

**THESIS**

**THE USE OF SENTENCE RECONSTRUCTION TECHNIQUE IN  
STUDENTS TEACHING WRITING AT VIII GRADE/OF SMP N  
2LABUAPI IN ACADEMIC YEAR 2021/2022**



Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree in  
English Language teaching Faculty of Teacher training and Education  
Muhammadiyah University of Mataram

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STUDENTS TEACHING WRITING AT VIII GRADE/OF SMPN 2  
LABUAPI IN ACADEMIC YEAR 2021/2022**

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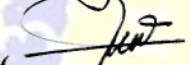
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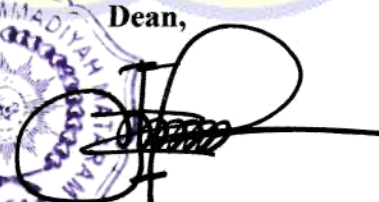

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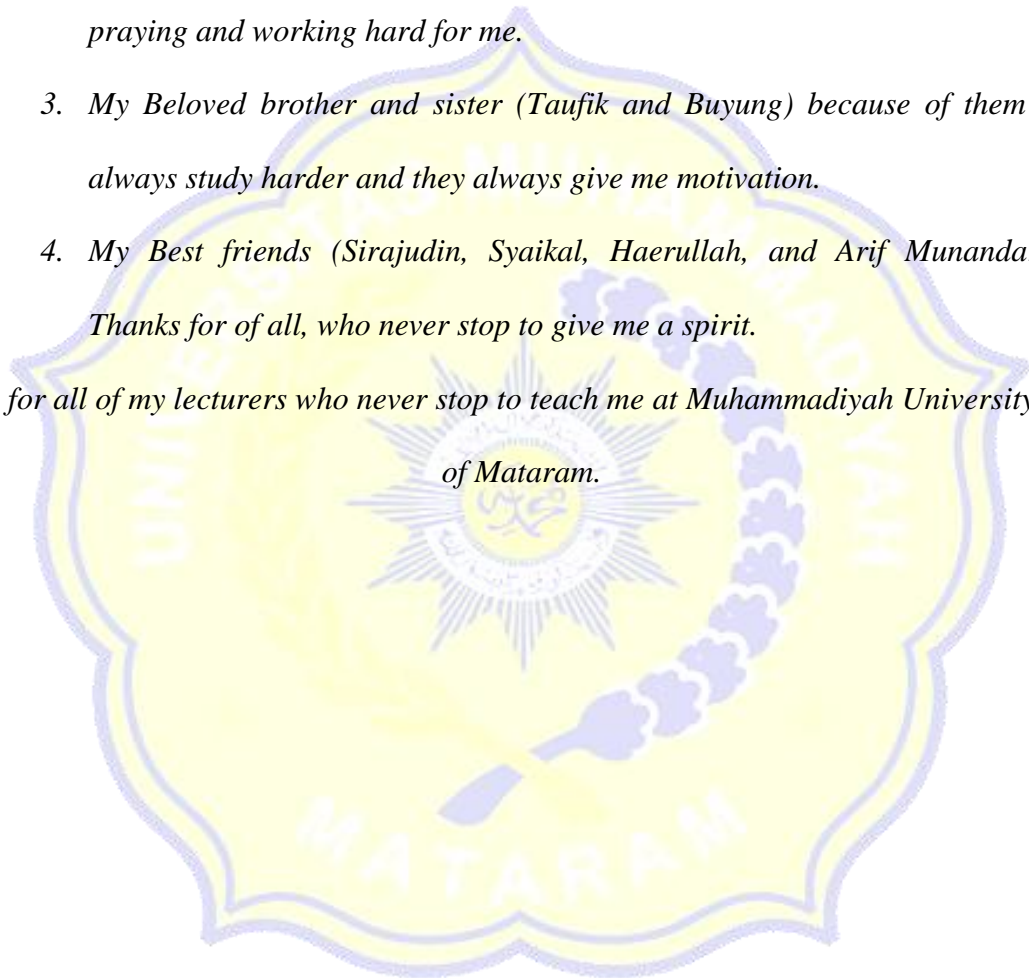
*Do Not Remember The Tiredness Of Studying, But Remember The Sweet Fruit That Can Be Picked Later When Successful. Nothing Is Wasted In Learning Because Knowledge Will Be Useful In Time. Failures And Mistakes Teach Us To Take Lessons And Become Better.*



## DEDICATION

This Thesis I Dedicated For :

1. *My Almighty God, Allah SWT for all of His Blessing.*
  2. *My Beloved Parents (My Father H. Israil, and My Mother Asni), thanks for support, thanks for everything you give to me. You are never stop praying and working hard for me.*
  3. *My Beloved brother and sister (Taufik and Buyung) because of them I always study harder and they always give me motivation.*
  4. *My Best friends (Sirajudin, Syaikal, Haerullah, and Arif Munandar) Thanks for of all, who never stop to give me a spirit.*
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*In the name of Allah S.W.T., the Most Beneficent and the Most Merciful*

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3. Hidayati, M.Hum, the head of English Departement Program University Muhammadiyah of Mataram
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Finally, the writer realizes that this thesis is far from being perfect. Therefore, the writer accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

**Mataram, June 2022**

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## ABSTRACT

***Syahrir: 2022: The Use of Sentence Reconstruction Technique in Students Teaching Writing at VIII Grade Of SMPN 2 Labuapi in Academic Year 2021/2022.***

*This research is limited and focused on the use and effectiveness of Sentence Reconstruction Techniques in Writing Learning for Class VIII Students of SMPN 2 Labuapi Academic Year 2021/2022. This research is a quasi-experimental research with a nonequivalent control group design. The population in this study were students of class VIII which consisted of two classes, namely class VIII A (Experimental Class and class VIII B (Control Class) which were selected by random sampling technique through a lottery/shuffle system. The use of sentence reconstruction can improve students' writing skills, p. This shows that the average pretest value of the experimental class is 63.3 posttest 77.25 and the control class average value for the pretest 54.55 posttest is 56.9. This is done by comparing the  $t(\text{count})$  value of 6.064 and a significance of 0.000 and obtained  $t$  table of 2.024 with a significance value of 5%. Because  $t_{\text{count}}$  is greater than  $t_{\text{table}}$ , then  $H_a$  is accepted and  $H_o$  is rejected. It can be concluded that there is an effect and effectiveness in the use of sentence reconstruction techniques on improving the writing ability of class VIII students of SMPN 2 Labuapi in the academic year 2021/2022.*

