

**USING SCRAMBLE IN LEARNING TO WRITE NARRATIVE TEXT AT
THE NINTH GRADE STUDENTS OF SMPN 3 BONTONOMPO
(A PRE-EXPERIMENTAL RESEARCH)**



A THESIS

*Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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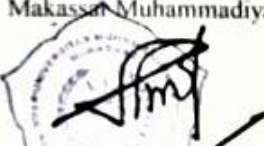
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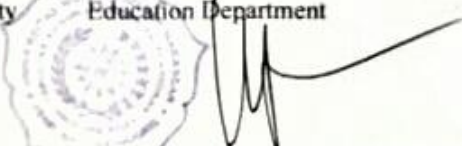

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MOTTO

☺ *To be successful, you have to decide exactly what you want, write it and then creat it.*

☺ *Don't give up over things you deem correct reply although it looks impossible, As long as there is a will, God's provided way*

☺ *Time keeps running, learn from the past, prepare for the future, give the best reply to this day*

This thesis dedicated to my belove parents, my brother and sisters, and my family who always give me motivations, praying and love.

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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Robbil 'Alamin, the researcher is grateful for all the bounties that Allah SWT. has showered on one which enabled me to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The researcher realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thanks to all of them particularly:

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2. Erwin Akib, M.Pd., Ph. D as the dekan of faculty of Teacher Training and Education Muhammadiyah University of Makassar, and her first advisor who has given researcher charm ideas, advice, suggestion, correction in process of completion of this thesis.
3. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English Education Department
4. Herlina Daddi, S.Pd., M.Pd as her second advisor who has given researcher advise, dedication, and suggestion in completion of this thesis.

5. Researcher's heartfelt thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah university of Makassar for their guidance during the years of the researcher's study.
6. The researcher's deep appreciation for the Headmaster, English teacher of SMP Negeri 3 Bontonompo and all the students of SMP Negeri 3 Bontonompo, especially for the IX.1 class in academic year 2018/2019 who have spared their time and activities for being subject of this research.
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Finally, by reciting *Alhamdulillah Rabbil Alamin*, the researcher can finish her thesis successfully, suggestion, corrections and advice very necessary to the researcher for reader in future. May Allah SWT blesses our prays and efforts. Aamiin...

Makassar, Januari 2019

Nur Hikmah

ABSTRACT

Nur Hikmah. 2019. *Using Scramble in Learning to Write Narrative Text at The Ninth Grade Students of SMPN 3 Bontonompo*). A thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib and Herlina Daddi.

This research aimed at finding out whether or not Scramble media effective in improve the students' writing. Pre-experimental method was applied in this research with one class pre-test and post-test. The researcher applied the purposive sampling technique for took the sample.

The instrument of this research was narrative test. The population of this research was the ninth grade of SMPN 3 Bontonompo, academic year 2018/2019. The sample was class IX.1 which consisted of 30 students. The research variable were scramble as independent variable and the students' writing achievement as a dependent variable.

The findings indicated that the Scramble was effective in improving the students' writing achievement. It was proved by the mean score of pre-test was 66,76% categorized as fairly score than improved to be 71,26% categorized as good score in post test. And also there was effective because the result of t-test was 6,44 and t-table was 2.045. It means that scramble was effective in improving the students' writing.

Keywords: Writing achievement, Scramble, Narrative Text.

Abstrak

Nur Hikmah. 2019. penggunaan Scramble dalam Belajar Menulis Teks Naratif Siswa Kelas Sembilan SMPN 3 Bontonompo Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Herlina Daddi

Penelitian ini bertujuan untuk mengetahui apakah media scramble efektif dalam meningkatkan kemampuan menulis siswa. Metode pre-eksperimen diterapkan dalam penelitian ini dengan satu kelas pre-test dan post-test. Peneliti menerapkan teknik purposive sampling untuk mengambil sampel.

Instrumen penelitian ini adalah tes naratif. Populasi penelitian ini adalah siswa kelas X SMPN 3 Bontonompo, tahun akademik 2018/2019. Dengan sampel kelas IX.1 yang terdiri dari 30 siswa. Variabel penelitian adalah scramble sebagai variabel bebas dan prestasi menulis siswa sebagai variabel terikat.

Hasil penelitian menunjukkan bahwa scramble efektif dalam meningkatkan prestasi menulis siswa. dibuktikan dengan skor rata-rata pre-test yaitu 66,76% kategori sebagai skor cukup dan meningkat menjadi 71,26% kategori sebagai skor baik di post test. Selain itu dikatakan efektif karena hasil t-test adalah 6,44 dan t-tabel adalah 2,045. Ini berarti bahwa scramble efektif dalam peningkatan menulis siswa.

Kata kunci: Prestasi menulis, Scramble, Teks Narasi

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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Robbil 'Alamin, the researcher is grateful for all the bounties that Allah SWT. has showered on one which enabled me to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

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Makassar, Januari 2019

Nur Hikmah

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CHAPTER I

INTRODUCTION

A. Background

English as a one of foreign language that has four skills, namely listening, reading, speaking, and writing which is taught in elementary school, junior high school, and senior high school. The language skill to be achieved is divided in to two parts of language function, namely, oral and written English as a means of communication. In this case listening and speaking are oral language, reading and writing are written language. However for the students writing is the most difficult language skill.

Writing is a skill which express idea, feel and thought which are arranged in words, sentences and paragraph. Writing skills deal with the ability to arrange the graphic such as letters, words and sentences of certain language being used in written communication in other that the reader can understand the message or information. Writing is basically the process of expressing ideas and thought of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. It is very important in teaching and learning English. According to Chastain (2000:363) the ability to write is recognized in society and in the school as an important objective of language study. Writing as one of four major skills that we need to give a special attention and taught to the students in learning English.

A good writing is very important to convey a message. Specific words are needed and combined to create sentence to convey idea, so that the reader can understand what has written about. Ramires in Suwandi (2003: 2) note that acquiring writing is important for some reason. First, writing reinforces the grammatical structures, idiom and vocabulary, secondly when the student write they have chance to do adventures with the language. The last reason is that when the students write they become involved with the language with themselves and with their readers.

