

**IMPLEMENTING CUT AND PASTE TECHNIQUE TO LEARN PROCEDURE  
TEXTS AMONG SENIOR HIGH SCHOOL STUDENTS**

**Best Practice**

**Presented to The Department of English Language Education as a Partial Fulfillment  
of the Requirements for Obtaining a bachelor's degree in English Language Education**



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**APPROVAL SHEET**

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**RATIFICATION SHEET**  
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### STATEMENT OF WORK ORIGINALLY

I honestly confirm confirm that this thesis was originally written by me. This Best Practice does not contain any work from others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 13 Mei 2026



Ammar Safa Arifin

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## **MOTTO**

So which of the favors of your Lord would you deny?

QS. Ar-Rahman (55): 13

## DEDICATION

**Alhamdulillahirabbil ‘ālamīn**, All praise and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, mercy, and guidance. It is only by His will that the author has been granted strength, health, clarity of mind, and protection throughout the process of completing this thesis. This thesis is dedicated to the people whom the author loves and who are important in his life, especially for:

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The author acknowledges that this work still has shortcomings. Therefore, the author sincerely welcomes constructive criticism and suggestions for future improvements. May the results of this research be beneficial to readers and the advancement of scientific knowledge.

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**ABSTRACT**

This best practice study explores the implementation of a cut and paste activity inspired by the jumbled text method to enrich students experience to comprehend procedure texts at a senior high school in a remote area of West Kalimantan. Conducted as part of the Transformational Teaching Practices Program (TTP), the study aimed to enhance teaching and learning in rural schools with limited access to technology and resources. The best practice was motivated by low student engagement and the reliance on conventional teaching methods that often failed to motivate learners. To address this, a group activity in which students collaboratively rearranged randomized sentences of procedure texts into coherent structures using a cut and paste technique was initiated. The activity aimed help students comprehension of text organization while promoting cooperation and peer learning. Implementation involved four stages: material presentation, group work, sentence arrangement, and classroom presentations. The results showed that the activity increased student engagement, enhanced motivation, and provided a more interactive learning experience. Students demonstrated better comprehension of procedure texts and greater confidence in presenting their work. Despite challenges such as limited speaking ability, extended presentation time, and restricted text variety, the activity proved successful. In conclusion, the cut-and-paste method offers an innovative and practical approach for teaching reading comprehension in resource limited contexts.

*Keywords: Best Practice, Cut and Paste Activity, Jumbled Text Method, Procedure Text, Reading Comprehension, Senior High School*

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of Teaching Practice**

I was assigned to teach in a senior high school in a remote area of West Kalimantan. These best practices were conducted during the Transformational Teaching Practices Program (TTP) in West Kalimantan. The program aimed to improve the quality of teaching and learning in rural areas through innovative and collaborative approaches. This program also provided firsthand experience to pre service teachers on how to be a teacher at schools with limited facilities and students who lack the use of technology to learn English.

The implementation of the Transformational Teaching Practices Program in West Kalimantan included various initiatives involving teachers and students. The program was designed to engage communities more actively in education and encourage the use of more effective learning methods. This teaching practice explored how teachers support their students, from teaching and educating students and helping with schoolwork, providing additional learning materials, creating a comfortable learning atmosphere at school, to providing encouragement and passion to keep them motivated.

The senior high school located in Ngabang sub district, West Kalimantan Province, Indonesia was in a border area quite far from the city center. Due to its remote location, access to modern educational facilities was limited compared to schools in urban areas. This condition made students face various challenges in obtaining adequate learning resources, including English learning materials.

The students were very quiet and their learning was always not gradual. For example, during classroom activities, many students did not pay enough attention. This was evident as many students talked to their peers, used their cell phones, or even left the classroom

without permission. When the teacher asked questions, students preferred to be silent, because they were afraid that the teacher would point it out. The in-service teachers there only taught without much variation and mostly relied on students' worksheets. Teacher showed minimum engagement with the students during classroom activities. It caused the classroom conditions to become not conducive and students did not do their assignments. Many students chose to leave the class, play with their phones, and the classroom atmosphere became chaotic.

When I first started teaching in class 10, I was very surprised how dirty their class was. And the class was not conducive to learning. I told them to clean the class first and pray before starting the lesson. When I first started teaching at a high school located in West Kalimantan, it was very different from public high schools in cities in general. They were never trained to say English words. So when I started the introduction session using English, they were very struggled to speak fluently when starting introduce themselves.

