

**The Use of Jumbled Paragraphs to Teach Narrative Text for Senior High  
School Students: A Best Practice Report**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



**Dinda Fazar Aulia**

**19322026**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT**

**FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES**

**UNIVERSITAS ISLAM INDONESIA**

**2023**

**APPROVAL SHEET**

**The Use of Jumbled Paragraphs to Teach Narrative Text for Senior High**

**School Students**

**By:**

**Dinda Fazar Aulia**

**19322026**



**Approved on 8<sup>th</sup> August 2023**

**By**

**Supervisor:**

A handwritten signature in black ink, appearing to be 'Anandayu Suri Ardini', is written over the Arabic calligraphy at the bottom of the page.

**Anandayu Suri Ardini. S.S., M.A.**

**NIP. 0530038803**

## RATIFICATION SHEET

The used of Jumbled Paragraphs to Teach Narrative text in Senior High  
School Students: A Best Practice Report

By

Dinda fazar Aulia

19322026

Defended Before the Board of Examiners on 20<sup>th</sup> September 2023 and  
declared Acceptable

Board of Examiners

Chairperson : Anandayu Suri Ardini, S.S., M.A. 

First Examiner : Astri Hapsari, S.S., M.TESOL 

Second Examiner : Ista Maharsi, S.S., M.Hum 

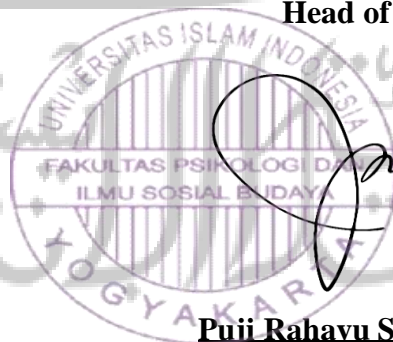
Yogyakarta, 20 September 2023

English Language Educational Department

Faculty of Psychology and Social-Cultural Science

Universitas Islam Indonesia

Head of Department



  
**Puji Rahayu S.Pd., MLST., Ph.D**

NIP: 053310402

## STATEMENT OF WORK'S ORIGINALITY

I honestly, with all my heart made this thesis by my own writing, effort, and idea. Except for references that must be taken as citations, as a scientific paper should.

