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• Faculty of Economics and Business
• Faculty of Law
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PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015 organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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Table Of Content

Preface.................................................................................................................................................. ii
International Advisory Board .................................................................................................................. iii
Steering Committee ............................................................................................................................... iv
Organizing Committee ........................................................................................................................... vi
Table of Content ..................................................................................................................................... viii

Keynote Speaker :


2. Contrasting Islamic Leadership Styles (An Empirical Study Of Muslim Majority And Minority Countries) - Khaliq Ahmad ............................................................ I-10

Paper Presenter :

ECONOMICS :

1. An Analysis of The Influence of Aggregate Expenditure Regional Gross Domestic Product Growth In The Lampung Province – H.M.A. Subing ..................II-1

2. Effect on The Quality of Passenger Satisfaction (Study in Radin Inten II Airport South Lampung) – Ardansyah and Stefanny Ellena Rushlan .....................II-7

3. Factors That Affect Longevity Of Business Relationships – Margaretha Pink Berlia and Innocentius Bernarto ..................................................II-12

4. Millennials Green Culture: The Opportunity And Challenge (A Case Study Of Higher Education Student) - Ika Suhartanti Darmo ..........II-21

5. Preferences Prospective Students In Choosing The Study Program (University X In Bandar Lampung) - Indriati Agustina Gultom and Wahyu Pamungkas .........................................................II-29

6. The Effect Of Growth, Profitability And Liquidity To Bond Rating Of The Banking Firms Listed On The Indonesian Stock Exchange (Period 2009-2013) - Syamsu Rizal and Winda Sutanti ..........................II-34

7. The Influences Of Investment On Regional Gross Domestic Product (RGDP) In Lampung - Habiburrahman ....................................................II-42

8. The Influences Of Bank Product Socialization And Electronic Payment System Quality On Intention To Use E-Money In Indonesia - Cynthia Jonathan, Rina Erlanda and Zainal Arifin Hidayat ........................................II-46

9. The Influence Of Inflation, GDP Growth, Size, Leverage, And Profitability Towards Stock Price On Property And Real Estate Companies Listed In
Indonesia Stock Exchange Period 2005-2013 - Herry Gunawan Soedarsa and Prita Rizky Arika ..........................................................II-50

10. The Influence Of Investment Opportunity Set (IOS) And Profitability Towards Stock Return On Property And Real Estate Firms In Indonesia Stock Exchange - Grace Ruth Benedicta, Herлина Lusmeida ................................II-57

11. The Influence Of Prosperity And Financial Performance With Respect To Equalization Funds Of The Government District/City In All Southern Sumatra Regions - Rosmiati Tarmizi, Khairudin and Felisya Fransiska ............II-66


27. The Economical Analysis Of Mechanization In Land Preparation For Plantation - M.C. Tri Atmodjo ..........................................................II-81

28. The Performance of Undiversified Portfolio In Indonesia Stock Exchange - Budi Frensidy ..........................................................II-84

29. An Analysis Of Fast Improvement Program of Human Resources for Employee Satisfaction of PT. PLN (Persero), Bandar Lampung Power Sector - Sapmaya Wulan and Kiki Keshia ..................................II-89

30. Engineering Model of Economic Institution Insugarcane Agribusiness Partnership (Case Study on Sugar Cane Agribusiness Partnership between Farmers Cooperative and Sugar Factory in Way Kanan Regency of Lampung Province-Indonesia) – Syahril Daud and Adrina Yustitia ..................II-97

**LAW:**

1. Analysis Of Convict’s Rights In Judicial Review Of Narcotics Criminal Case - Yulianto ........................................................................III-1

2. Comparison Of Authority Of The Conditional Court In India And Thailand In Judicial Review – Indah Satria .........................................III-4

3. Criminal Law Policy As An Effort Of Overcoming Crime Towards Protected Animals - Benny Karya Limantara and Bambang Hartono .................III-9


5. Denial Of Labor Rights By Liberal Legal Regime In The Outsourcing System - Cornelius C.G, Desi Rohayati and Ricco Andreas .....................III-20

6. Design Of The Special / Special For Inclusion In The System Of The Republic Of Indonesia By Constitution Of The Republic Of Indonesia 1945 - Baharudin ...............................................................................III-22

7. Dilemma of State Sovereignty Protecting the Homeland Indonesia (Studies Agrarian Constitution) - FX. Sumarja ..................................................III-27

8. From State Sovereignty To People Sovereignty: The Development of State Control Doctrine in Indonesia Constitutional Court Decision - Utia Meylina ..................................................................................III-32


11. The Death Penalty: Pancasila, With Efforts To Eradicated Drugs - Anggun Ariena R. and Ade Oktariatras Ky ................................................................. III-48

12. The Existence of Government Regulation in Liew of Law or Peraturan Pemerintah Pengganti Undang-Undang (Perppu) in Legal Systems of the Republic of Indonesia - Rifandy Ritonga ................................................................. III-53

13. The Fulfilment Of The Right To Health Services Through Control Of Ombudsman Functions In The Region - Agus Triono ................................................................. III-57

14. The Tort Of Multimodal Transportatio Agreement - Dio Adewastia Fajarana ................................................................. III-64

15. Uprising Of Village Democracy: Challenge And Opportunities For Village - James Reinaldo Rumpia ................................................................. III-70


17. The Role Of Adat Community As The Part Of Normative Systems In Paser - Melisa Safitri ................................................................. III-83

SOCIAL SCIENCE :

1. An Using E-CRM To Improve Market Value Companies (Research Study at EF Bandar Lampung) - Ruri Koesliandana, Arnes Y. Vandika, and Dina Ika Wahyuningsih ............................................................................. IV-1