Then I allowed them to introduce themselves using Indonesian and then I learnt what the students said so that they also had a little practice speaking English. When I started the learning material about procedure text, or students knew it with the steps of how to make something, many students talked to themselves and did their own activities. So that when I taught, only the front bench students who paid attention to me. It was true that when I started the question and answer session, they then threw answers like "this is all sir he understands" like that.

At first, I was unsure about what kind of learning program to create. However, I knew I wanted to design an activity that combined learning and play. Eventually, I decided to teach procedure texts using a "cut and paste" technique. This method was intended to help students better understand the steps involved in cooking or making something. By arranging randomized steps into the correct order, students were expected to grasp the

concept of procedure texts more effectively. When students presented their work, they began to understand the purpose of the assignment. They developed a clearer understanding of what a procedure text is and were able to explain their presentations more fluently. Through this program, I came to understand what was needed to motivate students, and I realized that, as a teacher, I should continuously seek ways to help them develop their vocabulary and explore their ideas. In particular, the cut and paste activity proved to be an alternative method for encouraging students to work collaboratively. Additionally, it provided a concrete and enjoyable learning experience by involving group work and making the learning process more engaging. Therefore, it was essential for teachers to serve as effective motivators in the classroom (Harmer, 2001.)

## **CHAPTER II**

### **CONSTRUCT OF TEACHING PRACTICES**

#### **2.1. Teaching Reading**

Teaching reading is the process of helping students develop the skills and strategies needed to understand, interpret, and engage with written texts. It is a fundamental component of language education, particularly in English as a Foreign Language (EFL) contexts such as Indonesian high schools. The primary goal is to build learners' reading comprehension, vocabulary, and fluency so that they can understand a wide range of texts ranging from simple descriptions to complex academic articles. Reading is generally divided into two types: extensive reading and intensive reading. Extensive reading is an approach to improving reading skills in which students are trained to read faster and more fluently because they are accustomed to processing large amounts of information without the pressure of understanding every word. They choose their own reading materials and read independently without guidance from a teacher. They read to gain a general and comprehensive understanding, and they read to obtain information and enjoyment. They are encouraged to stop reading if the reading material is uninteresting or too difficult.

The other approach is called intensive reading. The purpose of intensive reading activity was to make the students understand the content of the text effectively, to get the successfulness in reading comprehension by the accurate argumentation and to increase and to improve the students' vocabulary. In this case, the students had read a text intensively by themselves and answered the questions based on the text to know the students' comprehension in reading activity. Reading is a complex cognitive ability that is considered one of the basic language skills which can help students in learning

foreign language; however, it is used more by most of EFL learners who always need to read various printed materials such as: books, stories, articles, poems and so on.

According to Snow (2002) explains that intensive reading activities are an effective method for developing critical reading abilities. This type of reading involves one or more specific purposes, various cognitive operations to process the text, and results from performing such activities. Intensive reading encourages readers to engage deeply with the text, enhancing comprehension and analytical skills necessary for critical reading development. According to Patel et al. (2008) emphasize that intensive reading is crucial for advancing language learning under the guidance of a teacher. This approach not only helps learners understand complex structures but also expands their vocabulary and knowledge of idioms. Intensive reading materials serve as a foundation for classroom activities, where texts are not only read but also discussed in detail in the target language. These materials can be analyzed and used for writing exercises, fostering greater control of the language in both speech and writing. According to Patel et al. (2008), the characteristics and benefits of intensive reading include:

- (1) The development of active vocabulary
- (2) The teacher's pivotal role
- (3) The enhancement of linguistic items
- (4) Focus on the active use of language.

The cut and paste activity implemented in this study can be categorized as intensive reading, as it required students to read procedure texts carefully and analytically in order to rearrange scrambled sentences into their correct sequence. This process demanded a focused and detail-oriented engagement with the text, which aligns with the defining characteristics of intensive reading. According to Patel and Jain (2008), intensive reading involves close and careful reading of a text with the aim

of understanding its full meaning, text structure, and linguistic features, including vocabulary and idioms. In the context of this study, students were required to comprehend the generic structure of procedure texts, including goal, materials, and steps, before they could successfully reconstruct the correct order. This analytical reading process, supported by the hands-on cut and paste technique, reflects the principles of intensive reading as it pushed students to engage deeply with the text rather than reading for general meaning alone