Yogyakarta, 8<sup>th</sup> August 2023



Dinda Fazar Aulia

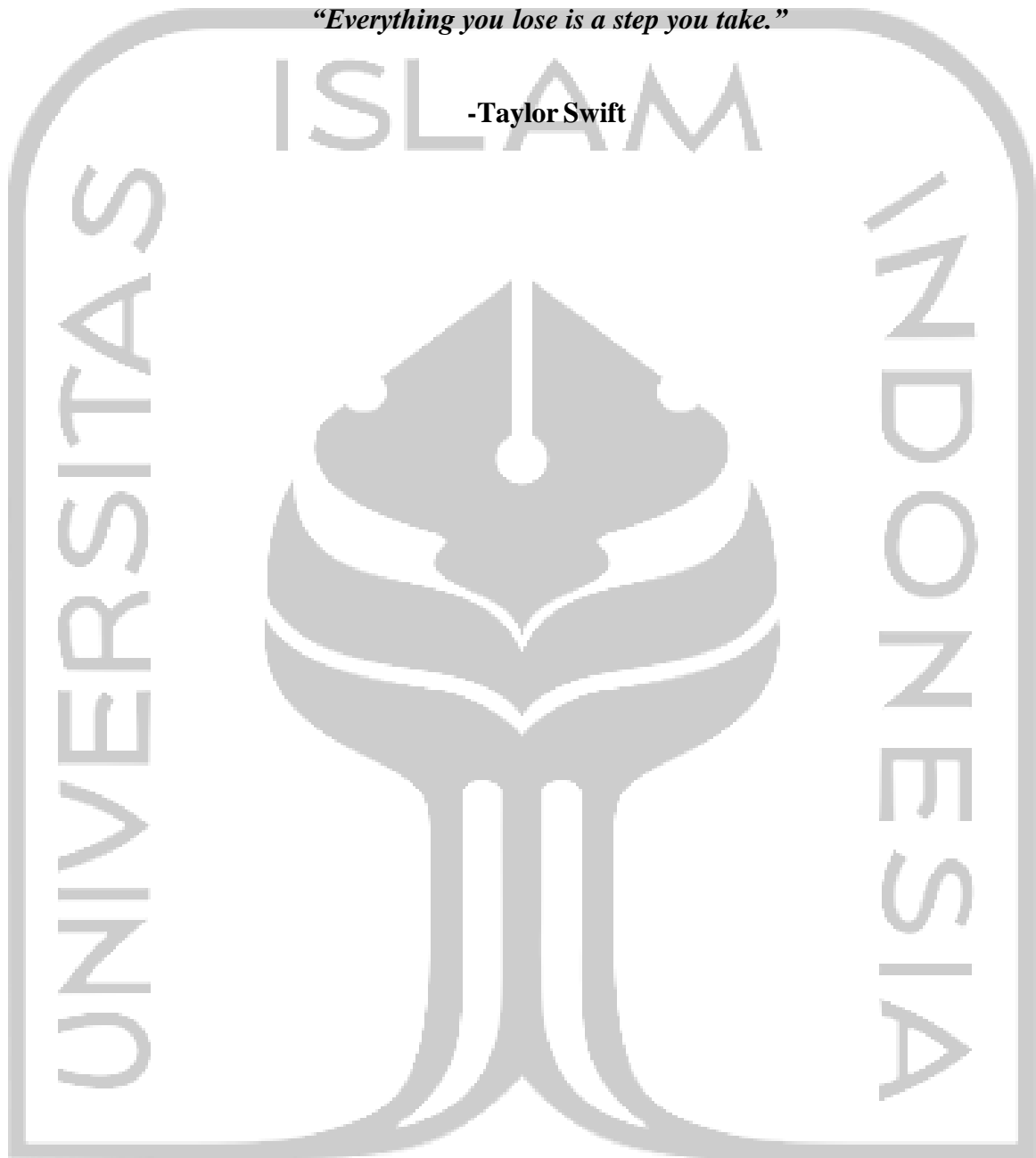
19322026

الجمهورية الإسلامية اندونيسية

MOTTO

*"Everything you lose is a step you take."*

-Taylor Swift



الجامعة الإسلامية  
الاندونيسية

## DEDICATION

This undergraduate thesis is dedicated to all those who have supported and inspired me throughout this journey:

First and foremost, Allah SWT for the given mercy and grace to complete this thesis. To my parents, Ibu and Bapak, thank you for the unwavering love and sacrifice. To my sibling: Abang, Tata, and Ameera, thank you for believing in me and always pushing me to reach my dreams. I would also like to say thank you to my big family for the endless love, support, and encouragement.

To all the lecturers and staff at English Language Education Department, for their guidance and patience. Thank you for shaping my knowledge, challenging my thinking, and continuously pushing me to improve.

To all my friend groups: Fans DD Kicik, Cantoel, Chabat, NKCTHI, Kentang, and the entire PBI 2019 for their constant understanding, support, and laughter. Thank you for sticking by my side and reminding me that there is always light at the end of the tunnel.

To the participants of this study, for generously giving their time and sharing their experiences. Your contributions have been invaluable in enhancing the understanding of my research topic.

Lastly, this thesis is dedicated to myself. For the late nights, countless hours of research, and overcoming the obstacles. This achievement is a testament to my determination, perseverance, and unwavering commitment to learning. May this thesis contribute to the body of knowledge in its field and serve as a small tribute to all those who have played a significant role in my academic journey.

## ACKNOWLEDGMENT

I would like to express my deepest gratitude and appreciation to my thesis supervisor Miss Anandayu Suri Ardini, S.S., M.A, who has provided me with invaluable guidance, support, and encouragement throughout the course of my undergraduate thesis. Another thank you goes to the lecturers and staff of English Language Department, for the help and assistance during my study at UII.

I would also like to acknowledge the contribution of my family and friends, who have provided me with unwavering love, support, and encouragement throughout my academic journey.

Finally, the researcher hope this thesis will benefit the readers regardless of its flaws. Any suggestion and recommendation for future improvement are highly appreciated.

