Improving Students' Narrative Text Writing Ability Through The Picture and Picture Learning Model

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Article info	A B S T R A C T
	Menulis merupakan kegiatan mengungkapkan isi pikiran atau perasaan. Salah satu jenis teks yang biasa digunakan dalam belajar menulis adalah teks atau esai naratif. Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks naratif menggunakan model pembelajaran picture and picture. Metode penelitian yang digunakan adalah penelitian tindakan kelas, yang dilakukan dalam dua siklus. Teknik pengumpulan data menggunakan tes menulis, wawancara, dan observasi. Hasil penelitian menunjukkan bahwa implementasi model pembelajaran picture and picture memberikan pengaruh terhadap kemampuan menulis teks naratif. Rerata nilai keterampilan menulis teks naratif pada tahap observasi sebesar 64.9 pada siklus pertama mencapai 70.1 dan pada siklus kedua sebesar 75.2. Hasil tersebut menunjukkan bahwa model pembelajaran picture and picture dapat meningkatkan kemampuan menulis teks naratif siswa dan memberikan nuansa pembelajaran yang menyenangkan serta menjadikan siswa aktif dan antusias dalam belajar.
	Writing is an activity to express thoughts or feelings. A type of text commonly used in learning to write is a narrative text or essay. The objective of this study is to improve the ability to write narrative texts using the Picture and Picture Learning Model (PPLM). The research method is categorized as classroom action research, which was conducted in two cycles. The data collection techniques include writing tests, interviews, and observations. The results showed that the implementation of the Picture and Picture Learning Model (PPLM) influenced the ability to write narrative texts. The average score of writing narrative text skills at the observation stage was 64.9, and in the first cycle, it reached 70.1, while in the second cycle it reached 75.2. These results indicate that the Picture and Picture Learning Model (PPLM) can improve students' ability to write narrative texts and provide fun learning nuances that make students active and enthusiastic about learning.

INTRODUCTION

The learning process is an intensive process of interaction between the main components of the learning system, namely teachers, students, learning materials, and the environment. Likewise, Indonesian language learning needs an interactive process so that the students can practice directly covering four aspects of skills such as listening, speaking, reading, and writing. One skill will support other skills. Writing abilities have

been acquired, studied, and taught since students were at the elementary school level. Learning to write at the age of elementary school can help students increase their writing skills at a further level, such as the level of junior high school, senior high school, and university. It can even lead students to become professional writers. Meanwhile, this condition bears little resemblance to reality.

The results of learning observations and discussions with Indonesian language subject teachers at the seventh and eighth grades show that students' average writing ability is still low. This results from several things, including learning to write in high school that remains marginalized. Moreover, students find difficulties in terms of the contents of ideas, the relationships between words and sentences, diction and vocabulary in the text. Consequently, researchers conduct research related to the application of appropriate learning models to improve the students' ability to write the narrative text and reduce writing errors (Mulyaningsih et.al. 2016). The teachers' roles deal with comprehensive guidance toward students' errors, motivation to students, teachers' errors to choose the right learning model. The absence of such determining factors in choosing the learning model results in students' laziness to learn to write and lack of writing skills. An L2 learner's self-concept in academic writing is complex and multifaceted and that Malaysia's socio-historical setting tended to have a direct impact on the formulation of this academic self-concept (Badiozaman, 2015).

Writing is a difficult skill for some students, and its processes refer to the unification of ideas from the beginning to the end and this is useful for novice writers. As writing has many steps to follow, it is not solely based on the logic that evokes a different imagination. The writing processes need critical thinking to develop the idea as well. A critical thinker should be alerted that his/her inquisitive nature to write seeks to inquire, judge, and evaluate all such sources critically. Hence, teachers should promote cognitive challenges, collaborative learning, and metacognitive discussions in their classes. Without critical thinking, they cannot design instructions, transitory, and superficial learning (Klimova, 2013). Sopiani, Said, & Ratnawati (2019) argue that students' higher-order thinking skills influence the result of writing quality. Other studies show the same concept that critical thinking has an important role in writing argumentative essays (Widyastuti, 2018; Nejmaoui, 2018; Sabu & Vernandes, 2019; Klimova, 2013).

