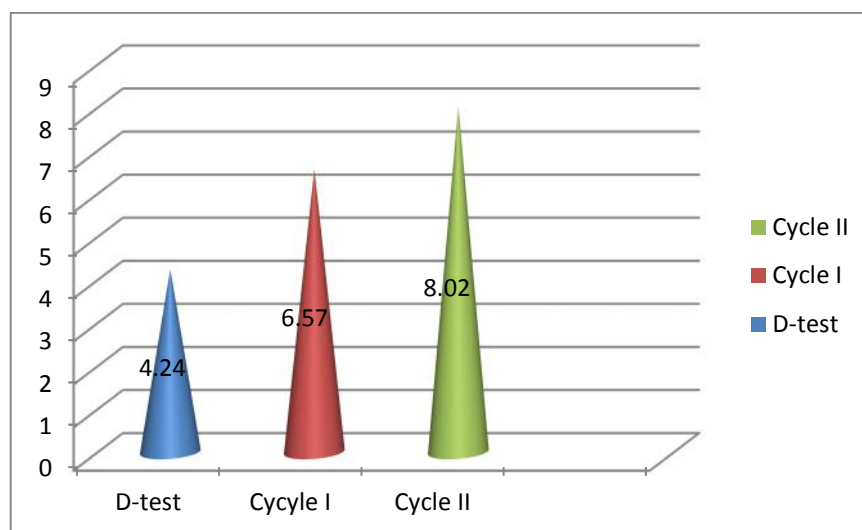
**Figure 4. 2. Chart The Increase of the students' Language Use in Writing.**

Figure 4.2 the increasing of the students' score in cycle II is higher than cycle I and D-test . Because the students' mean score increase from 4.55 to



6.57 improved 8.02. It has classified as good and has achieved the standard score in MA.

### 3. The Increase of the Students' Writing Ability

The use sentence Reconstuction Technique in increasing the students' writing skill deals with vocabulary and language use the increasing of the students' writing ability that deals with vocabulary and language use can be seen clearly in the following Table:

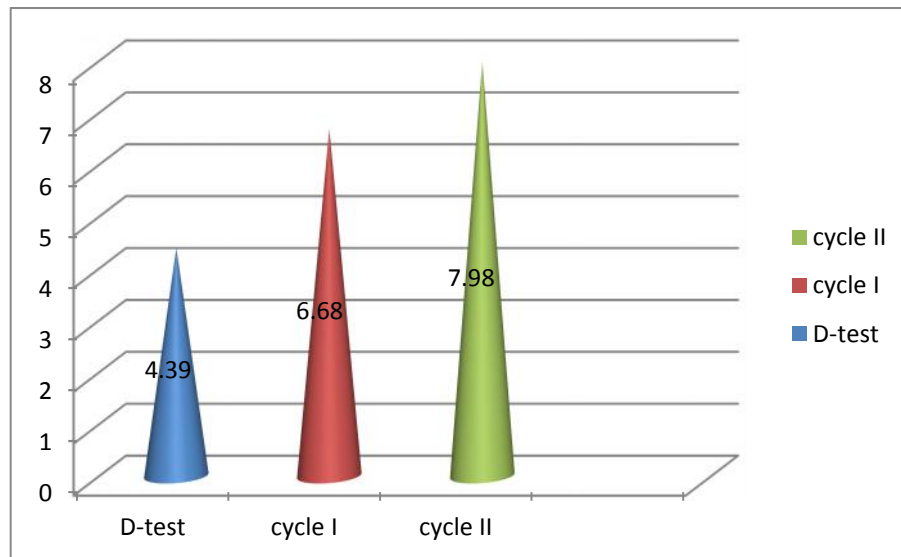
**Table 4.3: The Increase of the Students' Writing Ability**

The students' score	Indicators		Mean Score	Classification
	Vocabulary	Language use		
<b>D-test</b>	<b>4.55</b>	<b>4.24</b>	<b>4.39</b>	<b>Poor</b>
<b>Cycle I</b>	<b>6.79</b>	<b>6.57</b>	<b>6.68</b>	<b>Fair</b>
<b>Cycle II</b>	<b>7.95</b>	<b>8.02</b>	<b>7.98</b>	<b>Good</b>

Table 4.3 indicates that there were increase of the students' writing ability from D-test to cycle I and cycle II in which the students' main score of D-test was 4.39 and categorized as poor . Then, in cycle I was 6.68 and categorized as fair. Then, the students' writing ability increased in cycle II which was 7.98 and categorized as good. Therefore, the increasing of the students' writing ability from D-test to cycle I till cycle II were increasing significantly.

Table 4.3 proves that the use of sentence reconstuction in teaching and learning prosses can increased the students' writing ability after taking action in D-test to cycle I and cycle II has been achieved the standard score.

The increase of the students' writing ability can be seen clearly in the following chart:



**Figure 4.3. Chart of the Mean Score Students' Writing Ability**

Figure 4.3 shows that the percentage of the students' increasing in writing ability after taking an action using sentence reconstruction was higher than before. It was proved by looking the increasing of the students' writing ability in Diagnostic test to cycle I to cycle II namely.

## **B. Discussion**

In this part, discussion deals with the interpretation of findings derived from the result of findings about the increasing of the students' writing skill in terms of Vocabulary and Language Use; the percentage of the students' writing Vocabulary and Language Use; the observationresult of the students' presence and activeness in learning process by using Sentence Reconstruction Technique at the eleventh grade student of MA Manongkoki.