Yogyakarta, 8<sup>th</sup> August 2023



Dinda Fazar Aulia

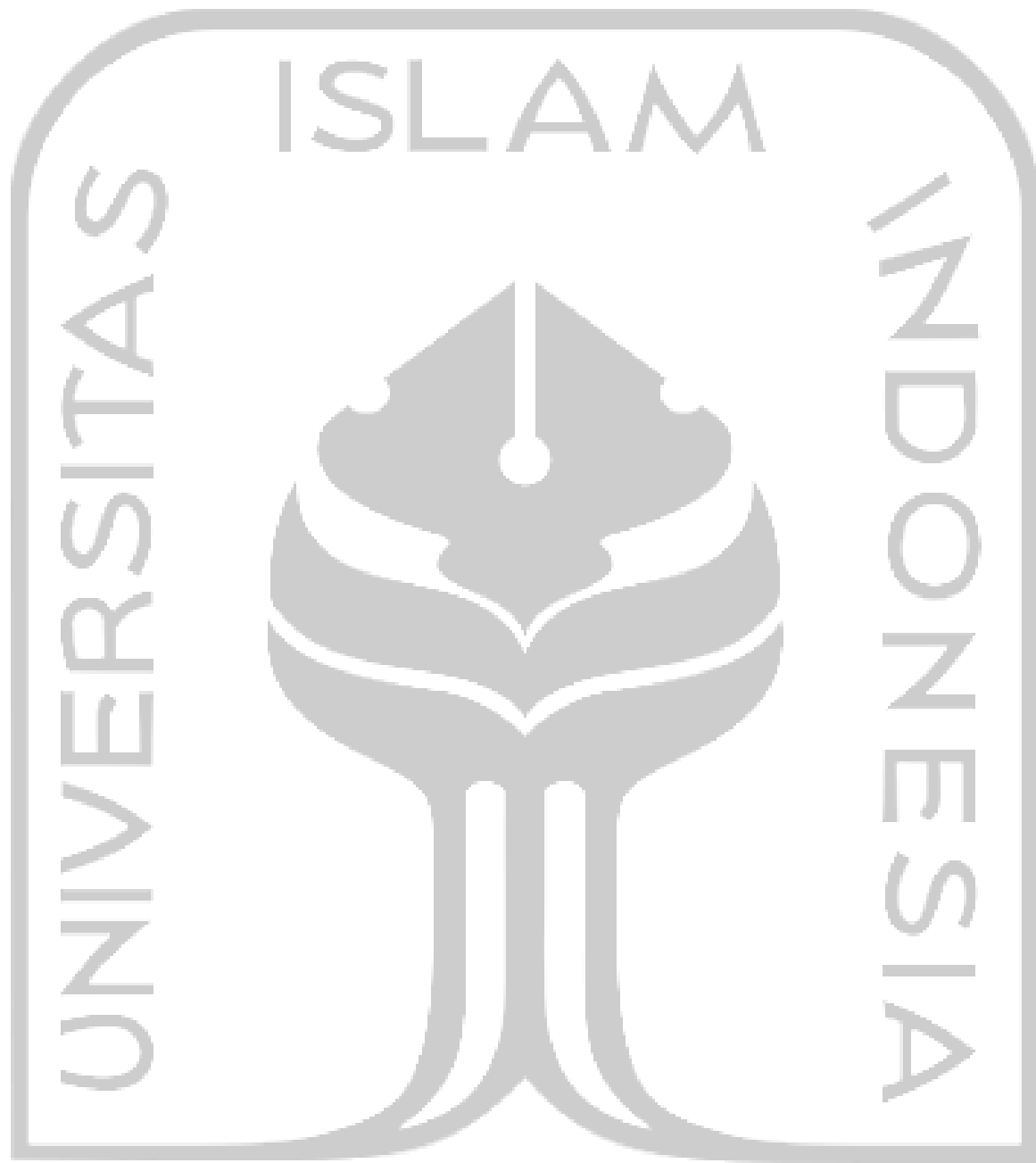
الجمعة ٨ أغسطس ٢٠٢٣  
الاستاذة انديا سوري آرديني

## TABLE OF CONTENT

APPROVAL SHEET .....	i
RATIFICATION SHEET .....	ii
STATEMENT OF WORK'S ORIGINALITY .....	iii
MOTTO.....	iv
DEDICATION .....	v
ACKNOWLEDGMENT .....	vi
TABLE OF CONTENT .....	i
Abstract.....	1
CHAPTER I.....	2
1.1 Teaching context.....	2
1.2 Consideration for Using Narrative Text.....	3
CHAPTER II.....	4
2.1 Teaching EFL Reading in Senior High School.....	4
2.2 Narrative Text .....	4
2.3 Jumbled Paragraph as a Teaching Technique .....	4
CHAPTER III.....	7
3.1 Activity 1: (The Explanation of Material) .....	8
3.1.2 Activity 2: (Conducted The Jumbled Paragraph).....	10
3.2 Generic Structure and Organization Idea.....	10
3.3 Reflection.....	11
CHAPTER IV .....	14
CONCLUSION .....	14
REFERENCES.....	15

