

**THE EFFECT OF APPLYING JUMBLE WORDS STRATEGY ON A
TEXT USE FLASHCARD AS MEDIA TO THE STUDENTS'
ACHIEVEMENT IN WRITING NARRATIVE**

SKRIPSI

*Submitted In partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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2018**

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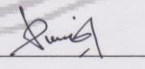
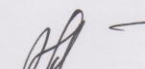
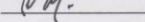
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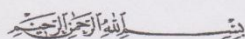
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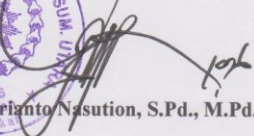
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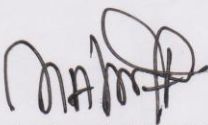
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ABSTRACT

Suci Audina Sihotang. 1402050336. "The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to the Students' Achievement in Writing Narrative". Skripsi: English Education Program Faculty of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of this research was to find out The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to the Students' Achievement in Writing Narrative. This research applied experimental research. Population of this research was the first year student of junior high school in SMP NEGERI 6 Medan at JL. Bahagia No. 42 Medan in the academic year 2017-2018 with the total population were 386 students. The researcher just took one class as the sample. The sample consist of 36 students in class VII-G. The experimental group was taught by applying Jumble Words Strategy on a Text Use Flashcard as Media. The instrument of collecting data was written test. After the data have been collected they were analyzed by using t-test formula. The result of analysis showed that $t_{-observe}$ ($t_0 = 7.76$) was higher than t-table ($t_{table} = 3.04$), it show that the result in t-test was accepted (H_a). Based on the result of this research, it could be concluded that there was significant effect of applying Jumble Words Strategy on a text use Flashcard as media to the students' achievement in writing narrative. Moreover, the students more enjoyable and deep understand in material. Indeed, it is recommended for teachers to apply this strategy in teaching English. Especially in writing narrative.

Keywords: Jumble Words Strategy, Flashcard, Writing, Narrative Text

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In the name of Allah the most gracious and the most merciful. Firstly, the researcher would like to deliver his thanks to almighty God who has blessed her to write this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the uncivilized era to the fully era as we have today.

This research is entitled: *“The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to the Students’ in Writing Narrative”*. In writing research, there were so many troubles faced by the researcher, and without much help people much help people it was Impossible for her to finish this thesis. Especially his lovely great parents, BT. SIHOTANG and A LUBIS, million word never be enough to endless love, care, attention, prayer, encouragement and heart given. Therefore. She would like to thanks to :

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Finally, the researcher hopes that this study will be useful for the readers, especially the student of English Department who want to do similar research and also for researcher herself. May Allah bless all of us.

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The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English process as foreign language, there are four skills of language which must mastered by students. They are reading, listening, speaking and writing. Writing is one of the four language skills. It is very important in learning language. Writing is one of skills of language that most difficult than three skills of language others. Writing is a skill allow you to communicate by message besides speaking that we used to communication. Writing is a written form communication that can help us to respond when communication. Uusen (2009) said that “Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas”. So, it refers that writing is a skills used to express idea, emotion and feelings in form letters, words, art or media that written to communication because it is the most effective way to communication.

According to Heaton (1988) “Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling and punctuation”. It refers that in writing students need all of elements and mastering all of them to writing in order to get writing result well. Today, many students still have difficulties in writing because they cannot mastering the elements of writing and they cannot organized their ideas n such a way that they can be

understood by reader. So they cannot expressing their idea, emotion and feeling well.

Not only that, in fact many students still confuse to write and start in writing, especially narrative text. They cannot arrange narrative text well. Students difficult to express their idea in written form. So, it make the students fell bored and had difficulties in learning narrative text. Narrative text means a text which describes something, person, or place. The purpose of narrative text is to describe and to inform to readers about something.

Vocabulary is one of the basic elements in achieving language skill beside grammar, pronunciation and spelling. A linguist, David Wilkins says that vocabulary learning is very important. 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed' (thornburry, 2002:13).

Based on observation at SMP Negeri 6 Medan students of seven grade lack of vocabulary so that they difficult to write and start in writing narrative text. One of the causes as it is assumed is that the technique of teaching English used by the teacher. The teacher still used the old method, when the language teaching depends on repetitive drill of the mechanical type.

Based on the problems, the researcher will be applied jumble words on a text use flashcard to the students achievement in writing narrative. Jumble words is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to arrange the words to bring the sentence back. Mulyati (2007) defines that jumble word is borrowed from the English language

which means the act, fight, and struggle. This word is used for a kind of word game, where the game is to arrange the letters that have been randomized into an appropriate sentence.

B. The Identification of the Problem

The identification of problems are as the following :

1. Students lack of vocabulary.
2. Students confuse to write and start in writing.

C. The Scope and Limitation of the problems

The scope of this study is writing. The limitation of this study is narrative text.

D. The Formulation of the Problem

The formulation of problem :

Based on identification of the study, the formulation of the problem is formulated as following “is there any significant effect of applying jumble words strategy on a text use flashcard as media to the students’ achievement in writing narrative?”

E. The Objectives of The Study

The Objectives of the study:

Based on formulation of the problem, the objective of this study is to investigate the significant effect of applying jumble words strategy on a text use flashcard as media to the students’ achievement in writing narrative.

F. The Significance of The Study

Findings of the study are expected to apply theoretically and practically.

1. Theoretically

Theoretically, this research will be enriched to another researcher used it for references of their research.

2. Practically

Practically the findings determined useful for:

- a. English teacher, to improve the quality of English teaching in learning process.
- b. The readers, could be known more information about jumble word of student in learning English.
- c. To the other researcher, could be conducted other research in the same field.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

As a scientific study, it is necessary to have many theories to support this research. There are some terms related to this research. They have to be clarified so that there is no misinterpretation and misunderstanding between readers and also to have theoretical and conceptual description in the following section.

1. Definition of Effect

Richards (1992:133) said that “the effect is defined to change of ability that the students have after being treated by using certain technique of teaching”. It is usually in experimental method in which an idea or hypothesis tested or verified by setting up situation in which the relationship between different subject and variable can be determined.

Nordquist (1993:134) said that “the effect is method of paragraph or easy development in which a writer analyzed the reason for (and/or the consequences of an action, event, or decision)”.

Based on the Oxford dictionary the term “effect” generally means:

1. Impression produced on the mind
2. Influence or action on something
3. Anything brought about by a cause or agent, and
4. The power or ability to bring about result.

Based on the purpose of the study that refers to the product of action rather than the process in doing something.

2. Definition of Jumble

Jumble is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is “jumbled” by scrambling its letters. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. The answer phrase frequently uses a homophone or pun.