Before taking a Classroom Action Research By using "Sentence Reconstruction Technique", the researcher hold diagnostic test to measure the students' prior knowledge in English Writing. After giving D-Test, the researcher found that the students' Writing skill at the eleventh grade of MA Manongkoki was very poor, so it must be improved.

To improve the students' Writing skill, the researcher decided to use Sentence Reconstruction Technique and then prepared to do cycle I that consisted of four phases namely: Planning, Action, Observation, and Reflecting. In cycle I, the researcher found that the students were still difficult and confused to write. They often inhibited about trying to say things in English in the classroom, worry about making mistake, and they were shy. The difficulty of the students in writing had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. The students were fair active and confident to write English. They could enjoy the teaching and learning process and their score improved in cycle II.

The students' improvement could be seen clearly in the following explanation:

### **1. The Increase of Students' Writing Ability in term of Vocabulary and Language Use**

The increase of the Students' Writing Ability in term of Vocabulary and Language Use from *D-Test* to *cycle I* and *cycle I cycle II* improved significantly by using Sentence Reconstruction Technique. In *D-Test*, the students' mean score of the students' Writing in term Vocabulary was 4.55, and Language Use was 4.39 but after evaluation in *cycle I* the students' Writing in term of Vocabulary improved to 6.79, and Language Use was 6.68. While in *cycle II*, the students' mean score improved to 7.95, and Language Use improved to 8.02.

The researcher concludes that Sentence Reconstruction Technique is good method to apply in teaching Writing because Sentence Reconstruction Technique also is the learners centered and use contextual approaches that receive from the school. Sentence Reconstruction Technique promotes students' confidence in their problem solving skills and strives to make them self-directed learners. Sentence Reconstruction Technique enables students to become producers, rather than consumers, of knowledge and can help the students develop communication, reasoning and critical thinking skill.

It can be concluded that, Using Sentence Reconstruction Technique can improve Writing ability in terms of accuracy and fluency of the eleventh grade students MA Manongkoki Kab. Takalar was effective.

## **2. The Increasing of the Students' Writing Ability.**

The Increasing of the students' Writing skill deals with Vocabulary and Language Use from *D-Test* to *cycle I* and *cycle II* improved significantly by using Sentence Reconstruction Technique. In *D-Test*, the students' mean score of the students' Writing skill was 4.39, but after evaluation in *cycle I* the students' improved to 6.68. While in *cycle II*, the students' mean score improved to 7.98. Therefore the researcher indicates that there was significant improvement of Writing skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The chapter consist of two section. The first section deals with the conclusion of the finding, and the second one deals with suggestion that cover recommendation concerning the classroom implication of the findings and for further related researcher.

#### A. CONCLUSION

Based on the finding and discussion in the previous chapter, the researcher inferential in the following conclusion :

1. Sentence reconstruction technique can increase the students' writing ability in term of vocabulary it is proved through giving D-test score 4.55, cycle I score 6.79 become cycle II score 7.95. So, the increasing of the students writing ability from cycle I to cycle II is 1.0
2. The use Sentence reconstruction can technique increase students' writing ability in term of language use the it is prove through giving D-test score 4.24, cycle I score 6.57 become cycle II score 8.02. so, the increasing of the students' writing ability from cycle I to cycle II 2.0

## **B. SUGGESTION**

Based on the conclusion that have been taken above, through sentence reconstruction technique especially in writing ability. The researcher would like to suggest the following things:

1. The Teacher, in the Eleventh Grade of MA Manongkoki with the use of sentence reconstruction as one alternative among other teaching technique can be used in teaching writing.
2. The Students, at the Eleventh Grade of MA Manongkoki to get better result especially to increase their English Vocabulary and Language Use.

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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

**Nama sekolah** : Madrasah Aliyah manongkoki  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI / 1  
**Alokasi Waktu** : 2 x 45 menit  
**Standar Kompetensi** : Menulis  
- Mengungkapkan informasi dalam bentuk kalimat, paragraf.

**Kompetensi Dasar** : Menulis kalimat sederhana (simple sentence) ke dalam bentuk positif, negatif, dan interogatif (kalimat tanya).

**Indikator** :

- Mengidentifikasi unsur-unsur dalam kalimat sederhana (simple sentence)
- Membuat kalimat dalam bentuk positif, negatif, dan interogatif (kalimat tanya)

**I. Tujuan Pembelajaran** :

- Siswa dapat mengidentifikasi unsur-unsur dalam kalimat sederhana (simple sentence)
- Siswa dapat membuat kalimat dalam bentuk positif, negatif, dan interogatif (kalimat tanya)

## **II. Materi Pembelajaran :**

- Contoh kalimat sederhana (simple sentence)
- Unsur-unsur kalimat sederhana (parts of speech: noun, verb, adjective, adverb)

## **III. Metode Pembelajaran :**

- Metode ceramah
- Tanya-jawab

## **IV. Langkah Pembelajaran :**

### **A. Kegiatan Awal**

- Guru memperkenalkan sentence reconstruction technique
- Guru menjelaskan tentang kalimat sederhana (simple sentence) dan memberikan contoh
- Guru menjelaskan tentang parts of speech dalam kalimat

### **B. Kegiatan Inti**

- Siswa membuat kalimat sederhana menggunakan kosa kata yang diberikan
- Siswa memperbaiki kalimat sesuai dengan struktur kalimat yang benar
- Siswa menyebutkan contoh parts of speech

### **C. Kegiatan Akhir**

- Guru menyimpulkan hasil pembelajaran
- Guru menanyakan kesulitan siswa selama proses pembelajaran

## **Sumber/Bahan**

- Wishon, George E and Julian M. Burks. 1980. Let's Write English Revised Edition. New York.
- Azhar Arsyad. Your Basic Vocabulary.