الجمعة ١٤٤١هـ  
الاستاذة الدكتورة  
الاستاذة الدكتورة



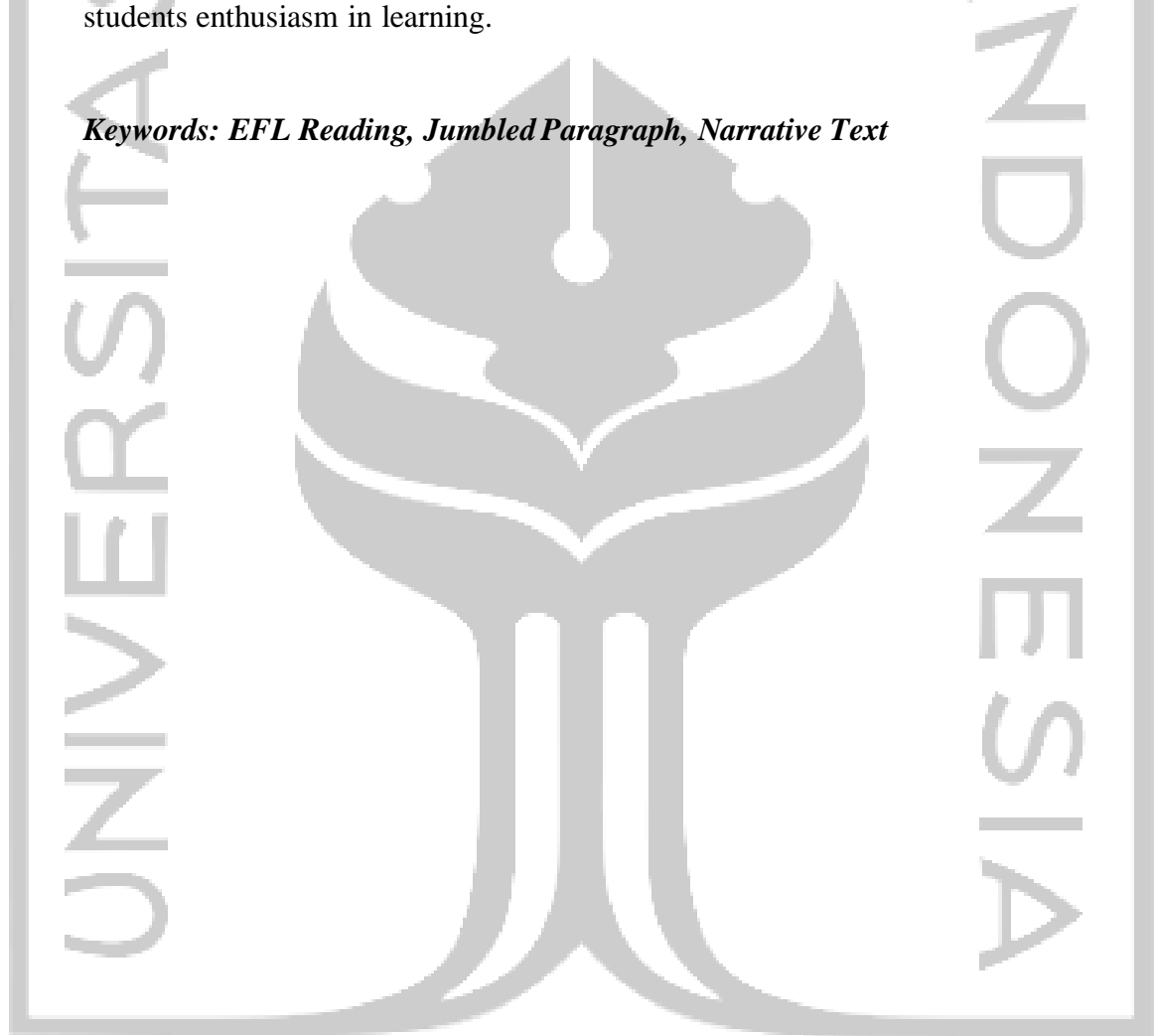


الجامعة الإسلامية  
الاندونيسية

## Abstract

Understanding the text's structure is one of the challenges of reading. One of the texts studied in high school is narrative texts. The difficulty for the students is in comprehending the general structure. This best practice report describes the implementation of using jumbled paragraph to teach the generic structure of narrative text for senior high school students in Yogyakarta. The steps of the jumbled paragraph are as follows: first I separated the class into groups; second I distributed the pieces of paper, and last the students carefully arranged the paragraph with their partners. In conclusion, the use of jumbled paragraph creates students enthusiasm in learning.

***Keywords: EFL Reading, Jumbled Paragraph, Narrative Text***



# CHAPTER I

## BACKGROUND

### 1.1 Teaching context

According to the observational study, some students had difficulty comprehending textual elements when they were reading texts. Teachers, on the other hand, frequently overlook the fact that pupils find it difficult to distinguish between different sorts of texts and instead focus more on grasping its general organization. As a result, learning to distinguish between text structures takes time. One way to solve the problem is using visual aids like pictures. Pictures or illustration can help to make the explanation more understandable, which can be inferred as a medium to maximize reading activity.

If combined with the right activity, pictures can help students to have better reading comprehension. Jumbled paragraph is the solution I provided for the issues mentioned above. Specifically, jumbled paragraph help students to arrange paragraphs according to their generic structure correctly. The pictures added in the jumbled paragraph can help students better to understand plots and ultimately help understand generic structures, because resolution and re-orientation in structures are different. Then, the students must understand the two structures of the text.

