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The Effect of Scrambled Picture towards Students' Writing Skill

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A B S T R A C T

This research is motivated by the low writing skill of students in SMAN 2 Rumbio Jaya. This research aims to know the effect of Scrambled Picture toward students' writing skill of tenth grade SMAN 2 Rumbio Jaya. The methodology in this research is quasy-experimental design consisting of an experimental class and control class. The experimental class consisted of 20 students and the control class consisted of 20 students. This research used purposive sampling as a sampling technique. The instrument used in this research was a test of writing. The data were analyzed by using the 25 SPSS program. Based on the result of the research, the average student score in the pre-test were 68.50 and 83.00 in the post-test. Data analysis showed a significance (2-tailed) 0.11<0.05, which means that Ha is accepted. It can be concluded that there is an effect of scrambled picture toward students' writing skill of tenth grade SMAN 2 Rumbio Jaya.

Keywords: Scrambled Picture, Writing Skill

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INTRODUCTION

English is considered as an international language of communication because it is one of the most widely spoken languages in the world. English plays an important role in various fields including education. The Indonesian government considers English a compulsory subject in schools and universities. One of the goals of teaching English is to develop communication skills (Suita & Masrul, 2018). This means that English is used both orally and in writing to express ideas, thoughts and aspirations.

There are four skills that must be acquired when teaching English: reading, speaking, listening, and writing. However, writing is a skill that is difficult for students to master. Writing is a skill that needs to be mastered because it plays a role in determining student performance in the learning process (Asilestari, 2018). That is, writing can teach students to think critically, communicate ideas and opinions, and expand creativity and reach readers. Therefore writing plays an important role in the student learning process. Students can easily summarize topics, record, respond, comment and present information provided by the teacher.

Writing is a productive activity that requires several aspects such as content, grammar, vocabulary, and spelling. There are many things to pay attention to in writing activities such as spelling, punctuation, and capitalization. This is a process of acquiring language which is neither easy nor difficult to master (Musandra & Marleni, 2021)

According to Ayu, et al. (2021) writing is a lesson that is quite difficult for students to master. Because in writing, the writer have to be skilled at using graphology, sentence structure, and vocabulary. This means that in the process of writing, you have to consider many things before expressing arguments in your writing. Writers must know what they want to write about and to whom to write it. There are several difficulties experienced by students in writing activities, including students' mastery of English vocabulary is still low, students are confused about aspects of correct writing (grammar, sentence structure, punctuation, and spelling), and students have difficulties in composing paragraphs (Rianti, et al., 2020).

At SMA Negeri 2 Rumbio Jaya, Kampar Regency, Riau Province, English is one of the compulsory subjects that must be mastered by students. Based on information from SMA Negeri 2 Rumbio Jaya, students face several problems, especially in class X. Most students cannot write English properly and correctly. This problem is caused by a lack of ideas and motivation from the teacher so that students cannot develop ideas in the writing process. Then the students said they could not determine the topic to be written. This can be seen from the writing that is not focused and the supporting sentences are not in accordance with the topic.

Furthermore, students do not master vocabulary in English. This is a problem that cannot be avoided because it comes from the student's own environment which prioritizes the mother tongue. Then English is considered a foreign language and rarely uses it in everyday life. In addition, students do not know the ways and rules for writing English. At school students study text genres such as recount text, descriptive text, narrative text, argumentative text, and others. For example, in rcount text, the grammatical feature is about past tense. Then the tenses used are past tenses. However, students do not know grammar because they do not focus when the teacher explains the formula for using tenses.

Finally, the learning techniques provided by the teacher are very monotonous and do not use interesting media in the learning process. Students read the text more often and answer the questions in the LKS at each meeting which makes students feel bored and confused when asked to write English.

Based on the problems that arise in class, you should choose learning media that attract attention and arouse students' enthusiasm for learning. With the media students can practice their writing skills. According to Hardi (2020) writing is not a natural skill because it cannot be learned automatically and easily. Acquiring writing skills requires sufficient writing practice to inspire writing skills. To develop writing skills, teachers should use several media, one of which is Srambled picture.

Puspitasari & Herawati (2018) state scrambled pictures are jigsaw puzzles that turn pictures into puzzles. It divides the image into several pieces, then shuffles them. The goal is to solve the puzzle by moving the pieces to the correct locations to form the original pictures. A picture helps students associate their imagination with their life experiences. Scrambled pictures can encourage students to imagine what they will write. From the explanation above, it is important to know "The Effect of Scrambled Pictures toward Students' of tenth grade of SMAN 2 Rumbio Jaya in Academic Year 2022/2023".