## **2.2. Cut and Paste**

Initially, the resources planned for this teaching practice were mostly sourced from YouTube, particularly tutorial videos demonstrating step-by-step cooking procedures that could visually illustrate the concept of procedure texts to students. However, the teaching practice was conducted at a high school located in West Kalimantan, a school located in a remote rural area in Ngabang sub district, West Kalimantan, where internet access was extremely limited and often unavailable. As a result, streaming or downloading video content during lessons was not feasible. Furthermore, the school lacked adequate technological infrastructure, as there was no functioning projector available in the classroom. This meant that video based teaching methods, which rely heavily on visual media and stable internet connectivity, could not be applied effectively in this context. These constraints posed a significant challenge, particularly when attempting to teach procedure texts, a material that typically benefits greatly from visual demonstrations and multimedia support. As a result, although Abdul Khaliq R. Nasution's method seemed interesting and successful for him, it was less effective in my teaching context (Nasution, 2019). Then, I read about the Jumbled Text method, which involved using one or more texts that students reorganized into a coherent form. This technique also included a game-like element that encouraged

students to think logically and construct sentences that could be identified and explained appropriately. Moreover, Widiastuti and Permatasari (2021) proposed that Jumbled texts game is an activity to improve students's skill in writing descriptive text.

This game helped students in organizing the generic structure of a descriptive text. Jumbled texts game is an effective technique that can be used by the teacher as an interesting way to teach writing descriptive text in the class. Based on this, I was considering adapting their ideas to focus on reading skills instead. According to Ciputri (2019), the study is about reading, it uses a Jumbled Picture technique. Furthermore, Ciputri (2019) found that the use of jumbled pictures improved students' reading comprehension of narrative texts, suggesting that rearranging scrambled elements can effectively enhance students' ability to understand text structure and sequence. Therefore, I planned to combine the concept of Jumbled Text with a focus on reading comprehension, adapting it to suit the needs of my students and my teaching environment.

This cut and paste teaching process draws a lot from other references such as Jumbled Text, Jumbled Picture, Scrambled Sentences that I got. The process of teaching Jumbled texts game utilized one or more texts that were rearranged by students into coherent sentences. This activity encouraged students to think logically and to appropriately identify and describe sentences. Additionally, it could enrich students' vocabulary and assist them in learning to organize information effectively. The game also promoted a more active and engaging classroom atmosphere, making students more interested in the lesson (Puspaning, 2019). The adaptation that was implemented in the classroom to teach procedure text was explained in the diagram below:

### Best Practice Conceptual Framework

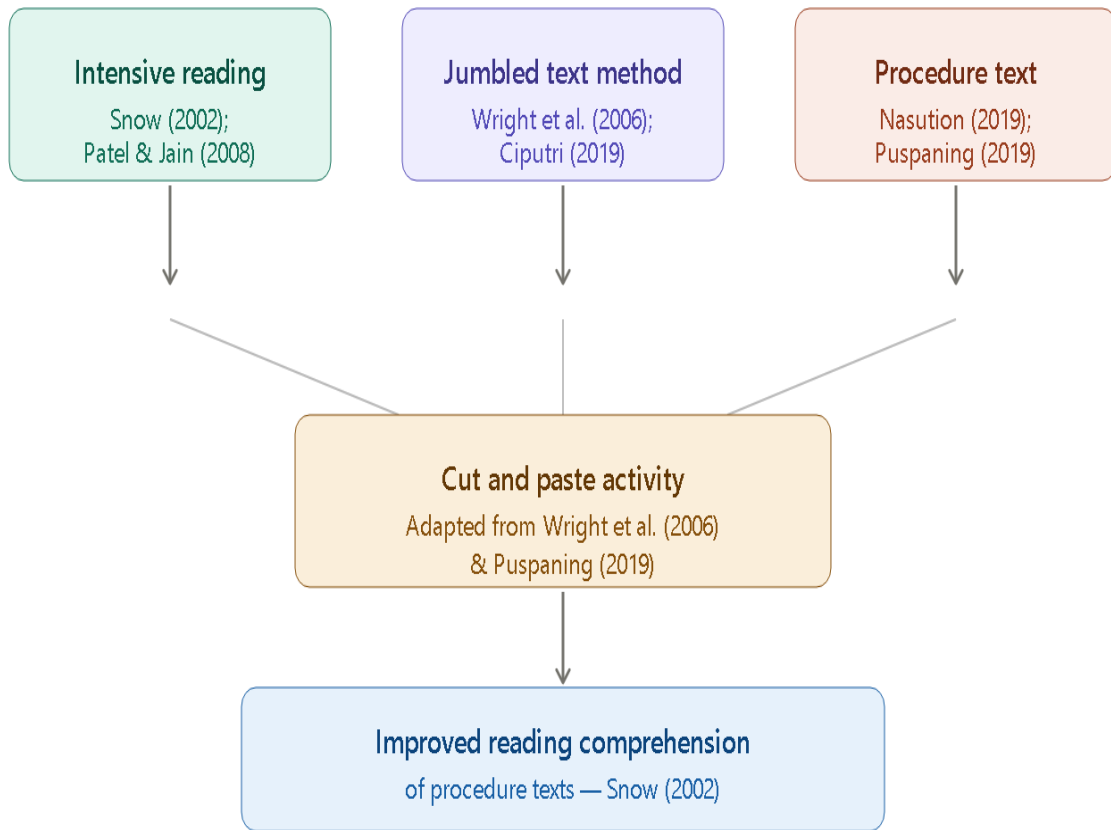


Figure 1. Best Practice Conceptual Framework  
(Adapted from Wright et al., 2006; Patel & Jain, 2008; Snow, 2002; Ciputri, 2019; Puspaning, 2019)

## **CHAPTER III**

### **IMPLEMENTATION OF TEACHING PRACTICE**

#### **3.1. Pre Teaching**

Before the learning process began, an initial observation was conducted to understand the students' learning characteristics. This was done through classroom visits and consultations with the English teacher to determine whether the students were able to grasp procedure text material. These consultations helped assess their basic skills and comprehension, particularly in vocabulary and reading. Based on the insights gained, a structured and comprehensive lesson plan was developed, including clear learning objectives, relevant materials, suitable methods, and appropriate assessments. The classroom environment was conducive to learning; however, the lack of internet access presented a significant challenge for both teaching and student engagement. Following the observation and consultation phase, the lesson plan was finalized and prepared for implementation.

This process began with identifying understanding in accordance with the students' ability levels and the applicable curriculum. After assessing the students' understanding, the researcher then integrated the principles of jumbled text to create an interactive and enjoyable learning experience. There were only some of the students participated in the class by answering and responding to their teacher's questions and instructions. It could be concluded that their motivation to join the lesson was quite low. After knowing the students' difficulty in reading procedure text, the researcher needed to help those students to solve their problems. One of the ways to help students was by applying an appropriate technique in teaching reading procedure text. There were a lot of methods and techniques to get English teaching effectively. One of the alternative techniques that could be used was the jumbled text technique. The jumbled

sentences technique is a technique of teaching writing in which the student is asked to rearrange a group of scrambled sentences into the good and correct text. In their book, According to Wright et al. (2006) jumbled text is an effective teaching and learning technique requiring students to sequence scattered pieces of text. This method involved two key reading strategies: first, skimming for general meaning to reconstruct the quick order of the text, followed by scanning for detailed confirmation of accuracy. This approach helped improve reading comprehension. From the definition, it could be concluded that jumbled text can train the students to think of a logical sequence, it also could lead the students' attention to the material and be aware of their understanding.

### **3.2. While Teaching**

After I entered the classroom, the students started with an opening prayer. As the researcher, I then greeted the students and asked how they were doing. After this brief interaction, I introduced the material on procedure texts using the school's available facilities, including an LCD projector. In this practice, the researcher organized the learning activities into sessions held during regular school hours, twice a week. These activities also involved guidance from the subject teacher, focusing on lesson plans developed by the school and the use of textbooks and worksheets. Due to the limited variety in the lesson plans, worksheets, and textbooks provided by the school, I sought to implement an innovative approach to enhance the learning process. This study specifically focused on procedure texts about food recipes. To facilitate students' understanding of the structure of procedure texts, I modified the jumbled sentence technique by randomizing paragraphs rather than the words within sentences.

This modified technique, referred to as "cut and paste," was intended to foster greater student engagement and improve comprehension of the reading material. In other words, through the jumbled sentence technique, students were able to produce

well structured procedure texts. Before the lesson began, the researcher prepared a set of five procedure texts in the form of recipes, which were then printed. Each text was cut into separate pieces so that the sentences were randomized and ready to be distributed to the students. This randomization was intended to encourage students to analyze and rearrange the sentences, thereby enhancing their ability to identify the logical sequence and structure of procedure texts while simultaneously practicing their reading comprehension skills. The class was divided into five groups, with each group receiving a different set of randomized sentences. The students were given one hour to arrange the sentences into the correct order and paste them onto a new sheet of paper. During the activity, the students showed great enthusiasm, as they were eager to complete the task. Once the texts had been arranged coherently, each group was asked to present their work in front of the class.