The results of such studies designate an increase in students' writing skills after the Picture and Picture Learning Model (PPLM) was applied. This learning model uses a series of image media, namely images that are interrelated to a whole story. From this perspective, the researchers are interested in describing the empirical improvement concerning the students' ability to write narrative texts through the Picture and Picture Learning Model (PPLM) for the seventh-grade students at MTs Nur Attaqwa. This model of learning expectedly increases students' motivation to participate in learning activities and improves the students' ability to write narrative texts.

METHOD

This study used the action research method involving learning in and through action and reflection. Conducted in a variety of contexts, action research covers the social and caring sciences, education, organization and administration studies, and management. Because action research is mainly concerned with learning, education, and growth, people regard it as a form of educational research (McNiff & Whithead, 2002). The procedure of

the research is used in the Elliot model (Koshy, 2005). The action research was carried out in two cycles, namely the action process in the first and second cycles. Cycle I aimed to determine the students' ability to write narrative texts. Each cycle consists of the planning, action, observation, and reflection stages. The results of cycle 1 are used as a reflection to carry out cycle II. The results of the process of action in the second cycle aimed to determine the improvement of students' narrative text writing ability. The success of each cycle shows the improvement of students' abilities in writing narrative texts. The action would be declared successful if the students' ability had reached 75%.

The participants in this research were the seventh-grade students at Madrasah Tsanawiyah (MTs) Nur-Attaqwa. The data collection processes comprise:

a. Learning Outcomes Test (Achievement Test) that measures the students' ability to write narrative texts. The test for writing narrative texts has passed the validity test using two expert tests. The results of the validity test indicate that the writing test is valid and feasible to use. The categories of test scores include outstanding/excellent (86-100 of a scoring range), very good (70-85 of a scoring range), good (50-69 of a scoring range), and failure (10-49 of a scoring range).

b. The interviews involved three students who got the highest, medium, and lowest scores. Interviews were conducted after the learning processes ended, aiming to know (1) students' feelings toward the implementation of the Picture and Picture Learning Model (PPLM) in learning to write narrative texts; (2) Students' opinions about learning to write narrative texts that have been taught; (3) Students' impressions after learning, (4) difficulties that hindered students during writing the narrative texts using the Picture and Picture Learning Model (PPLM), and (5) the benefits that students get after participating in writing the narrative texts.

c. Observations were made to know the school environment conditions, the pattern of education implemented in schools, and the conditions of students in the class.

Here are the assessment guidelines to assess the teachers' activities:

Total score x 100% =

Maximum score

- Teachers with a success rate of 86 - 100% are categorized as outstanding/excellent.
- Teachers with a success rate of 76 - 85% are categorized as very good.
- Teachers with a success rate of 51 - 75% are categorized as good.
- Teachers with a success rate of less than 10-50% are categorized as incompetent.

Besides, the researchers used a collaborator to analyze the data. Thus, the process of data analysis used a qualitative and quantitative description technique. Qualitative data were obtained from observations, while quantitative data were obtained from the results of written tests. To determine the reliability of data, the researchers used Lincoln and Guba terms such as credibility, transferability, dependability, and conformability (Creswell, 2007).

FINDINGS AND DISCUSSIONS

Two parts seek to analyze the success of the action research. The results of the tests and the results of observations were obtained from the teachers' activities in the classroom. The results of the data analysis were closely related to the implementation of the Picture and Picture Learning Model (PPLM) in writing narrative texts that showed the students' increased ability, as seen in the results of the written tests. In the early stages, the teachers

