

THE INFLUENCE OF USING SCRAMBLED PICTURES TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS OF SMK BHAKTI UTAMA BANDAR LAMPUNG

Novita Uswatun Khasanah

English Language Education Study Program, Faculty of Teacher Training and Education, Bandar Lampung University
Corresponding author e-mail: novita.uswatun@yahoo.com

ABSTRACT - Most students get difficulties in writing narrative text because in getting the ideas of the story is not easy for them. Therefore, the teacher needs something to stimulate their understanding about narrative text. In this research, the researcher used scrambled pictures as a medium to improve the students' ability in writing narrative text. The objective of the study is to find out the influence of using scrambled pictures towards the students' ability in writing narrative text. Related to the research, the researcher used experimental research as the research method. The subjects of the research were the students of two classes (XI KR 1 and XI SM 1) of the eleventh grade students of SMK Bhakti Utama Bandar Lampung in academic year of 2014/2015. The number of the subjects were 40 students and in each class there were 20 students. The pre-test and post-test were given to those two classes in order to measure the students' improvement of the ability in writing narrative text. The result showed that the average score of pre-test to post-test of control group (the class who was taught without scrambled pictures) was 52.45 to 63.3. In the experimental group (the class who was taught by using scrambled pictures), the average score of pre-test and post-test was 58.7 to 74.25. From those results, it can be concluded that there was a significance improvement of students' score in experimental group which was higher than the score in the control class. From the t-test result, it can be seen that the t-value (4.08) was higher than the p-value (2.02 or 2.71). It indicates that using scrambled pictures can improve their ability in writing narrative text effectively.

Keywords : narrative text, scrambled pictures, writing

1. INTRODUCTION

Writing is one of four basic skills. It is very important in teaching and learning English. Writing is a means to develop imagination, which is a means to develop thinking dispositions. In writing process, the second learners pour the ideas or imagination into written form.

There are many kinds of text in writing. One of them is narrative text. A narrative is a time-ordered text that is used to narrate events and to create, entertain and emotionally move an audience. Usually narrative is organized based on the event in the past that happen in society life. The main structural components of a narrative are orientation, complication and resolution. Social function of narrative text is to entertain the reader or audience and this text culturally has its own generic structure levels of generic analysis. Students sometime feel difficult to find ideas in writing narrative. Therefore, the teacher should find something to stimulate them in writing process. Media have an important role in teaching the students about writing. there are many kinds of media that can be used for teaching the students.

Picture as media in teaching English is useful for a variety of communication activity such as playing games, describing something, and creating ideas and thinking. Therefore, in this research, the writer uses picture as media for teaching writing of narrative text. There are many kinds of picture that teacher can use to teach their students. Picture also can be modified into various uses such as scrambled.

Scrambled pictures help students get ideas because by looking at the picture students can guess story that happen first and what will happen next. The pictures itself help them to imagine based on what they see. From that case, the ideas will be appeared from their mind and it inspires them to create a story and written in a form of narrative. After students are showed scrambled pictures, the students arrange the scrambled pictures based on the chronological event and then they have to write a story based on what the pictures tell about. An activity of arranging scrambled pictures will motivate students to be more interested in learning narrative. After students arrange the scrambled pictures correctly, they will write a story in a narrative form easily because they have already get the ideas. By using scrambled pictures, it is expected that students learn about narrative text easily.

It is useful to use scrambled pictures because it helps students to get ideas and try to explore the ideas into good writing. Students also can write narrative paragraph based on the chronological event of pictures adjusted to the structure of narrative text components (orientation, complication and resolution).

From the explanation above, the writer wants to investigate the influence of scrambled pictures towards students ability in writing narrative text. This research is done to find out whether scrambled pictures will improve students' ability in writing narrative text. Therefore, this research is entitled as The Influence of Using Scrambled Pictures to Improve Students Ability in Writing Narrative Text.

2. METHOD

This research was designed as experimental research. The researcher used an experimental design because in an experiment, the researcher tests an idea or practice to determine whether it influences a dependent variable. An experimental design is used when you want to establish possible cause and effect between your independent and dependent variables (Creswell : 2012 : 295). Experimental research means an approach to find out the influence of a particular treatment towards other particular aspects. In this case, the researcher tested the scrambled pictures to teach narrative writing to the students. The researcher wanted to know whether the scrambled pictures influenced the students' writing skill of narrative text. The subject of the research were the eleventh grade students of SMK Bhakti Utama Bandar Lampung in the academic year 2014/2015.

To conduct the research, the researcher did some procedures. The procedures of this research were divided into some steps. They were determining population and sample, selecting material, giving pre-test, doing treatment, and giving post-test.

Cluster sampling technique was used to take the sample. Class XIKR1 was experimental group and class XISM1 was control group. The sample of class XI KR1 consisted of 20 students and class XISM1 consisted of 20 students. In selecting the materials, the researcher used narrative text that adopted from syllabus. It used their writing ability.

In the pre-test, the researcher gave two pre-test in order to find out the students' writing ability in writing narrative text. In the test, students were asked to make paragraph about narrative text. The writing test was about a story of legend in Indonesia and they should make a text consists of minimum three paragraph.