Writing is the most difficult languages aspects. It is also considered as the most complicated language skill to be learned, compared to other language skills. Language skill has difficulties for student but writing has become the most complicated skill to be learned because writing is production skill and need a feedback. This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively is need time, effort, and concentration.

There are many media that can be used to teach writing, one of which is scramble. This teaching media is hoped to make the students interested to improve their ideas every time. This media was aimed to make the students become more active because between students and teachers could be able to create the more emotional relationship. Basically, this media means of communication to help transferring the message and give the power to the material presentation so it was understood easier and staying longer in the memory retention.

Scramble is not the first media that used in the process teaching learning. There are several researchers have use scramble media in students writing such as in the research conducted by Mundhisari (2017) he focus on the effectiveness of scramble sentences as a technique in writing, by Indrayana (2014) he focus on the process of using scramble sentence in recount paragraph. And Kamadeni (2014) she focus on motivation of the students in learning writing recount paragraph. Unfortunately, there is no researchers before that focus on the result of using scramble as a media in teaching writing

Based on the researcher's experience, the researcher found some problems. First, there are some of the teachers in the school uses uninteresting media and only explains and writes in the whiteboard so the students are bored. Second, the students do not know how to start the writing because less ideas and motivation from the teacher.

Based on the problem arising in the classroom, the researcher believes that selecting a good media to teach English was very important, especially to improve students' writing ability..

All of above explanation create inspiration to the researcher to make pre-experimental research, because the researcher wants to know how far scramble media can improve students' writing at SMPN 3 Bontonompo so the researcher makes pre-experimental research with the title: *"Using Scramble In Learning to Writenarrative Paragraph at the Ninth Grade Students of SMPN 3 Bontonompo"*.

B. Problem Statement

Based on background, problem statement of this research does the use of scramble improve the students' ability to write narrative text at the ninth grade students of SMPN 3 Bontonompo?"

C. Objective of the Research

Related to the research problems above, the research objective is to find out whether or not the use of scramble media is improve the students' writing at The ninth Grade of SMPN 3 Bontonompo.

D. Significance of the Research

The outcomes of this research are expected to give contribution to the teaching and learning English as a foreign language and give some information about learning and teaching English writing. Theoretically, this research will contribute the development of knowledge in teaching and learning English and also will enrich the media of teaching and learning English. Practically, For teacher, the using scramble is expected to be proper way in teaching English writing, especially for Junior High School students. For students it is hoped that the students can improve their writing ability through scramble media and develop their thinking ability effectively. And for the researcher, the outcome of this research will answer the question problem as the basic of conducting this study.

E. Scope of the Research

The object of this research focus on class ninth grade students of SMPN 3 Bontonompo because the students less in their english exactly in writing. In

the study, the problems were limited at the implementation of scrambled to teach writing ability in narrative text and whether the scramble can improve students' writing ability in narrative paragraph in term of content, organization and vocabulary at the ninth grade students' of SMPN 3 Bontonompo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Research Finding

There are three previous studies that use the same media, there Mundhisari (2017) have conducted on teaching writing by using scramble sentence, Indrayana (2014) have conducted on teaching writing paragraph by using scramble sentences, Kamadeni (2014) have conducted on writing by using scramble sentence.

The first study was conducted by Mundhisari (2017) entitled “The Effect of Teaching Narrative Text Using Scramble Sentences Toward Students Writing Ability to The Eight Grade Studentsof SMPN 2 Papar Kediri Academic Year 016/2017”. The research employed quantitative research with experimental design. After using scramble sentence the researcher found that the students’ writing skill increased after being taught using scrambled sentences media.

The second study was conducted by Indrayana (2014) entitled “Teaching Guided Paragraph Writing Through Scrambled Sentencesof The Eight Grade Students of SMPN 4 Tegallalangin Academic Year 2013/2014”. The research employed classroom action research. The result of her research found that there were positive responses, concerning the method applied in improving the subjects’ paragraph writing.

The third study was conducted by Kamadeni (2014) entitled “The Application of Scrambled Sentences in Improving Writing Skill of The

Eight Grade Students of SMPN 3 Amlapura in Academic Year 2013/2014.

The research employed classroom action study. The result comparative percentages figure clearly showed the subjects' attitude and motivation in learning and exercising recount paragraph writing through scrambled sentences changed positively.

Based on the research above, there are some differences and similarities with the researchers. The researchers above discuss about scramble, according to the result of their researchers that media are useful things for teachers and students, the previous researchers share similarities with the current researcher that they involve media as a method increasing students' ideas in teaching English as a media which help the students increase students' writing. However this research very improve students writing skill in narrative.

According to the previous related research findings above, the researcher can conclude that students need an interesting media and become more active. Therefore, the researcher want to try improve students' writing by using scramble media. This media is one of a good media that students will attract students' interest and stimulate them to enjoy learning writing and improve the writing ability of the students.

B. Some Pertinent Ideas

1. Some concept of writing

a. Definition of writing

The researcher discusses about some theories related to the study. The theories are the definition of writing According to Meyers (2005: 2) states that writing is a way to produce language someone do naturally when someone speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Richards and Schmidt (2002:54-55) stated that writing is expressing idea, concept, feeling, opinion and experience in certain place, time and situation in written form. Writing can be defined as an activity of forwarding of message (communication) by using written language as media.

Kane said that (2000:7) Writing is an activity that's so complicated, when someone has a basic idea or topic is not fierce, someone has designed words to be able to build or compose a sentence through several processes which can also be interpreted as utterance or expressions of feelings that are expressed in good paragraph.

Based one those definition above, although there are different sound from each order, the important point of them that writing is one of aspect in language which important in learning English because with writing the people can explore ideas that can't to express, writing as medium of

communications and as medium of develop self. Then, writing can improving concentration to complete one problem then the next problem.

b. Teaching Writing

Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. From the previous quotation, we can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future. Teachers are expected to realize their importance roles toward students' development in learning, particularly in writing. In relation to teacher's roles in the process of writing, Harmer (2004:41) also purposed some tasks that the teachers must perform before during, and after the process of writing. They are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

To support his previous ideas on the tasks that must be performed by teachers, Harmer (2007:261-262) also mentions some additional information about teacher's roles in the teaching and learning process of writing. They will be explained as follows:

1. Motivator

When the students work on the writing tasks, the teacher must motivate them by creating the nice learning atmosphere, persuading them of

usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

2. Resource

When the students are doing more extended writing tasks, the teacher must be ready to supply information and language needed by the students. Besides, the teacher must also ensure the students that he/she will be there to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus.