***Keywords: Sentence RecontrucSION Technique. Writing***

## ABSTRAK

**Syahrir, 2022: Penggunaan Teknik Rekonstruksi Kalimat Dalam Pembelajaran Menulis Siswa Kelas VIII SMPN 2 Labuapi Tahun Pelajaran 2021/2022.**

Penelitian ini dibatasi dan difokuskan pada penggunaan dan keefektifan Teknik Rekonstruksi Kalimat dalam Pembelajaran Menulis Siswa Kelas VIII SMPN 2 Labuapi Tahun Ajaran 2021/2022. Penelitian ini merupakan penelitian eksperimen semu dengan desain nonequivalent control group design. Populasi dalam penelitian ini adalah siswa kelas VIII yang terdiri dari dua kelas yaitu kelas VIII A (Kelas Eksperimen) dan kelas VIII B (Kelas Kontrol) yang dipilih dengan teknik random sampling melalui sistem undian/shuffle. dapat meningkatkan keterampilan menulis siswa, hal ini menunjukkan bahwa nilai rata-rata pretest kelas eksperimen adalah 63,3 posttest 77,25 dan nilai rata-rata kelas kontrol untuk pretest 54,55 posttest adalah 56,9. Hal ini dilakukan dengan membandingkan nilai  $t$  (hitung) dari 6,064 dan signifikansi 0,000 dan diperoleh  $t$  tabel sebesar 2,024 dengan nilai signifikansi 5% Karena  $t$  hitung lebih besar dari  $t$  tabel maka  $H_0$  diterima dan  $H_a$  ditolak maka dapat disimpulkan bahwa ada pengaruh dan efektivitas dalam penggunaan teknik rekonstruksi kalimat dalam meningkatkan kemampuan menulis siswa kelas VIII SMPN 2 Labuapi tahun pelajaran 2021/2022.

Kata kunci: Teknik Rekonstruksi Kalimat. Menulis

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a communication tool for conveying information, ideas, or feelings from one person to another. It is used to communicate in written and oral languages. Given the importance of language, our government has made English as an international language that must be mastered by students. In Indonesia, teaching English aims to master four basic language skills, which include listening, speaking, reading, and writing skills. Discipline in writing is considered a difficult language skill for Indonesian students. The first step in learning language is to listen to the sources. Students can understand what they hear but they don't know how to write. This are widely held that written, particularly in English, is a difficult adept to perfect. There are many challenges that affect the difficulty of writing. Initial, the several learners have no word sequences and developments that make sense in the organization so that their ideas cannot be understood and cut off. Second, students also get a lot of trouble of the agreement, words, essay, pronouns, and prepositions which obscure the meaning of the text or make it difficult to comprehend. Another factor preventing pupils from developing text with a limited vocabularies is their insufficient mastery of English idioms, lexicon, and word forms. This following issue is mechanical. This primarily involves spelling problems with capitalization, sign read, as well as paragraphs. This statement was mainly backed by Renandya and Richards (2002: 303) which

said this written was a very challenging competency in a second or foreign language students become expert. Problems don't just exist for producing and regulating not only in putting thoughts into legible text, but also in doing so. Because writing is so complex, tutoring written to students is a difficult task; as a result, the instructor must be really interested, techniques, strategies and creativity in written. Although, a lot of teachers assign dull writing assignments. Additionally, the teachers' methods and approaches to teaching writing are less innovative. Students consequently fail to advance for theirs writing.

To improve a student's writing ability in making a text, the teacher can explain writing activities in a creative and easy way. However, teaching writing is still a problem for English teachers, especially in finding out what techniques are interesting for students in learning to write. One of the interesting teaching techniques to write is reconstruction.

Reconstruction is a method of instruction that can be applied to the teaching of writing. This is so that pupils may more easily develop their writing abilities thanks to the reconstruction's multiple stages. Students may be able to rebuild the dictated material using their own words thanks to the reconstruction stage. The subsequent correction-analysis stage then offers feedback that makes it easier for them to correct their mistakes in writing aspects, namely content, organization, vocabulary, grammar, and mechanics.



In fact, the difficulty of writing skills, especially in making texts, is also felt by SMP N 2 Labuapi's class VIII students for the 2021–2022 academic year. The researcher discovered an issue with pupils' writing abilities based on observations made in class. They frequently omit necessary punctuation, misspell words, and compose sentences incorrectly. They frequently misspell certain words, and they still struggle to form complete sentences or choose the appropriate tense.

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## **1.2 Research Question**

1. How well does SMP N 2 Labuapi's VIII Grade pupils learn to write using the sentence reconstruction technique?
2. Appears to exist any significant effect the use of sentence Teaching Reconstruction Technique on teaching writing in the students at VIII Grade of SMP N 2 Labuapi?

## **1.3 Purpose of the Study**

1. To investigate the Reconstruction Technique infether is effective or out in teaching writing on the students at VIII Grade of SMP N 2 Labuapi.

2. To analyze the use of Teaching Reconstruction Technique has effect on teaching writing in the students at VIII Grade of SMP N 2 Labuapi..

#### **1.4 Significant of the Study**

1. Theoretical

The results of this study are Information that is anticipated to be crucial for anyone having an interest in language learning and for those who want to do research on the same topic.

2. Practical

- a. Institution

As an institution that cares and appreciates the provision of teachers, researchers provide information about reconstruction techniques in the classroom for writing, so that teachers have consideration for using this technique.

- b. Other researcher

The results of this study can be used as material for consideration, namely teaching and learning to write effectively. It is hoped that, English teachers should refine their methods for teaching writing now that they are aware of the research's findings. Additionally, it is hoped that the findings of this study may lead to advancements that can be used in writing classes to motivate students to become better writers.

## **1.5 Scope of the Study**

1. This research focuses on the use of reconstruction techniques on student teaching writing, especially in the description text. Use of reconstruction techniques sentences in the author teaching students or female students.
2. The object of this research is a student or students of VIII Grade of Middle School N 2 Labuapi in the 2020/2021 academic year.

