

## Analysis of Students' Ability to Rearrange Jumbled Sentences into an Effective Procedure Text

Feby<sup>a, 1\*</sup>

<sup>a</sup> Politeknik Negeri Batam, Indonesia

<sup>1</sup> feby@polibatam.ac.id\*

\*korespondensi penulis

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### ABSTRAK

An explanation of how something is accomplished through a series of steps or actions is given in a procedure text. It has features of language, general structure, and text arrangement. The goal of this study was to find out whether or not students could successfully rearrange a collection of sentences into a process text. Descriptive research methodology was used. Students of vocational high school Kartika 1-2 Padang's second year made up the study's population. Forty students made up the samples. Utilizing proportional stratified random sampling, the sample was taken. The researcher used a writing test instrument called a scrambled sentence test to get the data for this study. According to the results, it can be said that the second-year students at vocational high school Kartika 1-2 Padang had a fair amount of aptitude for organizing sentences into an effective procedural text. Therefore, the teacher should go over the process text materials and encourage the pupils to learn more about procedure text.

### Keywords:

Kalimat Acak;  
Teks Prosedur.

### ABSTRACT

*Analisis Kemampuan Siswa untuk Mengubah Kalimat Acak Menjadi Prosedur Teks yang Baik. Teks yang menjelaskan cara sesuatu dilakukan melalui urutan langkah atau tindakan disebut teks prosedur. Ini memiliki struktur generik, fitur bahasa, dan bagaimana teks diorganisasikan. Kemampuan siswa untuk mengurutkan kalimat acak menjadi teks prosedur yang benar adalah subjek penelitian ini. Penelitian ini dirancang sebagai deskripsi. Studi ini melibatkan siswa Sekolah Menengah Kejuruan Kartika 1-2 Padang yang berada di kelas II. Jumlah siswa dalam sampel penelitian adalah empat puluh. Random sampling stratified proporsional digunakan untuk mengumpulkan sampel. Peneliti menggunakan tes tertulis yang dikenal sebagai tes mengacak penyusunan ulang kalimat untuk mengumpulkan data penelitian ini. Hasil menunjukkan bahwa siswa kelas dua Sekolah Menengah Kejuruan Kartika 1-2 Padang memiliki kemampuan sedang dalam mengubah kalimat acak menjadi teks prosedur yang baik. Oleh karena itu, guru harus meninjau materi tentang teks prosedur dan memotivasi siswa untuk mempelajarinya.*

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## Introduction

English is the official language of the world. It may be a native tongue, a second language, or a foreign tongue and is spoken in practically every nation. Because it is an international language, English is very important language for interaction, according to Jin (2009). From junior high school through university level in Indonesia, English is taught as one of the obligatory topics. It is a foreign language. In certain places, even kindergarteners are exposed to it. However, in addition to being a necessary subject, it is also a topic for the senior high school national exam.

There are four fundamental abilities in English that must be learned in order to communicate with others. They are speaking, reading, writing, and listening. These fundamental abilities are linked to one another. Speaking well in English requires good listening skills, and writing well requires strong reading skills. Jin (2009: 2) asserts that knowing how to communicate in English is a crucial component in one's ability to gather information.

The four fundamental language abilities of hearing, speaking, reading, and writing are never independent domains; rather, all four taken collectively provide a comprehensive description of language development as a discipline. While the second and fourth are production skills, the first and third are comprehension abilities. The two written language skills, reading and writing, as well as the two oral language skills of listening and speaking, have a fundamental and reciprocal relationship. Success in life can be determined in this transactional world by one's proficiency in a language, more specifically English, the true global language. Therefore, mastering the four language skills of listening, speaking, reading, and writing is crucial for efficient exchanges of information and ideas in order to acquire full communication capability.

The importance of listening in communication cannot be overstated because it helps the listener stay focused and comprehend what is being said. Listening is a vital skill when mastering English as a second language. Some students and/or people might not be able to understand or evaluate the advantages of learning about the development of English learning. It happened because hearing has an effect on the learner's ability to speak the language at far deeper levels of the conscious and unconscious mind. A learner can feel an instant and apparent improvement once they begin speaking after being exposed to lengthier listening sessions. The speaking skill and the other skills are most significantly impacted by hearing, though to a lesser extent. It has been discovered that listening can significantly affect a learner's capacity for fluent speaking, quick and precise reading, and fluid and creative writing.