**Penilaian** : Penilaian individu

**Bentuk** : Pertanyaan tulisan

### **Sentence!**

Types of subject:

1) The Simple Subject

The simple subject of a sentence is a word or group of words that names whom or what the sentence is talking about (Brewton, 1962:92). While, Dornan and Dawe (1962:29) state that a simple subject is the essential word or word that is acted or described. For example:

- Mary Ann can speak Spanish very well.
- Mary Ann cannot speak Spanish very well.
- Can Mary Ann speak Spanish very well?

Takalar, 2016

**RESEARCHER**

**(Nurhikma Basri)**

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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

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- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : XI / 1
- Alokasi Waktu** : 2 x 45 menit
- Standar Kompetensi** : Menulis
- Mengungkapkan informasi dalam bentuk kalimat, paragraf.
- Kompetensi Dasar** :
- Menuliskan bagian-bagian kalimat (subject, predicate, dan object complement)
- Menyebutkan contoh noun, verb, adjective dan adverb.
- Indikator** :
- Mengidentifikasi subject, predicate dan object dalam kalimat sederhana (simple sentence)
  - Membuat kalimat berdasarkan noun, verb, adjective dan adverb yang telah ditentukan
- I. Tujuan Pembelajaran** :

- Siswa dapat menuliskan bagian-bagian kalimat seperti subyek, predikat, dan obyek.
- Siswa dapat membuat kalimat berdasarkan kata benda, kata kerja, kata sifat, dan keterangan yang telah ditentukan.

## **II. Materi Pembelajaran :**

- Kosakata tentang (noun, adjective, verb, dan adverb)
- Bagian-bagian kalimat seperti subyek, predikat dan obyek

## **III. Metode Pembelajaran :**

- Metode ceramah
- Tanya-jawab

## **IV. Langkah Pembelajaran :**

### **A. Kegiatan Awal**

- Guru menjelaskan tentang cara membuat kalimat yang benar berdasarkan bagian-bagiannya.
- Guru menjelaskan tentang parts of speech dalam kalimat
- Guru memberikan contoh kalimat yang benar
- Guru memberikan kosakata tentang parts of speech

### **B. Kegiatan Inti**

- Siswa membuat kalimat sederhana menggunakan kosakata yang diberikan dan membacakan di depan kelas
- Siswa memperbaiki kalimat sesuai dengan struktur kalimat yang benar

- Siswa menyebutkan contoh parts of speech

### **C. Kegiatan Akhir**

- Guru menyimpulkan hasil pembelajaran
- Guru menanyakan kesulitan siswa selama proses pembelajaran

### **Sumber/Bahan**

- Wishon, George E and Julian M. Burks. 1980. Let's Write English Revised Edition. New York.
- Azhar Arsyad. Your Basic Vocabulary.

**Penilaian** : Penilaian individu

**Bentuk** : Pertanyaan tulisan

#### The Subject

Davis (1983:1) states that the subject of a sentence is the word with all its modifiers is the name of person, place, thing, or concept or something is said. The key words of the subject of a sentence are always in the noun and pronoun forms.

#### 1. Nouns

A noun is the name of the person, place, thing or idea.

For example:

➤ Bandung is an interesting city.

#### 2. Pronoun

Pronoun is word that takes places nouns. According to Campbell and Meier (1980:9), pronouns are always used in order to avoid the repeating words over in writing.

For example:

- He can play music and sing as well.

#### The Predicate

The predicate or the verb of a sentence is the word with its modifiers that tells what the subject does or what the subject is (Davis, 1983:2).

#### 1) The Simple Predicate

The simple predicate of a sentence is a word or group of words that tells what is said about the simple subject.

For example:

- The man laughed.
- The baby cries.

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## RENCANA PELAKSANAAN PEMBELAJARAN

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- Standar Kompetensi** : Menulis
- Mengungkapkan informasi dalam bentuk kalimat, paragraf.
- Kompetensi Dasar** :
- Menuliskan bagian-bagian kalimat (subject, predicate, dan object complement)
- Menyebutkan contoh noun, verb, adjective dan adverb.
- Indikator** :
- Mengidentifikasi subject, predicate dan object dalam kalimat sederhana (simple sentence)
  - Membuat kalimat berdasarkan noun, verb, adjective dan adverb yang telah ditentukan
  - Menyusun kalimat acak (jumble words) menjadi kalimat yang benar

## **I. Tujuan Pembelajaran :**

- Siswa dapat menuliskan bagian-bagian kalimat seperti subyek, predikat, dan obyek.
- Siswa dapat membuat kalimat berdasarkan kata benda, kata kerja, kata sifat, dan keterangan yang telah ditentukan.
- Siswa dapat menyusun kalimat acak (jumble words) menjadi kalimat yang benar

## **II. Materi Pembelajaran :**

- Kosakata tentang (noun, adjective, verb, dan adverb)
- Bagian-bagian kalimat seperti subyek, predikat dan obyek
- Kalimat acak (jumble words)