METHOD

This research used quantitative research with a quasi-experimental research approach. The design used in this research is the Nonequivalent Control Group Design. In this design the experimental group and the control group were not randomly selected. The experimental group means that students use Scrambled Picture in learning English, especially in teaching writing. While the control group did not used Scrambled Picture, but the teacher used posters. In this research, there are two variable, the first is Scrambled Picture as the independent variable (X) which influences students' writing skills. Meanwhile, writing skill is the dependent variable (Y). This research implements Scrambled Picture in learning

English for class X students at SMA Negeri 2 Rumbio Jaya. In this research, the researcher conducted a pre-test to determine students' writing ability before being given treatment. Then give a post-test to find out students' writing ability after being given treatment. This type of research is designed as follows:

Table 1. The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	Writing Test	Using Scrambled picture	Writing Test
Control	Writing Test	-	Writing Test

The research was conducted at Tenth Grade of SMA Negeri 2 Rumbio Jaya Kampar Regency. It is location on Jl.Transmigrasi Desa Simpang Petai, Kecamatan Rumbio Jaya, Kabupaten Kampar, Provinsi Riau

The population of this research is all of the Tenth Grade Students of SMA Negeri 2 Rumbio Jaya. The classes were divided into three classes: X IPA^1 with 20 students, X IPA^2 with 20 students, and X IPS with 23 students. The number of population in this research is 63 students of Tenth Grade of SMA Negeri 2 Rumbio Jaya. Based on the preliminary research the English teacher at SMA Negeri 2 Rumbio Jaya gave a suggestion to take two classes as the sample, they are X IPA^1 consisting of 20 students and X IPA^2 consisting of 20 students. So the sample of in this research consist 44 students.

In this research, researcher was use the Writing Test in the experimental class and the control class. The test was give after the researcher used the scrambled picture in the learning process. In this research the test to uses an achievement essay test. The writing test was assessed based on the writing skills sheet. The writing assessment sheet can be seen in the table below:

Table 2. Writing Assessment Sheet

No	Name	Assessment Aspect						
		Content (1-4)	Organization (1-4)	Vocabulary (1-4)	Grammar (1-4)	Mechanics (1-4)	Score	Mark

In this research, the data was analyzed by using statistical method. First, to be analyzed the data from the classroom observation writer used category standard as follows:

Table 3. The Classification of Students' Score

Standard of Performance	
86-100	Excellent
76-85	Good
60-75	Fair
55-59	Poor
1-55	Very Poor

Source: Purwanto 1984 in Adios (2021)

Second, the researcher was used the posttest scores of students in the experimental group and the control group as research data. Researcher was analyze the data used the t-test to find out whether the research results were statistically significant. This test was conducted to determine whether there was a significant difference between the two classes before and after being given treatment from the researcher.

Researchers used a statistical test, namely the T-test. However, the use of the t-test must fulfill two conditions: normality test and homogeneity test. Researchers used the Independent Sample T-test on SPSS version 25 for Windows to analyze the data. Researchers used the Paired Independent Sample T-test because the data was obtained

FINDINGS AND DISCUSSION

This research was conducted on June 14, 2023 until June 22, 2023 at tenth grade. The names of class are X IPA1 and X IPA2 at SMAN 2 Rumbio Jaya. This research used two classes, namely class X IPA 1 as an experimental class by using Scrambled Picture and class X IPA2 as a control class with a conventional learning model. The purpose of this research was to obtain data on students' writing skills after learning in class by using Scrambled Picture on Recount Text material.

In this research, researcher wants to know the effect of Scrambled Picture towards student writing skill at the tenth grade SMAN 2 Rumbio Jaya. In class X IPA1 uses Scrambled Picture as media, while in class X IPA2 does not Scrambled Picture. The main focus of this research is to describe the writing skills of students at SMAN 2 Rumbio Jaya. Researchers gave pre-test and post-test to students using 5 indicators of writing skills. The indicators of writing skills are content, organization, vocabulary, grammar and mechanics.

1. **The data presentation of students' writing skill taught by using Scrambled Picture**

The data on students' writing skills using Scrambled Picture were obtained from the pre-test and post-test in the experimental class, namely X IPA1 with a total of 20 students. Scrambled Picture was used for 4 meetings in the experimental class. The data can be seen from the table below:

Table 4 The Analyzed Statistics in Experimental Class

		Pre_Test_Experimental	Post_Test_Experimental
N	Valid	20	20
	Missing	0	0
Mean		68.50	83.00
Std. Error of Mean		2.297	2.065
Median		67.50	85.00
Mode		60	90
Std. Deviation		10.273	9.234
Variance		105.526	85.263
Range		35	30
Minimum		55	65
Maximum		90	95
Sum		1370	1660

Based on table 4 above, the researcher analyzed descriptive statistics in the experimental class using SPSS version 25. The researcher found that the average pre-test results were 68.50 and 83.00 in the post-test. The median results in the pre-test were 67.50 and 85.00 in the post-test. Then the results of the standard deviation in the pre-test were 10,273 and 9,234 in the post-test. The range of results in the pre-test was 35, while in the post-test it was 30. The minimum results in the pre-test were 55 and 65 in the post-test. Then the maximum results in the pre-test are 90 and 95 in the post-test.