3. Feedback

Provider being a feedback provider, a teacher should respond positively to the content of what the students have written. The feedback given to the students must be based on what they students need at their level of studies.

c. Paragraph

Paragraph is group of sentences which relate to each other logically. This means that the sentences follow one another smoothly, so that makes one group of sentences that expresses one idea. Good paragraph has five elements: topic sentence, supporting sentence, a concluding sentence, unity and coherence. To increase the students' writing ability in paragraph, the teachers should give the students exercise about writing especially writing paragraph, writing a paragraph is very important because first, writing paragraph can help the students

organize and control their ideas. In addition, it can motivate the variation of how to express the ideas. By practicing a paragraph, the students are able to improve their skill in writing well.

d. Narrative text

According to Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them..

According to Pardiyono (2007: 67) narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience indifferent ways. He adds that the narrative text has generic structures asfollows;

- 1) Orientation: sets the scene and introduce the participants
- 2) Complication: a crisis arises
- 3) Resolution: the crisis is resolved, for better or worse Also, the narrative text has grammatical features that have function to improve student's knowledge, they are;
 - 1) Past tense: narrative text used past tense to tell about past activities or events in past tense.
 - 2) Sequence markers: first, then, after that, next, finally

3) Adverb can express the information about time, place, reasons, and purpose, example: once upon a time, one day, long time ago, as soon as, day and night.

From the definition above, Narrative text is an imaginative story to entertain people. Narrative text is a spoken or written account of connected events, a story. Narrative text is narrated part of a literary work, as distinct from dialogue. Narrative text is the practice or art of narration. The writer can conclude the narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problem. An important part of narrative text is a narrative mode, the set of methods used to communicate the narrative through a process narration.

e. Scramble

Scramble sentences are part of communicative language teaching activity and it is usually used by the teacher in classroom. Teacher can ask the students to unscramble the lines of mixed-up dialogue or ask the students to put the pictures of a picture strip story in order and write lines to accompany the pictures. Thus, the teacher gives some sentences with scrambled order to the students and they unscramble the sentences into a good order and then they make a good paragraph based on sentences (Larsen – Freeman, 2000:133).

In other research, Chicaiza (2009:97) describes that scramble sentences are exercise where belonging to each sentence are mixed in a

random order in its own file and the students are required to order such pieces and write a correct sentence out of them.

Scramble sentences is one of the good techniques in teaching writing. Scramble sentences is defined as a technique of teaching guided paragraph writing in which the sentences composing a single paragraph are scramble in such a way and then the students under study are asked to rearrange them. The rule of the scramble sentences is to guide the students in writing paragraph, by giving them the sentences which are scramble and asked them to rearrange into a good paragraph. Scramble Sentences is essentially a social process through which writers looked for areas of shared understanding. To reach such an understanding, participants function according to several social and interactional rules as follows: First, the students discuss the goals which they are going to write. They place the goals in rank order from high to low, and then they share a higher order goal. Meanwhile, specification of the goal is negotiated during the process. Secondly, the students must have different knowledge and there must be a gap in information between them because of this information gap, the students have to negotiate content, style, and even the goal of writing. Thirdly, the students interact with each other. They exchange thought, feeling, ideas between them, and result in reciprocal effect on each other.

f. Why narrative?

Narrative text tell a story with a beginning, middle and end by using elements of setting, characterisation, plot and theme. By using narrative text

in the classroom the researcher can design lessons for students to apply higher-level thinking skill. Students can read age-appropriate literature and learn to infer meaning that is not explicitly stated and predict outcomes based on information. Students become skilled at analysing literature in terms of the elements of narrative text. Scramble sentence have some benefit. students who have difficulty in development ideas can be reduced. It also adds creativity of students in developing an sentences into a well-constructed story. Beside that the use of scramble sentence might be more motivated the students to learn (Aen, 2010). There some writing text for Junior high school, but one of its, narrative texts are the most interesting one because it tells us about the story and experience that can make the students enjoy the class and fell the story. From the narrative text students also can devote something ever student's experienced, and with narrative text students can learn about moral such as when students learn about the characteristics of each character in the story, students can learn the good character

C. Conceptual Framework

Writing is one of the basic skill that should be mastered by the students. Writing is usually considered as a complex activity because there are many elements included in it, such as grammar, structure, vocabularys and the type of texts that should also be understood by the students.

The are three variables of conceptual framework underlying are including input, process, and output. First, the input refers to the media that

used in experimental class which consists of writing materials. Second, the process refers to the application of Scramble in writing narrative paragraph which the students develop the sentences into narrative paragraph. And the last, the output refers increase students' writing ability in narrative paragraph.

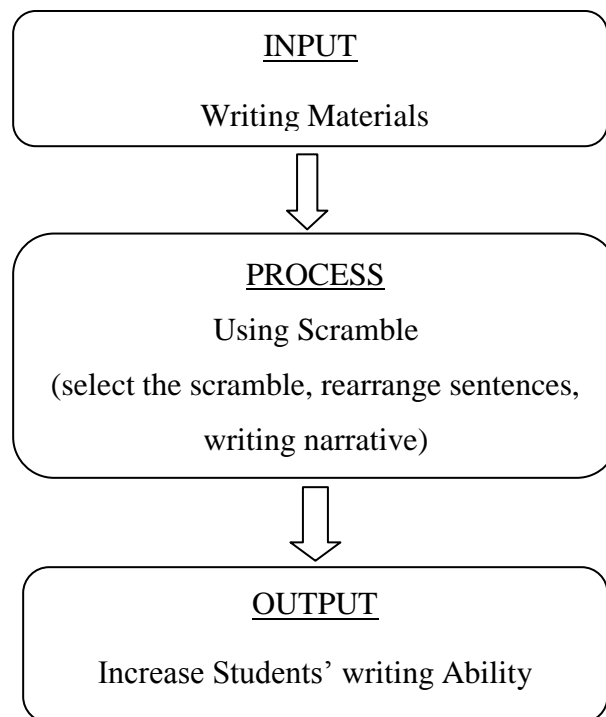


Figure 2.1 conceptual framework

D. Research Hypothesis

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. In this research, the hypothesis can be stated as follows:

1. Null hypothesis (H_0): “ there is no significant difference between the students writing in narrative text before and after treatment by using scramble”

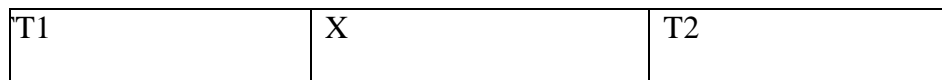
2. Alternative hypothesis (H_1): “ there is a significant difference students writing in narrative text before and after treatment by using scramble.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research was a process of steps for collected an analyzed information to increase our understanding of a topic or issue. In the design of this study the researcher use pre-experimental with pre-test and post-test design, it consisted of a single class. The one group pre-test and post-test was represented in the following diagram:



Notion:

- a. T1 = Pre-test
- b. X = Treatment
- c. T2 = Post-test

(Sanjaya, 2013: 103)

B. Research Variables

A variable is everything that will become that object of research or the influencing factors that will study.

a. Independent variable

Independent variable in this research was the use of scramble

b. Dependent variable

Dependent Variable in this research was students' writing paragraph narrative text.

c. Indicators

The indicators of this research were the students increase on content in their writing. The content of writing here was paragraph narrative.

C. Population and Sample

1. Population

The population of this study was the students of ninth grade SMPN 3 Bontonompo, register 2018/2019 academic years that consist of four classes; IX.1, IX.2, IX.3, IX.4 which consists of 120 students,

2. Sample

In this research, method of taking sample was purposive sampling technique. Purposive sampling means taking sample by intentionality. The researcher took one class of the ninth grade namely IX.1 which consisted of 30 students. The researcher chose the sample by looking the characteristics of the class which the students still needed to improve their writing.

D. Research Instrument

The instrument of the research which was test has a purpose to figure out some students' writing. The test gave through pre-test and post-test. The test was the narrative text which consists of 5 numbers for pre-test and post-test.

E. Procedure for Collecting Data

In collecting data, the researcher followed the procedure as followed:

1. Pre-test

Before giving treatment, the researcher gave a pre-test for each students in the experimental class. The pre-test intended to know the students' writing before giving a treatment. In this case, the students gave writing task in form random sentences. This test spend 80 (2 x 40) minutes. The test was the writing test which five numbers for random sentences in scramble. Every correct choice get 20 points for random sentences in scramble , while false do not have any point.

2. Treatment

After the pre-test, the researcher taught the students for 4 meetings. Teaching and learning about the objective of the material in narrative text and teacher gave the information about the procedure of using scramble.

3. Post-test

Post-test gave to the class after the last treatment. The procedure of post-test was the different with the pre-test but have the same level. The researcher gave the post-test to the students. The test was different to the pre-test. Post-test functioned to know the student's knowledge and ability in writing after teaching narrative text using scramble. The test was the narrativetest which fivenumbers for random sentences Every correct choice get 20 points while false do not have any point.

F. Technique of Analysis Data

The step to collect data was undertaken by quantitative analysis as followed:

1. To assess the students' writing ability, a scoring rubric was needed. In this research, the researcher used the scoring rubric. The scoring rubric of writing can be seen in the table below

Table 3.1: Scoring Scheme of Writing in Three Components

Aspect of writing	Level	Score	Criteria
Content	Excellent to Very Good	36-40	Relevant to assign topic and give detail information Match to the purpose of a narrative text
	Good to Average	31-35	Mostly relevant to topic but lack detail of information Match the purpose of a narrative text but lack of details
	Fair to Poor	26-30	Inadequate of topic Almost match to the purpose and narrative text
	Very Poor	20-25	Do not relate to the topic or not enough to evaluate Do not match to the purpose of narrative text
Organization	Excellent to very Good	26-30	Well-organized of a narrative text: title, orientation, complication, and resolution
	Good to Average	21-25	Loosely organized of a narrative text but main idea stand out
	Fair to Poor	16-20	Ideas confused or disconnected
	Very Poor	10-15	No organization or not enough to evaluate.
Vocabulary	Excellent to Very Good	26-30	Use affective word or idiom choice of usage Word form mastery.
	Good to Average	21-25	Occasional errors of word form, choice, usage but meaning not obscured
	Fair to Poor	16-20	Frequent error of word form, choice, usage Meaning obscured or confused
	Very Poor	10-15	Little knowledge of English vocabulary, word form or not enough to evaluate.

Source : Scoring Scheme of Writing in three Components in adapted from Neny Rohmawati 2014.

2. To classifying the students' writing score using the following scale:

Figure 3.1 Students' achievement classification

Students' Achievement	
Test Score	Class Performance
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
<50	Very Poor

(Harris, 1969)

3. Computing the frequency and the rule percentage of the students' score.

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012)

4. Calculating the collection data from the students in answering the test, the researcher use formula to get the mean score of the students as follows:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean score

$\sum X$ = The sum of all score

N = The total number of samples

(Gay, 2012)

5. To find the students improvement the formula as follows:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

$\%$: = The students' improving

X_1 = The mean score of the pre-test

X_2 = The mean score of the post-test

(Gay, 2012)

6. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

D = Mean score

$\sum D$ = The sum of all the scores

N = The total number of students

T = Test of significance

(Gay, 2012)

7. The criteria for the hypothesis testing was as follows:

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above means the t-test value was smaller than t-table value, the null hypothesis was accepted while the alternative hypothesis was rejected and the t-test value was greater than t-table value, the null hypothesis was rejected while the alternative hypothesis was accepted.