## **III. Metode Pembelajaran :**

- Metode ceramah
- Tanya-jawab

## **IV. Langkah Pembelajaran :**

### **A. Kegiatan Awal**

- Guru menjelaskan tentang cara membuat kalimat yang benar berdasarkan bagian-bagiannya.
- Guru menjelaskan tentang parts of speech dalam kalimat
- Guru memberikan kosakata tentang parts of speech

## **B. Kegiatan Inti**

- Siswa membuat kalimat sederhana menggunakan kosa kata yang diberikan dan membacakan di depan kelas
- Siswa memperbaiki kalimat sesuai dengan struktur kalimat yang benar
- Siswa menyusun kalimat acak (jumble words) menjadi kalimat yang benar

## **C. Kegiatan Akhir**

- Guru menyimpulkan hasil pembelajaran
- Guru menanyakan kesulitan siswa selama proses pembelajaran
- Guru memberikan tes kalimat acak (jumble words)

**Sumber/Bahan :** Wishon, George E and Julian M. Burks. 1980. Let's Write English Revised Edition. New York.

- Azhar Arsyad. Your Basic Vocabulary.

**Penilaian** : Penilaian individu

**Bentuk** : Pertanyaan tulisan

### **Jumble words**

Through sentences reconstruction technique, the students are practiced to make good sentences. They will be practiced to identify parts of sentences and put them into correct position in order to they are expected to make unambiguous sentences. For example:

- The – pencil – expensive – is – very  
Become: The pencil is very expensive
- Have – friend – doesn't – in – classroom – the – she

Become: She doesn't have friend in the classroom.

- Tono – bicycle – do – buy – and – his – father - ?

Become: Do Tono and his father buy a bicycle?

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- Standar Kompetensi** : Menulis
- Mengungkapkan informasi dalam bentuk kalimat, paragraf.
- Kompetensi Dasar** :
- Menyebutkan bagian-bagian kalimat (subject, predicate, dan object complement)
- Menyebutkan contoh noun, verb, adjective dan adverb.
- Indikator** :
- Menyebutkan bagian-bagian kalimat seperti subyek, predikat, dan obyek
  - Menyebutkan parts of speech seperti noun, verb, adjective dan adverb
- I. Tujuan Pembelajaran** :
- Siswa dapat menyebutkan bagian-bagian kalimat seperti subyek, predikat, dan obyek.

- Siswa dapat menyebutkan kata benda, kata kerja, kata sifat, dan keterangan yang telah ditentukan.

## **II. Materi Pembelajaran :**

- Kosakata tentang (noun, adjective, verb, dan adverb)
- Bagian-bagian kalimat seperti subyek, predikat dan obyek

## **III. Metode Pembelajaran :**

- Metode ceramah
- Tanya-jawab

## **IV. Langkah Pembelajaran :**

### **A. Kegiatan Awal**

- Guru menjelaskan tentang cara membuat kalimat yang benar berdasarkan bagian-bagiannya.
- Guru menjelaskan tentang parts of speech dalam kalimat
- Guru memberikan kosakata tentang parts of speech

### **B. Kegiatan Inti**

- Siswa membuat kalimat sederhana menggunakan kosakata yang diberikan dan membacakan di depan kelas
- Siswa memperbaiki kalimat sesuai dengan struktur kalimat yang benar

### **C. Kegiatan Akhir**

- Guru menyimpulkan hasil pembelajaran
- Guru menanyakan kesulitan siswa selama proses pembelajaran

### **Sumber/Bahan**

- Wishon, George E and Julian M. Burks. 1980. Let's Write English Revised Edition. New York.
- Azhar Arsyad. Your Basic Vocabulary.

**Penilaian** : Penilaian individu

**Bentuk** : Pertanyaan tulisan

### **Parts of Speech**

#### 2. Examples of noun

- Student      - School
- Book          - Classroom

#### 3. Examples of verb

- Teach        - Bring
- Study        - Read

#### 4. Examples of adjective

- Beautiful    - Dilligent
- Lazy          - Busy

#### 5. Examples of adverb

- Tomorrow    - Very well
- Yesterday    - Slowly

Takalar, 2016

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## RENCANA PELAKSANAAN PEMBELAJARAN

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**Standar Kompetensi** : Menulis  
- Mengungkapkan informasi dalam bentuk kalimat, paragraf.

**Kompetensi Dasar** :

- Menyebutkan bagian-bagian kalimat (subject, predicate, dan object complement)
- Menyebutkan contoh noun, verb, adjective dan adverb.

**Indikator** :

- Menyebutkan bagian-bagian kalimat seperti subyek, predikat, dan obyek
- Menyebutkan parts of speech seperti noun, verb, adjective dan adverb

**I. Tujuan Pembelajaran** :

- Siswa dapat menyebutkan bagian-bagian kalimat seperti subyek, predikat, dan obyek.
- Siswa dapat menyebutkan kata benda, kata kerja, kata sifat, dan keterangan yang telah ditentukan.

- Siswa dapat menyusun kalimat acak dengan benar

## **II. Materi Pembelajaran :**

- Kosakata tentang (noun, adjective, verb, dan adverb)
- Bagian-bagian kalimat seperti subyek, predikat dan obyek
- Sentence reconstruction technique

## **III. Metode Pembelajaran :**

- Metode ceramah
- Tanya-jawab

## **IV. Langkah Pembelajaran :**

### **A. Kegiatan Awal**

- Guru menjelaskan tentang cara membuat kalimat yang benar berdasarkan bagian-bagiannya.
- Guru memberikan kosakata tentang parts of speech
- Guru menjelaskan tentang sentence reconstruction technique

### **B. Kegiatan Inti**

- Siswa membuat kalimat sederhana menggunakan kosakata yang diberikan dan membacakan di depan kelas
- Menyusun kalimat acak menjadi kalimat yang benar

### **C. Kegiatan Akhir**

- Guru menyimpulkan hasil pembelajaran
- Guru memberikan tes reconstruction (jumble words)

**Sumber/Bahan :** Wishon, George E and Julian M. Burks. 1980. Let's Write English Revised Edition. New York.

- Azhar Arsyad. Your Basic Vocabulary.

