

**THE EFFECT OF JUMBLED SENTENCES TECHNIQUE  
TOWARDSTUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT  
SMA N 16 PADANG**

**Thesis**

*Submitted in Partial Fulfillment as One of the Requirements for*

*Strata One (S1) Degree*



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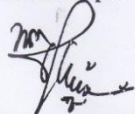
APPROVAL PAGE

THE EFFECT OF JUMBLED SENTENCES TECHNIQUE TOWARD  
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT  
AT SMA N 16 PADANG

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### THESIS ACCEPTANCE

The thesis entitled "The Effect of Jumbled Sentences technique Toward Students' Writing Ability in Narrative Text at SMA N 16 Padang", written by Nurrahmi. Students register number 1314050149 has been examined by board of examination members in the Faculty of Islamic Education and Teacher Training State Islamic University Imam Bonjol Padang, on Monday February 19, 2018. Therefore, it has been accepted for part of sarjana pendidikan (S.Pd) degree in English Department.

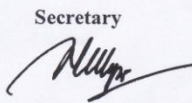
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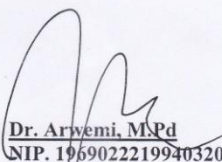
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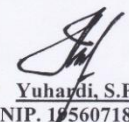
  
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## ABSTRACT

**Nurrahmi, 2018**      *The Effect of Jumbled Sentences Technique Toward Students' Writing Ability in Narrative Text at SMA N 16 Padang*

**Supervisor**        : **1. Dr. Martin Kustati, M.Pd**  
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Students' writing skill is still not sufficient yet. Some particular causes have been indentified such as the students do not have sufficient, unable to develop it alone and still lack of grammar. Therefore, new technique is needed to improve this unsatisfactory condition.

The purpose of this research is to determine whether there is any significant differences on students' writing ability between the students who are taught by Jumbled Sentences Technique and those who are taught without using Jumbled sentences at SMA N 16 Padang. Besides that, this research was also aimed to described the component of student's writing were mostly improved after using Jumbled Sentences Technique.

The population of this research was all of the students at Eleventh Grade (XI IPA) of Senior High School 16 Padang that consist of 144 students were divided into four classes. Then, the researcher took class XI IPA 1 and XI IPA 2 as the sample that was chosen through cluster random sampling. While class XI IPA 1 as the experiment class consist of 36 students and class XI IPA 2 as control class consist of 36 students too. In collecting the data, researcher used written test only. The test was given to both classes with the same topic. Then, post-test was given after doing the treatments for six meetings to know the effect of Jumbled Sentences Technique.

The data was analyzed by using statistical procedures. The result of this research showed that mean scores of students' writing in experimental class (83.91) is higher than means scores of students' writing control class (74). It means that teaching writing by using Jumbled Sentences Technique gave Significant effect on students' writing ability. While,  $t_{\text{calculated}}$  (43,08) is also bigger than  $t_{\text{table}}$  (1.994). it means that hypothesis was accepted. Moreover, each components of writing in experimental class was also improve. But the component were mostly improve was content with significant different 3.57 and with comparison 25.7 (experimental class) and 22.13 (control class).

It can be concluded that Jumbled Sentences Technique gave significant effect toward students' writing ability at Eleventh Grade (XI IPA) of SMA N 16 Padang. Therefore, researcher implies to used Jumbled Sentences technique to be alternative English teaching technique. Finally, it is hoped that the use of Jumbled Sentences can improve the quality of teaching English.

## ABSTRAK

**Nurrahmi, 2018**      **Pengaruh Jumbled Sentences Technique Terhadap Kemampuan Menulis Siswa dalam Menulis Teks Naratif di Sekolah Menengah Atas Negeri 16 Padang**  
**Supervisor**            **: 1. Dr. Martin Kustati, M.Pd**  
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Kemampuan menulis siswa masih belum cukup baik. hal ini disebabkan karena kurangnya ide siswa dan tidak mampu mengembangkan ide tersebut dan juga masih kurang dalam penguasaan grammar. Oleh karena itu, dibutuhkan teknik baru untuk meningkatkan kondisi yang tidak memuaskan ini.

Tujuan penelitian adalah untuk mengetahui apakah ada efek yang signifikan pada hasil tulisan siswa antara siswa yang diajar dengan menggunakan teknik *Jumbled Sentences* dengan siswa yang diajar tanpa menggunakan teknik *Jumbled Sentences* di SMAN 16 Padang. Disamping itu, penelitian ini bertujuan untuk menjelaskan komponen menulis siswa yang paling banyak meningkat setelah menggunakan teknik *Jumbled Sentences*.

Populasi penelitian ini adalah seluruh siswa kelas XI IPA SMAN 16 Padang yang terdiri dari 144 siswa dan dibagi kedalam 4 kelas. Kemudian peneliti mengambil kelas XI IPA 1 dan XI IPA 2 sebagai sampel yang dipilih melalui *cluster random sampling*. Sehingga peneliti mengambil kelas XI IPA 1 sebagai kelas eksperimen yang terdiri dari 36 orang siswa dan kelas XI IPA 2 sebagai pembanding yang terdiri dari 36 siswa pula. Dalam mengumpulkan data, peneliti menggunakan tes tertulis. Tes diberikan kepada kedua kelas dengan materi yang sama. Tes diberikan setelah diperlakukan *treatment* selama enam kali pertemuan untuk melihat pengaruh penggunaan teknik *Jumbled Sentences*.

T<sub>-test</sub> digunakan untuk menganalisa nilai *post-test* siswa. Hasil dari t<sub>-test</sub> ( $t_{hitung}$ ) akan dibandingkan dengan t table. Hasil penelitian menunjukkan nilai rata-rata *post-test* siswa dikelas eksperimen (83.91) lebih tinggi daripada nilai rata-rata *post-test* siswa dikelas pembanding (74). Hal ini membuktikan adanya perbedaan yang signifikan terhadap kemampuan menulis siswa. Selain itu,  $t_{hitung}$  (43,08) lebih besar daripada  $t_{table}$  (1.944). Ini bermakna bahwa hipotesis diterima. Disamping itu, masing-masing komponen menulis siswa pada kelas eksperimen juga meningkat, namun komponen yang paling banyak meningkat adalah isi paragraph dengan perbedaan yang signifikan 3.57 dan perbandingannya 25.7 (experimental class) dan 22.13 (kelas pembanding).

Dapat disimpulkan bahwa teknik *Jumbled Sentences* memberikan pengaruh yang signifikan pada kemampuan menulis siswa khususnya grammar siswa secara signifikan. Oleh karena itu, peneliti mengimplikasikan untuk menggunakan teknik *Jumbled Sentences* menjadi alternatif teknik mengajar bahasa inggris. Akhirnya diharapkan penggunaan teknik *Jumbled Sentences* ini dapat meningkatkan kualitas pengajaran bahasa inggris.