Figure 3.1 Greeting before starting lesson

During the initial explanation, the students appeared quiet and somewhat sleepy. To address this, I conducted an ice breaking activity to re energize them and increase their enthusiasm for learning, ensuring they could better understand the material being presented. Following the ice breaking session, I asked the students to refocus on the

lesson, which involved a procedure text assignment using the jumbled text method. I instructed the students to form five groups for collaborative work.



Figure 3.2 Explaining about procedure text

Each group was provided with a worksheet consisting of a large sheet of paper and five procedure text questions. I also distributed pre cut pieces of food recipes, which the students were required to arrange and paste onto the paper in the correct order. They were given one hour to complete the task. During the activity, I moved around the classroom to observe and assist each group. The students responses varied, but overall, they expressed enjoyment and enthusiasm. Many stated that they were happy to participate in such an activity, as it was something they had never experienced before. The students' responses varied considerably. At one point, some even asked, "*Sir, can we learn like this every day? It's fun.*" As the teacher I was pleased to see such reactions; the students appeared happy, engaged, and active none of them seemed sleepy or unmotivated. One student commented, "*Sir, we've never done this activity before.*" For the entire hour that I monitored the groups, the students appeared more active and enthusiastic than usual. After the activity, I instructed the students to present their work in class, with each group taking turns. When I asked which group was willing to present first, the students appeared hesitant. Instead of volunteering, they pointed to

other groups, saying things like, “*Group 2 should go first,*” or “*Group 3, please, we’re not ready yet.*” Observing this hesitation, I decided to determine the order randomly by using a spinning wheel to select the first group. The students agreed with this method, acknowledging that I had the right to choose who would begin. The wheel landed on Group 4, who then presented first. However, they were still noticeably shy when walking to the front, with some members laughing nervously at their friends as they began their presentation.



Figure 3.3 Students start discussing in groups

To ensure a conducive classroom environment, I addressed the students who were still making noise and laughing at their peers by saying, “*Please be quiet if you want to be respected. Please respect your friends who are about to give a presentation.*” Following this, the class became more orderly, and the students began to pay attention to Group 4, who were about to start their presentation. Group 4 began with a greeting and proceeded to explain the results of their work, presenting the step by step process of making fried rice. Upon the completion of their presentation, I invited the class to applaud as a form of appreciation for their performance. Subsequently, I used a spin wheel to randomly determine the next presenting group in order to ensure fairness. The

selection fell on Group 3, who then presented their work on how to make fried noodles. During their presentation, some members of Group 3 appeared hesitant when speaking in English. To facilitate their delivery, I permitted them to alternate between Indonesian and English. After Group 3 completed their presentation, the students spontaneously applauded to show their appreciation, without any prompting from me.



Figure 3.4 Presentation session

The next draw selected Group 2. Once again, I reminded the students who were not presenting to remain silent and pay attention. When Group 2 began their presentation on how to make fried eggs, they experienced significant difficulty in using English. When I encouraged them to use a mixed-language approach, they were still unable to incorporate English at all. At this point, I provided some assistance by dictating English phrases, such as *“First, we need to pour it into the pan.”* However, they were unable to pronounce the phrases correctly. After Group 2 had finished, the next turn went to Group 1. Both Groups 1 and 5 delivered their presentations fairly well, although their use of English was still limited. Once all groups had completed their presentations, I invited the students to give applause as an appreciation for their hard work and effort. Many students expressed their enjoyment of this teaching method and even requested that it be used in future lessons. At the end of the activity, I formally closed the session

with a farewell greeting. To conclude the lesson, I distributed snacks to the students as a form of reward for their participation and achievement.

Due to certain circumstances, I was unable to document the students' worksheets by taking photographs during the activity. As a result, to provide evidence of the activity in this report, I created a similar version of the students' work myself (you can see appendices in page 32-33) . The reconstructed worksheet mirrors the original task given to the students, which consisted of a scrambled food recipe presented as a procedure text. The sentences in the recipe were intentionally randomized, and the students were instructed to rearrange them into the correct sequence. This replication aimed to illustrate the type of task the students worked on during the lesson, despite the absence of the original photographs.