## **1.6 Definition of Key Terms**

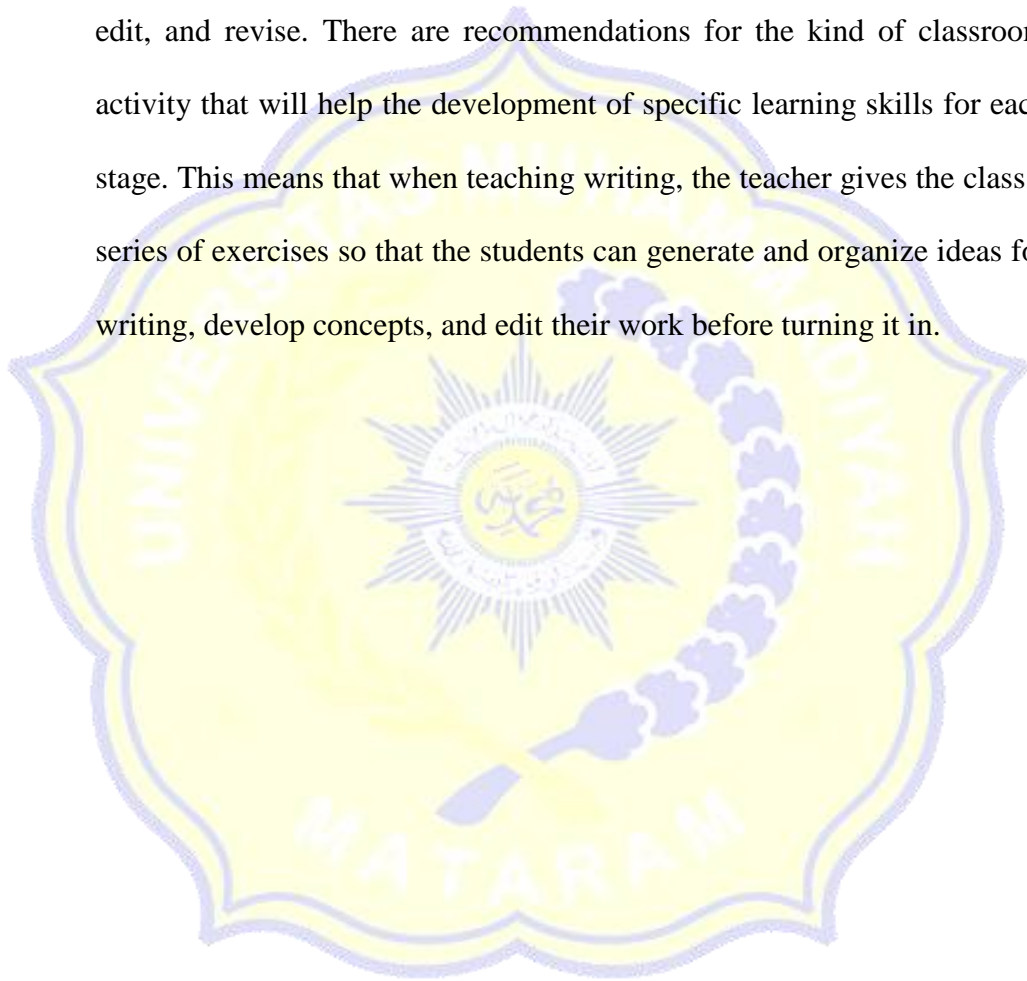
### **1. Sentence Reconstruction**

Reconstruction of Widdowson sentence (2017: 95) that language learning consists of efforts to get competencies in building good knowledge and to gain knowledge of the appropriate learning and context. In practicing English writing, the reconstruction technique of sentences can make students active in writing. This is one way to develop student abilities in writing.

### **2. Teaching Writing**

Writing is without a doubt the most challenging skill for language learners to acquire. In order for students, particularly female students, to easily be able to produce outstanding writing, teachers must be able to and grasp the right strategy that may be employed in writing instruction. The aim of the activity in the lesson must be made clear to the students at the outset of the lesson by the teachers. For the teaching and learning process to be successful, the teacher must clearly explain to the class what they will learn. According to HARMAR (2017: 78), the goal of writing

instruction is to improve students' writing abilities. As a result, teaching writing involves more than just dealing with grammar, punctuation, and spelling. It is about assisting students in effectively communicating genuine message. According to Richards and Renandya (2018: 156) there are four fundamental stages of teaching writing. They organize, gather, edit, and revise. There are recommendations for the kind of classroom activity that will help the development of specific learning skills for each stage. This means that when teaching writing, the teacher gives the class a series of exercises so that the students can generate and organize ideas for writing, develop concepts, and edit their work before turning it in.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Some Previous Related Research Findings

Researchers have conducted numerous studies on the methods, approaches, tactics, or media that encourage students to study English vocabulary. They included some of the following: Mubarak (2015) in his research entitled, "Improving the writing skills of class VIII students from narrative texts through reconstruction in Mungkid 1 Public Middle School, Magelang in the 2014/2015 academic year". According to this study, it can be concluded that the reconstruction method can improve student text writing skills. This is evident from the results of testing in each cycle, and also students' enthusiasm in the learning process. To compare with this researcher Fasya uses dictogloss to improve student text writing skills. While this study uses ductogloss methods to increase student vocabulary. Reconstruction helps students in the learning process begin with listening to stories, write down keywords, discuss with friends and write vocabulary stories. In addition, audio use makes students become more interested in the learning process. Can conclude that using the effective reconstruction method in teaching vocabulary.

Fitry (2011) In his research entitled, "Improving Student Writing Ability Using Reconstruction Technique (A Classroom Action Research in Eight Class Students Middle School N Champly 02 Labuapi in the 2010/2011 Academic Year)". In his research, he found that the implementation of

reconstruction method improve writing students. The difference in this study with his studies is this research on the use of reconstruction methods to increase student vocabulary. Juwita (2013) in his research entitled, "The use of the reconstruction method in teaching exposition text in high school". In his research, he found that the use of ductogloss methods in teaching writing hortatory exposition texts Can students understand text better and the use of videos made students more interested in the education procedure. Students must be drawn to the vocabulary process during the teaching and learning process and establishing a setting and using a variety of effective teaching strategies, you can get them involved in the learning process. Each method and strategy can be used to capture this mood when and where it has proven to be appropriate for student needs. Reconstruction of sentences can create a variety of fun learning activities, thereby reducing student boredom during their learning process in class. In addition, audio use makes students become more interested in the learning process. Based on the findings above, this study concludes that methods or techniques in teaching vocabulary are not only interesting and pleasant but can also attract students' attention by making them active in every activity. Research chooses the reconstruction method.

