

THE USE SCRAMBLE MODEL IN STUDENTS' ABILITY OF NARRATIVE TEXT WRITING AT CLASS XI SMA NEGERI 2 LAWE BULAN ACADEMIC YEAR 2021/2022

Hajrah Yusmaini

hajrahyusmaini29@gmail.com

Abdul Halim

abdulhalim28@admin.sma.belajar.id

Penulis Ketiga

Sabrun Jamil

sabrunjamil356@gmail.com

**Program Studi Pendidikan Bahasa Inggris
STKIP Usman Safri Kutacane, Aceh Tenggara, Indonesia**

Abstract *This study deals with the use of scramble model in students' ability of narrative text at class XI in SMA Negeri 2 Lawe Bulan Academic Year 2021/2022. Its objective is to find out whether the use of scramble model has a significant effect in narrative text writing. Population and samples used in this study were all students of class X total 36 students. The method used in this study is an experimental method with a one group as pretest and posttest design. This study was carried out using a quantitative method. The data was analyzed by using t-test. The researcher found the pretest mean = 43,05, deviation standard = 4,48 and experienced an increase in the posttest mean = 80,83, deviation standard = 4,55. From this analysis, the writer found that the guided scramble model has a significant effect in teaching writing narrative text. It can be proved by the result of the analysis showed that " t_o " observed about 35,64 was higher than " t_{table} " about 2,030 with the level of significance is 0,05% it implies that the teacher of English should use the scramble model in teaching narrative text writing so that the teaching and learning process can be successful.*

Keywords: *The Use, Scramble Game, narrative text*

INTRODUCTION

Writing is that allows students to work either with a teacher or by themselves, to practice those areas which are most important for their studies. Many students find that they have very limited time to prepare for their courses, and that writing is only one of several skills they need to master. The structure of the book has been made as simple as possible to allow users to find what they want quickly. Although every effort has been made to make Academic Writing as useful and accurate as possible, if students or teachers have any comments, criticisms or suggestions I would be very pleased to hear from them. Writing which is one of the most important elements in compulsory lessons that students learn, then

writing is something that must be paid attention to one of the lessons in the junior high school curriculum is narrative text.

Narrative text is a piece of writing that is usually presented chronologically. The target readers of narrative texts are different. If it is targeted at children under five up to elementary school, usually the story will have positive values that can be learned. If the target readers are teenagers and adults, the stories tend to be longer and more complex. The genre of narrative text also varies, including Fairytale, Fable, History, Romance and Horror. Because the writing in narrative text is a fiction or imagination, therefore the grammar that is more commonly used is the past tense. Usually this grammar is very obvious if you read a legend or fairy tale that has an ancient setting. Often students do not understand writing narrative because they have to change the sentence structure using past tenses.

Learning to write narrative is often faced with various problems, such as students' abilities and students' low interest in the narrative text itself and the teacher's ability to teach. Learning, especially narrative texts in schools, is only limited to the teacher's explanation of theories related to narrative texts. There are many problems that must be considered in teaching narrative text. Teachers must be more creative and start using interesting learning methods or models so that students become motivated to learn narrative text learning.

Inappropriate teaching techniques are one of the problems in teaching, especially English lessons. English is a difficult subject for students because teachers do not understand the techniques in teaching English with less effective models or methods. Teachers often use lecture teaching methods that make students bored and less interested in learning. Based on these problems, a cooperative learning model is made which is carried out openly and effectively to make it easier for students to understand narrative texts that can increase students' grades.

In addition, the results of observations and interviews of English teachers' in schools that will be studied, students are less interested in writing in English because of lack of vocabulary mastery. And narrative lessons that have to change ordinary sentences into past tense sentences are also a separate obstacle making students less interested in learning this narrative. In addition to these factors, many students are bored with simple and unattractive learning models. As a result, the students' grades decreased and they were not interested in learning English, especially narrative texts.

One of the cooperative models that is fun and makes students interested in learning is the scramble model. Sohimin (2016: 166) the scramble learning model is a method in the

form of a random game of words, sentences, or paragraphs. Scramble is used as a type of children's game which is an exercise in developing and increasing vocabulary thinking insight.

Based on the factors make researchers more focused on conducting research on teaching English by using the scramble model. This is to improve learning to write narrative texts for students. Especially for class XI students at SMA Negeri 2 Lawe Bulan as the subject of this research, which contain 68 students. Seeing this fact, the researcher used the scramble model to ability students' of writing narrative text. Based on these problems, a cooperative learning model is made which is carried out in groups and efficiently to make it easier for students to understand narrative text material that can increase students' grades. For this reason, in this research the use scramble model in students' ability of narrative text writing at class XI SMP Negeri 3 Kutacane.