Jumble was created in 1954 by Martin Naydel, who is better known for his work on comic books. It originally appeared under the title "Scramble". Henri Arnold and Bob Lee took over the feature in 1962 and continued for at least 30 years. As of 2013, Jumble is created by David L. Hoyt and Jeff Knurek. Jumble is one of the most valuable properties of its distributor, US company Tribune Content Agency, which owns the JUMBLE trademarks and copyrights. Daily and Sunday Jumble puzzles appear in over 600 newspapers in the United States and internationally.

2.1 Definition of Jumble Words

Jumble words is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to arrange the words to bring the sentence back. According Mulyati (2007), jumble word is borrowed from the English language which means the act, fight, and struggle. This word is

used for a kind of word game, where the game is to arrange the letters that have been randomized into an appropriate sentence. Whereas Fatmawati (2009), the jumble word is a learning game in groups by matching question cards with answer cards that have been provided in according with the exercise. The researcher gets a point of view that jumble words is a word puzzle game technique that gives students a group of scrambled words and requires students to unscramble them to make a correct sentence which correlate to the text and also to motivate the students interest of the text itself. This technique can be done by two or four students in a group. In this technique, the students are hoped able to rearrange the letters of the sentence or the sentences of discourse that the structure has been scrambled beforehand. Through this technique, the students are able to compete to construct a sentence of words available. This technique can also train students to be active.

2.2 The Concept of Jumble Words

According Kaswan (2010:169-174), "At the beginning of learning English, students will write a little. Those most involved copying the word or sentences. It is a good idea to use copying activity by encouraging children to think. It means using activities of puzzles, match, sort, or categorize. Copy at the level of word or phrases can be used of assistive devices, such as drawing, writing models, flowchart, etc. There are some writing activities such as Word Games, this activity designed for given exercise, especially for the set of words, such as color, states, clothing, etc. The used for activities other writing. Bingo, Crossword 3 Puzzles, Acrostic Crosswords, Letter Boxes, Making Words form

the Given Letters, Jumble Words, (write on the blackboard the words just learned by students, or the difficult words spelling with the scrambled letters. It's good to have words related to one theme. For example, you can give the students following words: Gdo, Sumoe, Owc, Knymoe, Ibdr (Dog, mouse, cow, monkey, bird)).”

2.3 Advantages and Disadvantages of Jumble Words

As a matter of fact, every strategy, technique, or steps bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective. Below are the advantages and disadvantages of teacher's jumbled words.

a. The Advantages of Jumble Words

1. Jumble words is very useful. Students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made.
2. Jumble words is helpful on students' long – term writing development.
3. Jumble words may be beneficial to students in editing, because jumble word can guide learning and help the students solve problem by themselves.

b. The Disadvantages of Jumble Word

1. The process of giving Jumble words to each students' writing can consume much time if the number of the student in the class is large. Therefore, the teacher should consider the time allocation for giving the Jumbled Words and to reduce student confusion, teachers can consistently use symbols or

markings to indicate place and types of errors and train the students in what kinds of corrections to make based on each symbol.

3. Strategy

According to Sanjaya (2006), strategy is a plan of achieving something. Sanjaya also states that strategy is arranged to achieve certain goal. Based on those definitions, learning strategy can be defined as a series of activities to achieve educational objectives. It includes the use of method and any sources in the learning process. Before deciding any strategy, it is important to consider the goal as it is the core of implementing the strategy.

3.1 Kinds of Strategy

1) Quantum Learning Strategy

Sanjaya states that it designs the learning process by combining the academic achievement and life skill. It builds the combination of the aspects of neurolinguistic program (NLP), which shows how the brain/mind arranges information. It also focus on what students can achieve at school or community.

2) Expository Learning Strategy

Sanjaya defines it as a learning strategy that focuses on the way of teacher in giving material in verbal way to the students. It is hoped the students are not only able to understand, but also able to master the material given by the teacher. The main goal of this learning strategy is the mastery of the material itself. Another term of this strategy is direct instruction.

3) Inquiry Learning Strategy

Sanjaya explains that this learning strategy focus on the students activity in searching and finding. The students are guided to search and find something questionable by themselves. It broadens the ability of systematical, logical, and critical thinking of the students as the process of mental activity.

4. Definition of Flashcard

4.1 Flashcard

A flashcard is a set of card-based instruction bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcard-based instruction can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question-and-answer format. Flashcard-based instruction is widely used as a learning drill to aid memorization by way of spaced repetition. According to Brown (2000), one main advantage of flash card-based instruction is that, they can be taken almost anywhere and studied whenever one wants.

According to Suyanto, flashcards is the cards that usually use thin paper and stiff (2008:109). Flashcard show picture or words. Usually flashcards include of group with kind or classes.

In addition, by using this media the teacher will find may possibilities to enrich educational system. Beside that the media of flashcard, the students find themselves able to express thoughts, idea, and feelings that they otherwise couldn't. One of the objectives of puppets used in language teaching is helping the students to understand meaning of word of something. Besides, by using flashcard as tools,

the students can hear, see, assume, and describe something directly. It provides opportunities for them to create and add variety of character, roles, and events.

Flashcard is a piece of cardboard about 18 x 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance (Nasr,1972:119).

Flashcards are powerful memory tool write questions on one side of the cards and the answer on the other side (Edwards, 2006: 98).

4.2 Type of Flashcard

Flashcard can be divided into several types by Scott (1990:109-111), they are:

1. Picture Card

Picture cards are useful for the teaching of vocabulary and reading (Nasr, 1972: 67). These picture cards can be drawings or cut outs from magazines or perhaps photos. It is easiest to sort these picture cards according to size really big ones for class work, and smaller ones for individual or group work.

a. The Kind of picture card

These can be used in many ways; just a few would include:

1. Picture card match up
2. Picture card treasure
3. Picture card word match up
4. Picture card snap games

5. Picture cards can be used as part of a communication aid
6. Picture flashcard designed to:
 - a. Encourage a child to say that word
 - b. Identify pictures with certain starting sounds
 - c. Encourage a child to discuss what is shown in the picture
 - b. The way to make picture card

There are many ways that you can make your own picture cards.

1. Cut out pictures from
 - a. Old catalogues
 - b. Magazines
 - c. Old children's books
 - d. Poster boards
2. Draw simple pictures, maybe your child could help you draw some or color in the ones you have drawn.
3. Use your computer to create picture cards
 - a. In your word processing or publishing package
 - b. Create a text box
 - c. Add a border
 - d. Put a picture box inside
 - e. Copy and paste these several times
 - f. Add different pictures to each picture box
 - g. Print out and cut out your picture cards
 - h. Create new picture cards by changing the pictures

4. Use the clipart section of this site. I have set up the clip art so it can be printed out straight from the browser and can be cut up to make picture cards.

2. Card Games

A card game is any game using playing cards as the primary things with which the game is played, be they traditional or game specific.