2. The data presentation of students' writing skill taught without using Scrambled Picture

The data on students' writing skills without using Scrambled Pictures was obtained from the pre-test and post-test in the control class, namely X IPA2 with a total of 20 students. In the control class, the researcher used conventional techniques, namely by using posters for 2 meetings. The data can be seen from the table below:

Table 5 The Analyzed Statistics in Control Class
Statistics

		Pre_Test_Control	Post_Test_Control
N	Valid	20	20
	Missing	0	0
Mean		67.00	75.75
Std. Error of Mean		1.638	1.750
Median		65.00	75.00
Mode		70	70
Std. Deviation		7.327	7.826
Variance		53.684	61.250
Range		30	25
Minimum		55	65
Maximum		85	90
Sum		1340	1515

Based on table 5 above, the researcher analyzed descriptive statistics in the control class using SPSS version 25. The researcher found that the average pre-test results were 67.00 and 75.75 in the post-test. The median results in the pre-test were 65.00 and 75.00 in the post-test. Then the results of the standard deviation in the pre-test were 7,327 and 7,826 in the post-test. The range of results in the pre-test was 30, while in the post-test it was 25. The minimum results in the pre-test were 55 and 65 in the post-test. Then the maximum results in the pre-test are 85 and 90 in the post-test.

3. Normality Test

In the normality test there is a basis for decision making, namely if the significant value (sig) > 0.05, the research data is normally distributed. Then if the significant value (sig) < 0.05 then the research data is not normally distributed.

Table 6 The Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.59684068
Most Extreme Differences	Absolute	.115
	Positive	.106
	Negative	-.115
Test Statistic		.115
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it shows that the significance level of the One Sample Kolmogrov-Smirnov test for post-test data for the experimental class and control class was 0.200>0.05. In conclusion, the data are in a normal distribution. Finally it can be concluded that Ho was accepted and Ha was rejected. In other words, the data are normally distributed.

2. **Homogeneity Test**

In the homogeneity test there is a basis for decision making, namely if the significant value is <0.05, it is said that the variance of the population groups is not the same or not homogeneous. Then if the significant value is > 0.05, it is said that the variance of the population group is the same or homogeneous.

Table 7. The Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Writing Skill	Based on Mean	.437	1	38	.513
	Based on Median	.255	1	38	.617
	Based on Median and with adjusted df	.255	1	33.401	.617
	Based on trimmed mean	.411	1	38	.525

Based on the table above it is explained that the probability (sig) on Based on Mean was 0.513>0.05. It can be concluded that the data was homogeneous.

3. **T-Test**

After calculating the normality and homogeneity of the test, the data would be analyzed by using SPSS 25 to find out Independent Sample T-Test. If the value of sig (2-tailed)>0.05 then Ho is accepted and Ha is rejected, this shows that there is no difference in student learning outcomes between the experimental class and the control class. If the value of sig (2-tailed)<0.05 then Ho is rejected and Ha is accepted, this indicates that there are differences in student learning outcomes between the experimental class and the control class.

Table 8. T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of Writing Skill	Equal variances assumed	.437	.513	2.679	38	.011	7.250	2.707	1.771	12.729
	Equal variances not assumed			2.679	37.006	.011	7.250	2.707	1.766	12.734

Based on the Independent Sample Test it was known that the sig (2-tailed) value was 0.011 <0.05. So as a basis for decision making in the Independent Sample Test it can be concluded that Ho is rejected and Ha is accepted. Thus it can be concluded that there was a significant influence between the average student learning outcomes in the experimental class and the control class.

CONCLUSIONS

Experimental research in this research was carried out in class X students of SMAN 2 Rumbio Jaya in June 2023, in the even semester of the 2022/2023 school year. This research aims to determine Scrambled Picture on students' writing skills in the teaching and learning process. Based on the analysis of the data and the results of the discussion, it can be concluded that there is a significant effect on students' writing skills after using Scrambled Picture in class X SMAN 2 Rumbio Jaya. The students' writing skills in the experimental class were higher than those in the control class. It can be seen from the data analysis that there are many students who get a good score in classes using Scrambled Pictures compared to classes that do not use Scrambled Pictures.

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