**Penilaian** : Penilaian individu

**Bentuk** : Pertanyaan tulisan

**Writing Test!**

**Reconstruct/rearrange the jumble words into a good sentence!**

1. Goes – Astuti – usually – by bus – to school
2. Always – is – for school – she – punctual
3. Usually – breakfast – she – bread – milk – and – for – has
4. Watch – usually – doesn't – she – a lot of – television
5. English – in – teaches – MAN 349 – Mr. Hasbullah
6. Tent – bough – and – Yuli – a new – Yudi
7. An interesting – with – had – I – him – conversation
8. Everyday – Santi – the kitchen – in – rice – cooks
9. My brother – carefully – the car – drive – should
10. The robber – punishment – for – a heavy – will give – the judge

Takalar, 2016

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## **APPENDIX**

### **TEACHING MATERIAL**

#### **SENTENCE**

Sentence is a group of words that containing a subject and predicate , and it must express a complete though or idea. A group of words taht does not express a complete though and cannot stand alone is not sentence The Subject.

#### **The part of the sentence**

##### a. The subject

subject of a sentence is the word with all its modifiers is the name of person, place, thing, or concept or something is said. The key words of the subject of a sentence are always in the noun and pronoun forms.

##### 1. Nouns

A noun is the name of the person, place, thing or idea.

For examples:

- Mr. Harun owns a hardware store.
- Bandung is an interesting city.

##### 2. Pronoun

Pronoun is word that takes places nouns.

For examples:

- John is a young talented musician.
- He can play music and sing as well.

##### b. The Predicate

The predicate or the verb of a sentence is the word with its modifiers that tells what the subject does or what the subject is (Davis, 1983:2). Just like the subject, the predicate of a sentence can be simple, compound, and complete forms.

#### 1) The Simple Predicate

The simple predicate of a sentence is a word or group of words that tells what is said about the simple subject.

For example:

- The man laughed.
- The baby cries.

#### 2) The Compound Predicate

Dornan and Dawe (1987:30) state that a compound predicate consists of two or more verbs that are joined by a conjunction and have the same subject. For example:

- Bill played his guitar and sang pop song.

### **Part of speech**

#### A. Noun

- Take your book please !
- I meet a man yesterday.

#### B. Pronoun

- I        me
- You     you
- We      us
- They    them
- She     her
- He      him
- It       it

For example :

- I always study English all day.
- My sister usually wakes me up every morning.

C. Adjective

- Shinta is a beautiful.
- Ita is a deligent girl.

D. Verb

- My father is sitting on the chair.
- I am reading a book.

E. Adverb

- That horse runs fast.
- The room is very clean.

F. Preposition

- He cuts meat with knife.
- I walk to the kitchen.
- In front of.
- Because.

G. Conjunction

- Rama and shinta came yesterday.
- I have breakfast before i go to school

H. Interjection

- Oh my god, protect me !
- No fear !

## **Descriptive Paragraph**

Descriptive paragraph is a paragraph that describe about people ,place, and subject. Description appears in almost writing because the writers try to create word image of ideas that convey.



**Monas National Monument**

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea. Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

## APPENDIX IV

### DATA ANALYSIS

#### A. The Raw Score of the Students in Diagnostic Test, Cycle I and Cycle II

The total raw scores of the students' Vocabulary which focused on Noun and Verb in D-test, cycle I and cycle II are presented in the following Table :

##### 1. Score Classification

###### *a) Diagnostic Test (DT) The Score of Students' Writing Vocabulary*

No	Students' code	Writing Vocabulary		Mean score	Classification
		Noun	Verb		
1	S-01	6	5	5,5	Fairly poor
2	S-02	6	5	5,5	Fair
3	S-03	6	6	6	Good
4	S-04	3,3	5	4,15	Poor
5	S-05	5	5	5	Fair
6	S-06	6	5	5,5	Fairly good
7	S-07	3,3	5	4,15	Poor
8	S-08	5	5	5	Fair
9	S-09	6	6	6	Good
10	S-10	1,7	3,3	2,5	Very poor
11	S-11	3,3	3,3	3,3	Very poor
12	S-12	1,7	3,3	2,5	Very poor
13	S-13	5	5	5	Fair
14	S-14	6	6	6	Good
15	S-15	3,3	5	4,15	Poor
16	S-16	5	5	5	Fair
17	S-17	3,3	1,7	2,5	Very poor
18	S-18	5	3,3	4,15	Poor
19	S-19	3,3	3,3	3,3	Very poor
20	S-20	6	5	5,5	Poor
21	S-21	5	5	5	Fair
Total score		95,5	96,2	95,7	
Mean score		4,54	4,58	4,55	Poor
Averange		4.55			