Almost all card games can be made into language card game and while we want to concentrate on games where some sort of language interaction is taking place, we can also play card game simply for relaxation. A simple snap game using picture cards is one of kind of card game. To play this game as follow:

- a. Mix the sets of cards
- b. Divide between the players
- c. Each player places a card down in turn and says what is shown on the picture
e.g. cat
- d. If the pictures match, the first player to shout snap gets the pile of cards put down so far.
- e. The winner is the last player to still have cards

3. Word/Sentence cards

Word cards are useful for displays and for work on the flannel graph. Sentence cards should only be used for the beginners and only with sentences which are use a lot of. Students can simply write the question on one side and the answer on the opposite side and test themselves repeatedly.

Word/sentence card usually consist of two sides, on the front of card appears the word entry plus whatever supplementary information is needed, on the back appear a concise definition and an illustration of the word use. In the using word card and sentence card the students can match a word with the definition in the other sentence cards. By this manner the student can more interest to learning English.

Sometimes the word/sentence on the cards are commands and the learners are used to giving and obeying these commands orally and they are learning to recognize them as whole (Lee, 90). The command on the cards such as: Open the door, sing a song, stand up, clean the blackboard etc. By using this word/sentence card, we can make a simple game. The teacher or students holds up a card, waits until several students have put their hands up, and say name of someone. Someone who called of name performs the action required and scores a point for his team. If he performs the wrong action, he has not read card successfully, and there will be others eager to show that they have. Somebody in another team is given a chance.

4.3 The Procedure of using Flashcard

1. Sit comfortably facing your students.
2. Arrange the flash cards in the order you would like to present them.
3. Starting with the first flash card, hold it up so your students can clearly see the front. Keep the back of the flash card toward you so your child cannot see it.

4. Shows the flash card front to your students that consist of picture and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.
5. Give question to them by showing flashcards one by one randomly, if your students give a correct answer, place the correctly answered flash card in a pile on your left.
6. If your students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side.
7. After you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards. Continue in the same manner, placing correctly answered flash cards on the left and incorrectly answered flash cards on the right.
8. Once your students have mastered the full set of flash cards, practice them periodically to ensure your child remembers them.

4.4 The Function of Flashcard

The use of flashcard in the English teaching learning process used to help the teacher: (Kasihani and Suyanto, 2008:109).

- 1) To be familiar and stable with singular and plural concept
- 2) To be familiar and stable with numbers
- 3) To be familiar and stable with a few and a lot of concept
- 4) To get the students attention using extract pictures with appropriate (Vocabulary and Color).
- 5) To give variation in the teaching learning process.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher.

4.5 Advantages and Disadvantages of Flashcard

a. Advantages

1. Easy to carry :

With a small size flashcard can be stored in a bag or in a pocket. So don't need a wide space, we can be used anywhere in class or in outdoor class.

2. Practical :

Views of how to manufacture and its use media, flash card is classified as very practical. In using this medium, the teacher doesn't require any special skills, also don't need to use electric power.

3. East to remember :

Characteristics of flashcard media as a media is presenting short message on each card are served. Eg, recognize letters, recognize number, recognize the names of animals and other. Serving short message will be easier for students to remember the content of the message. The combination of image and text is quite easier for students to recognize the concept of something, to know the name of an object can be set as the image.

4. Fun :

This flash card media can be presented in the form of the game so that students can be presented in the form of the game so that students can be attracted

and challenged to be vying for one thing or the specific names of the flash card are stored randomly. Besides sharpening cognitive abilities by this method can also train students physical dexterity.

b. Disadvantages

1. Just only used in small group learning.
2. Requires care to be careful because it was feared lost card will be scattered.

5. Writing

Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: grammar, vocabulary, word order spelling and logical arrangement of ideas. According to Heaton (1988:135) writing skills are complex and sometimes difficult to teach requiring mastery not only grammatical and rhetoric devices but also of conceptual and judgmental elements.

5.1 Definition of Writing

There are some meanings of writing. Many experts have proposed the definition and explanation of writing. Writing is in the sense of the verb 'write'. Write is to make letters or other symbols (e.g.: ideographs) on a surface, especially with a pen or a pencil on a paper (Hornby, 1974: 996). Brown (2001:336) identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. Oshima & Hogue (2007: 15) stated that writing is a

never a one-step action; it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting.

According to Heaton (1975: 127) writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic. The statement shows that the main purpose writing is to express ideas, thoughts, and writing clearly in a written language. From the definition above the writer can conclude that by using writing, we can share our idea, feeling or anything that exist in our mind. Writing is one way of making meaning experience.

5.2 The Purpose of Writing

The reason why a person composes a particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written. The purpose of writing, namely:

- a. *To describe*: Descriptive writing portrays people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about. By appealing to the five senses an original, unique, and creative way, the writer does not tell the audience that the flower is beautiful; it shows them the flower is beautiful. Description allows the audience to feel as though they are a part of the writer's experience of the subject.

- b. *To entertain*: As a purpose or goal of writing, entertaining is often used with some other purpose - to explain, argue, or inform in a humorous way. Sometimes, however, entertaining others with humor is our main goal. Entertaining may take the form of a brief joke, a newspaper column, a television script or an Internet home page tidbit, but its goal is to relax our audience and share some story of human foibles or surprising actions.
- c. *To inform*: Writing to inform is one of the most common purposes for writing. Most journalistic writing fits this purpose. A journalist uncovers the facts about some incident and then reports those facts, as objectively as possible, to his or her readers. Of course, some bias or point of view is always present, but the purpose of informational or reportorial writing is to convey information as accurately and objectively as possible. Other examples of writing to inform include laboratory reports, economic reports, and business reports.
- d. *To persuade*: if your purpose in writing is to persuade you desire to influence your reader's thought or action.

5.3 Elements of Writing

Harris stated that (2004:68-69) there are four elements of writing there are:

- a. Mastering Vocabulary/Diction. He stated that vocabulary's mastering / diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts, mastering vocabulary can improve by reading and listening a lot.

b. Mastering Grammatical Rule's / Sentence Structure

Mastering grammatical rule's / sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

d. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write.

5.4 Process of Writing

Harmer (2005: 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

1) Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions. Writing is a description of language into written form, which is conducted by relating one sentence to another sentence, that is still forming one main idea. It was used to share the thoughts and ideas with others and even to communicate itself. The students can be said successful whenever they are able to make

an effective text where their writing is in good arrangement of sentences and logically in meaning. Narrative text is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways.

4) Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

5.5 Types of Writing

There are four types of writing. They are narration, description, exposition and letter writing. The students in a piece of writing use one of these modes exclusively, but typically they are found in combination, with one or two predominant to achieve the writer's primary rhetorical purpose and operating goal. Fachrurrazy (1990: 38) explain the types of writing are:

1) Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order. Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the next. Narrative is a text focusing specific participants which tells

an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.

2) Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

3) Exposition

Exposition is writing that explain something. It often answer the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

4) Recount

Recount text is text that retell about a story, experience and other. Recount text use simple past tense or past perfect tense in its phrase. Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc. Recount text use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other. It's very easy to different recount text from another text. You can make recount text from your story. In the recount text we will not get "is" or "are" in the phrase but it will change to "was" or "were". Usually in recount text, the subject is I, or the name of human.

5) Letter Writing

There are three main types of letter, namely: formal letter, business letter, and personal letter. Formal letter is normally used for invitations to an important dinner, dance, or other ceremony and is phrased in the third person. Business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. Personal letter is written in an informal, friendly way to someone whom we know. The style may be almost as informal and colloquial as if we were speaking to the person.

5.6 Function of Writing

According Chodiyah (2012: 2) written language serves a range of function in everyday life, including the following:

1) Primary for action

Public sign, e.g. on roads and stations; product labels and instruction on food, tools or toys purchased, recipes, maps, television and radio guides bills; menus, telephone directories, ballot papers, computer manual monitors and printouts. To social contact. Personal correspondence letters, postcard, greeting cards.

2) Primarily for information

Newspaper (news, editorial) and current affairs magazines, hobby magazines, non-fiction books, including textbooks, public notices, advertisement, etc.

3) Primarily for entertainment

Light magazines, comic strips, fiction books, poetry and drama, newspaper features, film subtitles, games (including computer games).

6. Narrative Text

6.1 Definition of Narrative Text

Narrative text is a one of genre which is taught at the seven grade students. According Anderson and Anderson, narratives are usually told by a story teller. Another definition, Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction. It should tell about an event or audience would find engaging.

Narrative is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways (Pardiyono, 2007). Narrative is structured round the chronological development of events and is centered on a person or hero. Consequently, a narrative is usually personalized or individualized tells about the events related to the person or persons involved. Mark and Kathy (1997:2) state that narratives are usually told by a story teller. A good story must have interesting content. It should tell the event or the audience would find engaging. As like a movie, narrative in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear with even in arranged in the order in some other effective ways. From the definition above, it can be concluded that narrative is one of type texts assume and entertain the readers or the viewers by telling interesting stories that must have engaging detailed in their arrangement.

According to Joyce & Feez (cited in Rizki Maulana Sahab, *Journal of English Education* 2014, 2(2), 81-90), “narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome-it shows how people or groups of people overcome a problem or crisis in their lives.” While Anderson stated, “A narrative is a text that tells a story and in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.” Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They are not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Moreover, according to Farris, narrative text enable students to make connections as they read in three different ways. First, they may see similarities between the text and their own lives. A second connection is making links between the text they are presently reading and another text they have previously read. Lastly, students may see connections between the text and the real world.

6.2 Purpose of Narrative Text

The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener. Then, the other purposes of narrative text is to express the feeling and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

6.3 Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes :

1. Orientation : the setting of the scene, where and when the story happened, introduce participants of the story, and what is involved in the story.
2. Complication: telling the beginning of the problem which leads to the crisis of the main participants.
3. Sequence of events : telling how the characters react to the complication. It includes their feelings and what they do.
4. Resolution : the problem (the crisis) resolved, either in a happy or sad ending.
5. Coda : a closing remark to the story and it is optional. It is consisted of a moral lesson, advice or teaching from the writers.

It shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signal at the end the story.

6.4 Type of Narrative

A class list of narrative that was cited thesis might include the follows:

- a. Adventure: a story that includes exciting and dangerous events that characters have to solve; e.g. junior detective stories.

- b. Horror story: a story which attempts to scare the reader or listener with frightening events but which ends happily; e.g. the conjuring.
- c. Romance: a story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end; e.g. beauty and the beast.
- d. Fairy tale: a well known story from folklore for children which often involves fairies or other magical characters; e.g. tinkerbell.
- e. Epic: a story which deals with big themes and heroic achievements and events that are „larger than real life“; e.g. Illiad, Beowulf.
- f. Moral tale: the stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.
- g. Myth or legend: stories which belong to a particular ethnic group and which attempt to explain the way of nature and the universe; e.g. aboriginal legends.

6.5 Language Features of Narrative Text

According to Anderson, the language features of narrative text are :

1. Nouns that identify the specific characters and places in the story.
2. Adjectives that provide accurate descriptions of the characters and setting.
3. Verbs that show the actions that occur in the story.
4. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

B. Relevan Study

In this study, the researcher took any information from website, journal, thesis and previous skripsi. The information from website and previous skripsi give many advantages for the researcher to finish this proposal. There are some previous skripsi and journal as comparison. They are :

Siti Hamidah (2014) stated in her thesis entitled “The Effect of Jumble Letters Strategy On Students Vocabulary Achievement”, based on her research in an experimental study, she stated that effect of Jumble Letters Strategy can increase students’ vocabulary achievement. This result is also statistically strengthened by the significant difference between experiment students’ scores and control students’ scores after the experiment group got the treatments. The positive response were also given by the experiment group toward the effect of Jumble Letter Strategy. Almost all of the students stated that they liked to use the Jumble Letter Strategy in writing class. Moreover, more than half the students felt that the Jumble Letter Strategy made them easier to actively take part in the activities during the teaching and learning process because they were valued as group members. Indirectly, Jumble Letter Strategy makes them more motivated to writing.

Okta Mahendra and Fenny Thresia (2016) stated in their journal entitled “The Correlation Between Students’ Grammar Mastery and Their Ability In Arranging Jumbled Words Into Good Sentence”, based on their research they said assumes that students’ grammar mastery has affection with arranging jumbled words into good sentence ability. It is shown that the students will have good ability in arranging jumbled words if they have well grammar mastery especially in simple

past tense. They find most of English Education Study Program Muhammadiyah University of Metro students at Fifth Semester academic year 2015/2016 are mastering in grammar mastery especially at simple past tense, so that for they are able to arrange jumbled words served into good sentence. As language learner, the students must learn to master grammar because it can influence their ability in arranging jumbled words into good sentences. All of these aspects correlate each other, so the students are expected to apply it well and make it as one of things which can support them to learn English language well.

Bungsudi and Eva Faliyanti (2016) stated in their journal entitled “ The Comparison Of Using Jumble Words and Words Order Techniques Toward Students’ Grammar Mastery” based on their research they assume that jumble words technique is more effective than word order technique to influence students’ grammar mastery. The achievements of grammar mastery will be got differently by students in using jumble words and word order techniques. It is happened because in learning process, the using of technique has to agree with the learning subject. Beside the using of jumble words will increase student’s grammar mastery, they will also be motivated and given the first expectation about the arranging the scrambled words of sentences. With knowing what will be discussed about structure in the sentences, the students will be curious and have desire to arrange the sentences automatically. Even though, they have similarity but in each game has different ways. Jumble words technique will help students to identify structure of sentences by arranging the scrambled words to be unscrambled words in sentences correctly while word order technique will encourage students to arrange some

words to be good phrase, clause or sentence which is followed by their own rules. Hence, it can be concluded that jumble words technique is more effective than word order technique.

