



## **The Effect of Scrambled Picture Series on Students' Ability In Writing Narrative Text at Grade X of SMA Negeri 1 Siantar**

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### **Abstract**

This study aimed to investigate the impact of Scrambled Pictures Stories media on students' writing abilities in narrative texts among grade X students at SMA Negeri 1 Siantar. The theoretical framework was based on the work of Macon, Bewell, and Vogt. A quantitative research methodology was employed for this study. The population consisted of grade X students at SMA Negeri 1 Siantar for the academic year 2024/2025. The researcher selected two classes as samples: X-5 served as the experimental group, comprising 36 students, while X-6 acted as the control group, also with 36 students. The experimental group received instruction through Scrambled Pictures Stories media, whereas the control group was taught using conventional strategies. Data were collected via pre-tests and post-tests administered to both groups. The mean score for the experimental group in the pre-test was 58.55, compared to 48.97 for the control group. Conversely, the post-test mean score for the experimental group was 72, while the control group achieved a mean score of 53.69. The researcher utilized tests as the instrument for data collection. The t-test result was 329.33, exceeding the t-table value of 1.667 at a 5% significance level. This significant result indicates that the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_o$ ) was rejected, demonstrating a significant effect of using Scrambled Pictures Stories media on the narrative writing skills of grade X students at SMA Negeri 1 Siantar.

**Keywords:** Effect, Scrambled Pictures Stories, Writing

### **INTRODUCTION**

English is a crucial component of education aimed at developing human resources. According to Crystal (2000:16) as cited in Savira & Fauzi (2023), English is quickly becoming a global language, spreading more extensively than any other language and establishing itself as a true international language. In Indonesia, the goal of English education is to master the four fundamental language skills: listening, speaking, reading, and writing. Writing is the act of producing a lasting representation of human language. It is considered essential in the realm of language acquisition and is recognized as one of the most challenging language proficiencies to achieve (Fahmi & Rachmijati, 2021). Boardman and Frydenberg (2001:14) as cited in Setiawan et al. (2017:33) describe writing as a continuous process of thinking, organizing, rethinking, and reorganizing.

Writing with the intent to explain means providing the reader with information that is necessary for understanding. Nunan (2003:88) in Gita Yolanda & Al-Hafizh (2014) defines writing as the mental process of generating ideas, considering how to express them, and organizing them into clear statements and paragraphs for the reader. Shanorra, T. T., et al. (2021:10) defines writing as the process of expressing ideas, information, knowledge, or experiences, and understanding writing is essential for acquiring knowledge or sharing information.

Writing serves the purpose of conveying necessary information. It is one of the four English skills used to express ideas, opinions, thoughts, and feelings in written form. According to Harmer (2004:31) as cited in Prayoga, D., et al. (2023), writing is a means of producing language to express ideas, feelings, and opinions. This interaction with written ideas allows writers to combine their prior knowledge with the visual messages presented in the text, emphasizing that writing is fundamentally about understanding a text.

During pre-observations conducted at SMAN 1 SIANTAR, the researcher discovered that students faced challenges in writing comprehension. Firstly, students struggled to understand the text, which may stem from their background knowledge, language abilities, cognitive skills, and writing objectives. Secondly, they had difficulty extracting information from the texts they read, which hindered their ability to identify the main ideas in each paragraph they wrote. Thirdly, students were unable to write lengthy paragraphs, often lacking understanding of the words in the text. Many students felt that writing the entire text was a waste of time and experienced boredom during the writing process. As a result, their lack of interest in learning led to relatively low writing comprehension scores.

Narrative text refers to writing that recounts a sequence of past events. According to Barbara as cited in Rosyida (2023), the purposes of narrative texts include entertaining, expressing feelings, informing, and persuading readers. Hastuti (2010:7) as cited in Sinaga (2020) "Narrative text that tell a story that is used to inform, entertain, motivate, or to teach the readers". In teaching and learning activities, narrative texts in reading comprehension should be interesting for students. In reality, most students feel unenthusiastic about the lesson. To overcome that problem, teachers realize that they need to use the right learning media to see the effect in their writing comprehension so that students can improve their writing skills. According to Munirah (2018:94) cited in Talan & Dangin (2024), there are several aspects of writing assessment including the content of ideas, content organization, grammatical, vocabulary, spelling and punctuation.

