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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is a way of communicating a message. It is a means of expressing our thought, ideas, and feelings in a written form. By writing people may share their knowledge and experiences, or ideas and concepts to others. Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel.

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory (Kellogg, 2001). Writing is one of the four skills, it is not easy job and we must study it, because it is very essential to be learned. By writing we can extend our ideas and develop our talent.

Writing is the physical act of committing words or ideas to some media, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003: 88). However, writing is linear and a writer must



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know how to organise his/her thoughts and message in an appropriate manner.

Many writers often do not know what they want to write beforehand and many ideas are only revealed once the writer has started. They then move backwards to revise and change words or structures before they move forwards and they continue to do this until they are satisfied with the end result. Specifically, writing is the expression of language in the form of symbols, letters, or words. The primary function of writing is to communicate the writers' ideas to their readers.

Based on the theories of writing, it can be concluded that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. The indicator of the writing skill in this research is exploring the ideas and making them into good narrative paragraph.

a. Process Writing

The writing process is the series of overlapping steps that most writers follow in composing texts, also called the composing process. *We* might provide a variety of different examples from which our learners could select the most appropriate for their purpose. Brookes, A. and Grundy, P. (1998: 15) Clearly, it is important to maintain a balanced perspective when considering both process and product. A process based approach to writing allows the teacher to make use of the natural properties of the written



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channel (it is permanent, is characterised by logical sequences, uses a consistent set of graphic symbols and punctuation, etc) that help learners to frame their meanings/messages as they write until they ultimately create the a text they are pleased to leave. Teachers have to remember that “*The product is, after all, the ultimate goal; the reason that we go through the process of prewriting, drafting, revising, and editing. Without that final product firmly in view, we could quite simply drown ourselves in a sea of revisions. Process is not the end; it is the means to an end.*” Douglas Brown, H. (2001:337)

The final product of writing is very important. It is “*often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally*”. Douglas Brown, H. (2001: 337).

“*...I believe that learning how to write effectively has value in itself as part of the long-term education process, and should not be evaluated only on whether it is immediately profitable or not.*”. Penny, Ur. (2002: 169).

White and Arndt (1991:3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a ‘voice’ with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

Thus, writing is a ‘process through which meaning is created’ (Zamel, 1982,195).

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1) Getting Ideas

Ideas come from lots of places, but the one place they never, ever come from is a sheet of blank paper. Blank paper will never lead to anything better than more blank paper. Anything is better than a blank page.

2) Choosing Ideas

This step is about having a look at all the ideas we've got and assessing them. It means the writer start to discriminate between the ideas we definitely can't use, and ones that have some potential to the topic.

3) Outlining

An outline is a working plan for a piece of writing. In this step the writer should select the list of piece of writing then arrange the ideas. In order to make an outline, the writer need to know basically. Hogue (1999: 3) said that it organize the ideas the learners generated by brainstorming into an outline. There are three steps on planning that is: making sublists, writing the topic sentence, and outlining.

4) Drafting

This is a stage of the writing process during which a writer organizes information and ideas into sentences and paragraphs. Writers approach drafting in various ways. Through frafting,

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students write their ideas in good order, correct sentences, appropriate vocabularies, and correct grammar.

5) Revising

Revising is the rearrangement and fine tuning of a fully developed, if not totally completed draft so that the thesis or hypothesis is aligned with the writer's purpose, the development of the argument and its persuasive conclusion, and the audience's needs and characteristics.

6) Editing

Basically 'editing' means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.

In addition, Jack C. Richards and Willy A. Renandya (2002: 315) state that there are four main stages of the writing process, they are :

- 1) Planning (Free-writing) is any activity in the classroom that encourages students to write, such as: group brainstorming, clustering, rapid free writing, WH-Questions and so on.
- 2) Drafting (Writing) is a stage where the writers are focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness.