C. Conceptual Framework

In this research, the thinking framework is jumble words and word order techniques as independent variable and writing narrative as dependent variable. Colander, David (2013) states a conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply.

Writing is a description of language into written form, which conducted by relating one sentence to another sentence, that is still forming one main idea. It was used to share the thoughts and ideas with others and even to communicate itself. The students can be said succesfull whenever they able to make an effective text where their writing is in good arrangement of sentences and logically in meaning. Narrative text is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways.

Based on the figure above, the researcher assumes that jumble words strategy is more effective than word order technique to the students' achievement in writing narrative. The achievements of writing narrative will be got differently by students in using jumble words and word order techniques. It is happened because in learning process, the using of technique has to agree with the learning

subject. Beside the using of jumble words will to increase the students' achievement in writing narrative, they will also be motivated and given the first expectation about the arranging the scrambled words of sentences. With knowing what will be discussed about structure in the sentences, the students will be curious and have desire to arrange the sentences automatically. Even though, they have similarity but in each game has different ways. Jumble words strategy will help students to identify structure of sentences by arranging the scrambled words to be unscrambled words in sentences correctly while word order technique will encourage students to arrange some words to be good phrase, clause or sentence which is followed by their own rules. Hence, it can be concluded that jumble words strategy is more effective than word order technique.

D. Hypothesis

The hypothesis of this reseacher are drawn as follows:

Ha: There is a significant effect of applying jumble words strategy on a text use flashcard as media to the students' achievement in writing narrative

Ho: There is no a significant effect of applying jumble words strategy on a text use flashcard as media to the students' achievement in writing narrative.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP NEGERI 6 Medan Jalan Bahagia No.42, Teladan Timur, Medan Kota. It was focused on the seven grade students of 2017/2018 academic year. The reason for choosing this school because based on researcher's observation previously, the researcher was found out the students problem in writing narrative.

B. Population and Sample

1. Population

The population was a group that has one or more characteristics in common that is interest to the research. The population of this research was taken from seven grade students of academic years 2017/2018 in SMP Negeri 6 Medan Jl. Bahagia No. 42, Teladan Timur, Medan Kota. They were eleven classes. The total number was 386.

2. Sample

The researcher was used cluster random sampling. One class was selected as the sample and described in the table as follows:

Table 3.1**Sample in Seven Grade of SMP Negeri 6 Medan**

No	Class	Sample
1	VII-G	35
Total		35

As the result, VII – G was taken as the sample of this research, and it functions as experimental group. The experimental group was taught by applying jumble words strategy on a text use flashcard as media to the students' in writing narrative.

C. Research Design

This research was used an experimental design, that was called one group Pre Test – Post Test design. This research was given pre-test before giving the treatment. The treatment was taught by jumble words strategy. So, the treatment result could be known accurately, because it could compare by situation before giving treatment and after giving post-test. The design of this research could be shown below:

Table 3.2**Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	✓	Jumble Word Strategy	✓

D. The instrument of Collecting Data

The data of this research were collected by using an written test was used as the instrument for collecting data, where students read a text that had been provided. The students was asked to connect the text had been read by the researcher and presented it in paper. In collecting data were collected by giving test, a pre-test and post-test was given to experimental group. The goal was found out the students' ability in arranging the words into good sentences. The tests were given to measure if there was an increasing on their understanding about jumbled after getting their post-test.

The test was administrated for the following reasons:

a. Giving Pre-test

The experimental group was given a pretest before given treatment.

b. Giving Treatment

Teaching presentation (Treatment) students learning activities using jumble word technique in experimental class and accordance with RPP (Lesson Plan) that had been prepared before. The treatment that was given to the experimental group:

Table 3.4

Treatment in Experimental

Meaning	Experimental Group
1	<ol style="list-style-type: none"> 1. Researcher was given greeting the students to open the class 2. Researcher was given pre-test 3. Researcher was collected the answer sheets of students 4. Researcher was calculated the score
2	<ol style="list-style-type: none"> 1. The researcher was given an explanation of the jumble word

	<ol style="list-style-type: none"> 2. The researcher was given example of jumble word to the students 3. The researcher was asks the students, whether the students had understood or not 4. The researcher was given the theme a text for each students 5. The researcher was given students time to connect the word given to students, with the theme that had been determined 6. After students complete the task of creating a puzzle. The teacher was told the beginning of the jumble word to the students, the teacher stops just a few sentences. 7. The researcher was asked one of the student to jumble word told by the teacher. 8. One finished, the researcher was asked the class leader to collect the jumble that have been under taken students. 9. The researcher was collected their puzzle.
3	<ol style="list-style-type: none"> 1. Same as the second meeting but different in exercises
4	<ol style="list-style-type: none"> 1. Researcher was given direction related to the post-test 2. Researcher was given post-test 3. Researcher was collected the answer sheets of the students 4. Researcher was calculated the score

c. Giving Post-test

After giving the treatment, the post test was given to experimental group, the test same as the pretest. The post test was given to know vocabulary the students' in writing narrative after giving the treatment.

E. The Technique of Collecting Data

The data collection was an important part in conducting a research study. To collect the data this study used pre-test and post-test that was given to the experimental.

The technique of collecting the data in this research was given as follows:

1. Giving pre-test to experimental group.
2. Giving the treatment to experimental group by applying jumble words on a text use flashcard as media
3. Giving post-test to experimental group.
4. Listing the scores of pre-test and post-test into table for the experimental group.

F. The Technique of Data Analysis

The procedure of the technique of analyzing data were:

1. Collecting the students' score of experimental group
2. Tabulating the students' score in pre-test and post-test
3. Providing the hypothesis of the research, the data is analyzed by applying formula as the following:

- 1) Determining coefficient r^2 by formulation (Sugiyono 2016: 183)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum y^2 - (\sum x)^2\} - \{n \sum x^2 - (\sum y)^2\}}}$$

- 2) Determining T-test by formula (Sugiyono 2016: 184)

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

where :

t = t- test

n = total sample

1 = Number Constanta

r = correlation of product moment

- 3) calculating regression (Sugiyono 2016: 188) :

$$\hat{y} = a + bx$$

$$a = \frac{\Sigma y}{n} - b \frac{\Sigma x}{n} \qquad b = \frac{n \Sigma xy - \Sigma x \Sigma y}{n \Sigma x^2 - b \frac{\Sigma x}{n}}$$

where

Y = the prediction score

a = constanta or if X = 0

b = regression coefficient

X = variable independent score

- 4) Calculating Determination

$$D = (r_{xy})^2 \times 100\%$$

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for experimental group, pre-test and post-test. The following were students' score on the pre-test and post-test of the experimental group.