This research was conducted in a private Islamic High School in Yogyakarta, Indonesia. Based on the official website of the school, there are 90 teachers and staff at the school. The school is quite well-known, it often wins both academic and non-academic competitions. Currently there are four English teacher consisting of three female English teachers and one male English teacher.

The research was conducted in class X Social 3. As a result of my observation, I concluded that the students were not very engaged in studying because they were permitted to bring their gadgets to the class. During the teaching-learning process, their attention tends to be split between using their devices to playgames and paying attention to the lesson. They are repeatedly warned by the teachers. Additionally, I discovered that the students continue to struggle with understanding and differentiating between different type of text as well as the general structures.

### **1.2 Consideration for Using Narrative Text**

Narrative text is a text that tells an imaginative or modifies real story, and is arranged through a sequence of events that occurred in the past. According to Gerot and Wignell (1994) narrative text has function to amuse and entertain readers through amusing story. Narrative text has a structure starting from orientation, complication, resolution, and re-orientation. The curriculum in Indonesia has requires narrative text for students to be learned in school especially in English subject. Although it is required by the curriculum in Indonesia, students still facing difficulties as described in the previous chapter. In this context, jumbled paragraph can bd an alternative to teach about narrative text effectively in a fun way.

الجمهورية الإسلامية الباندونيسية

## CHAPTER II

### CONSTRUCT

#### 2.1 Teaching EFL Reading in Senior High School

Reading is one of the most important skills in language learning. According to Kurniawan (2013) to get information and accurate ideas, it means that the reader must develop the ability to understand the context, ideas, and the structure of the text. In most school, students learn variety of texts such as narrative, descriptive, procedure, and report text. Students should be familiar with the concept and grammatical structures that being taught in school.

#### 2.2 Narrative Text

Narrative text is one of the types of text taught in school. It has three structures that serve each purposes according to its meaning. Orientation provide the background information on the occurrence including what, who, where, and when it happened. Complications describe any events or issues that occurred in the plot. Events provide a chronological account of everything that took place. Resolution is the conclusion of what happened. The last one is re-orientation, this part is a closing sentence that tells the current condition of the character and the moral message of the story.

#### 2.3 Jumbled Paragraph as a Teaching Technique

The application of jumbled paragraph as a tool in learning a narrative text is expected to motivate students to follow the learning process. Text and pictures are given to allow them learn on how to organize random paragraphs as a way to

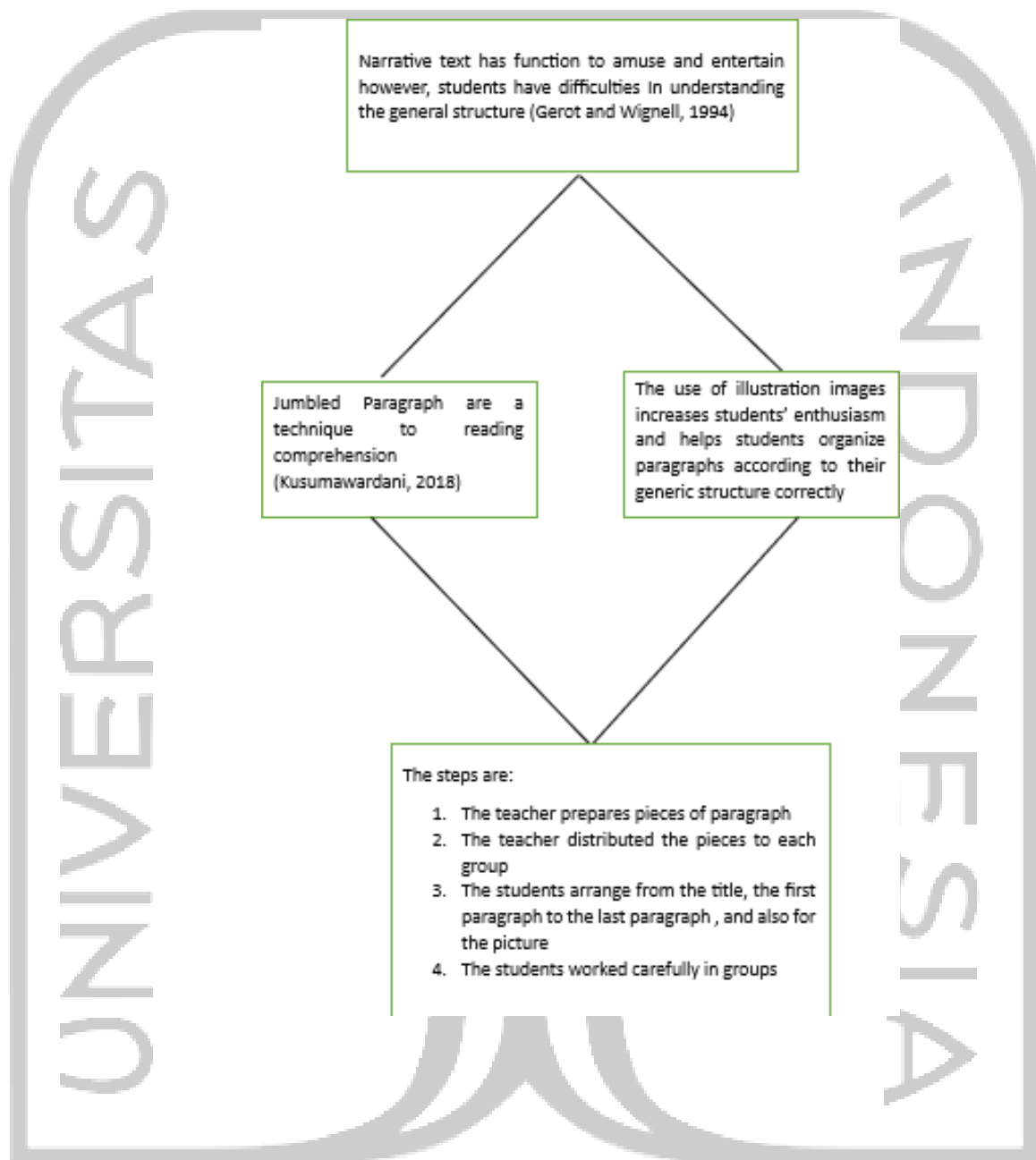
reinforce the knowledge from each occurrence that in the narrative text. In order to help them comprehend the meaning of the text while they read, students can also look at pictures that correspond to the plot. Additionally, the random paragraph picture media has the capacity to provide knowledge about the creation of narrative text.