***The Score of Students' Writing Language Use***

No	Students' code	Writing Language Use		Mean score	Classification
		Tense	Preposition		
1	S-01	6	5	5,5	Fairly poor
2	S-02	5	5	5	Fair
3	S-03	6	6	6	Good
4	S-04	3,3	1,7	2,5	Very Poor
5	S-05	1,7	3,3	2,5	Very poor
6	S-06	5	5	5	Fair
7	S-07	1,7	3,3	2,5	Very Poor
8	S-08	3,3	3,3	3,3	Very Fair
9	S-09	6	6	6	Good
10	S-10	3,3	1,7	2,5	Very poor
11	S-11	5	3,3	4,15	poor
12	S-12	5	5	5	Fair
13	S-13	3,3	5	4,15	Poor
14	S-14	6	6	6	Good
15	S-15	5	3,3	4,15	Poor
16	S-16	3,3	3,3	3,3	Very poor
17	S-17	5	3,3	4,15	poor
18	S-18	5	5	5	Fair
19	S-19	5	5	5	Fair
20	S-20	5	5	5	Fair
21	S-21	3,3	1,7	2,5	Very poor
Total score		92,2	86,2	89,2	
Mean score		4,39	4,10	4,24	Poor
Averange		4.24			

*b) The first cycle*

*The score of Students' Writing Vocabulary*

No	Students' code	Writing Vocabulary		Mean score	Classification
		Noun	Verb		
1	S-01	7,3	7,3	7,3	Very good
2	S-02	7,3	6,7	7	Good
3	S-03	7,3	8,3	7,8	Very Good
4	S-04	6,7	6,7	6,7	Very good
5	S-05	6,7	6,7	6,7	Very good
6	S-06	7,3	6,7	7	Good
7	S-07	6,7	5	5,86	Fairly good
8	S-08	6,7	6,7	6,7	Very good
9	S-09	7,3	8,3	7,8	Good
10	S-10	5	6,7	5,85	Fairly good
11	S-11	6,7	5	5,85	Fairly good
12	S-12	6,7	6,7	6,7	Good
13	S-13	6,7	6,7	6,7	Good
14	S-14	8,3	8,3	8,3	Very Good
15	S-15	6,7	6,7	6,7	Very good
16	S-16	5	6,7	5,85	Fairly good
17	S-17	6,7	5	5,85	Fairly good
18	S-18	6,7	6,7	6,7	Good
19	S-19	6,7	6,7	6,7	Good
20	S-20	8,3	7,6	7,95	Fairly good
21	S-21	6,7	6,7	6,7	Good
Total score		143,5	141,9	142,7	
Mean score		6,83	6,75	6,79	Fairly good
Averange		6,79			

***The score of Students' Writing Language Use***

No	Students' code	Writing Language Use		Mean score	Classification
		Tense	Preposition		
1	S-01	7,3	6,3	6,8	Very good
2	S-02	6,7	6,7	6,7	Good
3	S-03	7,3	8,3	7,8	Very Good
4	S-04	6,7	6,7	6,7	Good
5	S-05	6,7	6,7	6,7	Good
6	S-06	6,7	5	5,85	Fairly Good
7	S-07	6,7	5	5,85	Fairly good
8	S-08	6,7	6,7	6,7	Good
9	S-09	7,3	7,3	7,3	Very Good
10	S-10	6,7	5	5,85	Fairly good
11	S-11	6,7	5	5,85	Fairly good
12	S-12	5	5	5	Fair
13	S-13	6,7	6,7	6,7	Good
14	S-14	8,3	8,3	8,3	Very Good
15	S-15	6,7	5	5,85	Fairly good
16	S-16	5	6,7	5,85	Fairly good
17	S-17	6,7	5	5,85	Fairly good
18	S-18	6,7	6,7	6,7	Good
19	S-19	8,3	6,7	7,5	Good
20	S-20	8,3	6,7	7,5	Good
21	S-21	6,7	6,7	6,7	Good
Total score		143,9	132,2	138,05	
Mean score		6,85	6,29	6,57	Fairly good
Averange		6,57			

*c) The second cycle*

*The score of Students' Writing Vocabulary*

No	Students' code	Writing Vocabulary		Mean score	Classification
		Noun	Verb		
1	S-01	7,3	7,3	7,3	Excellent
2	S-02	7,5	7,5	7,5	Excellent
3	S-03	7,3	7,5	7,4	Excellent
4	S-04	7,3	8,3	7,8	Very good
5	S-05	8,3	7,3	7,8	Very good
6	S-06	7,3	7,5	7,4	Very good
7	S-07	7,3	8,3	7,8	Very good
8	S-08	8,3	8,3	8,3	Very good
9	S-09	10	10	10	Excellent
10	S-10	8,3	8,3	8,3	Excellent
11	S-11	7,3	7,3	7,3	Very good
12	S-12	7,3	8,3	7,8	Very Good
13	S-13	7,5	8,3	7,8	Very Good
14	S-14	10	10	10	Very Good
15	S-15	7,3	7,3	7,3	Very good
16	S-16	7,3	7,3	7,3	Very good
17	S-17	7,3	10	8,65	Excellent
18	S-18	7,3	7,3	7,3	Very Good
19	S-19	8,3	8,3	8,3	Very Good
20	S-20	8,3	7,3	7,8	Good
21	S-21	7,5	8,3	7,9	Very Good
Total score		164,3	170	167,15	
Mean score		7,82	8,09	7,95	Exellent
Averange		7,95			