(Gay, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings of the research the discussion of the research findings. The findings of the research consist of the description of the result of the data collected through narrative text (pre-test and post-test). Then, the discussion described further explanation and interpretation of the findings given.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The narrative text consists of pre-test and post-test. The pre-test gave to find out the first students' writing before presenting scramble, and post-test gave to find out the improvement of the students' writing after giving the treatment. They were the student's score classification, the mean scores and standard deviation of the pre-test and post-test, the t-test value and hypothesis test. These findings described as follows.

1. The students' writing in narrative text

The students' score of pre-test and post-test were observed based on writing. The data can be seen in the following table:

Table 4.1 Frequency and rate percentage of the students' writing in term content

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	36-40	Excellent to very good	0	0	1	3.3
2	31-35	Good Average	8	26.7	9	30
3	26-30	Fair to poor	13	43.3	19	63.4
4	20-25	Very poor	9	30	1	3.3
Total			30	100	30	100

The table above showed that frequency and rate percentage of the students' writing in term content, the frequency and rate percentage in pre-test, there were null students or 0 % classified into *Excellent to very good*, eight students or 26,7 % classified into *good average*, thirteenth students or 43,3 % into *fair to poor*, ninth students or 30 % classified into *very poor*.

Thus, after having treatment by using scramble, the frequency and rate percentage in term content of the students' writing in post-test, there were one students or 3.3% classified into *Excellent to very good*, ninth students or 30 % classified into *good average*, niteenth students or 63,4 % into *fair to poor*, and one students or 3,3% classified into *very poor*.

Table 4.2 Frequency and rate percentage of the students' writing in term organization

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	26-30	Excellent to very good	1	3.3	3	10
2	21-25	Good Average	12	40	13	43.3
3	16-20	Fair to poor	9	30	5	16.7
4	10-15	Very poor	8	26.7	9	30
Total			30	100	30	100

The table above showed that frequency and rate percentage of the students' writing in term organization, the frequency and rate percentage in pre-test, there were one students or 3.3 % classified into *Excellent to very good*, twelve students or 40 % classified into *good average*, ninth students or 30 % into *fair to poor*, eighth students or 26.7 % classified into *very poor*.

Thus, after having treatment by using scramble, the frequency and rate percentage in term organization of the students' writing in post-test, there were three students or 10% classified into *Excellent to very good*, thirteenth students or 43.3 % classified into *good average*, five students or 16,7 % into *fair to poor*, and ninth students or 30% classified into *very poor*.

Table 4.3 Frequency and rate percentage of the students' writing in term vocabulary

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	26-30	Excellent to very good	3	10	6	20
2	21-25	Good Average	12	40	15	50
3	16-20	Fair to poor	7	23.3	5	16.7
4	10-15	Very poor	8	26.7	4	13.3
Total			30	100	30	100

The table above showed that frequency and rate percentage of the students' writing in term vocabulary, the frequency and rate percentage in pre-test, there were three students or 10 % classified into *Excellent to very good*, twelve students or 40 % classified into *good average*, seventh students or 23,3 % into *fair to poor*, eighth students or 26.7 % classified into *very poor*.

Thus, after having treatment by using scramble, the frequency and rate percentage in term vocabulary of the students' writing in post-test, there were six students or 20% classified into *Excellent to very good*, fifteenth students or

50 % classified into *good average*, five students or 16,7 % into *fair to poor*, and fourth students or 13,3% classified into *very poor*.

Base on the tabel above, the rate percentage of the students writing in term content, organization, and vocabulary it means that the score and the percentage of the students' writing of the post-test were better than in the pre-test because in the rate percentage of the post-test was higher than the percentage of a pre-test.

2. The improvement of students' writing in pre-test and post-test

The following table showed the improvement in pre-test and post-test

Table 4.4 The improvement of the students' writing in pre-test and post-test

Component	Pre-test	Post-test	Improvement (%)
Content, Organization, and vocabulary	66.76	71.26	6.7 %

The table 3 showed that pre-test was 66.76 and post-test was 71.26, the score of post-test > pre-test. After collecting the data of the students mean score (see appendix E), the researcher calculated the percentage of the students improvement in was 6.7 %. It proved that the use of Scramble in learning English can improve the students writing skill.

3. Test of significance

To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the

degree of freedom (DF) = N-1, Where the N = number of subjects (29 students) then the value of t-table is 2,045. The t-test statistics, analysis of the independent sample was applied. The following table showed the result of t-test calculation

Table 4.5 The t-test of the students' improvement

Components	T-test value	T-table value
Content, Organization, and vocabulary	6,44	2,045

The table above showed that t-test value was higher than the t-test table value ($6,44 > 2,045$). It means that there was an improvement in the students' writing before and after use scramble to the students' writing mastery of the ninth grade students of SMPN 3 Bontonompo.

Based on elaboration above, it could be concluded that the null hypothesis was rejected. Otherwise, the alternative hypothesis (H_1) were accepted. In other words, there was a significant difference in students' writing of the Ninth grade of SMPN 3 Bontonompo by using scramble.

B. Discussion

In the treatment process, the researcher made the teaching learning process more interesting by the application of Scramble. At the first, the students were lazy to participate in learning by the application Scramble but the researcher encouraged them and made the atmosphere in the classroom

more interesting. As a result, the students enjoy and more excited in learning process.

The description of the data collected through writing test were explained in the previous section showed that the mean score of the students on pre-test was 66.76 and the mean score of the students on the post-test was 71.26 and from pre-test to post-test can improve with 6.7 %. And t-test value was 6,44.

Therefore, it indicated the students tested achieved a higher score by using Scramble. This finding expanded the superiority in Scramble. Previously, Mundhisari (2017), Indrayana (2014), Kamadeni (2014), found out the same result however they studied with different focus with the researcher. Mundhisari (2016) focused on the students' writing skill. Her research was conducted in Kediri. The result of her research showed that there were significant differences between the result of students achievement before and after they are taught using scramble in pre-test and post-test. Besides, the research being conducted by Indrayana (2014), focused on writing paragraph. Her researcher found that there were positive response, concerning the method applied in improving the subjects' paragraph writing. Kamadeni (2014) focused on recount paragraph. Her research was conducted in Amplapura at the second grade students of SMPN 3 Amplapura. Her research used classroom action research and after implement Scramble, the researcher found that the result comparative percentage figure clearly showed the subjects' attitude and motivation in learning and exercising recount

paragraph writing through scramble sentences change positively. Therefore, the difference between those three studies with the study being conducted by the researcher were in focus and research location which this study focused on writing narrative in Makassar at the ninth grade of SMPN 3 Bontonompo.