Another useful English language skill is speaking. It is at least as crucial as writing ability, if not more so. Speaking ability would stand for the same as writing, representing the accumulation of information and background from the other abilities combined, in addition to serving as the crucial link for comprehension and effective communication. Communication and understanding would be lacking without effective and proficient speaking skills, and the alternative would probably and frequently be misunderstanding and bewilderment. Therefore, in order to speak clearly, fluently, and effectively, English language learners should focus on developing their speaking skills. Speaking is a skill that can be used to share thoughts, knowledge, and information while getting attitudes and impressions in return in addition to sensations and meanings. Speaking is a comparable activity to writing in that once someone begins to speak, they " Adapt his speech (or writing) to the context, his motivations, and the relationship he has with the person he is speaking to." (Geoffrey Broughton, 2010: 102).

According to Mokhtari (2009), is also "a cognitive process in which readers use their prior knowledge and reading strategies to grasp a written text." In light of this, a learner needs to understand the importance and value of reading as well as be knowledgeable about reading strategies in order to get the most from a written material. To learn the act of reading and develop into a professional reader, a student must be proficient in a range of reading techniques. Therefore, it is strongly advised that Iraqi schools and colleges use more efficient teaching methods related to the reading competence. By doing

this, lessons in the classroom would be more beneficial and successful. Similar to this, fully utilizing and activating more efficient reading strategies and procedures would stimulate and activate learners' thinking faculties, aiding in their training to better understand texts and derive meaning from them without entirely relying on the teacher.

Writing is a fundamental English ability, thus it's crucial to practice writing when trying to get better at a language. One of the main English talents is it. Compared to reading and listening, it is both a little more significant and challenging. Writing is referred to as a productive language talent. Writing exercises such as sentences, texts, essays, letters, books, journals, poems, and theses can assist pupils in expressing their views. According to Ghait (2002: 65), Writing is a challenging process that enables the author to explore ideas and thoughts and give them a tangible, visible form. Different definitions of writing have been proposed by some researchers. According to Hughey et al. (2003: 33), writing is a talent that enables us to convey our emotions, including both our worries and our joys. We can share with others through writing. According to Oshima and Houge (2002:8), a writer must use their writing skills in all facets of daily life. Based on this concept, we can see how important writing is to daily life, particularly for communication.

According to Harmer (2007: 112), we might concentrate on the written work itself while instructing students in writing. In other words, the process is the act of accumulating ideas and developing them until they are presented in a way that is clear to readers and polished. In other words, writing serves a variety of functions. Manka (2006: 38) suggests two methods for enhancing pupils' writing. The students are initially requested to either create a thesis statement and develop it into a writing or to develop a topic into a text. Second, they must reassemble phrases that have been scrambled into a coherent text. Senior High School is where these techniques are typically applied.

Producing spoken and written texts is a process of verbal communication. According to Hyland in Pratama (2010), texts are autonomous objects that may be examined and defined regardless of the specific setting, authors, or readers. Texts are organized. By adhering to the rules that dictate how the elements should be put together correctly, they are an orderly arrangement of words, phrases, and sentences. The whole semantic representation of a writer's intended meaning can be encoded. According to Anderson and Kathy (2000: 45), a text is made up of words that are either spoken or written with the intention of communicating a message. A text is produced when words are combined to convey a message. The goal for which the text is being used is one aspect that explains textual variations. The speaker or writer chooses the words to use and how they will be combined while building a piece of writing. The intent and context of the writing will determine the word selections.