From all cases about writing, innovative teaching methods are required. One promising approach is the use of scrambled picture series. This media involves presenting students with a series of pictures in a random order, which they must then rearrange into a logical sequence before writing the narrative. Research by Rizka & Nurkamto (2021), suggests that visual aids can enhance students' creativity and critical thinking skills in writing. Similarly, Ahmad & Ma'rifatulloh (2019), found that visual media can significantly aid students in comprehending narrative structures, thereby improving their writing abilities.

Scrambled picture series, also known as picture puzzles or jumbled images, are visual puzzles or games where an image is divided into different pieces or tiles that are then rearranged or scrambled. According to Puspitasari (2021), Scrambled Pictures are puzzle picture which display randomly. The objective is to rearrange the pieces correctly to recreate the original image. Scrambled picture series can be a fun and challenging activity that tests your visual perception and problem-solving skills. The researcher tries to find out to what extent students' ability to understand narrative text is significantly achieved after they are taught by using scrambled Pictures Story and also find out how students react after scrambled Pictures Story is applied in the teaching-learning process.

Based on the background above, the researcher tries to conduct a research with the title **“The Effect of Scrambled Picture series on Students Ability in Writing Narrative Text at Grade X of SMA Negeri 1 Siantar”**

## METHOD

In this study, the researcher employed an experimental design to conduct quantitative research. According to Watson (2015), quantitative research encompasses a set of techniques for systematically examining social phenomena through the use of statistical or numerical data. The researcher utilized a quasi-experimental design featuring non-randomized or nonequivalent pre-tests and post-tests. As noted by Abraham and MacDonald (2011, p. 56), quasi-experimental research resembles experimental research in that it involves the manipulation of an independent variable. Therefore, quasi-experiments can be used for research that wants to investigate relationships between variables and clarify the causes of these relationships.

This research was conducted at SMA Negeri 1 Siantar Jalan Mahoni Raya No.4 Perumnas Bt VI, Sitalasari, kecamatan Siantar, kab.Simaungun, North Sumatera in Academic year 2024/2025. Students in the tenth grade make up the population of this study at SMA Negeri 1 Siantar, which consists of twelve classes that contain a different total of students in every class. The researcher employed purposive sampling because it is one of the most effective and time-efficient sampling methods available. Two classes were selected for this study: Class X-3 served as the control group, consisting of 30 students, while Class X-6 served as the experimental group, also comprising 30 students. In total, the sample included 60 students. The experimental group utilized a collaborative writing technique, whereas the control group followed a conventional approach with no intervention. The English proficiency levels in both classrooms were comparable.

The instruments used in this research include tests and assessment categories. The chosen topic for the test is the narrative text "The Ant and the Dove." During both the pre-test and post-test, which lasted 45 minutes, the teacher instructed students to write a legend about "The Ant and the Dove" in their own words. The researcher taught the experimental class about the definition, purpose, generic structure, language features, and examples of narrative texts using scrambled picture story media, while the control class received no treatment. This was done to evaluate the progress in writing ability throughout the teaching process. After the treatment, the researcher administered a post-test, asking students to create a narrative text on the topic of "The Ant and the Dove." The aim of this study is to assess how effectively students can write narrative texts when using scrambled picture stories.

## RESULT AND DISCUSSION

### Data Description

Five criteria were used to evaluate students' narrative text writing: content, organization, grammar, vocabulary, and mechanics (Brown, 2007). A pretest was done out before the Media scrambled picture series was applied. Thirty six students from SMA Negeri 1 Siantar at grade X-6 made up the experimental class for this research. The table below displays the results, which provide crucial details regarding the students' writing abilities.