## **CHAPTER IV**

### **CONCLUSION**

#### **4.1 Evaluation**

In this best practice study, the cut and paste activity inspired by jumbled text method served as the primary teaching strategy for improving students' reading comprehension of procedure texts in senior high school, particularly in the tenth grade. The purpose of this research was to address the gap in previous studies that relied heavily on conventional reading techniques, which often limited student engagement and failed to encourage active participation. This study demonstrated that the cut and paste activity, supported by the jumbled text method, could facilitate reading comprehension in a more interactive and collaborative manner, enabling students to reconstruct procedure texts while developing a deeper understanding of their organization and structure.

The implementation of this method involved several structured steps, including material presentation, group formation, collaborative problem solving, and classroom presentations. Through these activities, students were encouraged to arrange sentences in the correct order, analyze textual coherence, and present their work in a meaningful context. The jumbled text method, supported by the hands-on cut and paste process, was designed to enhance student engagement, improve comprehension of procedure texts. The visual and physical manipulation of text segments helped students recognize the logical sequence of procedure texts, while the group work promoted communication, cooperation, and peer learning.

Although the use of cut and paste activities with randomized texts had proven effective in improving reading comprehension, several limitations were identified that affected the learning outcomes. These included students' difficulties in speaking English, which at times hindered groups from thoroughly discussing and analyzing the texts, as well as

extended presentation times. In addition, the limited variety of texts reduced opportunities for students to explore different types of procedure texts.

Despite these challenges, the findings of this study indicated that the cut and paste activity with the jumbled text method could significantly improve students' comprehension of procedure texts in the tenth grade of senior high school. The advantages of this method included making the learning process more engaging and collaborative, increasing student motivation, and providing opportunities for active learning through hands-on activities. Group collaboration encouraged students to share ideas and negotiate meaning, thereby reinforcing their understanding of text structures, while the presentation stage fostered confidence and deeper mastery of the material. Therefore, despite certain limitations, the use of cut and paste activities with the jumbled text method represented an effective and valuable approach to enhancing reading comprehension among senior high school students in this context.

## **4.2 Teaching Reflection**

The first teaching experience in the program took place in a very remote area. Prior to this, I had never taught in a formal setting; therefore, being placed directly in a senior high school located far from the city center was both a challenge and a turning point. This experience brought about a significant change, not only in terms of professional growth as a novice teacher but also in shaping a broader perspective as a writer. Teaching in a remote area provided new insights into education and the teaching profession. The situation presented various challenges, ranging from limited transportation and internet access to diverse learning needs and differing levels of student motivation. Nevertheless, the experience broadened the understanding of what it truly means to be an educator.

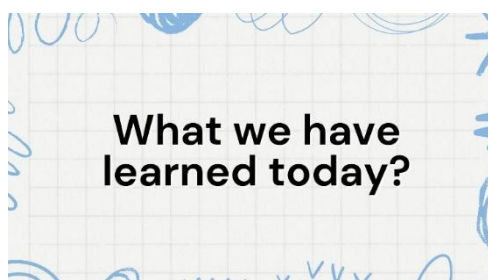
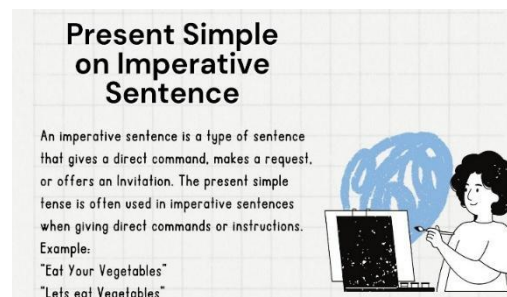
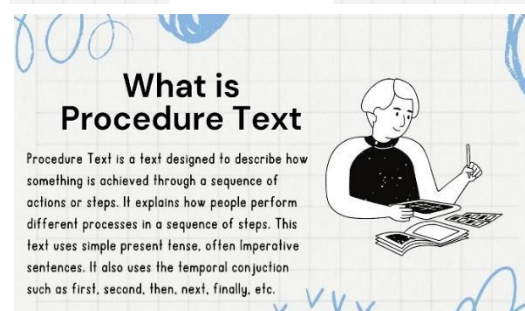
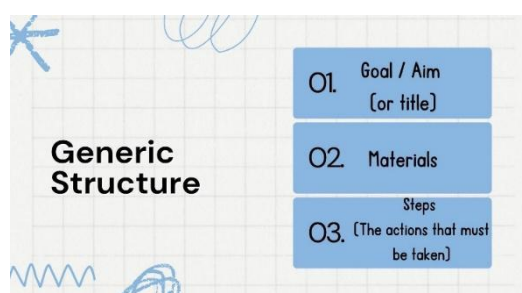
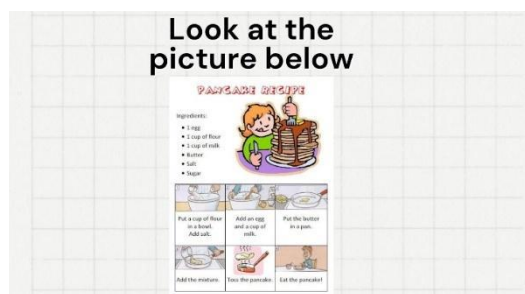
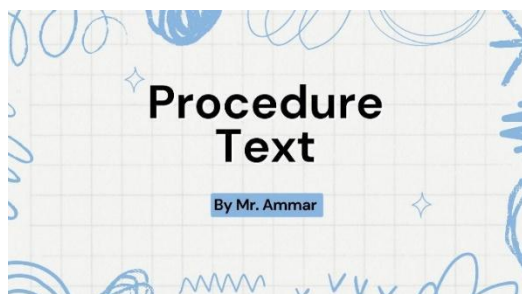
From this experience, it became evident that teaching in remote areas is not only about delivering lesson material but also about adapting, being creative with limited resources, and finding ways to inspire students despite the constraints. The implementation of the Cut and Paste strategy proved to be an effective and practical solution in this context, as it successfully improved students' reading comprehension of procedure texts without relying on technology or internet access. Students demonstrated greater engagement, improved understanding of text structure, and increased confidence during group presentations. This experience provided a valuable new perspective on the teaching profession and strengthened the commitment to contribute meaningfully to education, particularly in underserved and previously unfamiliar regions.