- 3) Revising is an activity to review the next on the basis of the feedback given in the responding stage and to reexamine what was written to see how effectively the writer communicates the meanings to the reader.
- 4) Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher; they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and so on.

In conclusion, the process of writing provides the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a better writing and it can develop positive attitudes toward writing.

b. The Purpose of Writing

According to Penny Ur (1996: 163), the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.

Meanwhile according to Coffin, et. Al (2003: 20) said that “ the purpose of writing is as assessment; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures

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and other formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines.

In addition, Kate Grenville (2001: 1) state there are three purposes of writing, as follows:

1) Writing to Entertain

It does not necessarily make the readers laugh, but it at least engages their feelings in some way.

2) Writing to Inform

To give information or knowledge in the other word is informative discourse. It means the reader can know the information from writing.

3) Writing to Persuade

It tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay.

Based on all of the statement above, the researcher gets an understanding that no matter our writing is, it is done to express the idea and feeling to raise a purpose based on each importance. Moreover, for the students, the purpose of writing is to improve their communication skills, share information to the readers and to train students to become professional writers.



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c. Teaching Writing

Kalayo (2013) states that Teaching writing as productive skills requires teachers to direct students to produce their expressions in written form and needs more elements of skills such as using appropriate words, proper sentences and correct spelling that is different from speaking. Another definition is given by Kirby and Crovitz (2013: 21) who defined “teaching writing is challenging; it may be one of the toughest jobs a teacher faces”. Teaching students to write well is one of the most challenging tasks in education. Writing itself is complex, often disorderly, and frequently frustrating. When teachers compare notes and approaches, they invariably conclude that they need more than a fixed or single approach to teach writing, particularly if they are to address the needs of all students. Becoming a successful teacher of writing is a journey. It means not easy to teach students if the teacher do not have much knowledge and many experiences in teaching. Not only students must practice, but the teacher too.

We cannot teach students to write by looking only at what they have written. We must also understand how the product comes into being, and why it assumes the form it did. We have to try to understand what goes on during the act of writing ... if we want to affect its outcome. We have to do the hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product (Hairston, 1982: 84).

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The standard competence of English language for first grade of senior high school had stated that students are able to communicate oral and written language in text of recount, narrative, descriptive, procedure and news item. It means teacher should teach students these kinds of writing. But in this research, the researcher only focuses on writing recount text.

According to Riawati (2013), in assessing writing the teacher can not measure the students' writing ability by giving them short answer or multiple choice. But, the teacher should ask the students to write in order know students' achievement.

d. The Components of Writing

There are some components that should be considered by writer in writing activity. The components of writing has determined the written evaluated that is good or not. Jacobs et. al (1981:92) state that there are five components of writing:

1) Content

It means that ability to think creatively and to develop thought, excluding all irrelevant information.

2) Organization

An essay is coherent if its paragraphs are woven together or flow into each other. An essay, which lacks of unity or orderly movement will not be coherent, since reader can not move easily from one paragraph has no clear relation on the first.

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3) Vocabulary

In writing, vocabularies need to be mastered by writer. It should be sophisticated range, the effectiveness in using word idiom, the suitable of word choice, and the appropriate of its usage.

4) Language use

The language use is very important, because writing well is not easy. It takes practice, as well as revision and editing. In academic and business writing, it is important to be as clear and concise as possible. It should be considered because the written form is made for the reader. So, the writer should make how the written form can be understood easily.

5) Mechanic

Essay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization, paragraphing and also hand writing.

e. The Elements of Good Writing

Richard Walker (2010) states that there are five the elements of good writing as follows:

1) Purpose

In this element, writers stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

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2) Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

3) Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language.

4) Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

5) Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

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f. The Writing Assessment

In assessing writing, the teacher can not measure the students ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement, as follows :

Table II. 1
The Criteria of Assessment Aspect of Writing Ability

Aspect	Criteria	Score
Content	Clear and effective	4
	Clear and ineffective	3
	Less clear	2
	Unclear and unundesrtandable	1
Organization	The connection between ideas is clear	4
	There is transtition between ideas	3
	The connection between ideas is not clear enough	2
	The connection between ideas is unclear	1
Vocabulary	Appropriate and effective	4
	Appropriate, but less effective	3
	Less appropriate and ineffective	2
	Unappropriate and ineffective	1
Gramatical Features	Appropriate	4
	Less appropriate, but it does not influence the meaning	3
	Less appropriate and influence the meaning	2
	Unappropriate	1
Spelling and punctuation	Appropriate	4
	Appropriate enough	3
	Less appropriate	2
	Unappropriate	1

(School Based curriculum)



2. The Nature of Recount Text

a. The Definition of Recount Text

Based on the 2013 curriculum, the first grade students of senior high school focused on five kinds of text. They are recount, narrative, procedure, descriptive, and news item. In this research, the writer focused on recount text. It is exactly about students' ability in writing recount text.

There are several definitions about Recount Text from several language experts. Dodi Mulyadi (2011: 11) on his article "The Implementation of Teaching Recount Writing", said that "Recount is a report of even or activity in the past". It is to inform or to entertain the readers. At an Online Education Journal, writing recount is said that it may be a reorientation at the end. It summarizes the event in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such as next, after, when then, after, before, first, at the same time. Another definition according to (Pardiyono, 2007: 63) "Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened". Jane Cavanagh (1998: 11) also states that "Recounts are retelling of past events. They are usually written as a series of events in the order in which they happen".

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Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader know who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence. In addition, Kalayo Hasibuan (2013: 8) also said that the purpose of Recount text are to tell what happened and to retell events.

Based on the several definition above, it can be concluded that there are three points of recount text that should be concerned. They are an event that happened in past time, the event has sequence, and the function is to inform or to entertain. So, recount text is a kind of text that tells about a sequence of events that happened in past time to inform or to entertain the readers.

b. Types of Recount

According to Dodi Mulyadi (2011: 13), Recount text is classified into three, they are:

1) Personal Recount

These usually retell an event that the the writer was personally involved in.

2) Factual Recount

Recording an incident, e.g. a science experiment, police report.

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3) Imaginative Recount

Writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.

From three kinds of recount text above, generally they have a same characteristics that are to retell past events chronologically.

c. Generic Structure of Recount Text**1) Orientation**

Tells who was involved, what happened, where the event took place, and when it happened.

2) Events

Tell what happened and in what sequence.

3) Reorientation

Consists of optional-closure of events/ending.

d. Language Features of Recount Text

According to Kalayo (2013: 8), the language features are usually found in a recount text, they are:

- 1) Use of nouns to identify people, animals and things.
- 2) Linking words to do with time e.g. 'later', 'after', 'before'.
- 3) Simple past tense
- 4) Action verb

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e. The Example of Recount Text**Our trip to the Blue Mountain****Orientation**

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

(Adapted from 2nd grade of Junior High School of English LKS)

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3. Concept of Jumbled Summary Strategy

a. The Definition of Strategy

Learning strategies are steps taken by students to enhance their own learning. Rebecca (2006: 1) states that strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Rebecca also developed a taxonomy which divides language strategies into two main groups: *direct and indirect strategies*. Language learning strategies that directly involve the target language are called *direct strategies*. All direct language strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive and compensation) do this processing differently and for different purposes. Strategies that support the language learning process are called *indirect strategies* (metacognitive, affective and social strategies).