2. Analysis Of The Quality Of Public Health Field – Siti Masitoh ........................................ IV-4

3. Charges Of Indonesia Labor / Workers Against Proper Living Needs That Can Meet The Minimum Wage – Agustuti Handayani ........................................ IV-13

4. Community Response On Changes Regional Head Election System (Study On Environmental Public Housing Way Kandis Bandar Lampung) - Wawan Hernawan and Mutia Ravenska......................................................... IV-16

5. Compensation Policy Implementation Of Fuel Oil, In The District Konawe, Southeast Sulawesi Province (Study on Implementation of Direct Cash Assistance) – Malik and Noning Verawati ......................................................... IV-21

6. Crowd Funding, Social Entrepreneurship and Sustainable Development - Hery Wibowo ............................................................................. IV-29

7. Euphoria and Social Media Related to Organizational Effectiveness, Based on Gangnam Style Case - Astadi Pangarso and Cut Irna Setiawati ........................................................................ IV-32
8. Financial Management In Public And Private Junior High Schools - Suwandi and Soewito ................................................................. IV-40
9. Gender Mainstreaming In Glasses of Public Administration at Banten Province - Ipah Ema Jumiati ................................................................. IV-47
10. Impact From Social Media To Social Life - Eka Imama N, Ade Kurniawan, Yoga Dwi Goesty D.S, and Arnes Y. Vandika .......... IV-56
11. Implementation of Public Private Partnership in The Management Market RAU (Rau Trade Center) In Serang City - Rahmawati ................................................................. IV-59
12. The Values Of Democracy In The Implementation Local Political Agenda In Kendari - Jamal Bake ................................................................. IV-67
13. Evaluation Of Health Services Regional Public Hospital Besemah in Pagar Alam City of South Sumatra - Yuslainiwiati, Budiman Rusli, Josy Adiwisastra, and Sinta Ningrum .......... IV-77
14. The Impact Of It Social Network Path In The Students Of Community - Arnes Yuli Vandika ................................................................. IV-82
15. The Development of Women’s Participation in Political Life – Azima Dimyati ................................................................. IV-86

**EDUCATION :**

3. Developing Students’ Writing Skill by Diary Writing Habit - Fatima A. Putri, Bery Salatar, and Susanto ................................................................. V-8
4. Discourse Analysis Of Gettysburg Address -Yanuarius Yanu Darmawan .......... V-11
5. Error Analysis of SMA Pangudi Luhur Bandar Lampung Students’ Translation in Using Meaning-Based Translation. – Kefas Ajie Bhek........ V-18
6. Improving Students Affective Domain Through Asian Parliamentary Debate Technique – Purwanto ................................................................. V-24
7. Online Authentic Materials For Learning English - AgniaMuti, Ezra Setiawan, and Ida Oktaviani ................................................................. V-36
8. Politeness Strategies As Persuasive Tool In Magazine Advertisements Circulated In Lombok Tourism Spots – Lalu Abdul Khalik and Diah Supatmiwat ................................................................. V-39
9. Simple Past Tense Of The First Grade Students Of SMP Negeri 1 Seputih Banyak In Academic Year Of 2014/2015 - Qory Fahrunicisa Firdaus .......... V-47
10. Supporting Learners’ Autonomy Through Distance Language Learning - Dameria Magdalena S ................................................................. V-51
11. Teaching Poetry in ELT Classrooms: Some Challenges and Solutions - Bastian Sugandi and Husnaini ................................................................. V-54

12. Teaching Vocabulary By Using Hypnoteaching To Second Semester Students Of Bandar Lampung University - Fransiska Anggun Arumsari .......... V-58

13. The Application Of Brainstorming To Improve Student’s Writing Skill - Ita Brasilia Nurhasanah, Ria Martin, and Rizky Amalia .................................. V-65


15. The Application of Quiz Team Technique to Improve Students’ Understanding on Simple Present Tense at Grade Seven at SMPN 26 Bandar Lampung – Rosdawati ............................................................ V-71


17. The Effect Of The Application Of The News Presentation Towards Students’ Speaking Ability Of Grade Eleven At SMK Negeri 1 Seputih Agung - Risdiana Yusuf ..................................................................................... V-78

18. The Effect Of The Teacher’s Feedback Approach Towards Students’ Descriptive Writing Skill At Grade Tenth Of SMK Bhakti Utama Bandar Lampung - Nila Kurnijanti ..................................................................................... V-83

19. The Improvement Of Students’ Vocabulary Achievement By Using Direct Method Of SMP Wiyatama Bandar Lampung - Futri Nurhayani .............................................................. V-85

20. The Influence Of Lampungnese Ethnicity Accent On Dialect A To Lampungnese Students’ Pronunciation Ability At English Education Study Program - Anggi Okta Dinata .............................................................................. V-88

21. 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 ............................................................ V-91

22. The Use Of Letterland Method in Teaching Reading at Early Year Level to Pre-School Students in an Informal Education in Bandar Lampung - Alfiana Rochmah ............................................................................................... V-94

23. The Influence Of Using Short Video Towards the Students’ Speaking Skill at Grade VII of SMPN 22 Bandar Lampung - Dita Oktapiana ......................................... V-101
THE INFLUENCE OF USING SCRAMBLED PICTURES TO IMPROVE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT OF ELEVENTH GRADE STUDENTS OF SMK BHAKTI UTAMA BANDAR LAMPUNG

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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 pictures 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 imagination 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 XI KR1 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:

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

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 \( H_0 \) 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.

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