## **2.2 Theoretical Description**

### **2.2.1 Writing**

#### **1) Definition of Writing**

definition of writing There's a few definitions of writing that have been put forth by various scholars. Writing is the most significant human invention that offers information records, opinions, benefits, sentiments, arguments, explanations, and ideas that are relatively permanently bound or bound, according to Carroll (2016: 98). This definition demonstrates how a writer can communicate a message through writing to members of the same generation or to future generations. Writing is a process that involves creating text in context, not just a statement. Weigle concurs with this viewpoint as well (2017: 40) which defines writing as an action that occurs in context, which achieves certain goals, and is formed appropriately for targeted hearings. From this definition, it means that it is important to see writing not only as an individual product but also as social measures because writing is an activity in the form of social and cultural and social per individual. Meanwhile, Brown (2018: 257) explains that writing involves two steps. Discovering the message or what the author intends to communicate is the first step. This states that before writing, the author must create a plan or outline. The outline is then incorporated into the text by the author. According to the aforementioned statement, the emphasis on writing that is currently prevalent must be viewed from the standpoint of a balance between procedures and products.

Writing can be defined as an action that takes place in the context, achieves specific aims, and gives knowledge, opinions, advantages, sentiments, arguments, and theories that are reasonably permanent. This definition of writing can be derived from the one given above.

## 2) Component of Writing

Tribble, Christopher (2016:120) There are some aspects of writing that require attention. The following are some of the elements of writing:

### 1. Mechanics.

Mechanics. Correct capitalization, punctuation, and spelling reduce mechanical use.

### 2. Content.

Content. The writing must be understandable to the reader. In order for the reader to comprehend the message and learn something as well.

### 3. Organization.

Organization. Coherence, significant order, general to specific, predetermined chronological order, and spatial partner are all components of the writing organizational process.

### 4. Vocabulary choice.

vocabularies available. One standard for successful writing is the use of powerful words that serve two purposes: to communicate and elicit an emotional response.



## 5. Language Use.

usage of language. The use of language in writing requires using the right grammar at its most basic level. Verbs, nouns, and agreements are just a few examples of grammatical points. According to the text's nature, writing must meet a number of requirements before it can be considered to be good articles or text. Because the usage of semicolons or commas is improper and will dramatically alter the meaning of the sentence, mechanics play a crucial part in making the statement make sense. Because writing can be read, grammar is crucial. Writing materials must be organized logically, with the use of the correct verbs and from the right sentences when expressing ideas. Organizations are another important component of writing since without well-organized ideas and content, writing would lack meaning and be unable to express our true intentions. The latter is the choice of terminology; using the wrong words may make it harder to understand ideas properly, which may lead to misunderstandings.

### 3) Writing Process

Process Harmar, Jeremy (2017: 205) Writing cannot be created quickly; it takes a series of steps that the author must go through in order to create what they want. Of course, the subject matter of the writing, the form of writing (lists, letters, essays, reports, or novels), and the writing medium (pen and paper, computers, Oton) files can all have an impact

on this process. In all circumstances, it is advised that the procedure have four key components that can stand in for the following:

1. **Planning:** The plan of experienced writers what they will write. Before starting writing or typing, they tried and decided what they would said. Only for authors, this might include keeping thorough records. Some words might be sufficient for others. Others might not even bother to record the initial notes because they can make all of their plans in their brains. They will plan, though, so just make sure the person who made the grocery list had some idea of the type of food they would need before putting it on paper. In this step, we must choose or, if we have already chosen a topic, narrow it down to something engaging to write about.
2. **Drafting:** The initial draft of the text might be thought of as a concept. It is common to assume that the text will be revisited after this initial "go." On the road to the final version of processing edits, several drafts may be created. We attempt to put our thoughts or ideas on paper in this step. Despite the fact that we may occasionally feel as though our writing contains errors in grammar, punctuation, or even spelling, we should continue writing so that our ideas can flow, edit.
3. **Revising:** The author usually reads their manuscript after finishing it to determine where their ideas work and where they don't. The order of the information might not be evident. Possibly how something is unclear or perplexing. The paragraph can then be rearranged or a new

introduction might be written. In this step, in addition to the actual content, we completely review our own writing for punctuation, spelling, and grammar.

4. **Final Draft:**After the author has they produce their final manuscript after revising their notion and making the modifications they feel are essential. Due to the fact that things change during the editing process, something may seem very different from the initial concept and first draft. However, the writer is now prepared to transmit a written message to the target audience. The authors created the final version in this phase after editing it in the previous step. The author came to the conclusion that in order to write well, we must go through a number of phases in the writing process. Starting with any planning stage, which is when we select the subject for our essay. We then started writing, despite the fact that we occasionally felt our work had already been published. Additionally, during the revision phase, we attempted to make revisions to the document we had created during the preceding stage. This led to the creation of our final manuscript.

#### 4) Teaching Writing

Without a question, writing is the talent that students find most challenging to acquire. For students to readily be able to generate high-quality writing, the instructor must be aware of and comprehend the approach to students that can be employed in writing instruction. Teachers must make sure that pupils understand the lesson's objectives and activities

before the lesson even starts. To ensure that the teaching and learning processes are altered, the teacher must clearly explain to the class what they will learn. According to HARMAR (2017: 67), the goal of writing instruction is to improve students' writing skills and teach them how to use various registers and genres. As a result, teaching writing involves more than just dealing with grammar, punctuation, and spelling. It is about assisting students in effectively communicating genuine message. According to Richard and Renandiya (2018: 325), there are four fundamental stages to teaching writing. They plan, compile, revise, edit. For each stage suggestions are provided for the type of class activity that supports certain learning skills learning. This meaning that when teaching writing, the teacher gives the class a series of exercises so that the students can generate and organize ideas for writing, develop concepts, and edit their work before submitting it.

### **2.2.2 Teaching Technique**

The technique for teaching English is how to present languages to learners. The objectives of teaching and learning must be met, and this requires the use of teaching techniques. If the instructor uses the proper technique in the classroom, teaching will be successful. After the approach and method, the technique becomes the third level, the level of the third approach. Technique is the actual application that takes place in a classroom. These are specific gimmicks, tactics, or determinants employed to accomplish short-term objectives. Because it is in harmony with both

the approach and the method, the technique must be compatible with both. (Anthony, 1963: 96) @ Fauziati (2009: 17). Hence, the method includes practices and behavior or moments that operate in certain methods according to certain methods. In other words, in other words, Techniques are class activities that are utilized as the foundation for teaching and learning and are incorporated into the session.