According to Kusumawardani (2018) the jumbled paragraph is used by the teacher to check students' understanding of the structure. I used two texts entitled Orangutan and Blue Frog because they are relevant to Indonesian folklore. It will be more interesting for students to learn using jumbled paragraph that combined with authentic text. These are the following steps to use jumbled paragraph in narrative text:

1. The teacher prepares pieces of paragraph, pictures and randomize them
2. The teacher distributes the pieces to each group
3. The students arrange from the title, the first paragraph to the last paragraph and guess which part of the paragraph belongs to the structure, and also for the picture
4. The students worked carefully in groups

الجمهورية الإسلامية اندونيسية

In the current study, the researcher uses the presented framework as a guideline:



الجمهورية الإسلامية الباندونيسية

## CHAPTER III

### IMPLEMENTATION

This chapter provided the description of each steps on how to use jumble paragraph to learn about narrative text. The researcher was given the opportunity to observe the class three times to find out the characteristics of the students and classroom environment before started teaching. After that, I discussed with my mentor regarding lesson plans, learning media, and activities to be carried out in the class. It happened that the students had never learned about jumbled paragraph, so my mentor asked me to explain the material according to the requirements of the lesson plan and learning activities.



**Picture 3. Observation**

During the observations, I noticed that most of the students were attention, they were still busy with their gadgets and the characteristics of the students were preoccupied with their gadgets. This may have occurred because the teacher solely utilized text books to teach and provide limited exercise for them to practice their



skills. As a result, students tend to easily get bored and have low motivation to learn. Thus, I decided to use jumbled paragraph related activity that requires students to think critically alongside discussion with their chairmates, in order to attract their learning interest.

### 3.1 Activity 1: (The Explanation of Material)

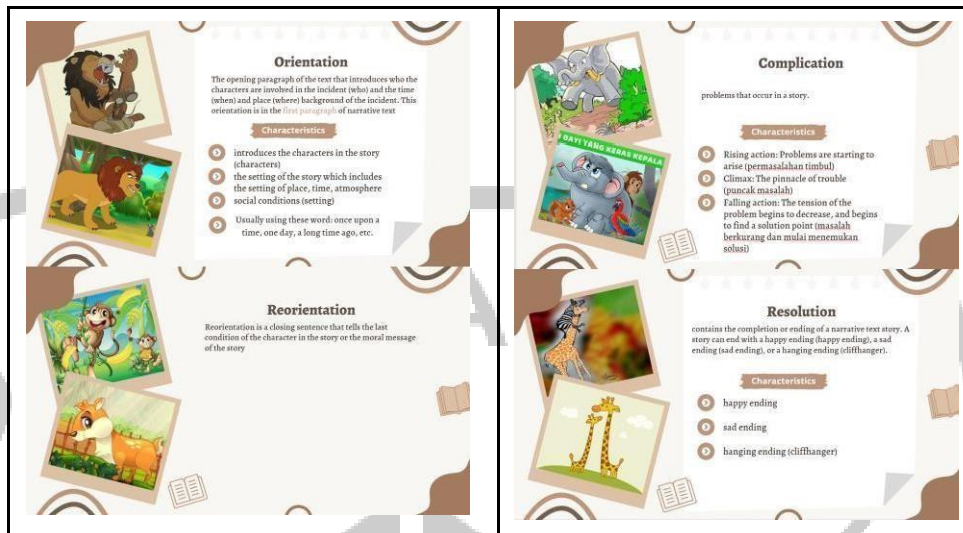
In this activity, the students listened and pay attention to the teacher. Before the lesson begins, the teacher prepared the class such as praying and taking students attendance. After that, the teacher gives a probing questions to provoke students' interest in the subject.