Furthermore, the treatments were conducted twice a week. Every meeting was taken about 90 minutes of teaching learning process. During treatment, the experimental class was taught by using scrambled pictures and the control class was taught in conventional way without scrambled pictures.

The last, two post-test were implemented after the treatment. In post-test, the students were asked to write about narrative based on the particular topics. After it was done, the researcher calculated the result of the test to find out the influence of scrambled pictures towards students' ability in writing narrative text then reporting the result of the research.

The instrument of writing test was used to get the data of the research. The writing test was chosen because it explored students' ideas through writing. The test was related to the particular topics of narrative text that were a story of legend, fable, tale, etc.

In collecting the data, the researcher used tests. The tests were the pre-test and post-test. They were used to find out the influence of scrambled pictures towards students' writing ability of narrative. The data collected included pre-test and post-test from experimental group and control group. The pre-test was given to the experimental group and control group before the

treatment. The function of pre-test was to find out the students' writing ability of narrative text before giving treatment. The material of the test was a written test. The students were asked to write narrative text based on the topics that the researcher gave to them.

The treatment was given after the pre-test. In experimental group, the treatment was given by using scrambled pictures. However in control class, the treatment was given by using conventional way. After giving treatment, the post-test was administered to experimental group and control group. The post-test was used to find out the influence of scrambled pictures towards students ability in writing narrative text.

Data analysis was taken from pre-test and post-test, the researcher should score the data before analyze them. The result of the tests of experimental group and control group was analysed using t-test in order to find out the difference of mean between the two groups. The formula of t-test was described as follows:

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

3. RESULT AND DISCUSSION

In this part, there are three discussions that are talked. They are the research procedures of the experimental and the control group, the statistical calculation of the experimental and the control group, and the calculation of *t-Test* for two group designs of the experimental and the control group. To get the students' score of pre-test and post-test, I use the scoring system of writing ability by (Tribble : 1993). There are five considerations that are used to give score to the students such as language (L), content (C), organization (O), vocabulary (V), and mechanics (M).

Based on the result, there is an improvement result in control class but the improvement is lower than the improvement result in experimental class which is more significant. Therefore, it indicates that there is positive influence of using of scrambled pictures at eleventh grade in SMK Bhakti Utama Bandar Lampung. It means that the use of scrambled pictures media helps the students to sequence the story. Besides, the scrambled picture helps them to explore the ideas of the story and it also helps the students to learn about narrative easily because they are motivated to learn it.

4. CONCLUSION AND SUGGESTIONS

4.1 CONCLUSION

The conclusion is taken based on five considerations. They are the average score of the pre-test of the experimental group, the average of post-test the experimental group, the average score of pre-test of the control group, the average score of post-test of the control group, the results obtained from the calculation by using *t-Test* and hypothesis result of the research.

After finding the result of the two pre-tests and two post-tests, the result is applied in the equation of *t-Test* for two group design. The statistical *p-value* was $p 5\% = 2.02$, $p 1\% = 2.71$ with degree of freedom (*df*) = 38 and *t-value* = 4.08. The result is that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is influence of using scrambled pictures media on the students' narrative text writing ability of eleventh grade students of SMK Bhakti Utama Bandar Lampung. Therefore, the students who are taught by using scrambled pictures get better scores than those who were taught without scrambled pictures media. Scrambled picture is a good medium to be used in teaching writing narrative text. It can also help the students to write narrative text and explore the ideas about narrative text.

4.2 SUGGESTIONS

From the conclusion above, there are some suggestions that can be given for the teachers and students. The teachers are suggested to use scrambled pictures in teaching writing especially narrative text. The teacher should apply scrambled pictures to make the students interested in their learning in the classroom. Therefore, the teacher has to encourage the students to be more active in teaching and learning process.

The use of scrambled pictures media becoming especially important because students can work and discuss with their friends in the class. The students can easily get the ideas about what they are going to write from the pictures that given by the teacher. They can

also share their ideas because they have found some information from the scrambled pictures itself. From scrambled pictures, the students can understand the generic structure of narrative text easily because they know where is the part of generic structure from sequence of pictures.

The teacher can use this kind of media for engaging students involvement such as in arranging the scrambled pictures into good chronological events and discussions. In addition, students are motivated to learn writing especially narrative text.

REFERENCES

- [1] Bertram, C., Ranby, P., Adendorff, M., Reed, Y., and Roberts, N. 2010. *Using Media in Teaching*. Oxford : SAIDE
- [2] Harmer, J. 2001. *The practice of English language teaching* (3rd ed.). London: Longman
- [3] Harmer, J. 2004. *How to teach writing*. London : Longman.
- [4] Hutchinson, Emilly. 2005. *Narrative Writing*. USA : Saddleback Educational Publishing
- [5] Porter Abbott, H. 2002. *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.
- [6] Tribble, C. 1996. *Writing*. Oxford : Oxford University Press
- [7] Wright, Andrew. 1984. *1000 Pictures for Teacher to Copy*. Cambridge : Cambridge University Press.