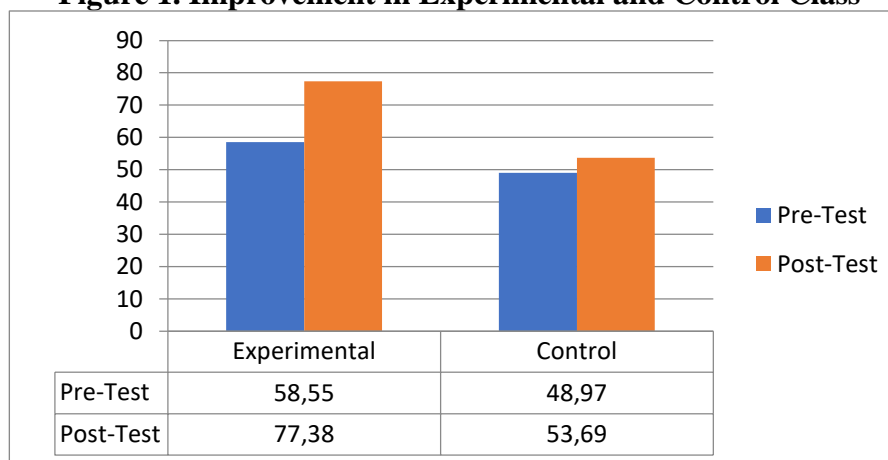
**Table 1. Students scores of the Experimental Class**

No	Student's Initial Name	Pre Test	Post Test
	ARP	45	65
	RM	45	75
	ATBT	46	75
	CIT	50	78
	DD	50	72



	RNG	50	80
	COS	52	78
	FJHP	53	75
	JHT	53	75
.	YMM	53	80
.	YPS	53	71
.	ANA	55	80
.	CJ	55	83
.	DTS	55	70
.	GAS	55	75
.	AGP	57	83
.	CA	57	71
.	JSA	57	70
.	YFS	57	78
.	YF	57	71
.	ARA	58	71
.	EVH	58	82
.	PMS	58	65
.	CFS	61	91
.	AFP	62	78
.	CAL	62	76
.	NSL	62	75
.	PKG	62	83
.	UA	62	75
.	CS	67	86
.	EGSP	71	75
.	JPP	71	92
.	VNR	71	83
.	CA	73	85
.	JLT	75	78
.	CP	80	86
<b><math>\Sigma</math></b>		<b>2108</b>	<b>2786</b>

In the experimental class, the highest pre-test score recorded was 80, while the lowest score was 45. After implementing the Scrambled Picture series as a teaching medium, the post-test results showed a significant improvement, with the highest score reaching 86 and the lowest score at 65. The total score for the pre-test in the experimental group was 2,108 points, resulting in an average pre-test score of 58.55. Following the instructional intervention, the experimental group achieved a total of 2,786 points in the post-test, leading to an improved average score of 77.38. This study aimed to assess the effect of Scrambled Picture series on students' ability to write narrative texts at Grade X of SMA Negeri 1 Siantar.

**Figure 1. Improvement in Experimental and Control Class**

After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicates an improvement in student performance, particularly following the intervention. The experimental group, which utilized Scrambled Picture series as a teaching medium, demonstrated a significant increase in scores. Specifically, the mean score for the experimental class improved from 58.55 in the pre-test to 77.38 in the post-test. In contrast, the control group, which continued with traditional teaching methods, showed a more modest improvement, with their mean score rising from 48.97 in the pre-test to 53.69 in the post-test.

This results in an increase of 18.83 points for the experimental class, while the control class experienced an improvement of only 4.72 points. The findings of this study suggest that the use of Scrambled Picture series had a significant impact on enhancing students' ability to write narrative texts, particularly at Grade X of SMA Negeri 1 Siantar. The greater improvement observed in the experimental class compared to the control class indicates that using engaging media can be an effective strategy for developing writing skills among students. This underscores the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing narrative texts.

### Testing Hypothesis

The researcher found that the t-test value was 29,334 after doing the data analysis. The distribution table and the t-test value at various degrees of freedom (df) were then calculated by using the t-test value. The t-table's result was 29,334 because the degrees of freedom (df) in this research were 72 at a significant level of 0.05. Based on the calculating results,  $H_a$  was accepted and  $H_o$  was rejected because  $t\text{-test} > t\text{-table}$  at level  $t = 0,05$ , or  $29,334 > 1,667$ .