**Picture 3.1 Probing Question**

The teacher also gave some definition, then the students had to guess which one is the correct definition of narrative text. In addition, the teacher begin to explained the material about narrative text started from its definition, general structure, kinds of narrative text, and the examples of narrative text. Furthermore,

after teacher explained the teachers gave some examples of narrative and the students are asked to identify the structures of the text.



**Picture 3.1.1 Generic structure of Narrative Text**

The purpose of this activity is to help students understanding the general structure of narrative text, so that the students can compose the jumbled paragraph which be carried in activity 2.

الجامعة الإسلامية  
الاستد بالاندو

### 3.1.2 Activity 2: (Conducted The Jumbled Paragraph)

In this activity, I explained the steps on how to arranged jumbled paragraph from the title to last paragraph according the generic structure and related pictures.



Picture 3.1.2 Activiy 2

### 3.2 Generic Structure and Organization Idea

In this activity, students paired up with their chairmates to work on the given task. The aim of this activity is to help students distinguish the structure of narrative

text using pictures. The purpose of using pictures is expected to engage students' thinking critically throughout the learning process as a break from using their gadgets. I found them enthusiastically work and discuss the task with their chairmates.

### 3.3 Reflection

Before I started teaching, my mentor told me that the students in the class I was going to teach had never learnt narrative text using jumbled paragraphs. At first, I was worried that they would not understand what I was teaching. After I provided the material and gave them activities related to the use of jumbled paragraphs, it turned out that students could engage and understand the generic structure contained in the text. The specific difference that I felt during observation and after teaching was that I felt they could concentrate more when learning without using gadgets outside the need.



UNIVERSITAS

Nama: Avica Emina S./08  
Danica Erda A./11  
KIS: X IPS 2.

### Blue Frog

**orientation**  
Long ago, the blue frog lived with his widowed mother in a small pond. The blue frog never listened to his mother, and when she told him to do something, he always did the opposite. If his mother told him to play in the hills, he went to the river. If she told him to go up, he went down. If she told him left, he went right. If she told him this, he did that.

The mother frog worried about what she would do with her son—he caused her so much distress and embarrassment. “Why can’t he be like other frogs?” she said to herself. “Why can’t he respect his elders and do what he’s told?” She worried about what would happen to him when she was gone. She knew she would have to do something to break his bad habits.

**COMPLICATION**  
Day after day, week after week, the mother frog scolded the green frog and tried to teach him the proper way to behave, but he continued to ignore her and did just as he wished. The mother frog was growing old, and she worried so much that eventually she became sick. But even then the blue frog did not change his way.

Finally, when the mother frog knew she was going to die, she called her son to her side. She wanted a proper burial on the mountain, and since she knew that the blue frog would do the opposite of what she told him, she chose her words carefully. “I don’t have much longer to live,” she said. “when I die. Do not to bury me on the mountainside. You must bury me on the bank of the river.”

**RESOLUTION**  
The blue frog looked at her forlornly with his head bowed.  
“promise me,” said the mother frog. “you must promise.”  
“I promise,” said the blue frog.

Four days later, the mother frog died and the blue frog was terribly sad. He blamed himself for her death and he was sorry for all the heartache he had caused her. He knew it was too late to undo his past misdeeds, but he could become a good frog for her now. He resolved finally to listen to his mother’s instructions. “I always did the opposite of what she told me when she was alive,” he said to himself, “but now I will do exactly as she told me.”