Table 4.1
The Score of Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Pre Test	Post Test
1	AA	60	90
2	AO	50	85
3	BS	45	75
4	BJS	40	80
5	BPT	60	90
6	DM	65	90
7	DG	40	85
8	DP	60	95
9	FAL	45	80
10	GAA	50	85
11	GM	50	85
12	GKP	65	90
13	GB	45	75
14	HL	50	85
15	IH	60	80
16	JAL	70	95
17	JFS	50	75
18	JFB	55	75
19	KRS	60	80
20	MES	65	85
21	MA	45	80
22	MSA	60	85
23	MAN	55	90

24	MRA	60	85
25	MW	55	90
26	NN	65	85
27	NJ	50	80
28	NAF	60	85
29	RAS	50	80
30	RTU	70	95
31	RA	60	90
32	RPS	50	75
33	SS	45	80
34	SK	60	85
35	SW	65	90
36	WA	55	85
Total Score		1990	3040
Means		55.27	84.44

Based on the data in table 4.1 showed that the mean of Pre-Test was 55.27 and the mean of Post-Test was 84.44.

B. Data Analysis

Table 4.2
Differences between pre-test and post-test of experimental group

No.	Students' Initial	Pre-test (X)	Post-test (Y)	X ²	Y ²	XY
1	AA	60	90	3600	8100	5400
2	AO	50	85	2500	7225	4250
3	BS	45	75	2025	5625	3375
4	BJS	40	80	1600	6400	3200
5	BPT	60	90	3600	8100	5400
6	DM	65	90	4225	8100	5850
7	DG	40	85	1600	7225	3400
8	DPT	60	95	3600	9025	5700
9	FAL	45	80	2025	6400	3600
10	GAA	50	85	2500	7225	4250
11	GM	50	85	2500	7225	4250

12	GKP	65	90	4225	8100	5850
13	GB	45	75	2025	5625	3375
14	HL	50	85	2500	7225	4250
15	IH	60	80	3600	6400	4800
16	JAL	70	95	4900	9025	6650
17	JFS	50	75	2500	5625	3750
18	JFB	55	75	3025	5625	4125
19	KRS	60	80	3600	6400	4800
20	MES	65	85	4225	7225	5525
21	MA	45	80	2025	6400	3600
22	MSA	60	85	3600	7225	5100
23	MAN	55	90	3025	8100	4950
24	MRA	60	85	3600	7255	5100
25	MW	55	90	3025	8100	4950
26	NN	65	85	4225	7225	5525
27	NJ	50	80	2500	6400	4000
28	NAF	60	85	3600	7225	5100
29	RAS	50	80	2500	6400	4000
30	RTU	70	95	4900	9025	6650
31	RA	60	90	3600	8100	5400
32	RPS	50	75	2500	5625	3750
33	SS	45	80	2025	6400	3600
34	SK	60	85	3600	7225	5100
35	SW	65	90	4225	8100	5850
36	WA	55	85	3025	7225	4675
Total		1990	3040	112350	257900	169150

$$N = 36$$

$$\Sigma X = 1990$$

$$\Sigma Y = 3040$$

$$\Sigma X^2 = 112350$$

$$\Sigma Y^2 = 257900$$

$$\Sigma XY = 169150$$

Based on the data at the table above, finding the correlation between pre-test and post-test by using this formula:

1. Determining Coefficient r^2

$$\begin{aligned}
 r_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum x^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}} \\
 &= \frac{36(169150) - (1990)(3040)}{\sqrt{(36(112350) - (1990)^2)(36(257900) - (3040)^2)}} \\
 &= \frac{6089400 - 6038600}{\sqrt{(4044600 - 3960100)(9284400 - 9241600)}} \\
 &= \frac{6089400 - 6038600}{\sqrt{(84500)(42800)}} \\
 &= \frac{50800}{\sqrt{3616600000}} \\
 &= \frac{50800}{60138,174} \\
 &= 0.8
 \end{aligned}$$

2. Determining T-test

After testing the correlation continued with determining T-test.

$$\begin{aligned}
 t &= \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-(r_{xy})^2}} \\
 &= (0.8) \frac{\sqrt{36-2}}{\sqrt{1-(0.8)^2}} \\
 &= (0.8) \frac{\sqrt{34}}{\sqrt{1-(0.8)^2}} \\
 &= (0.8) \frac{5.83}{\sqrt{1-0.64}} \\
 &= (0.8) \frac{5.83}{\sqrt{0.36}} \\
 &= (0.8) \frac{5.83}{0.6}
 \end{aligned}$$

$$= (0.8) (9.71)$$

$$= 7.76$$

From the t-test above, $t_{observe} = 7.76$, with $df=n-2$. So, $36-2=34$ and $t_{table} = 3.04$

3. Testing Linear Regression

$$Y = \alpha + bx$$

In finding Y find the value of α and b with the following this formula:

$$\begin{aligned} b &= \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum x)^2} \\ &= \frac{36(169150) - (1990)(3040)}{36(112350) - (1990)^2} \\ &= \frac{6089400 - 6038600}{4044600 - 3960100} \\ &= \frac{50800}{84500} \\ &= 0.60 \end{aligned}$$

$$\begin{aligned} \alpha &= \frac{\sum y}{n} - b \frac{\sum x}{n} \\ &= \frac{3040}{36} - (0.60) \frac{1990}{36} \\ &= 84.44 - (0.60)(55.27) \\ &= 84.44 - 33.162 \\ &= 51.278 \end{aligned}$$

After finding the value of α and b , input the value and the finding as at the following:

$$Y = \alpha + bx$$

$$Y = 51.278 + 0.60x$$

4. Calculating Determination

$$\begin{aligned}
 D &= (r_{xy})^2 \times 100\% \\
 &= (0.8)^2 \times 100\% \\
 &= 0.64 \times 100\% \\
 &= 64\%
 \end{aligned}$$

From the determination above it was known that the effect of applying jumble words strategy on a text use flashcard as media to the students' achievement in writing narrative was 64% and 36% from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it was clearly stated that there was an effect of applying jumble words strategy on a text use flashcard as media to the students' achievement in writing narrative. It could be simple seen from the differences of mean score of Pre-test and Post-test in experimental class. They were 55.27 in pre-test and 84.44 in post-test of experimental class, the mean of pre-test increases after applying Jumble Words Strategy on a Text Use Flashcard as Media from 55.27 to 88.44.