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Table II. 2
Oxford's Strategy Classification System (1990)

Direct strategies: Memory, cognitive and Compensation Strategies.		
<p><i>Memory Strategies</i> They help students store and retrieve new information.</p>	<p><i>Cognitive Strategies</i> They involve more direct manipulation of the learning material itself.</p>	<p><i>Compensation Strategies</i> They help learners to understand or produce messages in the target language despite limitations of knowledge.</p>
Indirect strategies: Metacognitive, Affective and Social Strategies.		
<p><i>Metacognitive Strategies</i> They involve planning, thinking about the learning process as it is taking place, and monitoring, and evaluating one's progress.</p>	<p><i>Affective Strategies</i> They help students to regulate emotions, motivations and attitudes.</p>	<p><i>Social Strategies</i> They help to learn through interaction with others.</p>

One of the tasks of a language teacher is to help students become smart learners. This can be done by assisting students to develop learning strategies. Some strategies can require mental processing of the language while others deal with affective, social and communication skills. Both types play a vital role when dealing successfully with a language task.

b. Definition of Jumbled Summary Strategy

A summary is a record in a reader's own words that gives the main points of a piece of writing such as a newspaper article, the chapter of a book, or even a whole book. It is also possible to summarize something that you have heard, such as a lecture, or something that you have seen and heard, such as a movie. According Joy (1998: 110) a summary is a

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condensation of the main ideas in an article. Based on Wikipedia (2016), summary is shortening a passage or a write-up without changing its meaning but by using our own words.

A summary is condensed version of a larger reading. A summary is not a rewrite of the original piece and does not have to be long nor should it be long. To write a summary, use your own words to express briefly the main idea and relevant details of the piece you have read.

Jared Dees (2010: 59) explains that summarizing is a great way to review notes and organize them in a way that is memorable. Often there is an organizing principle that can be used to recall the main ideas and details in one's notes.

Ronald jacks (2006: 129) states that jumbled summary means teacher presents randomly ordered key words and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding.

Another explanation by Jared Dees (2010: 48) that Jumbled Summary means the teacher presents a selection of randomly ordered vocabulary words or phrases and asks the students to assemble them in a logical order and make connections based on their understanding of the lesson.

In addition, Anastasia et. al (2008: 17) said that this procedure requires students to actively follow and then reconstruct the points made in a discussion or a brainstorming activity. It shows the students that their ideas were important and useful. As the discussion proceeds, the teacher (or a



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student) records the points made on the board. However, these are deliberately placed in a random arrangement. At the end of the discussion, the students have to construct a logically ordered set of notes from this jumbled summary of brief points.

Jumbled summary is Random words from instruction are presented verbally or in writing. Students put these key words and phrases into a logical sequence.

So, the researcher can conclude that jumbled summary is a process which students are directed to create randomized summary. They write any critical points in their mind. After all is done, they rewrite the summary chronologically order by their own words.

c. Teaching Writing by Using Jumbled Summary Strategy

The key to write an effective summary is combining the material you choose to include into concise, coherent sentences and paragraphs. If your sentences are carelessly formed, not only will the summary be unreadable, you will also lose the connection among the pieces of information in the summary.

According to Joe Sheils (1993: 110), there are some steps in conducting Jumbled Summary Strategy in the classroom, especially in teaching and learning writing.

- 1) Students first reorder a jumbled summary of a story. This prepares them for the next task of reordering the paragraphs which give a

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fuller account of the events. Students then suggest a title for the story variations.

- 2) The story is supplied in the correct order. Students first read the story and then reorder the jumbled summary.
- 3) Each sentence in summary is put on a separate card. The cards are distributed at random, one per student. They memorise their lines, call them out and reconstruct the story in the correct order.

In addition, Pauline Gibbons (2008: 17) tells another steps in doing this strategy. They are:

1. Get students to write a summary. Limit the maximum number of sentences or words they can use, pointing out that this means must focus only on the most important points.
2. Ask students to suggest a title for each paragraph.
3. Either alone or with teacher support, have students write two or three sentences under each paragraph title and uses these to write a short summary of the whole passage.
4. For the recount, get students to retell it in shorter and shorter ways until it is as short as possible. Write this up on the board and then discuss with students the kind of information that is now missing.
5. Have students explain the key points to someone else in less than one minute.