### **2.2.3 Reconstruction Technique / Sentence Reconstruction Technique**

Reconstruction techniques have several actions that relieve teachers from having to teach pupils during the teaching and learning process. This method encourages pupils to participate in cooperative learning, which aids in the learning-learning process.

#### **1) The Concept of Reconstruction Technique**

Reconstruction techniques are this style of instruction that is frequently employed in the classroom. The reconstruction technique is one of the tactics that requires students to collaborate in pairs or groups so they may share information, according to Brown (2018: 147). They are teams whose members must cooperate to accomplish objectives successfully. It is conceivable to use reconstruction techniques in this situation to raise the learning outcomes for all students. Additionally, it greatly aids teachers in creating a supportive environment for their kids. One of the fundamental motivations between teachers and students might be good relationships. Additionally, it aids educators in giving pupils opportunities. It follows that the reconstruction technique

does not assign work to a group of pupils where one student completes all the work and the others simply write their names down. Don't have students sitting side by side at the same table to talk to each other because they do their respective duties. Students carry out the task individually with the first instruction of completion is to help students slower. However, in reconstruction techniques, Learners do assignments until each group member is successful in comprehending and completing them. Additionally, Olsen and Kagan define reconstruction approaches in Richards and Roger (2016: 145) as a collection of systematic activities that rely on knowledge sharing among students in groups where each student is assigned responsibility for its own and motivated learning. To enhance instruction that has been explained by the teacher. In other words, reconstruction techniques are a strategy that includes individual and small group learning. In the process, learning activities are designed to increase student cooperation, to exchange information between one and another and independence in understanding material. In addition, because they must participate in learning activities, kids are taught how to learn actively. that have been described by teachers before. Therefore, reconstruction techniques are learning strategies shown by teachers directly and working group models to students. Then Students collaborate to successfully accomplish goals..

Richards and Roger (2016: 104) show that the basic technique of reconstruction is that students develop communicative skills in languages by communicating in social or education environmental situations. This reflects that reconstruction techniques fulfill certain optimal interactive structures to study rules and practices in communicating with new languages. Reconstruction techniques also serve to improve critical thinking abilities in students, which are crucial for learning Cooperative learning, to put it briefly, is a type of instructional technique that emphasizes student engagement, participation, cooperative activities, usage of small groups made up of high-creatures, average-creatures, and low-creatures, boys and females, and use of diverse learning. Activities that enhance their subject understanding. Additionally, it encourages students to be accountable to one another and to themselves. It also aids teachers in developing an environment conducive to active learning, so that it involves individual achievements and student groups and social skills.

## **2) The Elements of Reconstruction Technique**

According to Richards and Rogers (2016: 196), there are five essential components of a Reconstruction Technique group learning environment. The five fundamental components of reconstruction technique are listed below.

a) Positive interdependence

Students only cooperate when they believe that their success depends on that of the other. Whatever the task, each group member must believe that their contribution is essential to the success of the group. Everyone in the group takes ownership of everything that occurs there. Cooperative learning tasks can be structured to create it, and the group can be made to feel supportive of one another.

b) Face-to-Face Interaction

Elemen kedua dari Teknik Rekonstruksi membutuhkan interaksi tatap muka di antara siswa di mana mereka mempromosikan pembelajaran dan kesuksesan satu sama lain. Interaksi semacam itu membantu mempromosikan hal-hal berikut:

Komponen kedua dari teknik rekonstruksi menyerukan interaksi langsung di antara siswa di mana mereka mendukung pembelajaran dan pencapaian satu sama lain. Koneksi semacam ini mendorong sejumlah hal sebagai berikut:

1. Providing solutions to difficulties orally
2. Sharing knowledge with others
3. Verifying comprehension
4. Sharing on the lessons being learned
5. Linking current knowledge to prior knowledge



c) Group formation

The size of the group and the placement of the students in groups are two elements in group formation. When choosing the group size, it's important to take into account the tasks, the learners' ages, and the lesson's time constraints. When placing students in groups, the choice might be made by the teacher, chosen at random, or made by the students themselves. Members of the group should reflect on their past teamwork and brainstorm ways to improve it going forward. Group members must hold each other personally and individually accountable to accomplish a fair part of the work, employ the interpersonal and small group skills necessary for cooperative efforts to be successful, and discuss as a group how well they are working together in order to be cooperative.

d) Individual and group accountability

What kids can achieve together today, they can do alone tomorrow, according to the third component. Reconstruction Technique groups are designed to strengthen each participant as a person. When each student's performance is evaluated individually and the findings are communicated to the groups, individual accountability occurs. Additionally, it encompasses both individual and group performance. One illustration is by giving each student in a group a specific task to complete the project. Another example would be to

pick a student at random and ask them to speak to the class as a whole, to their group, and go to another team.

e) Social skills

The social skills need to be taught and practiced by students. Leadership, decision-making, trust-building, communication, and conflict management are social skills that are necessary for both collaborative and task work. In this situation, the teacher has a key responsibility in creating lessons that incorporate all aspects of reconstruction technique in the classroom.

#### **2.2.4 Step Teaching Using Reconstruction Technique / Sentence Reconstruction Technique.**

There are four stages of Reconstruction Techniques in the application of teaching English as stated by Wajnryb, (2017); stages of planning and speech, reconstruction, research and improvement.

a. Preparation

Students are ready to accept the topics and texts they will hear at this point. Additionally, the students have been previously instructed in or prepared for the text's vocabulary, which they find difficult to understand and seems foreign to them. The instructor must additionally introduce or properly explain what at this point Reconstruction but how students are expect during Reconstruction, and also make sure that the students comprehend. In addition recommended to divide the class into groups at this time. At this point, the teacher gets pupils

ready to take the text by having them discuss language, making sure they know what to do, and making sure they are in the correct group.

b. Dictation.

Learners hear the two dictations. Students should only listen the first time the text is read aloud at regular speed in order to acquire an overview of the material. The second time, the pupils are required to take notes. The teachers urge the pupils to read and write content words that will help them understand or help them reconstruct the text. The conventional method of dictation, in which sentences are divided into discrete word units, should not be used. The dictation is heard by the students twice. They initially merely pay attention to gain a general idea of the text. In addition, they take notes that will aid in text reconstruction.

c. Reconstructing

Students now collaborate in groups to create their own versions of the text after the reconstruction is finished. In order to rebuild their version of the text from their shared notes, they compile whatever notes or information they have taken during the dictation process. The group text that results from the group conversation is written by the scribe, who is one student from each group. The writing is then reviewed by the rest of the group for logic, coherence, and grammar. Students compile and take notes at the conclusion of the dictation in order to reconstruct their own version of the text. Remember that the teacher

does not offer language-related comments to the student at this time.