Based on the testing of hypothesis, the value of $t_{observe} > t_{table}$, it meant that there was a significant effect of applying Jumble Words Strategy on a Text Use Flashcard as Media to the Students' Achievement in Writing Narrative. The value of the effect was about 64%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the data analysis, conclusions were drawn as the following:

There was a significant effect of applying Jumble Words Strategy on a Text Use Flashcard as Media to the Students' Achievement in Writing Narrative which proved by the result of the score of pre-test before giving treatment was 1990, and the post-test after treatment was 3040 and it was found that the $t_{observe} > t_{table}$ or $7.76 > 3.04$. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

B. Suggestions

Related to the conclusion above, some suggestions were put forward as the following:

1. The English teachers are expected to use Jumble Words Strategy on a Text Use Flashcard as Media in teaching writing, especially narrative text.
2. The students are expected to use Jumble Words Strategy on a Text Use Flashcard as Media before writing because it can stimulate their prior knowledge so that they can easier to comprehend the text in order to increase their achievement in writing narrative text.
3. It is suggested to other researchers who are interested to do the same research to use these findings as the source of information for further related studies.

4. It is also suggested to school management to encourage the teachers to increase their teaching skills to be better, more creative and more interested not only by applying Jumble Words Strategy on a Text Use Flashcard as Media but also other methods which are believed to give easier and better understanding for students in their effort to get information from writing.

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APPENDIX 1

Lesson Plan (Experimental Class)

Name of School	: SMP NEGERI 6 MEDAN
Subject	: English
Class	: VII
Time Allocation	: 2 x 40 minutes
Material	: Narrative Text

A. Competence Standard

To respond the meaning of monologue in the of narrative text in the daily life context.

B. Basic Competence

To respond the meaning of simple of monologue using oral language accurately, fluency, and acceptably in daily life context in the form of narrative text.

C. Indicators

1. Mention the meaning of narrative text.
2. Identify the material of narrative text.
3. Identify the generic structure of narrative text.
4. Identify the language features of narrative text.
5. Write a narrative text.

D. Instructional Objectives

1. Students can find jumble word in narrative text
2. Students able to identify the material of narrative text.
3. Students able to identify the generic structure of narrative text.

4. Students able to continue exercise from teacher

E. Materials

1. Defenition of Narrative Text

A narrative text is a text that tells a story

2. The Purpose of Narrative Text

The purpose of narrative text is to amuse, entertain and to deal with actual or various experience in different ways. Narrative always deal with some problems roomates leads to the climax and then turn into a solution for this problem.

3. Generic Structure of Narrative Text

- Orientation : in this section is the introduction of the characters, the story takes place or time
- Complication: at this stage the problem started to appear
- Resolution: at this stage of resolution, is the final stage in which the story will be completed

4. Language Features of Descriptive Text

- Using the simple past tense, past perfect, past continuous, past perfect continuous and past future continuous

5. Example of Narrative Text

Turn the random word into a good sentence!

CINDERELLA

Once upon a time there was a girl named Cinderella. She lived with her step mother and two step sister. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. They made her busy all day long. Cinderella was sad because she wanted to go the ball. They went to the ball without her.

Fortunately, a fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. She was very happy at the ball.

1. Lived – She – her – with – and – two step sister – step mother
2. Very – bossy – were – they
3. Made – they – busy – long – day – all – her
4. Ball – to – went – they – the – without – her
5. Was – happy – very – ball – the – at – she
6. Cinderella – with – danced – prince – the

F. Learning Method

Using Jumble Word Method and Flashcard as media

G. Learning Activity

1. Opening Activity
 1. Greeting.
 2. Prayer together.
 3. Check Students' attendance list.

2. Main Activity

1. Teacher giving the material about narrative text.
2. Teacher ask students what is narrative text that they know.
3. Teacher give explanations continue about narrative text, generic structure, language features and example of narrative text to students.
4. Teacher give explanation about jumble word and use a flashcard in narrative text
5. Teacher give the task to all students, read a narrative text and find incorrect word and then arrange the word in the form of flashcard that has been given by teacher
6. The students discuss about their task with their own team.
7. After they already do the task, the teacher ask students to show incorrect word and correcting their task together.
8. After that, the teacher collect their task.

3. Closing Activity

1. Teacher give conclusion about narrative text and jumble word.
2. Prayer together and saying Alhamdulillah.

H. Learning Sources

https://googleweblight.com/?lite_url=https://rugayamanan.wordpress.com/2012/12/08/defenition-structure-and-language-features-descriptive-narrative-procedure-report-and-recount/

I. Assesment

Technique of Assesment : Written test

Form of Assesment : Essay

Paper of Value :

No	Name of Student	Aspects			Score	Average
		Vocabulary	Grammar	Organization		
1.						
2.						
3.						
4.						
5.						

Criteria of format value Individually

Name :

NIS :

Date :

No	Aspects	Score
Knowledge		
1.	Vocabulary	
2.	Grammar	
3.	Organization	
Sum Score		
Action		
1.	Cooperation	
2.	Communication	
Sum Score		
Attitude		
1.	Curiosity	
2.	Confidence	
3.	Honest	
Sum Score		
Total		
Average		

Note : Score = (Total Sum Score : 3) x 10

6 = Bad

7 = Enough

8 = Good

9 = Excellent

Medan, Februari 2018

English Teacher

Researcher,

Henti Fitriani Siregar S.Pd

NIP :19790101 200801 2 015

Suci Audina Sihotang

NPM : 1402050336

Head Master of SMP Negeri 6 Medan

ARIFUDDIN S. Pd

NIP. 19640820 198603 1 005

APPENDIX 2

INSTRUMENT OF RESEARCH

Name :

Class :

Turn the random word into a good sentence!

CINDERELLA

Once upon a time there was a girl named Cinderella. She lived with her step mother and two step sister. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. They made her busy all day long. Cinderella was sad because she wanted to go the ball. They went to the ball without her.

Fortunately, a fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. She was very happy at the ball.

7. Lived – She – her – with – and – two step sister – step mother

8. Very – bossy – were – they

9. Made – they – busy – long – day – all – her

10. Ball – to – went – they – the – without – her

11. Was – happy – very – ball – the – at – she

12. Cinderella – with – danced – prince – the

APPENDIX 4

ATTENDANCE LIST OF EXPERIMENTAL GROUP

VII – G

NO	NAME OF STUDENTS	SIGNATURE
1.	Adit Agustiawan	
2.	Anggi Oktaviani	
3.	Bima Siburian	
4.	Binsar Jonathan Saragih	
5.	Bungaran Petra Tinambunan	
6.	Daniel Mario	
7.	Dony Gio Fany	
8.	Dwi Putri Therescia	
9.	Ferdy Almasri Lubis	
10.	Gabriela Agnes Panggabean	
11.	Gilang Mandala	
12.	Gracelia Kelly Putri	
13.	Gustav Belgrano	
14.	Hanna Laura	
15.	Idris Herdiansyah	
16.	Jessika Angriani Lubis	
17.	Jonathan Fransisco Sinaga	
18.	Jonathan Friston Butar Butar	
19.	Kevin Ravagus Sihombing	
20.	Martha Elia Sagala	
21.	Monica Arief	
22.	M. Shiddiq Aziz	
23.	M. Asa Nurahman	
24.	M. Ridho Alpayet	
25.	M. Wiranda	
26.	Nabilla Naysihla	
27.	Naldo Zulkarnain	
28.	Natasya Aulia Febriza	
29.	Rachel Amanda Simanjuntak	
30.	Regina Tri Utami	
31.	Rifqi Akram	
32.	Riza Pratama Sinaga	
33.	Saskia Syarah	
34.	Sherly Karlina	
35.	Sri Wahyuni	
36.	Wita Amelia	