By the explanation of the researcher that scramble was effective to improve students' writing. The researcher can conclude that students need an interesting method to improve their writing. Therefore, the researcher try improve students' writing by using scramble.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussion, the researcher concluded that using scramble was one of method to teaching writing mastery. The findings indicated that this method was effective to improve students' writing in term content, organization, and vocabulary at the ninth grade students of SMPN 3 Bontonompo. It was because the result indicated that showed t-test value were higher than t-table value ($6,44 > 2,045$) in which to reject the null hypothesis (H_0), t-test value certainly should be higher than t-table value. Therefore, the null hypothesis (H_0) was rejected otherwise the alternative hypothesis (H_1) was accepted.

Moreover, another finding in this research was the mean score of students in pre-test was 66,76 which were classified as fairly classification and post-test 71,26 which classified as good classification. Thus from the discussed above, the students tested achieved a higher score after giving the treatment.

B. Suggestion

As the result of the study reveals that the using Scramble had been an effective way to improve the students' writing mastery in term content, organization and vocabulary, the researcher suggests the following things:

1. English teachers may use scramble as one of method in teaching and learning process especially in term writing. The teacher should optimize and

improve the students' writing, so the students interested and enthusiastic to learn English. The teacher should give motivation to the students to learn English, especially through the using Scramble. And the teacher should be active, creative, an effective to arrange English materials

2. The students should pay attention and follow the teacher instructions obediently. When the students have problems, ask the problem to the teacher in order to solve the problem the students should have a high motivation from themselves an active in the teaching and learning process.
3. For the further researchers, it is hoped that other researchers will do better research related through scramble sentences that can be applied not only for teaching writing but also for teaching other language skills.

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A P P E N D I C E S

APPENDIX A
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMPN 3 Bontonompo
Mata Pelajaran : Bahasa Inggris
Kelas : IX
Materi Pokok : Narrative text
Alokasi Waktu : 8 × 40 Menit (4 Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris dengan sungguh-sungguh.

2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama pelajaran berlangsung.
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Tidak menyontek saat ulangan 2.2.2 Menyalin karya orang lain dengan melampirkan sumber pada saat mengerjakan tugas 2.2.3 Berani mengakui kesalahan yang telah dilakukan.
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.	2.3.1 Berani mengakui kesalahan yang telah dilakukan 2.3.2 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.
3	3.11 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.	3.11.1 mengidentifikasi makna teks monolog berbentuk narrative text 3.1.2 Mengidentifikasi ciri kebahasaan teks narrative
4	4.1 Menangkap makna teks naratif, lisan dan tulis, berbentuk cerita rakyat, pendek dan sederhana.	4.1.1 menyusun kalimat terkait dengan teks narrative sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Materi Pembelajaran

Materi Pokok	Teks narrative pendek dan sederhana tentang binatang, cerita rakyat dan legenda.
Fungsi sosial	Memperolehhiburan, menghiburdanmengajarkannilai-nilailuhurmelalui teks narrative.
Unsur Kebahasaan	<p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh.</p> <p>(3) Adverbial penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbial dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p>
Struktur teks	<p>1) Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>2) Memaparkan krisis yang terjadi terhadap tokoh utama(komplikasi).</p> <p>3) Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.</p>

D. Metode Pembelajaran

Metode : individu dan cooperative learning

E. Media, Alat dan Sumber pembelajaran

1. Media : Scramble sentence danpapantulis
2. Alat/bahan : Spidol
3. Sumber belajar dari internet

F. Langkah-langkah pembelajaran

➤ Pertemuan Pertama

Pendahuluan (10 Menit)

1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan

➤ Kegiatan Inti (60 Menit)

a) Mengamati

1. Siswa memperhatikan guru menjelaskan materi terkait dengan generic structure dari teks narrative
1. Siswa memperhatikan guru memberikan contoh teks narrative.
2. Siswa memperhatikan instruksi dari guru terkait media scramble sentence.

b) Menanya

1. Dengan bimbingan dan arahan guru siswa menanyakan tentang materi yang kurang dipahami/ kurang jelas.

c) Mengumpulkan informasi

1. Siswa mengidentifikasi generic structure dari contoh yang telah diberikan.

d) Mengasosiasi

1. Siswa mempraktekkan media scramble.

e) Mengkomunikasikan

1. Siswa menyajikan hasil kerjanya
2. Siswa bersama guru mengoreksi hasil kerja siswa.

Penutup (10 Menit)

1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran

2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
3. Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang.

➤ **Pertemuan Kedua**

Pendahuluan (10 Menit)

1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan.

Kegiatan Inti (60 Menit)

a) Mengamati

1. Siswa mendengarkan dengan seksama penjelasan tentang language future (aspek kebahasaan).

b) menanya

1. Dengan bimbingan dan arahan guru siswa menanyakan penjelasan tambahan tentang language feature dalam narrative.

c) Mengumpulkan informasi

1. Siswa menyusun katadengan menggunakan media scramble.
2. siswa mengembangkan kalimat yang tersusun menjadi sebuah paragraf.

d) Mengasosiasi

1. Siswa mengidentifikasi language features dari contoh yang telah diberikan.

e) Mengkomunikasikan

1. Siswa menyajikan hasil kerjanya.

Penutup (10 Menit)

1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran

2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
3. Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang.