REVIEW OF LITERATURE

1. Understanding Scramble Learning Model

The learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), plan learning materials, and guide learning in Joyce and Weil's class (Rusman, 2012: 133). The learning model is a series of approaches, strategies, methods, techniques, and learning tactics Sutirman (2013: 22). The learning model is the teacher's way of teaching learning to students so that learning is conveyed to students.

According to Rober Taylor (Miftahul, 2013:303) the scramble learning model is "one of the learning methods that can increase the concentration and speed and accuracy of students' thinking". Sohimin (2016: 166) the scramble learning model is a method in the form of a random game of words, sentences, or paragraphs. Scramble is used for the type of children's game which is an exercise in developing and increasing vocabulary thinking insight. The learning model that invites students to find answers and solve problems by distributing question sheets or available answer sheets is scramble.

Then the steps in the scramble learning model Miftahul Huda (2013: 304) are as follows:

- a) The teacher prepares the learning objectives contained in the indicators, explain the material according to the topic, namely about the material of writing narrative texts, then issue words or sentences that contained in the material in a sentence cards.

- b) The teacher gives question cards and answer cards in random order for students and students to work on problems by arranging the answer that matches the previous answer card scrambled, he said.
- c) The teacher gives a certain duration for students to work on questions that have been given.
- d) Students must be able to work on questions and find answers in specified time duration.
- e) After finishing working on the questions and the given time duration has been exhausted, students collect the results of the work.
- f) The teacher corrects and gives a value according to the results obtained done by students who come forward to answer questions with the provision that the answer is correct and fast and at most correct.

The steps for using the scramble model in learning to write narrative text

Then the steps in the scramble model in learning to writing narrative text are as follows:

- a) The teacher prepares the learning objectives contained in the indicators, explains the material according to the topic, namely about narrative text material, then issues the paragraphs contained in the story in paragraph cards.
- b) The teacher gives question cards and answer cards with random arrangements to students and students work on questions by arranging answers that match the answer cards that have been previously scrambled.
- c) The teacher gives a duration of 20 minutes for students to work on the questions that have been given.
- d) Students must be able to work on questions and find answers within the allotted 20 minute duration.
- e) After finishing working on the questions and the duration of the given time has run out, students collect the results of the work.
- f) The teacher corrects and gives a value according to the results done by students who come forward to answer questions with the provisions of the correct and fast answers and the most correct.

Narrative text

Narrative text is a type of text in English that tells a story that has a series of interconnected chronological events. The purpose of this text is to entertain the reader about a story or story. The definition of narrative according to Abbott (2010: 1) is a story or in general

it means telling a story. Stories generally have events or events that run according to chronological time and those events are conveyed through several media. An event can qualify as a story if there is a change from the initial state. Another definition of narrative according to Nielsen (2018:172) is:

“Narrative can be defined as a succession of events. Its basic component are: the chronological order of the events themselves (story), their verbal or visual representation (text), and the act of telling or writing (narration).”

A story by representing the sequence of events told is a narrative text. Narratives can form a pattern in many types of formal writing, such as history, biographies, autobiographies, and journalism and less formal such as personal letters and entries in diaries and journals. According to Keraf states that "narrative text is a story that tells or describes an action in the past. According to Pratyasto (2010: 94), narrative text is a type of text that aims to entertain and deal with actual and diverse experiences in different ways, narrative texts also discuss problematic events that lead to crises or similar turning points, which in turn find solutions.

Based on this explanation, narrative text is a text that tells about events that have happened in the past. This type of text structurally organizes the actions, thoughts, and interactions of the characters into a plot pattern. The social purpose of this type of text is entertaining because it deals with the development of unusual and unexpected events. These are also instructive because they teach readers and listeners that problems of behavior patterns are generally highly valued.

According to Mukarto (2014:133) Narrative text is a story, so it must have elements that make the story more interesting for readers, such as conflict and story conclusions. Narrative text is a description of a series of events, both real and imaginary, which is written or told to entertain and entertain the reader. Based on the description above, it can be concluded that narrative text is telling something. When writing a narrative essay, you can basically tell a story, relate one story from several related stories, and can tell it in first and third person. Narratives can make statements clear by telling in detail something that has happened and can develop stories in chronological order.

RESEARCH METHODOLOGY

The method employed is quantitative. According to Sugiyono (2016:7) quantitative research methods can be interpreted as research methods based on the philosophy of

positivism, used to examine certain populations or samples. The data obtained from the research can be used to understand, solve and anticipate a problem. This method aims to determine the students' ability to write narrative text through the scramble model method.