## REFERENCE

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## APPENDICES

### Presentation about Procedure text



## Lesson Plans

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Identitas Modul</b>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| A. Nama Penyusun                        | Ammar Safa Arifin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| B. Nama Sekolah                         | SMAN 1 Kuala Behe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| C. Tahun Pelajaran                      | 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| D. Fase / Kelas                         | X / Fase E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| E. Elemen                               | Menyimak, Berbicara,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| F. Alokasi Waktu                        | 2x45 Menit (2 JP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>2. Kompetensi Awal</b>               | Memahami struktur teks prosedur (goal, materials, steps)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>3. Profil Pelajar Pancasila</b>      | Beriman, Bertakwa, kepada Tuhan YME dan berahlak mulia, Mandiri, Bernalar Kritis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>4. `Media (Sarana dan Prasarana)</b> | Teks prosedur yang sudah dipotong-potong (cut and paste), kertas HVS, lem, gunting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>5. Model Pembelajaran</b>            | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Kegiatan Inti</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Tujuan Pembelajaran                     | <ol style="list-style-type: none"> <li>1. Peserta didik mampu menunjukan kata/kalimat saran yang terdapat pada urutan langkah teks prosedur.</li> <li>2. Peserta didik mampu menentukan jenis teks prosedur yang dibaca atau didengar dengan tepat.</li> <li>3. Peserta didik mampu menyusun urutan langkah isi teks prosedur</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                |
| Pemahaman bermakna                      | <ol style="list-style-type: none"> <li>1. Meningkatkan Bahasa Inggris Peserta didik</li> <li>2. Meningkatkan kemampuan dalam mengurutkan sesuatu peserta didik</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Pertanyaan pemantik                     | <ol style="list-style-type: none"> <li>1. What is your favorite food?</li> <li>2. Have you ever made this food?</li> <li>3. Can you make this recipe?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Kegiatan Pembelajaran                   | <p><b>Kegiatan Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Guru mengucapkan salam, menanyakan kabar, dan kehadiran peserta didik</li> <li>2. Guru melakukan tanya jawab seputar procedure text (pertanyaan pemantik: What is your favorite food? Have you ever made this food?)</li> <li>3. Guru menjelaskan materi procedure text dan strukturnya (goal, materials, steps)</li> <li>4. Guru menyampaikan tujuan pembelajaran</li> </ol> <p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li>5. Guru membagi peserta didik menjadi 5 kelompok terdiri dari 4-5 orang</li> <li>6. Guru membagikan ikatan kertas berisi potongan kalimat teks prosedur (food recipe) yang sudah diacak kepada setiap kelompok</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ol style="list-style-type: none"> <li>7. Peserta didik secara berkelompok mendiskusikan dan menyusun potongan kalimat menjadi urutan teks prosedur yang benar</li> <li>8. Peserta didik menempelkan hasil susunan kalimat di atas kertas HVS yang sudah dibagikan</li> <li>9. Guru berkeliling sebagai fasilitator membimbing setiap kelompok</li> <li>10. Setiap kelompok mempresentasikan hasil kerja mereka di depan kelas</li> </ol> <p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>11. Guru meminta peserta didik menyampaikan kesimpulan</li> <li>12. Guru meminta peserta didik menyampaikan refleksi pembelajaran yang telah dilaksanakan</li> <li>13. Guru memimpin doa penutup dan mengucapkan salam</li> </ol> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Jumbled Text