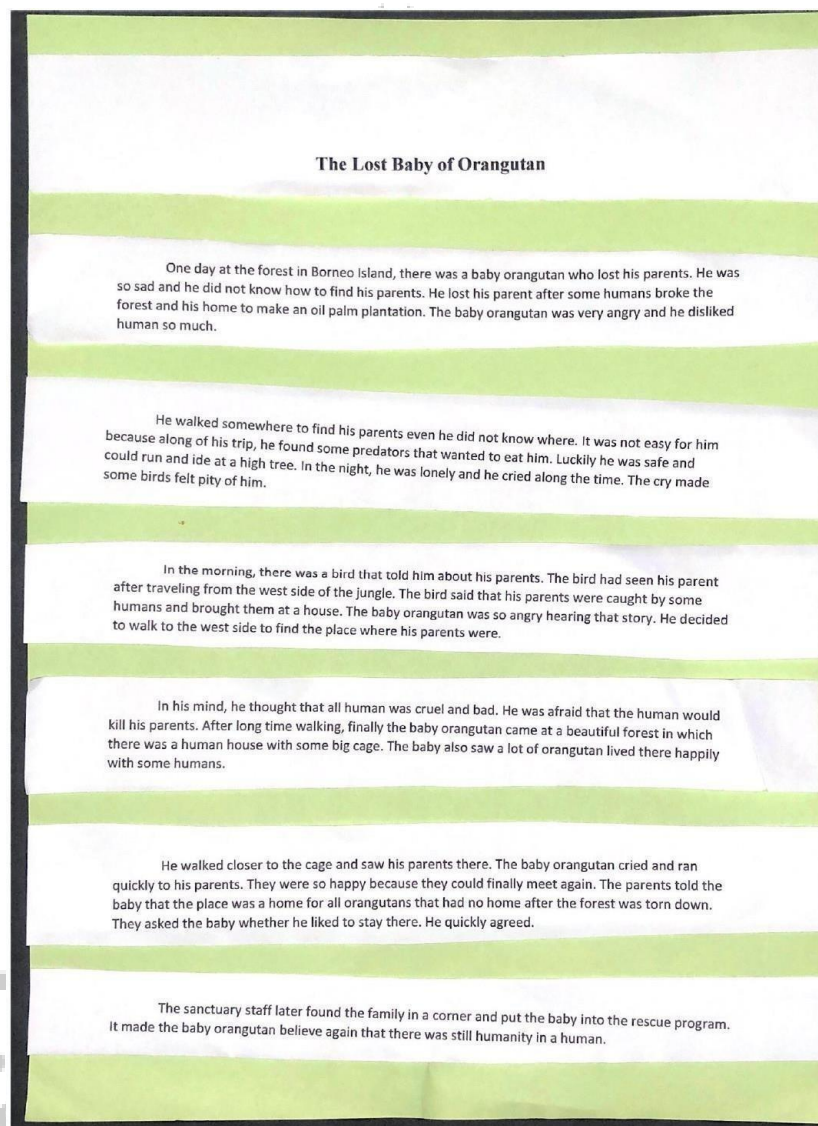
**reorientation**  
So even knowing that it was unwise, the blue frog buried his mother by the river, and when it rained, he stood watch, praying to heaven that the water would not rise. But when the monsoon rains came that summer, the river rose higher and higher—it flowed over its banks and washed his mother’s grave away.

The blue frog sat in the pouring rain by the river bank, crying and crying for his mother, and that is why, to this day, the green frogs cry when it rains.

Picture 3.3.1 Students' work

جامعة البصرة  
الكلية المستنصرية  
البلد المستنصرية

Following my explanation of the subject, I gave the instruction on the task they needed to do. They need to work in groups to match the pictures with the correct paragraphs. This way I can evaluate how well the students understand the task I have given them. Through their accurate work, I determine that the students have understood the generic structure of the narrative text.



Picture 3.3.2 Students' work

## CHAPTER IV

### CONCLUSION

The use of jumbled paragraph is expected to engage students in teaching narrative text in senior high school level. First, students need to think critically throughout the process in completing the task. Secondly, it will improve their communication skills since they need to work in groups with their class mates. Lastly, they will have better understanding of the material easily. It was proven in picture 2.2 that students was enthusiastically work on the task. Besides, it is also proven that the students can engage with such activities in the class. Moreover, the teacher can also review the material after the students completed the task as a wrap up.

الجامعة الإسلامية  
الاندونيسية

## REFERENCES

Fantika, Sindiya., & Ratmanida (2016). *Using picture to tell stories in teaching speaking narrative text to senior high school students*. JELT Vol 5 No. 1 Serie A September 2016,. Padang,. Journal of English Language Teaching

Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Gerd Stabler.

Hafis, Abdul., Harahap Rosmawaty, Ansyari Khairil (2018). *Development of recount text teaching material based on local history supported with comic in indonesian learning in high school*. Vol.6,. Medan,. International Journal of Education, learning and Development

Kurniawan, Ashadi (2013). *Improving students' reading comprehension on narrative text through story mapping strategy*, Pontianak.

Kusumawardani, R., Santosa, R., & Roschsantiningsih, D. (2018). Explore the use of authentic materials to teach reading for Junior High School. *International Journal of Multicultural and Multireligious Understanding*, 5(4), 298.

<https://doi.org/10.18415/ijmmu.v5i4.323>

الجمهورية الإسلامية الباندونيسية