Ten different text styles, including narrative, descriptive, spoof, report, recount, process, anecdote, explanation, news item, and review, can be utilized when learning to write. They were all taught throughout junior high and senior high school. Specifically, one of the texts will be explained. Procedure language is written with the intention of demonstrating how something is carried out through specific activities and steps. It explains the procedures people take to complete various processes. This book commonly employs simple imperative sentences in the present tense. Additionally, it makes use of the temporal conjunctions first, second, then, following, finally, etc. According to Mukarto et al (2007: 36), process text is used to instruct readers on how to perform actions or create objects. These texts can be found in a variety of formats, including recipes and instruction books. Next, according to Donald et al (1995:114), a text that outlines a procedure explains how something is done. A procedural text is a text that explains how something is done through a series of processes or actions, according to Wardiman et al. (2008: 22). Sudarwati and Grace (2007: 88) agree with Wardiman et al. in saying that procedural text explains how something is done through the science of order or step. In essence, process texts are a part of our everyday lives. It provides information on a process or set of actions. They are

utilized in regular interactions, such as turning on a CD player, reading the TV manual, and doing a simple scientific experiment.

Procedure text is part of the curriculum in SMK Kartika 1-2 Padang due of its significance. According to the curriculum, students are given the ability to compose the procedure text and to reassemble phrases into a decent text. English teachers at SMK Kartika 1-2 Padang utilised rearranging jumbled sentences into a good text to enhance their students' writing.

According to a brief conversation the researcher had with the English instructor at SMK Kartika 1-2 Padang, students' capably to rearrange random lines into a procedure text is still quite limited. According to information provided by the teacher, the students' formative exam results were disappointing, particularly when they had to rearrange scrambled sentences into a procedural text. They continue to struggle to put the steps in a procedure text in the right order, although this assumption is not supported by the available information. Because there hasn't been any prior research on this issue, it is therefore important to undertake research on it. In light of the aforementioned context, the researcher was particularly interested in determining the students' capacity for rearranging random sentences into effective process texts.

## Method

This study used descriptive and qualitative methods. Rearranging scrambled sentences was the writing exam that was employed as the study instrument. In 90 minutes, the students should rearrange the sentences into a solid procedural text. At SMK Kartika 1-2 Padang, the samples consisted of 40 second-year students. Students' performance on rearranging scrambled sentences served as the research's data. The researcher examined the students' answer sheets, assigned a grade based on the evaluation criteria, and totaled the scores to collect the data. The researcher utilized the following techniques to analyze the data: presenting the raw score, computing the mean and standard deviation, classifying students' abilities into high, moderate, and poor ability, computing the percentage, and describing the students' ability to rearrange jumbled sentences into an effective procedure text.

## Finding and Discussion

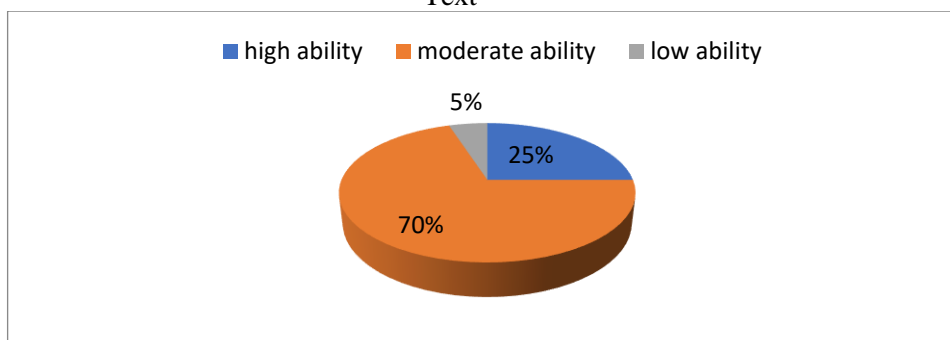
This study focused on the second-year students at SMK Kartika 1-2 Padang. The sample as a whole consisted of forty pupils. The objective was to respond to the study question about students' ability to create successful process texts out of disorganized sentences. The maximum score that could be obtained was 100, while the minimum was 0. In order to create a useful procedural text, the researcher assessed the students' ability to piece together sentences that had been jumbled. After evaluating and assessing the students' works, the lowest score for reorganizing jumbled sentences into a respectable procedural text was 15, and the highest was 86. The researcher then calculated the standard deviation of the results to be 21.72 and the mean to be 39.85. The researcher then categorized students' ability into three groups: high, average, and low. The following table illustrates it. The percentage of students was then calculated based on the various categories of student proficiency.

Table 1 Students' Ability to Rearrange Jumbled Sentences into an Effective Procedure Text

Ability	Amount of Students	Percentage (%)
High	10	25 %
Average	28	70 %
Low	2	5 %
Total	40	100 %

According to previous table, students' capability for rearranging random sentences into clear process texts was average. The following chart shows the facts to help make it more understandable.