started to implement the Indonesian language learning concerning the narrative text materials using the lecture method. Here is the comparison of the test results between pretest, cycle 1, and cycle 2.
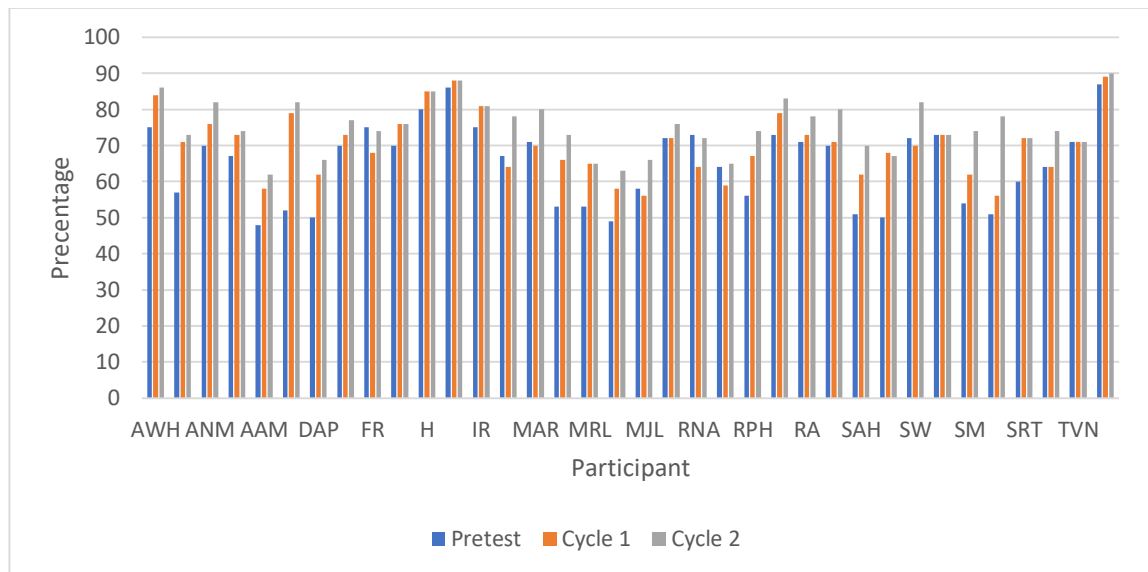

Figure 1. The Result of Narrative Text Writing Test

Graph 1 concluded that the students had increased the ability to write narrative texts which were quite significant. This can be seen from the graph of changes in the scores of the narrative text writing tests from the initial test to the narrative text writing test in the second cycle. The pre-test result shows that the lowest score is 48. This is merely different from the test score in the first cycle which has increased to 56. Although the increase in score is dissatisfactory, the lowest score of the narrative text writing test occurred in the second cycle. The increase in the students' scores can also be seen from the results of the highest scores obtained. The pre-test results showed the highest score of 87. The score is good enough for the test results in writing narrative texts. The highest score was 89 in the first cycle, and it was not much different from the results of the first cycle, which was 90 in the second cycle. Besides, the average score from the pretest of cycle 2 has increased, as shown in the following figure 2.

The results of the pre-test show the students' average score of 65, which is categorized as good. The researchers and collaborators used this aspect as a basis for the preparation of cycle 1. It has increased to 70 just similar to the score in cycle 2. The average score is 75. Thus, the average score has a good increase after the teacher applied the Picture and Picture Learning Model (PPLM) in learning to write narrative texts.
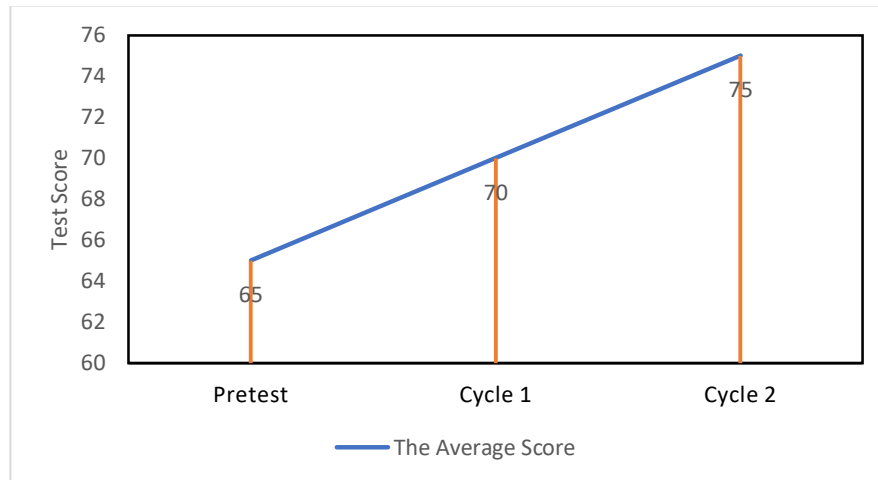
Figure 2. The Average Score of Narrative Text Writing Test