According to Sugiono (2012:107) "Research variables are things that are fixed by researchers to be studied so that information is obtained about the subject then draw conclusions." The types of variables are independent variables are conditions or characteristics that the researcher manipulates in order to explain the relationships with the observed phenomena. The independent variable in this research is writing narrative text. And then the dependent variable is a condition or characteristic that changes or appears when the study introduces, modifies or substitutes for the independent variable. The dependent variable in this study is the scramble model.

Population is a group consisting of objects or subjects which have certain qualities and characteristics that are by researchers to study and then draw conclusions (Sugiyono, 2017: 117). Based on the explanation above, the population in this study were all class XI students of SMA Negeri 2 Lawe Bulan as many as 36 students.

The sample is part of the population that has the same characteristics as the population. The sample is part or representative of the population to be studied (Suharsimi, 2019: 109). According to Emzir (2020:39) sampling is a procedure that causes a number of specific elements to be drawn from the sample frame which represents the actual list of possible elements in the population. According to Ezmir (2020:41) 30 subjects are seen as the minimum acceptable sample size. Based on this explanation, the researchers used XI the population as a sample with a total of 36 students.

Total sample students of XI SMA Negeri 2 Lawe Bulan, as described in the following table:

No.	CLASS	POPULATION
1	XI IPA 1	19
2	XI IPA 2	17
TOTAL POPULATION		36

The research “use scramble model in students’ ability of narrative text writing at SMA Negeri 2 Lawe Bulan” will be conducted in one of the senior high schools in Kutacane, it is SMA Negeri 2 located at Lawe Bulan Kutacane, Southeast Aceh.

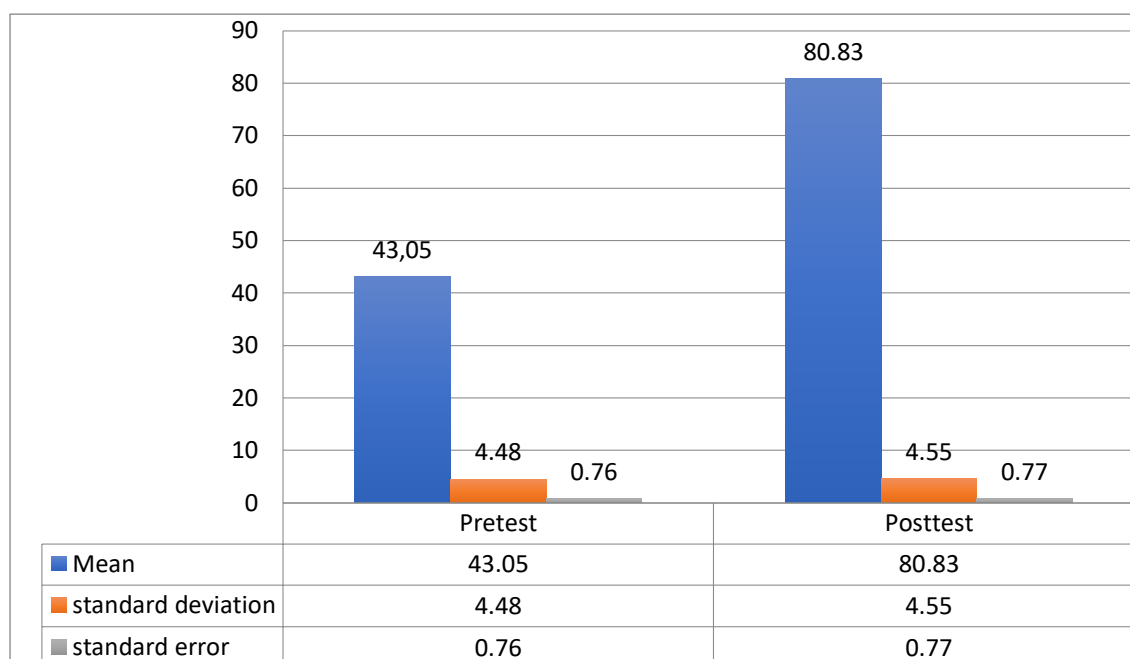
The research will be implemented from January to March 2022 at SMA Negeri 2 Lawe Bulan. Before conducting the research, the researcher started by observing the school in January 2022. The researcher will conduct research directly does the students in the eleventh grade of SMA Negeri 2 Lawe Bulan played the use scramble model in students’ ability of narrative text writing.