Chart 1 : Percentage of Students' Ability to Rearrange Jumbled Sentences into an Effective Procedure Text



Their test revealed that they made errors on scrambled text numbers 1, 3, and 5. They were unable to arrange the components and procedures in the proper order. If a step lacked transitional words, they were still unable to distinguish between the materials and steps. It was most likely brought on by a lack of vocabulary. First scrambled text:

Student's response:

#### *How to wash a car*

*First, the materials needed are a sachet of car shampoo, a sponge or a sheet of cloth, plash chamois and water. After that, the car is cleaned up by using a sponge with the mixture of shampoo and pure water. Next, a sachet of car shampoo is poured into 2-3 liter of pure water. Then, prepared the water, moisten the body of car and make sure that all of the body became moist. Next, the body is rinsed of by water till it is clean. When the body looks shine the car is ready to be used. It is easy, isn't it? Then, mixture is stirred up by using a hand. As a good driver, we have to know how to wash a car. Now I will tell you how to wash a car. Finally, dry up the body by using a plash chamois.*

Key answer:

#### How to wash a car

As a good driver, we have to know how to wash a car. Now I will tell you how to wash a car. First, the materials needed are a sachet of car shampoo, a sponge or a sheet of cloth, plash chamois and water. Then, prepared water moisten the body of car and make sure that all of the body became moist. Next, a sachet of car shampoo is poured into 2-3 liter of pure water. Then, mixture is stirred up by using a hand. After that, the car is cleaned up by using a sponge with the mixture of shampoo and pure water. Next, the body is rinsed off by water, till it is clean. Finally, dry up the body by using a plash chamois. When the body looks shine the car is ready to be used. It is easy, isn't it?

They also created errors in the text that was jumbled, numbers 2 and 4, which rearranged the steps of the sentence. They weren't aware that transitional words may be used. It was most likely brought on by an ignorance of the text's usage of transitional words like first, second, next, ultimately, then, etc. Second scrambled text:

Student's response:

#### *How to make cheese omelet*

To make cheese omelet, you should prepare ingredients such as one egg, 50 grams of cheese, ¼ cup of milk, three tablespoons of cooking oil, a pinch of salt and some pepper. *First, crack an egg into a bowl. Then, whisk the egg with a fork until it is smooth. After that, add some milk and whisk well. Grate the cheese into the bowl and stir. Then, turn the omelet with a spatula when it browns. Now heat the oil in a frying pan and pour the mixture into the frying pan. After the omelet is cooked, place it on a plate; don't forget to season or with salt and pepper. Next, cook both sides. Now let me tell you how to make it.*



Key answer:

#### How to make cheese omelet

To make cheese omelet, you should prepare ingredients such as one egg, 50 grams of cheese, ¼ cup of milk, three tablespoons of cooking oil, a pinch of salt and some pepper. Now let me tell you how to make it. First, crack an egg into a bowl. Then, whisk the egg with a fork until it is smooth. After that, add some milk and whisk well. Grate the cheese into the bowl and stir. Now heat the oil in a frying pan and pour the mixture into the frying pan. Then, turn the omelet with a spatula when it browns. Next, cook both sides. After the omelet is cooked, place it on a plate; don't forget to season or with salt and pepper.

It implies that even though students' ability in converting random sentences into useful process texts was only average (70%) and there is still room for development and they still have an opportunity for improvement.

#### Conclusion

Knowing the outcome of the data analysis, the researcher came to the conclusion that the second-year students at SMK Kartika 1-2 Padang have an average ability to rearrange jumbled sentences into an effective procedural text. There were 28 students (or 70%) who had average ability. The researcher made recommendations for educators, students, and future researchers; educators are expected to review the materials related to procedural text and encourage students to learn more about it. More tasks for students to rearrange scrambled sentences into useful procedural text are advised for teachers to deliver. The students are then encouraged to broaden their vocabulary so that they are familiar with the words used in the procedure literature. Lastly, the researcher hopes that the following researcher will do research into the difficulties students have while reorganizing jumbled sentences into an effective procedure text.

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