Viewed from the score of writing, each element has undergone a good increase from the first cycle to the last cycle, as seen in the figure 3.
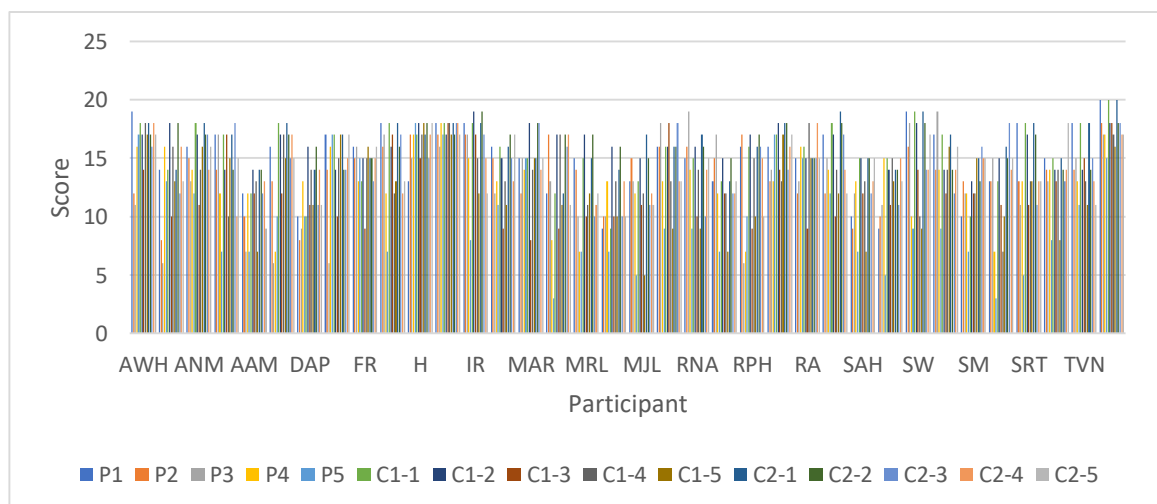

Figure 3. Comparing the Score Test of Narrative Text Writing Element

Note:
P	: Pretest	1. Contents of essays	4. Writing style
C1	: Cycle 1	2. Forms of essays	5. Spelling and punctuation
C2	: Cycle 2	3. Grammar	

The results of data analysis in the second cycle for each element in the writing show maximum results and the achievement of targets. Viewed from the results of the score, each element builds a single narrative text. The content of the essay element obtained an average score of 16.2. The average score is the same as the essay form elements that students learn. Meanwhile, the average score on grammar elements is the same as the elements of writing style and spelling and punctuation. Of the five elements presented, it is known that the content of the essay element has the highest value of 20 as a form of a

perfect score. The form of essay element has the highest score of 19. Besides, grammar, writing style, and spelling and punctuation have the same highest score of 18. Therefore, students' mastery of the content of the essay and the form of essay elements are very good.