**How to Make Omelete**



**Ingredients and tools:**

- Two eggs
- Onions
- Shredded cheese and chopped sausage (optional)
- Salt
- Pepper
- Butter
- Pan
- Spatula

**Steps:**

- Cut into pieces the onions.
- Break the egg into a bowl.
- Put the onions, salt and pepper into the bowl.
- Mix them gently.
- Heat some butter over a frying pan.
- Pour in the egg mixture and cook it in medium heat.
- Add some shredded cheese and chopped sausage on the top.
- When top surface of eggs is thickened, fold the omelet in half.
- Finally, an omelet is ready to serve. <sup>5</sup>

**TUJUAN PEMBELAJARAN**

- Peserta didik mampu memisahkan kata kalimat sesuai yang terdapat pada urutan langkah teks prosedur.
- Peserta didik mampu menentukan jenis teks prosedur yang dibaca atau dibacakan dengan tepat.
- Peserta didik mampu menyusun urutan langkah isi teks prosedur.

**PETUNJUK**

- Tulis identitas anda pada kolom yang disediakan.
- UKPD ini terdiri dari beberapa aktivitas belajar, kerjakan secara berurutan.
- Baca dan pahami perintah yang ada dalam UKPD ini!
- Susun dan tempel langkah-langkah teks prosedur hingga menjadi teks prosedur yang lengkap dan tepat.

**"How to Make Fried Chicken"**

**Ingredients:**

- ✓ Chicken pieces
- ✓ Flour
- ✓ Eggs (beaten)
- ✓ Salt and pepper
- ✓ Cooking oil

**Steps:**

- ✓ Season chicken with salt and pepper.
- ✓ Dip chicken in flour, then in eggs.
- ✓ Fry in hot oil until golden and cooked.
- ✓ Drain and serve.

**"How to Make a Sandwich"**

**Ingredients:** cheese, vegetables, bread.

**Steps:**

- ✓ Take two slices of bread.
- ✓ Spread butter on the bread.
- ✓ Add cheese and vegetables.
- ✓ Put the slices together.

**"How to Make a Smoothie"**

**Ingredients :** A blender, fruits, sugar, milk.

**Steps:**

- ✓ Blend the fruits before adding sugar.
- ✓ Pour milk into the glass.
- ✓ Serve it.

**"How to Make a fried noodle"**

**Ingredients:**

- ✓ 1/2 lb. Noodles (optional)
- ✓ Instant Cooking oil

**Steps:**

- ✓ Boil water in a pot.
- ✓ Heat oil in a pan, sauté garlic.
- ✓ Add noodles and enjoy!

**TUJUAN PEMBELAJARAN**

- Peserta didik mampu menemukan kata/kalimat kunci yang terdapat pada urutan langkah teks prosedur.
- Peserta didik mampu menentukan jenis teks prosedur yang dibaca atau didengar dengan tepat.
- Peserta didik mampu menyusun urutan langkah isi teks prosedur.

**PETUNJUK**

- Tulis identitas Anda pada kolom yang disediakan!
- LKPD ini terdiri dari beberapa aktivitas belajar, kerjakan sesuai nomor urut!
- Baca dan pahami petunjuk yang ada dalam LKPD ini!
- Simpan dan simpan! Langkah-langkah teks prosedur hingga menjadi teks prosedur yang lengkap dan benar!

**"How to Make a fried noodle"**

**Ingredients:**

- ✓ Instant or fresh noodles
- ✓ 2 garlic cloves, minced
- ✓ 1 tablespoon soy sauce
- ✓ Vegetables (optional)
- ✓ 1 egg (optional)
- ✓ Cooking oil

**Steps:**

- ✓ Boil noodles, drain, and set aside.
- ✓ Heat oil in a pan, sauté garlic.
- ✓ Add vegetables and stir-fry (optional).
- ✓ Crack and scramble an egg (optional).
- ✓ Add noodles, soy sauce, and stir well.
- ✓ Serve and enjoy!