***The score of Students' Writing Language use***

No	Students' code	Writing Language use		Mean score	Classification
		Tense	Preposition		
1	S-01	8,3	7,5	7,9	Excellent
2	S-02	7,3	8,3	7,8	Excellent
3	S-03	7,3	7,5	7,4	Excellent
4	S-04	7,3	6,7	7,5	Good
5	S-05	7,3	8,3	8,3	Very good
6	S-06	7,3	7,3	7,3	Excellent
7	S-07	7,3	8,3	7,8	Very good
8	S-08	8,3	7,5	7,9	Very good
9	S-09	7,5	7,5	7,5	Excellent
10	S-10	7,3	8,3	7,8	Excellent
11	S-11	8,3	7,5	7,9	Very good
12	S-12	10	8,3	9,15	Very Good
13	S-13	7,5	7,5	7,5	Excellent
14	S-14	10	10	10	Excellent
15	S-15	8,3	7,5	7,9	Excellent
16	S-16	8,3	6,7	7,5	Very good
17	S-17	8,3	7,3	7,8	Very good
18	S-18	10	8,3	9,15	Excellent
19	S-19	10	8,3	8,15	Excellent
20	S-20	8,3	8,3	8,3	Very Good
21	S-21	7,3	6,7	7	Good
Total score		173,5	163,6	168,55	
Mean score		8,26	7,79	8,02	Excellent
Average		8,02			

## 2. Mean Score of the Students in Cycle I and Cycle II

After calculating the result of the students in cycle I and cycle II, the mean scores are presented below:

- a. Mean Score of the Students' writing vocabulary in D Test:

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{95,7}{21}$$

$$= 4,55$$

- b. Mean Score of the Students' writing language use in D Test:

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{89,2}{21}$$

$$= 4,24$$

- c. Mean Score of the Students' writing vocabulary in Cycle I:

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{142,7}{21}$$

$$= 6.79$$

- d. Mean Score of the Students' writing language use in Cycle I:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{138,05}{21} \\ &= 6.57\end{aligned}$$

- e. Mean Score of the Students' writing vocabulary in Cycle II:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{167,15}{21} \\ &= 7,95\end{aligned}$$

- f. Mean Score of the Students' writing language use in Cycle II:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{168,55}{21} \\ &= 8.02\end{aligned}$$

## B. The Raw Score of Students' Activeness

The total raw scores of the students' presence and activeness toward the use of Problem-Based Learning Strategy are presented in the following table:

**The Raw Score of Students' Activeness in Cycle 1 and Cycle 2**

No	Name	Meeting							
		Cycle I				Cycle II			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1	S-01	1	2	A	2	3	4	4	4
2	S-02	1	2	2	2	3	3	3	4
3	S-03	2	2	2	2	4	4	4	4
4	S-04	1	1	2	2	2	3	4	4
5	S-05	1	2	3	A	2	3	4	4
6	S-06	2	2	3	3	2	3	3	4
7	S-07	2	2	2	2	3	3	4	4
8	S-08	A	1	2	2	3	3	3	3
9	S-09	2	2	3	4	4	4	4	4
10	S-10	2	2	3	3	3	4	4	4
11	S-11	1	2	3	3	3	3	4	4
12	S-12	A	2	3	3	3	3	3	4
13	S-13	1	A	3	3	3	3	4	4
14	S-14	1	2	3	3	4	4	4	4
15	S-15	1	2	3	3	4	4	4	4
16	S-16	2	2	3	3	3	3	3	4
17	S-17	1	2	2	A	2	2	3	3
18	S-18	1	1	2	2	3	3	3	3



19	S-19	A	2	2	3	3	3	3	3
20	S-20	1	2	2	2	3	3	3	4
21	S-21	1	2	A	2	2	2	3	4
Subject (N)		18	20	19	19	21	21	21	21
Frequency (Fq)		24	37	48	49	61	67	74	80
Percentage (P)		44.31	53.40	57.5	61.36	69.44	73.86	76.13	80.68

**Notes:**

**4: SangatAktif**

**3: Aktif**

**2: KurangAktif**

**1: TidakAktif**

**Percentage of The Observation Result:**

**1. Cycle I**

a. The First Meeting

$$P = \frac{F}{4 \times N} \times 100$$

$$P = \frac{24}{4 \times 18} \times 100$$

$$P = 33,33\%$$

b. The Second Meeting

$$P = \frac{F}{4 \times N} \times 100$$

$$P = \frac{37}{4 \times 20} \times 100$$

$$P = 46,25\%$$

c. The Third Meeting

$$P = \frac{F}{4 \times N} \times 100$$

$$P = \frac{48}{4 \times 19} \times 100$$

$$P = 63,15\%$$

d. The Fourth Meeting

$$P = \frac{F}{4 \times N} \times 100$$

$$P = \frac{49}{4 \times 19} \times 100$$

$$P = 64,48\%$$

**2. Cycle II**

a. The First Meeting

$$P = \frac{F}{4 \times N} \times 100$$

$$P = \frac{61}{4 \times 21} \times 100$$

$$P = 72,61\%$$

c. The Third Meeting

$$P = \frac{F}{4 \times N} \times 100$$

$$P = \frac{74}{4 \times 21} \times 100$$

$$P = 88,10\%$$

b. The Second Meeting

$$P = \frac{F}{4xN} x 100$$

$$P = \frac{67}{4x21} x 100$$

$$P = 79,76\%$$

d. The Forth Meeting

$$P = \frac{F}{4xN} x 100$$

$$P = \frac{80}{4x21} x 100$$

$$P = 95,23\%$$

## THE LIST NAME OF THE STUDENTS CLASS XI

MA Manongkoki Kab. Takalar

No	subject	Code
1	A P J	S-1
2	A M	S-2
3	A J N	S-3
4	D F	S-4
5	D S	S-5
6	D N A	S-6
7	G W	S-7
8	F M	S-8
9	I Q A	S-9
10	I F	S-10
11	I A	S-11
12	I B	S-12
13	I W	S-13
14	H W	S-14
15	H T I	S-15
16	I T I	S-16
17	J T A	S-17
18	M T I	S-18
19	M H	S-19
20	M I H	S-20
21	N N A	S-21