After the researchers assessed the action research from the result of students' tests, the teachers' activities were assessed as the form of research. The teachers applied the Picture and Picture Learning Model (PPLM) in cycle 1. The observation phase is carried out when the implementation of the learning took place and the collaborator assessed the performance of the "teachers in teaching the Indonesian writing. It used the observation sheet for the teachers, which was assessed to identify the steps of learning in the class like pre-learning activities, opening learning, core learning activities namely mastering learning materials, utilization of learning media/learning resources, and closing activities.
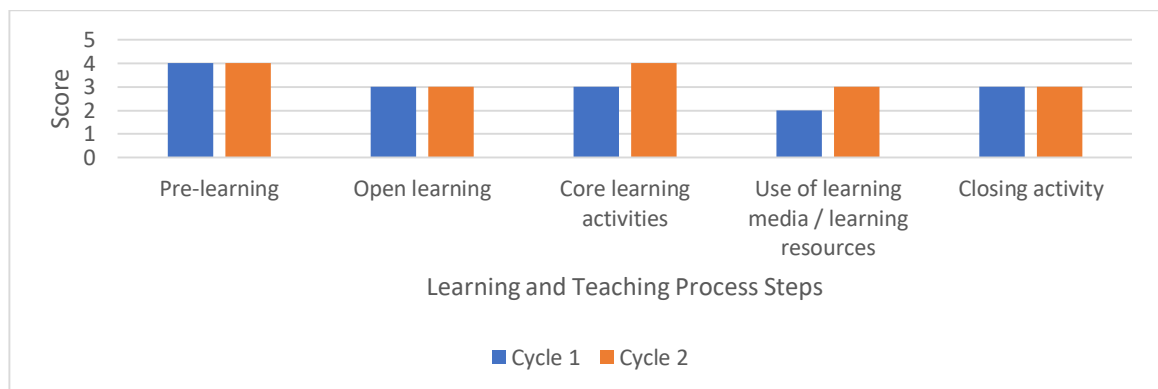

Figure 4. The Result of Learning and Teaching Process Steps

The results of observations were reinforced by the teachers' performance pursued in the assessment of teachers' activities in teaching using the Picture and Picture Learning Model (PPLM). In this observation, peer assessment has several aspects, namely the teachers who convey information about the competencies to achieve, the teachers who deliver the materials in pre-learning activities, the teachers who show pictures of activities related to the materials, the teachers who pay attention to students when sorting the images systematically, the teachers who confirm the sequence the picture, the teachers who implement the concepts according to the teaching materials, the teachers who conclude the materials, the teachers who evaluate the learning outcomes, and the teachers who reflect. The results of remarks aspect of teaching in the class are formulated below:

Score: 4 = Very Good, 3 = Good, 2 = Enough, 1 = Less

$$\text{Success rate (Cycle 1)} = \frac{15 \times 100\%}{20} = 75\%$$

$$\text{Success rate (Cycle 2)} = \frac{17 \times 100\%}{20} = 85\%$$

The average score of the teachers' teaching performance in the first cycle by applying the Picture and Picture Learning Model (PPLM) is 75% (a good category). The average score of the teachers' performance in the second cycle by applying the Picture and Picture Learning Model (PPLM) is 85% (a very good category). In the second cycle, there was an increase in the teachers' performance in teaching writing by applying the

Picture and Picture Learning Model (PPLM). The teachers have implemented this model of learning in the classroom.
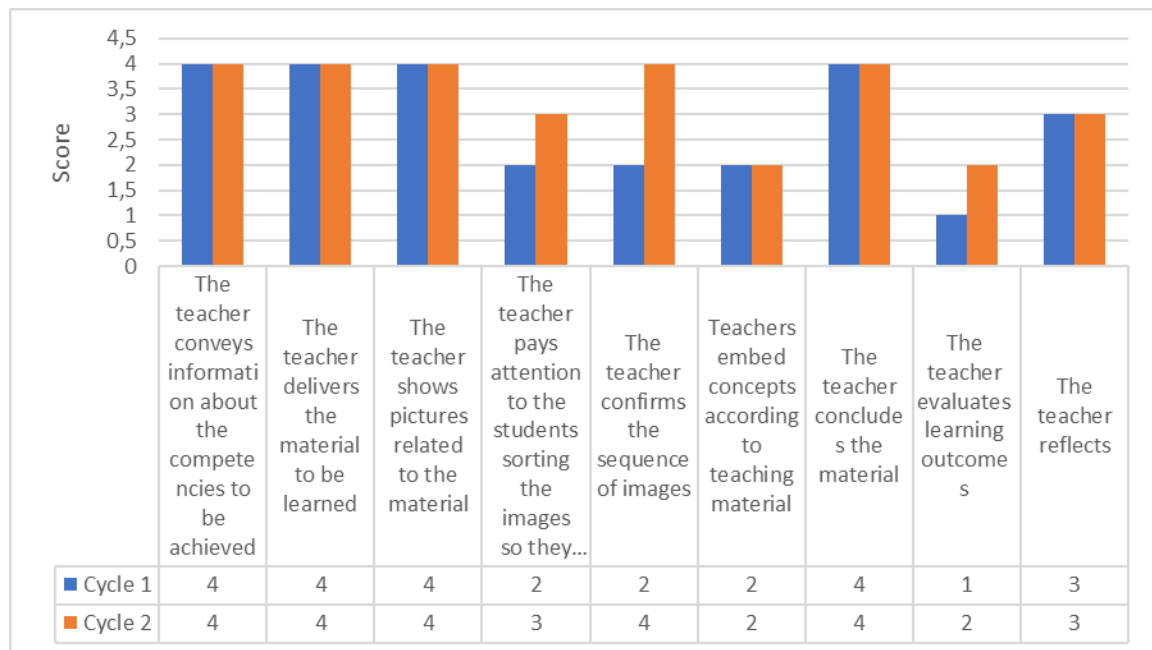