Table 4.2 The Different of Means of Pre Test and the Post Test Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students’ Score Pre Test	36	43,05	4,48	0,76
Students’ Score Post Test	36	80,83	4,55	0,77

The table showed that the mean score before and after the using scramble model on students’ ability to writing narrative text. In pretest, the mean on pre test = 43,05 while in post test = 80,83. To more clearly, the picture below describes the difference of means pretest and post test as follow:

Picture 4.2. The Score of Mean and Standard Deviation on Pre Test and Post Test



The Picture 4.2 above showed the result of Means on Pre Test = 43,05 while the result of the standard deviation = 4,48. And the result of mean of post test = 80,83 while the result of the standard deviation = 4,55.

In learning narrative text, the steps in this learning model are carried out cooperatively. The researcher uses scrambled learning steps based on the steps taken by Huda stating that the steps are as follows:

- a) The teacher prepares the learning objectives contained in the indicators, explains the material according to the topic, namely the narrative text material, then issues the paragraphs contained in the story in paragraph cards.
- b) The teacher gives question cards and answer cards with random arrangements to students and students work on questions by arranging answers that match the answer cards that have been previously scrambled.
- c) The teacher gives a duration of 20 minutes for students to work on the questions that have been given.
- d) Students must be able to work on questions and find answers within the allotted 20 minutes.
- e) After finishing working on the questions and the duration of the given time has run out, students collect the results of the work.

f) The teacher corrects and gives values according to the results done by students who come forward to answer questions with the provisions of the correct and fast answers and the most correct.

Then from the learning steps that the researchers carried out in the study, the researchers then gave a preliminary test and a final test to students to find out which student learning outcomes were based on the results of the research data analysis that the researchers did, indicating that the average student learning motivation in narrative text learning taught with the scramble model is more influential than the average student motivation before using the scramble model. This difference in learning motivation can be seen from the average value after using the scramble model is higher than before using the scramble model. Where the initial test average was 43.05 increased after using the scramble model with an average of 80.83.

Based on the results of the t-test pre-test and post-test on improving students' writing narrative text skills, it was found that most of the students stated that the scramble model succeeded in improving students' writing narrative text skills. Thus, this research was successfully carried out to improve students' ability to write narrative text through scramble model.

After the researcher found the mean score and the standard deviation of each data on Pre Test and Post Test, so, the researcher calculated the equation of t test to take the conclusion from the hypothesis of this research. The calculation is described on the table below :

Determining the equation of t test

$$\begin{aligned}t_0 &= \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{S_1^2}{N} + \frac{S_2^2}{N}}} \\&= \frac{80,83 - 43,05}{\sqrt{\frac{20,11}{36} + \frac{20,71}{36}}} \\&= \frac{37,78}{\sqrt{\frac{40,82}{36}}} \\&= \frac{37,78}{\sqrt{1,13}}\end{aligned}$$

$$\begin{aligned} &= \frac{37,78}{1,06} \\ &= 35,64 \end{aligned}$$

Based on the calculation showed above, the researcher found that the *t_{observation}* = 35,64. By seeing the *t_{table}* with *df* = *n*-1 of level $\alpha = 5\%$, it was found the *t_{table}* = 2,030. It meant that *t_{observation}* is higher than *t_{table}* = 35,64 > 2,030. So, the researcher concluded that the hypothesis in this research was received. There is any the use scramble model to improve students' narrative text writing class XI SMA Negeri 2 Lawe Bulan academic year 2021/2022.

CONCLUTION AND SUGGESTION

Based on the data analysis and the discussions, the researcher took the conclusion as follows :

1. The minimum completeness criteria of English Lesson at SMA Negeri 2 Lawe Bulan = 70. The mean score of students test on pre test = 43,05. The mean score on posttest improved become = 80,83 and it reached the minimum completeness criteria score. There were 37,78 point the difference between pre test to the post test score. The calculation of data by using t test and found the *t_{observation}* = 35,64 then compared it with *t_{table}* = 2,030 of level $\alpha = 5\%$. It meant that *t_{observation}* was higher than *t_{table}* = 35,64 > 2,030. So, the researcher concluded that there were improvement students' ability in writing narrative text using scramble model at class XI SMA Negeri 2 Lawe Bulan Academic Year 2021/2022 and the hypothesis in this research was received.

Recommendations

Considering the result of this study, the writer would like to gide some suggestion, they are as follows to improve students' ability in writing narrative text the teacher can using teaching as scramble model. The teacher should use guided scramble model in teaching writing narrative text. And also to teacher it is important to improve motivation the students' ability in writing narrative text by using scramble model as good model to increase students interest in writing narrative text.

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