They take notes in groups at this stage.

d. Analysis and Correction

The final stage of reconstruction involved analyzing and contrasting several text variants from various groupings. This final step can be completed in numerous ways. For instance, a member of the representative group might read or write their interpretation on the board. Students are invited to contrast the various versions and talk about the linguistic choices that have been made, regardless of the method used to complete this level. Errors are highlighted and explored in this way to help students comprehend the incorrect hypothesis that guides their decision. There are various approaches to handling this stage, including The text for each student's copy can first be put on the board or shown on an LCD or overhead projector. Then, students can compare their translation sentence by sentence with the original text.

Depending on the foregoing description, reconstructing has a number of versions that are helpful in teaching kids how to write. In reality, reconstructing entails a series of steps. Students will get an overview of the material that has been read at this point after the teacher gives them two chances to listen to the text that will be read by the teacher. Following that, they will attempt to capture what they hear in their groups, helping one another and exchanging perspectives to

ensure a reliable and accurate record. The results of each group's work will then be presented by a representative, and the other students will be asked to make corrections.

The steps for using sentence reconstruction can be seen in the following framework image

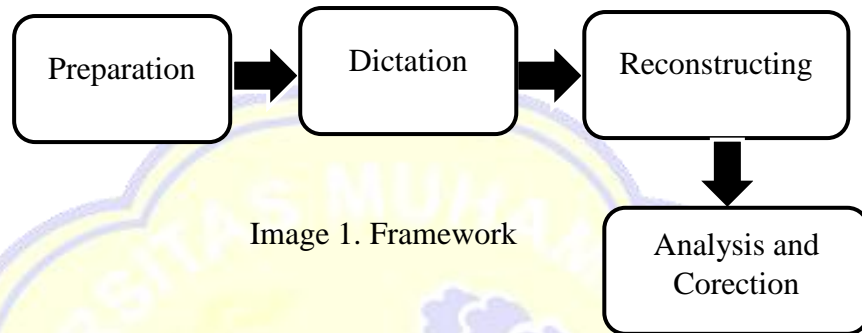
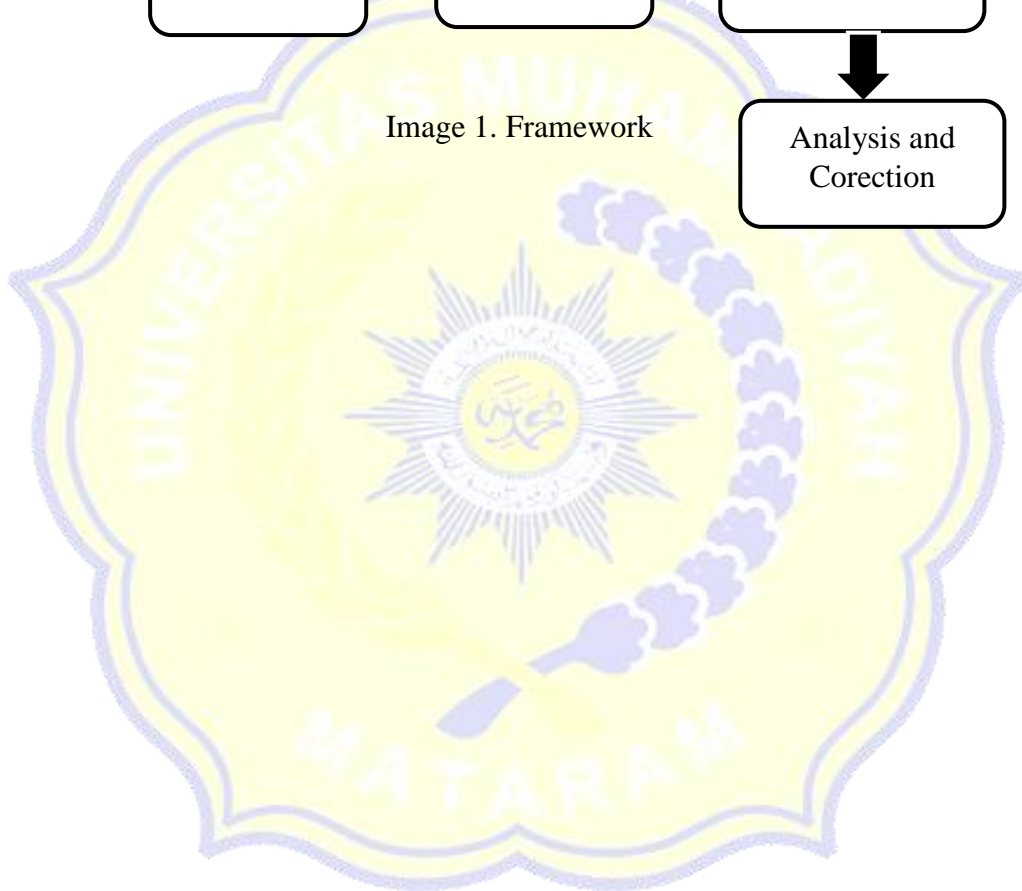


Image 1. Framework



## CHAPTER III

### RESEARCH DESIGN

#### 3.1 Research Methods and Design

Based on the most recent Sugiyono (2016:107), this study is an experimental one. Experimental research is a type of study in which subjects are given specific treatments in a controlled environment to determine how they respond. The object of this research is the use of sentence reconstruction techniques (X) to improve students' writing (Y).

The difference between the treated class's and the untreated class' abilities was ascertained through this quasi-experimental investigation. A nonequivalent control group design was adopted as the experimental research method in this study. Sugiyono (2016: 79) claims that the two groups chosen for this study are not at random. A pretest was then administered to both to ascertain the starting conditions and the distinction between the experimental group and the control group. When the value of the experimental group in the control group is not statistically different, this is a favorable pretest result. This study was conducted using a non-equivalent control group design in a quasi-experimental setting. As in table 3.1 below.