### Research Findings

Based on the data analysis, the researcher determined that the media Scrambled picture series significantly effect students' ability to write narrative text.

#### 1. Experimental class

- Pre-test mean score for the experimental class was 58,55
- Post-test mean score for the same class was 77,38.
- In the pre-test, the experimental class's lowest score was 30, while its greatest score was 78.
- In the post-test, the experimental class's lowest score was 65, and its highest score was 91.
- The experimental class's overall mean variable ( $M_a$ ) was 18,83.

#### 2. Control class

- a. In the pre-test, the control class's mean score was 48,97, while post-test mean score for the same class was 53,69
- b. In the pre-test, the control class's lowest score was 28, and its best score was 78.
- c. In the post-test, the control class scored as low as 28 and as high as 82.
- d. The total mean variable (Mb) derived from the control variable was 4,72.

Furthermore, at the significance level of 0.05 for the two-tailed test, the t-test value (329,334) is greater than the t-table value (1,667) according to the testing hypothesis results.

### Discussion

The purpose of this research was to examine the effects of Scrambled Picture series media on the narrative text writing abilities of Grade X students at SMA Negeri 1 Siantar. In this study, the researcher utilized two classes: Class X-5 served as the control group, while Class X-6 was designated as the experimental group. The data analysis revealed that the experimental group, which received the treatment, had a pre-test mean score of 58.55 and a post-test mean score of 77.38. In contrast, the control group, which did not receive any treatment, had a pre-test mean score of 48.972 and a post-test mean score of 53.69. When comparing the differences between the pre-test and post-test scores of both groups, it was evident that the experimental class outperformed the control class.

Moreover, it was shown that Scrambled Picture series could engage students' interest and curiosity in learning English, particularly in writing skills. This engagement was reflected in their ability to generate ideas, select appropriate vocabulary, and organize those ideas coherently. It indicated that students required media or tools that could guide them in creative thinking and stimulate their ideas. The use of Scrambled Picture series as a learning medium captivated students' interests, making the teaching and learning process enjoyable. It encouraged students to use their imagination and develop their thinking skills to write effectively.

As noted, learning media encompasses anything that can convey messages from a learning source in a structured manner, fostering a supportive learning environment where recipients can engage in the learning process efficiently and effectively. Writing is often regarded as the most challenging skill to master, especially for second language learners. The difficulties arise not only in generating and organizing ideas but also in translating those ideas into text. Therefore, students need tools or media to help them master writing skills more easily. One effective approach is the use of Scrambled Picture series as instructional media, which allows students to grasp the material well and revisit interesting visuals whenever they wish. Additionally, research by Ismi and Agus (2021) indicated that writing skills could be enhanced through the use of Instagram, showing significant improvements in students' competencies compared to conventional learning methods in writing recount texts, with mean scores of 69.875 for the experimental group versus 64.818 for the control group.

Another effective learning medium is the use of picture series, which contain visually appealing images that capture students' attention and interest. According to Bob, picture series can effectively convey information, motivate students to engage in discussions, and encourage participation. In summary, students experienced a new learning dynamic when taught using picture series, leading to increased activity and participation during the teaching and learning process. Consequently, no students remained passive, as they were focused on the images presented by the researcher.

### CONCLUSION

Based on the data analysis, the researcher concluded that the use of Scrambled Picture series media had a significant impact on students' writing abilities. This conclusion is supported by the pre-test score of 58.55, which was initially low compared to the experimental class. However, after the treatment, the post-test score increased to 77.38. In



contrast, the control class had a pre-test score of 48.97, which only improved to 53.69. This indicates that the use of Scrambled Picture series facilitated students in writing texts more effectively. The hypothesis testing revealed that the t-count was  $(29.334 > 1.667)$ . As a result, the Alternative Hypothesis ( $H_a$ ) was accepted, and the Null Hypothesis ( $H_0$ ) was rejected. Therefore, the researcher concluded that the implementation of Scrambled Picture series positively influenced the narrative writing abilities of Grade X students at SMA Negeri 1 Siantar.

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