## **Appendix II**

### **INSTRUMENT**

**Writing Test:**

#### **Diagnostic Test**

- a. Please write five sentence in your book !
- b. Please specify the part of the sentence (subject, predicate, and complement)!
- c. Please specify the part of the speech (nouns, verbs, adjectives, and adverbs) !

**Please write simple sentences from the following words!**

**1. Always (adj.)**

**2. Jeneponto (n)**

**3. Angry (adj.)**

**4. Go (v)**

**5. School (n)**

**6. Busy (adj.)**

**7. Usually (adv.)**

**8. See (v)**

**9. Car (n)**

**10. Smart (adj.)**

**11. Tomorrow (adv.)**

**12. Read (v)**

**13. Student (n)**

**14. Small (adj.)**

**15. Slowly (adv.)**

**16. Father (n)**

**17. Send (v)**

**18. Well (adv.)**

**19. Good (adj.)**

**20. Want (v)**

### MATERIAL OF EXERCISE IN C-1

Please reconstruct/rearrange the jumble words into a good sentence!

1. The doctor- wants- see – to – he
2. Always – is – for school – she – punctual
3. Usually – breakfast – she – bread – milk – and – for – has
4. Watch – usually – doesn't – she – television
5. English – in – teaches – MAN 349 – Mr. Hasbullah
6. The citizen – polluted – the river – been – has – by
7. An interesting – with – had – I – him – conversation
8. Girl – carrying – the little – was – a basket – her – on - head
9. My brother – carefully – the car – drive – should
10. The robber – punishment – for – a heavy – will give – the judge
11. The street – we – the – cake – are sell – in
12. Bill – his guitar – pop song – and – played – sang
13. The girl – after – sprinted – the tiger
14. Mary – took – and – the bus - Samanta
15. Copy – from – soon – the students – the sentence – the blackboard
16. In – the pool – swim – the children
17. Plans – the product – to market – the company - overseas
18. Education – for – to pay – his – is – working – He
19. Was – the – school – far – her – from – home

**20. Melly – are – dinner – the restaurant – having – and – family – her**

**– in**



### **The Correct Answer**

1. .he wants to see the doctor
2. She is always punctual for school.
3. She usually has bread and milk for breakfast.
4. She doesn't usually watch television.
5. Mr. Hasbullah teaches English in MAN 349.
6. The river has been polluted by the citizen
7. I had an interesting conversation with him.
8. The little girl was carrying a basket on her hed
9. My brother should drive the car carefully.
10. The judge will give a heavy punishment for the robber.
11. We are selling the cake in the street.
12. Bill played his guitar and sang pop song.
13. The girl sprinted after the tiger
14. Mary and samantha took the bus
15. The students copy the sentences from the blackboard soon.
16. The children swim in the pool.
17. The company plans to market the product overseas
18. He is working to pay for his education.
19. The school was far from her home.
20. Melly and her family are having dinner in the restaurant.

## **THE INSTRUMENT OF CYCLE I**

**Please correct the part of Sentence Reconstruction Descriptive text below to be a good sentence !**

- 1. Bongo is almost as a big as a human**
- 2. There is an orangutan in bandung zoo**
- 3. She comes from a dense forest on the island of kalimantan**
- 4. Bongo has brownish fur, and walks with two feet**
- 5. She hasphysical feature similar to a human**
- 6. People call her bongo**
- 7. She is mammal, taht means she gives birth to her children and breast feeds them**

**The correct answer !**

**There is an orangutan in the Bandung zoo. People call her bongo.  
She comes from a dense forest on the island of kalimantan.**

**She has physical feature similar to a human. Bongo has brownish  
fur, and walks with two feet. Bongo is almost as big as a human. She is mammal,  
that means she gives birth to her children and breast foods them.**

## **THE INSTRUMENT OF CYCLE II**

**Write Descriptive text in paragraph form of topic below !**

**1. Your composition must consist of :**

**a. Orientation**

**b. Body**

**c. Conclusion**

**1. On the beach**

**2. My house**

**3. Best friends**

**4. My village**

**5. My favorite thing**

## CURRICULUM VITAE



**Nurhikma Basri**, was born on February 26<sup>th</sup>, 1994 in Desa Totallang. She is the fourth child from the marriage of her parents Basri and Haliana. She has two sisters and one brother.

In 2000 the writer registered as a student at elementary school SD Negeri 1 Totallang and she graduated in 2006. The next in the same year the writer registered as a student in SMP Negeri 1 Lasusua and graduated in 2009. Then the writer registered in senior high school, SMA Negeri 1 Lasusua and graduated in 2012. In 2012, the writer registered to study in the English department in Makassar Muhammadiyah University.

At the end of his study, she could finish his thesis with the title **Increasing Students' Writing Ability By Using Sentence Reconstruction Technique (A Classroom Action Research at the Eleventh Grade Students of MA Manongkoki)**.