English Teacher

Henti Fitriani Siregar S.Pd
NIP :19790101 200801 2 015

Medan, Februari 2018

Researcher,

Suci Audina Sihotang
NPM : 1402050336

Head Master of SMP Negeri 6 Medan

ARIFUDDIN S. Pd
NIP. 19640820 198603 1 005

APPENDIX 5

DOCUMENTATION OF RESEARCH







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Suci Audina Sihotang
NPM : 1402050336
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 131SKS

IPK= 3,26

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to Increase Students' Grammatical	
	The Effect of Pair Check Strategy on Students' Reading Comprehension in Recount Text	
	The Effect of Reciprocal Teaching Strategy on The Students' in Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 November 2017
Hormat Pemohon,

Suci Audina Sihotang

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Suci Audina Sihotang
NPM : 1402050336
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to Increase Students' Grammatical	<i>ad</i> <i>21/11/17</i>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Khairi, S.Pd, M.Hum

Medan, 20 November 2017
Hormat Pemohon,

Suci Audina Sihotang



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Suci Audina Sihotang
NPM : 1402050336
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Jumble Words Strategy on a Text Use Flashcard
as Media to Increase Students' Grammatical

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Khairil, S.Pd, M.Hum

Acc 27/11-2017 *BP*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 27 November 2017
Hormat Pemohon,

Suci Audina Sihotang

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 619 / II.3-AU / UMSU-02/F/2017
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Suci Audina Sihotang
NPM : 1402050336
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to Increase Students' Grammatical
Pembimbing : Khairil ,S.Pd.,M.Hum

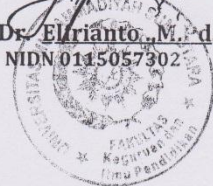
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **27 Nopember 2018**

Medan, 08 Rab. Awwal 1439 H
27 Nopember 2017 M

Wassalam
Dekan


Dr. Elrianto, M. Pd.
NIDN 0115057302



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 561905 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU.

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Suci Audina Sihotang
N.P.M : 1402050336
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to
Increase Students' Grammatical

Menjadi:

The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to the
Students' Achievement in Writing Narrative

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Dosen Pembahas

Fatimah Safi Siregar, S.Pd, M.Hum

Medan, Januari 2018

Hormat Pemohon

Suci Audina Sihotang

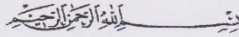
Diketahui Oleh :

Dosen Pembimbing

Khairil, S.Pd, M.Hum



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Suci Audina Sihotang
N.P.M : 1402050336
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Jumble Words Strategy on a Text Use
Flasincard as Media to the Students' Achievement in Writing
Narrative

Pada hari Selasa tanggal 16 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, 16 Januari 2018

Disetujui oleh:

Dosen Pembahas

Fatimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing

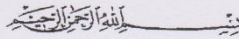
Khairil, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Suci Audina Sihotang
N.P.M : 1402050336
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Jumble Words Strategy on a Text Use
Flashcard as Media to the Students' Achievement in Writing
Narrative

benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 16, Bulan Januari,
Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website : <http://fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Nomor : 769 /II.3-AU/UMSU-02/F/2018 Medan, 07. Jum. Awwal 1439 H
Lamp : --- 25 Januari 2018 M
Hal : **Permohonan Izin Riset**

Kepada : Yth, Bapak / Ibu Kupaia
SMP NEGERI 6 MEDAN
Di
Tempat

Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan KBK Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan mahasiswa dalam penyusunan Skripsi, maka dengan ini kami mohon bantuan Bapak untuk memberikan informasi /data kepada mahasiswa tersebut dibawah ini :

Nama Mahasiswa : Suci Audina Sihotang
N P M : 1402050336
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to the Students' Achievement in Writing Narrative

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Assalamu'alaikum Wr. Wb



**** Pertiagal****



PEMERINTAH KOTA MEDAN

DINAS PENDIDIKAN

SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 6 MEDAN

Jl. Bahagia No. 42 Kel. Teladan Timur Kec. Medan Kota, Medan 20217 Telp. (061) 7333802

Website : www.smpnegeri6mdn.com

Email : smpn6mdn@gmail.com

SURAT KETERANGAN


Nomor : 422/ 054 /2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Medan di Kecamatan Medan Kota, Kota Medan Propinsi Sumatera Utara ini menerangkan bahwa :

Nama : Suci Audina Sihotang
N I M : 1402050336
Program Studi : Pend. Bahasa Inggris
Universitas : Universitas Muhammadiyah Sumatera Utara

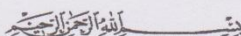
Benar telah melaksanakan Riset di SMP Negeri 6 Medan dari tanggal 05 – 17 February 2018 untuk keperluan Penyusunan Skripsi dengan Judul : *“The Effect of Applying Jumble Words Strategy on a Text Use Flashcard as Media to the Students’ Achievement in Writing Narrative”*.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Medan, 19 February 2018
Kepala Sekolah

ARIF HADIN, S.Pd
Tk. I
NIP. 19640820 198603 1 005



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 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Suci Audina Sihotang
 N.P.M : 1402050336
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Jumble Words Strategy on a Text Use
 Flashcard as Media to Increase Students' Grammatical

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
22/12/2017	Chapter II Chapter III Mpendda	
30/12/2017	Acc for Seminar	

Diketahui oleh:
 Ketua Prodi

 (Mandra Saragih, S.Pd., M.Hum.)

Medan, 30 Desember 2017
 Dosen Pembimbing

 (Khairil, S.Pd, M.Hum)

CURRICULUM VITAE

Personal Information

Name : Suci Audina Sihotang
Place/Date of Birth : Sibolga, 01 August 1996
Sex : Female
Religion : Islam
Address : Jl. Jala X Lingk 14 Perum MMR Kec. Medan Marelan
Status : Single

Parents

Father's Name : Bokkare Tua Sihotang
Mother's Name : Asliana Lubis
Address : Masnauli 2 Dusun Argonauli Kec Sirandorung Kab
TapTeng

Education

Kindergarten : TK ASIYAH BUSTANUL ATHFAL
Elementary School : SD NEGERI 157641 MASNAULI 2
Junior High School : SMP NEGERI 1 MANDUAMAS
Senior High School : SMA NEGERI 1 MANDUAMAS
University : University Of Muhammadiyah North Sumatera