Tabel 3.1 Research Design

| Class      | Pretes | Treatment | Posttes |
|------------|--------|-----------|---------|
| Eksperimen | $O_1$  | X         | $O_2$   |
| Kontrol    | $O_3$  | -         | $O_4$   |

(Sugiyono, 2016:116)

X : Treatment

O<sub>1</sub> : *Prettest* before being treated in the experimental group

O<sub>2</sub> : *Posttest* after being given treatment in the experimental group

O<sub>3</sub> : *Prettest* in the group before control

O<sub>4</sub> : *Posttest* in the group after control

### 3.2 Population and Sample

#### 3.2.1 Population

According to Darmadi (2014: 55) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions to be used as data sources in a study.

The population in this study were all eighth grade students at SMPN 2 Labuapi in academic year 2021/2022, which consisted of 2 classes, namely Class VIII A and Class VIII B.

Table 3.2  
Student Data for SMPN 2 Labuapi

| Class  | Student |       | Amount |
|--------|---------|-------|--------|
|        | Men     | Women |        |
| A      | 9       | 11    | 20     |
| B      | 8       | 12    | 20     |
| Amount | 17      | 23    | 40     |

#### 3.2.2 Sample

According to Arikunto (2016: 95), The sample is a representation of the population's size and make-up. Due to factors like time constraints and data shortages, for example, a large population may prevent the researcher from studying every member of the population. In this case, the research

utilize a random population technique taken from the population. If the subject is more than 100%, then 50% will be taken onwards from the total population, and conversely if the subject is less than 100%, it is better to take all so that the research is a population study. Fix the sentence, the sampling technique used random sampling technique, namely the selection of the control class and the experimental class through a lottery/shuffle system. The results of the draw obtained, the experimental group, namely Class VIII A has 20 students and Class VIII B has 20 students as the control class so that the total population is 40 people.

### **3.3 Research Time and Place**

This research was conducted in Class VIII A and Class VIII B SMPN 2 Labuapi, West Lombok, West Nusa Tenggara. In even semesters.

### **3.4 Determination of Research Subjects**

Suharsimi Arikunto (2016: 26) defines the research subject as a specific item, thing, or person to which data for study variables are associated and who or what is under investigation. The research subject, which is the data about the variables that the study examines, plays a key crucial part in the investigation.

People who are asked to submit information regarding a fact or opinion are known as research subjects or respondents. The subject chosen by the researcher to study is the research subject, according to Arikunto (2016: 145). In this study, the research subjects were 40 students of class VIII A and class VIII B for the academic year 2021/2022.



### **3.5 Data collection technique**

Data collection techniques in this study are using tests, observations and documentation.

#### **3.5.1 Test**

The test data were obtained from the pre test and post test. Pre-test is a test conducted in groups before being given treatment and aims to determine students' writing skills at the beginning. Post test is a test that is conducted on the group after being given treatment and aims to determine writing skills after treatment.

#### **3.5.2 Documentation**

Riduwan (2014: 58) claims that proof demonstrating the direct collection of data from the researcher's location is provided, including pertinent books, laws, activity reports, images, documentary films, and pertinent research data. In this study, written data were obtained using the documentation approach, the value of students' mathematical cognitive abilities.

### **3.6 Research variable**

This study uses two types of variables, namely the independent variable and the dependent variable.

#### **3.6.1 Independent Variable**

The independent variables are referred to as stimulus, predictor, and antecedent variables. According to Sugiyono (2016: 61) the independent variable is the variable that influences or causes the change or the emergence

of the dependent variable (bound). The independent variable in this study is the use of sentence reconstruction techniques.

### **3.6.2 Dependent Variable**

The output variable, criteria, and consequence are common names for the dependent variable. According to Sugiyono, the dependent variable is the one that is affected by or that results from the independent variable (2016: 61). The improvement of pupils' writing is the study's dependent variable.

### **3.7 Research Instruments**

This researcher uses a research instrument in the form of a test instrument with the aim of knowing how far students' knowledge and how to improve speaking skills after following the learning process using sentence reconstruction techniques. The instruments in this study consist of; observation sheet, rubric sheet, and question sheet. The instruments used in the research are as follows:

#### **3.7.1 Test Sheet**

The test sheet in this study is a rubric on writing skills at SMPN 2 Labuapi Class VIII for the 2021/2022 academic year in the form of a rubric test.

The following example of rubric students' writing. It focus on the students' ability in writing narrative text adapted from Brown (2007).

Table. 3.3 Writing Ability Assessment Rubric

| Aspect  | Score | Performance Description   | weighting |
|---|-------|---|-----------|
| Content (C) 30%<br>- Topic<br>- Details                   | 4     | The topic is complete, clear and the details are relating to the topic                        | 3x        |
|   | 3     | The topic is complete, clear and the details are almost to the topic                          |           |
|   | 2     | The topic is complete, clear but the details are not relating to the topic                    |           |
|   | 1     | The topic is not clear and the details are not relating to the topic                          |           |
| Organization (O) 20%<br>- Identification<br>- Description | 4     | Identification is complete and description are arranged with proper connectives               | 2x        |
|   | 3     | Identification is almost complete and description are arranged with almost proper connectives |           |
|   | 2     | Identification is not complete and description are arranged with few misuse of connectives    |           |
|   | 1     | Identification is not complete and description are arranged with misuse of connectives        |           |
| Grammar (G) 20%<br>- Use present tense<br>- Agreement     | 4     | Very few grammatical or agreement inaccuracies  | 2x        |
|   | 3     | Few grammatical or agreement inaccuracies but not effect on meaning                           |           |
|   | 2     | Numerous grammatical or agreement inaccuracies  |           |
|   | 1     | Frequent grammatical or agreement inaccuracies  |           |
| Vocabulary (V) 15%  | 4     | Effective choice of words and form  | 1,5x      |
|   | 3     | Few misuse of vocabularies, word forms, but not change the meaninng                           |           |
|   | 2     | Limited range confusing words and form  |           |
|   | 1     | Very poor knowledge of words, words form, and not understand able                             |           |
| Mechanics (M) 15%<br>- Spelling<br>- capitalization       | 4     | It uses correct spelling, punctuation, and capitalization                                     |           |
|   | 3     | It has occasional errors of spelling, pinctuation, and capitalization                         |           |

|  |   |   |  |
|--|---|---|--|
|  | 2 | It has a frequent errors of spelling, punctuation, and capitalization |  |
|  | 1 | It is dominated by errors of spelling, punctuation and capitalization |  |

### 3.8 Instrument Trial

#### 1. Question Validity Test

According to Sudijono (2015:163) validity is one of the characteristics that mark a good learning outcome test. To be able to determine whether a test of learning outcomes has validity or accuracy in measuring, it can be done from two aspects, namely: in terms of the test itself as a totality, and in terms of the items, as an inseparable part of the test.