➤ **Pertemuan Ketigadankeempat**

Pendahuluan (10 Menit)

1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan

Kegiatan Inti (60 Menit)

a. Mengamati

1. Siswa memperhatikan instruksi yang dijelaskan oleh guru
2. Siswa dibagi beberapa kelompok dengan cara berhitung, masing-masing terdiri dari 4-5 orang perkelompok.

b. Menanya

1. Dengan bantuan dan arahan dari guru siswa menanyakan tentang informasi yang didapatkan

c. Mengumpulkan informasi

1. Guru memberikan kalimat narrative kepada siswa berupa media scramble sentence.

d. Mengasosiasi

1. Siswa bersama teman kelompoknya mengolah informasi yang didapatkan.
2. Siswa bersama teman kelompoknya bekerja sama mengembangkan kalimat menjadi sebuah teks narrative.

e. Mengkomunikasikan

1. Siswa mencari dan mengumpulkan beberapa data dari teman kelompoknya.

Penutup (10 Menit)

1. guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang.

G. Penilaian

1. Penilaian Pengetahuan

- a. Teknik Penilaian : Tes Tulisan
- b. Bentuk Instrument : Terlampir pada lampiran
- c. Kisi-kisi : Membuat paragraf terkait materi

d. Instrument Penilaian

Aspek dalam menulis	Level	Skor	kriteria
Isi	Sangat baik	36-40	Menentukan topik, memberi informasi secara rinci dan sesuai dengan tujuan teks narrative dan terperinci.
	Baik	31-35	Menentukan topik , memberi informasi secara tidak rinci dan sesuai dengan tujuan teks narrative dan tidak terperinci.
	Buruk	26-30	Topik yang memadai, hampir sesuai dengan tujuan teks narrative.
	Sangat buruk	20-25	Tidak berhubungan dengan topik, tidak memberikan informasi secara tidak rinci dan tidak cocok dengan tujuan teks narrative.
Organisasi	Sangat baik	26-30	Teks narrative terstruktur dengan baik dan gagasan utama menonjol.

	Baik	21-25	Teks narrative tidak terstruktur tetapi gagasan utama menonjol
	buruk	16-20	Teks narrative dan gagasan utama membingungkan
	Sangat buruk	10-15	Teks narrative tidak terstruktur dan tidak ada gagasan utama.
Kosa kata	Sangat baik	26-30	menguasai kosa kata yang digunakan dan maknanya jelas.
	Baik	21-25	sesekali kesalahan dalam bentuk kosa kata yang digunakan akan tetapi maknanya jelas.
	buruk	16-20	sering terjadi kesalahan dalam bentuk kosa kata yang digunakan dan maknanya membingungkan.
	Sangat buruk	10-15	sedikit pengetahuan tentang kosa kata yang digunakan dan susah di evaluasi.

Makassar,30/ 09/ 2018

Peneliti

Nur Hikmah

ANSWER KEY

Post-Test

1) Once upon a time, in a great castle there was a beautiful princess. 2) She was very pretty with blue eyes and long black hair. 3) Her skin was delicate and white, and so she was called snow white. 4) Snow white has a step mother who was always jealous of Snow white beauty. 5) Her step mother too was very beautiful and the magic mirror told her this every day, whenever she asked it.

APPENDIX C
Scoring the Students of Pre-Test

Students	Pre test			score
	Content	Organization	vocabulary	
Ahmad Haedar	30	21	26	77
Atikafitrianti	20	21	15	65
DewiAngraeni	20	10	10	40
Jumriani	26	21	25	72
Jusmita Sari	31	21	16	68
Marsuki	25	20	25	70
Mufidah Islamiyah	20	20	20	60
Muh Nur Fajri	35	21	25	81
Nasrun	26	25	26	77
Nur Ainun	25	25	20	70
Nur Fadila Ramadhani	26	16	16	58
Nur Faizah	20	10	15	45
Nur Haliza	35	21	25	81
Nur Hidayat	30	21	16	67
Nur Hikmah	35	20	25	80
Nur Jingga	35	20	25	80
Nurmi	26	16	16	58
Nur Rahmi Amelia	25	10	15	60
Nur Rahmi Yusnika	26	16	16	58
Nur Resky Rahmadani	30	15	21	66
Nurul Annisa	30	10	15	55
Nur Wahida	26	25	25	76
Sitti Hasmawati	31	16	21	68
Sri Bulan Handayani	30	20	25	75
St. Hajar	25	10	10	45
St. Nurazizah	31	21	21	73
Reski Aulia Ramadhani	30	26	26	82
Rezki Maulita	30	15	15	70
Riska Nasir	25	10	10	45
Riska Yanti	35	21	25	81

Scoring the Students of Post-Test

Students	Post test			score
	Content	Organization	vocabulary	
Ahmad Haedar	30	21	26	77
Atikafitrianti	30	21	15	66
DewiAngraeni	26	10	20	56
Jumriani	31	21	21	73
Jusmita Sari	30	20	20	70
Marsuki	31	21	21	73
Mufidah Islamiyah	30	16	20	66
Muh Nur Fajri	31	26	26	83
Nasrun	30	25	25	80
Nur Ainun	30	25	26	77
Nur Fadila Ramadhani	30	15	15	60
Nur Faizah	25	10	15	50
Nur Haliza	35	21	21	83
Nur Hidayat	30	26	21	77
Nur Hikmah	35	21	25	81
Nur Jingga	35	21	26	82
Nurmi	26	15	20	61
Nur Rahmi Amelia	30	16	21	67
Nur Rahmi Yusnika	30	15	25	70
Nur Resky Rahmadani	30	15	25	70
Nurul Annisa	30	15	15	60
Nur Wahida	30	21	26	77
Sitti Hasmawati	35	20	25	80
Sri Bulan Handayani	30	21	26	77
St. Hajar	26	15	16	57
St. Nurazizah	35	20	25	80
Reski Aulia Ramadhani	36	21	25	82
Rezki Maulita	30	26	21	77
Riska Nasir	26	10	21	57
Riska Yanti	35	25	25	85

