

**THE IMPLEMENTATION OF SCRAMBLED PICTURES
AS MEDIA IN TEACHING NARRATIVE TEXT AT THE TENTH GRADE
OF MA DARUN NAJAH TULANGAN-SIDOARJO**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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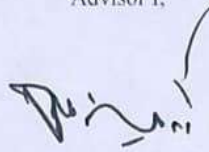
ADVISOR APPROVAL SHEET

ADVISOR APPROVAL SHEET

This undergraduate thesis by Rohmatul Yasiroh entitled “**The Implementation of Scrambled Pictures as Media in Teaching Narrative Text at The Tenth Grade of Ma Darun Najah Tulangan-Sidoarjo**” has been approved by thesis advisors for further approval by the board of examiners.

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ABSTRACT

Yasiroh, Rohmatul. (2022). *The Implementation of Scrambled Pictures in Teaching Narrative Text at The Tenth Grade of MA. Darun Najah Tulangan-Sidoarjo*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I : Dr. Phil. Khoirun Niam. Advisor II : Dr. Siti Asmiyah, M.TESOL

Keywords: scrambled pictures, teaching writing, narrative text.

Writing is one of the essential skills in English that students often find challenging, particularly when it comes to organizing ideas and developing coherent narrative texts. In this context, using engaging media such as scrambled pictures can help facilitate the learning process by stimulating students' imagination and guiding their writing structure. This thesis was aimed to describe the implementation of scrambled pictures in teaching writing narrative text at the tenth grade and to explore the students' responses during the writing process using scrambled pictures. A descriptive qualitative method was employed in this study. The English teacher and the tenth-grade students of the social program at MA Darun Najah were selected as the subjects of the study. The researcher used observation and questionnaires to collect the data. Observation was conducted to gather the data on how scrambled pictures were implemented in teaching narrative text writing, while a questionnaire was administered to explore the students' responses to the use of scrambled pictures during the writing process. The findings revealed that the learning process was organized into three stages: pre-activity, while-activity, and post-activity. In the pre-activity, the teacher began the lesson by greeting the students, leading them in prayer, conducting brainstorming, and providing motivation. During the while-activity, students worked in groups to write narrative texts based on scrambled pictures and presented the results to the class. In the post-activity, the teacher gave feedback and concluded the lesson. The results of the students' responses indicated that the use of scrambled pictures supported and facilitated their writing process. Most students found that the media helped them generate ideas more easily, organize the sequence of events, and improve their understanding of narrative structure.

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ABSTRAK

Yasiroh, Rohmatul. (2022). *The Implementation of Scrambled Pictures in Teaching Narrative Text at The Tenth Grade of MA. Darun Najah Tulangan-Sidoarjo*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I : Dr. Phil. Khoirun Niam. Advisor II : Dr. Siti Asmiyah, M.TESOL

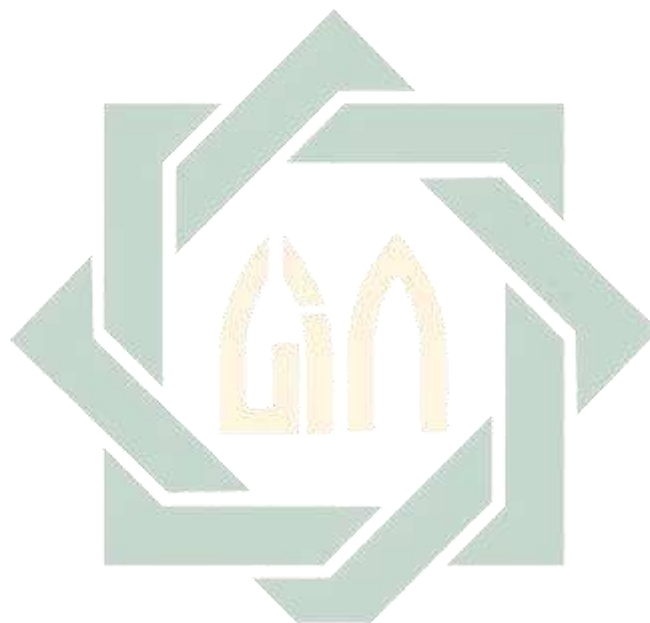
Kata Kunci: gambar acak, mengajar menulis, teks naratif.

Menulis merupakan salah satu keterampilan penting dalam bahasa Inggris yang seringkali dianggap menantang oleh siswa, khususnya dalam hal mengorganisasi ide dan mengembangkan teks naratif yang koheren. Dalam konteks ini, penggunaan media yang menarik seperti gambar acak (scrambled pictures) dapat memfasilitasi proses pembelajaran dengan merangsang imajinasi siswa dan membantu mereka dalam menyusun struktur tulisan. Penelitian ini bertujuan untuk mendeskripsikan implementasi media gambar acak dalam pengajaran menulis teks naratif pada siswa kelas sepuluh serta menggambarkan respons siswa selama proses menulis menggunakan media tersebut. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek dalam penelitian ini adalah guru bahasa Inggris dan siswa kelas sepuluh program sosial di MA Darun Najah. Pengumpulan data dilakukan melalui observasi dan angket. Observasi digunakan untuk memperoleh data terkait penerapan gambar acak dalam pembelajaran menulis teks naratif, sedangkan angket digunakan untuk mengetahui respons siswa terhadap penggunaan media tersebut. Hasil penelitian menunjukkan bahwa proses pembelajaran dibagi menjadi tiga tahap: kegiatan pendahuluan (pre-activity), kegiatan inti (while-activity), dan kegiatan penutup (post-activity). Pada tahap pendahuluan, guru membuka pelajaran dengan menyapa siswa, memimpin doa, melakukan brainstorming, dan memberikan motivasi. Pada tahap inti, siswa bekerja dalam kelompok untuk menulis teks naratif berdasarkan gambar acak dan mempresentasikan hasilnya. Pada tahap penutup, guru memberikan umpan balik dan menutup pembelajaran. Respons siswa menunjukkan bahwa penggunaan gambar acak mendukung dan mempermudah proses menulis mereka. Sebagian besar siswa merasa media ini membantu mereka dalam menghasilkan ide, menyusun urutan cerita, dan memahami struktur teks naratif dengan lebih baik.

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