The sample used was 20 people in Class IX of SMPN 2 Labuapi with a total of 4 questions. To be able to determine whether a test for improving writing skills for class VIII SMPN 2 Labuapi has validity or accuracy in measuring.

After testing the instrument, then proceeding with calculating the inter-item correlation using the SPSS application so that it can be seen analysis data vs product result data is very different whether the item is valid or not, it must be tested first with the Product Moment correlation equation formula with rough numbers in the equation below:

Formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

(Arikunto, 2016:213)

Information:

$r_{xy}$  = Correlation coefficient between variable X and variable Y

N = Total Students

$\sum X$  = The sum of the values of the variable X

$\sum Y$  = The sum of the values of the variable Y

$\sum XY$  = The sum of the multiplication values of the variables X and Y

$(\sum X^2)$  = The sum of the values of the variable X squared

$(\sum Y^2)$  = The sum of the values of the variable Y squared

$\sum X^2$  = The sum of the squares of the value of the variable X

$\sum Y^2$  = The sum of the squares of the value of the variable Y

Each item can be declared valid if  $r_{count}$  from  $r_{table}$  with a significance level of 0.05 or 5%.

If the result of  $r_{count}$  is known, it is consulted with the  $r_{value}$  of the product moment table with a significance level of 5%. The decision by comparing  $r_{count}$  with  $r_{table}$  is as follows: If  $r_{count} \leq r_{table}$ , then the question is said to be valid. If  $r_{count} > r_{table}$ , then the question is said to be invalid. The results of the calculation of valid and invalid instrument tests can be seen in table 3.4 below.

Table 3.4. Rubric validity results

| No Soal | $R_{count}$ | $R_{table}$ | Information |
|---------|-------------|-------------|-------------|
| 1.      | 0,658       | 0,312       | Valid       |
| 2.      | 0,834       | 0,312       | Valid       |
| 3.      | 0,751       | 0,312       | Valid       |
| 4.      | 0,717       | 0,312       | Valid       |
| 5.      | 0,632       | 0,312       | Valid       |

From the table above, it is explained that after the validity test, the correlation value is obtained for all valid questions.

## 2. Reliability

According to Mahmud (2011:167), The degree of accuracy, precision, or reliability of an instrument is called reliability. If an instrument regularly produces the same measurement findings for anything that is measured at various periods, it is said to be reliable.

Instrument reliability testing was carried out using Cronbach's Alpha technique which was analyzed using the SPSS application. 20.0 for windows. The formula used for manual calculations is as follows:

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}}$$

(Arikunto, 2016: 223)

Keterangan:

$r_{11}$  = Adjusted reliability coefficient

$r_{\frac{11}{22}}$  = Correlation between scores for each half of the test

After obtaining the reliability coefficient, it was then consulted with the table for the value of r with a significant level of 5%. If the value of  $r_{xy} > r_{table}$ , then the instrument is declared reliable. Therefore, the instrument can be used in research.

Table 3.5. Reliability Test Results

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| 0.835            | 5          |

From the reliability test using the SPSS.20.0 for windows application using the Spearman Brown formula, Cronbach's Alpha is obtained which is 0.835 and can be seen in Cronbach's alpha, this variable is higher than the basic value, namely  $0.835 > 0.60$ . The results prove that all stated reliable.

### **3.9 Data Analysis Technique**

Data on the improvement of students' writing (cognitive domain) was obtained through learning outcomes tests before and after being given treatment. That is by providing rubric and post-test assessments in the form of essay questions that have been tested for validity and reliability to students. The results are in the form of scores in the form of numbers ranging from 0-100.

To find out whether there are significant learning outcomes before students are given treatment in the form of sentence reconstruction techniques and after students are given treatment using sentence reconstruction techniques, hypothesis testing is carried out. To find out whether the research data is normally distributed or not, it is necessary to test the sample data obtained.

## 1. Prerequisite Test

In this study, data analysis was carried out using statistical techniques, namely by using the t-test. Before the t-test is carried out, first the requirements test is carried out, namely the normality test and homogeneity test. After the requirements test is done, the next step is to test the proposed hypothesis using the t-test formula.

### a. Normality test

Testing the normality of the data is intended to determine whether the data to be analyzed is normally distributed or not. The normality test of the data was carried out using the Kolmogorov-Smirnov test using the SPSS 20.0 for Windows statistical analysis program. The data can be said to be normally distributed if the significance value is more than 0.05 with a significance level of 5%.

### b. Homogeneity Test

According to Gunuwan (2013: 87), if the sample comes from a sinormal distribution, then it will then be tested for the similarity of two variants or the so-called homogeneity test is intended to show two or more groups. Sample data come from populations that have the same variance or not. The homogeneity test was carried out after being tested for normality by using the formula SPSS.20.0 for windows.

## 2. Hypothesis testing

The data were normally distributed, then followed by a two-sample independent t-test using the SPSS version 20.00 program. Form the



hypothesis if the P-value (significance) (2-tailed)  $\geq \alpha$ , where  $\alpha = 0.05$ ; then  $H_a$  is accepted and interpreted there is no significant difference in speaking skills between the experimental class and the control class.

Then, the data analysis used to test the hypothesis in this study is statistical analysis with the SPSS 20.0 for windows application program, using the independent samples T-Test formula, with the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Information:

$t$  = calculated t value

$\bar{X}_1$  = the average value of the experimental class

$\bar{X}_2$  = control class mean

$n_1$  = number of members of the experimental class

$n_2$  = number of control class members

$S_1^2$  = experimental class variance

$S_2^2$  = control class variance

Kriteria:

$t_{hit} > t_{tabel}$  then  $H_o$  is rejected or  $H_a$  is accepted

$t_{hit} < t_{tabel}$  maka  $H_o$  accepted or  $H_a$  rejected

To find out whether the difference in treatment is significant or not, it is necessary to compare the  $t_{count}$  with the  $t_{table}$  value. If the value of  $t_{count}$  is greater than the value of  $t_{table}$ , then the difference is significant, so it can be stated that there is a significant effect on the use of tekhnik sentence recontruction. So  $H_a$  is accepted and  $H_o$  is rejected. And vice versa if the value of  $t_{count}$  is smaller than the value of  $t_{table}$ , then the difference is

significant. So that it can be stated that there is no significant effect on the use of sentence reconstruction techniques. Thus,  $H_a$  is rejected,  $H_o$  is accepted.