APPENDIX D

The Row Score of the Students' Pre-test and Post-test

No	Respondents	Pre-test	Post-test	D (X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
		Score (X ₁)	Score (X ₂)		
1	Ahmad Haedar	77	77	0	0
2	Atikafitrianti	65	66	1	1
3	DewiAngraeni	40	56	16	256
4	Jumriani	72	73	1	1
5	Jusmita Sari	68	70	2	4
6	Marsuki	70	73	3	9
7	Mufidah Islamiyah	60	66	6	36
8	Muh Nur Fajri	81	83	2	4
9	Nasrun	77	80	3	9
10	Nur Ainun	70	77	7	49
11	Nur Fadila Ramadhani	58	60	2	4
12	Nur Faizah	45	50	5	25
13	Nur Haliza	81	83	2	4
14	Nur Hidayat	67	77	10	100
15	Nur Hikmah	80	81	1	1
16	Nur Jingga	80	82	2	4
17	Nurmi	58	61	3	9
18	Nur Rahmi Amelia	60	67	7	49
19	Nur Rahmi Yusnika	58	70	12	144
20	Nur Resky Rahmadani	66	70	4	16
21	Nurul Annisa	55	60	5	25
22	Nur Wahida	76	77	1	1
23	Sitti Hasmawati	68	80	12	144
24	Sri Bulan Handayani	75	77	2	4
25	St. Hajar	45	57	12	144
26	St. Nurazizah	73	80	7	49
27	Reski Aulia Ramadhani	82	82	0	0
28	Rezki Maulita	70	77	7	49
29	Riska Nasir	45	57	12	144
30	Riska Yanti	81	85	4	16

Total	2003	2154	151	1301
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APPENDIX E

The Mean Score of Pre-test and Post-Test and The students' Improvement

1. Mean Score of Pre-test and Post-Test

a. Pre-Test

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$\bar{X}_1 = \frac{2003}{30}$$

$$\bar{X}_1 = 66,76$$

b. Post-Test

$$X_2 = \frac{\sum X}{N}$$

$$X_2 = \frac{2138}{30} \quad \text{---}$$

$$X_2 = 71,26 \quad \text{---}$$

2. The students' Improvement

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$= \frac{71,26 - 66,76}{66,76} \times 100$$

$$= \frac{4,50}{66,76} \times 100$$

$$= 0,067 \times 100$$

$$= 6,7\%$$

APPENDIX F
The Significant Difference

A. t-Test

$$\text{Notes: } \sum D = 151$$

$$\sum D^2 = 1.301$$

$$N = 30$$

$$D = \frac{\sum D}{N} = \frac{151}{30} = 5.03$$

$$\begin{aligned} t &= \frac{D}{\frac{\sqrt{\sum D^2 \frac{(\sum D)^2}{N}}}{N(N-1)}} \\ &= \frac{5.03}{\frac{\sqrt{1.301 \frac{(151)^2}{30}}}{30(30-1)}} \\ &= \frac{5.03}{\frac{\sqrt{1.301 \frac{(22.801)}{30}}}{30(29)}} \\ &= \frac{5.03}{\frac{\sqrt{1.301 - 760.0}}{870}} \\ &= \frac{5.03}{\frac{\sqrt{541}}{870}} \\ &= \frac{5.03}{\sqrt{0.621}} \\ &= \frac{5.03}{0.78} = 6,44 \end{aligned}$$

B. t-Table

TABLE DISTRIBUTION OF T-VALUE

For level of significance (D) = 0,050

Degree of freedom (df) = N-1=30-1=29

t- Table = 2.045

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.35462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326

37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

APPENDIX G

Attendance List of Students

NO	NAMA	JENIS KELAMIN	PERTEMUAN					
			1	2	3	4	5	6
1	Ahmad Haedar	L	√	√	√	√	√	√
2	Atikafitrianti	P	√	√	√	√	a	√
3	DewiAngraeni	P	√	√	√	√	√	√
4	Jumriani	P	√	√	√	√	√	√
5	Jusmita Sari	P	√	√	√	√	√	√
6	Marsuki	L	√	√	√	√	√	√
7	Mufidah Islamiyah	P	√	√	√	√	√	√
8	Muh Nur Fajri	L	√	√	√	√	√	√
9	Nasrun	L	√	√	√	√	√	√
10	Nur Ainun	P	√	√	√	√	√	√
11	Nur Fadila Ramadhani	P	√	√	√	√	√	√
12	Nur Faizah	P	√	√	√	√	√	√
13	Nur Haliza	P	√	√	√	√	√	√
14	Nur Hidayat	L	√	A	√	√	√	√
15	Nur Hikmah	P	√	√	√	√	√	√
16	Nur Jingga	P	√	√	√	√	√	√
17	Nurmi	P	√	√	√	√	√	√
18	Nur Rahmi Amelia	P	√	√	√	√	√	√
19	Nur Rahmi Yusnika	P	√	√	a	√	√	√
20	Nur Resky Rahmadani	P	√	√	√	√	√	√
21	Nurul Annisa	P	√	√	√	√	√	√
22	Nur Wahida	P	√	√	√	√	√	√
23	Sitti Hasmawati	P	√	√	√	√	√	√
24	Sri Bulan Handayani	P	√	√	√	√	√	√
25	St. Hajar	P	√	√	√	√	√	√
26	St. Nurazizah	P	√	√	s	√	√	√
27	Reski Aulia Ramadhani	P	√	√	√	√	√	√
28	Rezki Maulita	P	√	√	√	√	√	√
29	Riska Nasir	P	√	√	√	√	√	√
30	Riska Yanti	P	√	√	√	√	√	√

APPENDIX H



CURRICULUM VITAE



NUR HIKMAH, wasborn on May 03th, 1995 in Takalar regency. The researcher is the fourth child from siblings from marriage of her parents H. Salahuddin and Hj. Rahmawati. In 2002,the researcher registered as student elementary school, SDN 23 Centre in Takalar regency and she graduated in 2007. The next in the same year the writer registered as a student in SMPN 1 Takalar, Takalar regency graduated in 2010. Then the researcher registered in senior high school, SMAN 1 Takalar and graduated in 2013. The next in the same year, The researcher registered to study of Aviation and Management Training Centre and graduated in 2014. The next in the same year, researcher registered to study of English Department in Makassar Muhammadiyah University, and finally on March 2019. The researcher finished her thesis that has tittle “Using Scramble in Learning to Write Narrative Text at The Ninth Grade Students of SMPN 3 Bontonompo (A Pre-Experimental Research)”.

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