Get groups of students to decide on one sentence from the text that best sums it up or is most central to the story. There will probably be



some disagreement about this, but the discussion should help students sort out key points and help you see how they are interpreting the text.

B. Relevant Research

According to Syafi'i (2013:102) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two researches:

1. Research from Elsha Pramunindya Wardhani

Elsha Pramunindya Wardhani had a research entitled "Using Jumbled Sentence Games to Improve the Writing Ability of The Seventh Grade Students of MTs Muhammadiyah 6 Bayat, Klaten" (An experimental study). She concluded that the process of the implementation of Using Jumbled Sentence Games as a strategy could improve the students' writing ability. The students showed positive responses to use Jumbled Sentence Games as strategy to teach writing. Showing Games to the students could offer a good way to increase the students' motivation in writing. The research findings indicated that the jumbled sentence games could improve the students' writing ability. It was proved by average score of the writing test which increased from the pre test 64.17 to the post test 88.12. The result of analyzing the data is taccount (2.260) is bigger than ttable (1.709). Therefore, Alternative hypothesis (Ha) was accepted the use of jumbled sentences games to improve writing ability of the seventh grade students of MTs



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Muhammadiyah 6 Bayat. It means the researcher's hypothesis was accepted. The effectiveness of jumbled sentence games to improve the writing ability of the seventh grade students of MTs Muhammadiyah 6 Bayat was medium effect because it was higher than 3 while the threshold for a medium effect. That the research was not only significant but also represented a fairly substantial effect.

2. Research from Dwi Yulies Putriyanty

In 2013 Dwi Yulies Putriyanty conducted a research entitled "Teaching writing using jumbled sentences of the eighth grade students at SMP Negeri 1 Pabuaran. She has analyzed the result of the research finding about the uses of Jumbled Sentences which helped students to understand and improve their writing skills. The Population of the research was the Eighth Grade Students of SMP Negeri 1 Pabuaran, there were nine classes for 423 students. The writer took sample of this study in one class, consisting of 40 students. The method of the research was experimental method which was done to the object being observed in actual case and happened at the time of research. The data of the research were the result of t-test. The result of analyzing the data was account, (2.574) bigger than t-table (2.023). It means using jumbled sentences at the eighth grade students was significant effect.

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C. Operational Concept

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research. It is necessary to clarify briefly the variable use in analyzing the data. There are two variables used in this research. They are:

Variable X is Jumbled summary strategy

Variable Y is the students' ability in writing recount text

1. According to Jared Dees (2010 : 48) the indicators of the effect of using Jumbled Summary Strategy:
 - a. Teacher explains the lesson material to the students that will be studied.
 - b. The teacher presents a selection of randomly ordered vocabulary words or phrases in recount text to each students.
 - c. Teacher asks the students to assemble them in a logical order by using Jumbled Summary of the generic structure.
 - d. Teacher asks the students to make connections based on their understanding of the lesson.
 - e. The students' start to write down a recount text based on their jumbled summary.
 - f. Teacher allows the students to do their task independently.
 - g. Teacher concludes the materials.

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2. According to Hughey (1983) indicators of students' ability in writing recount text are :
 - a. The students' ability to express and develop their ideas in writing a recount text.
 - b. The students' ability to write a recount text by using a good organization.
 - c. The students' ability to write a recount text by using appropriate vocabulary.
 - d. The students' ability to write a recount text with good grammatical features.
 - e. The students' ability to write a recount text with correct punctuation and spelling.

D. Assumption and Hypothesis**1. The Assumption**

In this research, the researcher assumes that if the students use the jumbled summary, they can be easier to write the text.

2. The Hypothesis**a. The Null Hypothesis (H_0)**

There is no significant difference of using jumbled Summary strategy to improve students' ability in writing recount text.

b. The Alternative Hypothesis (H_a)

There is significant difference of using Jumbled Summary strategy to improve students' ability in writing recount text.