Figure 5. The Observation Results of Teachers' Activities on Learning Using The Picture and Picture Learning Model (PPLM)

The average score of the teachers' activities in teaching writing by applying the Picture and Picture Learning Model (PPLM) in the first cycle is 72.2% (a good category). The average score of the teachers' activities in teaching writing by applying the same model in cycle 2 is 83.3% (a very good category). Thus, there was an increase in cycle 1.

The students' ability to write narrative texts using the Picture and Picture Learning Model (PPLM) reached an average of 70 (a good category). In the first cycle, there was an increase in the students' ability to write narrative texts using the Picture and Picture Learning Model (PPLM) in the seventh grade at MTs Nur-Attaqwa in Kelapa Gading, North Jakarta, Indonesia. The score had not reached the expected average result. This is because there were some shortcomings in the first cycle, which is considered as feedback in the second cycle, namely: (a) lack of students' vocabulary mastery which makes it difficult for students to describe images in narrative texts, (b) the teachers did not provide examples of essays using images. From the results of the second cycle, the students' ability to write the narrative texts using the Picture and Picture Learning Model (PPLM) reached an average score of 75 (a good category), and there was an increase in the students' ability to write narrative texts in cycle 1. Researchers and collaborators stopped conducting activities until cycle II because they had reached the desired average and there had been a significant increase in scores.

Writing learning requires fairly good imagination to develop ideas. Students often find it difficult to organize topic sentences. The choice of the Picture and Picture Learning Model (PPLM) becomes one of the good media for developing students' critical thinking

processes, as described in Wette's research (2014) dealing with the repeated use of several instructional strategies called "modeling". Teachers presented flawed or exemplary text products for analysis and discussion, focusing on the processes that involved the creation of a particular text by demonstrating and discussing cognitive processes with the class, led whole-class collaborations that produced jointly constructed texts, and facilitated cooperative pairs or group composing and editing activities. The positive reciprocal process of the teachers can motivate students to learn writing (Abdollahifam, 2014). In terms of Lucero's research, the teachers' responses to students' texts are elaborated (Lucero, Fernández, & Montanero, 2018). Other studies show that narrative essays covered a wider range of students' writing abilities, while expository essays showed a more centralized result of writing scores. In terms of four performance criteria, vocabulary showed interactions in the narrative and expository genres. Expository essays significantly have higher scores for vocabulary than those of the narrative texts. The results of this study have implications for the use of narrative and expository genres for writing assessment (Jeong, 2017). In narrative writing, learning can use the digital story that implemented the picture (Friatin & Jauharoh, 2017). The digital tool currently helps students realize the learning processes in the class (Hynninen, 2018; Strobl et al., 2019). The results of the research show that students find it easy to imagine an idea in meaningful writing. Previous research has also shown a positive effect on improving writing skills. Writing requires a higher thinking pattern to understand images and utilize technology as a reference source.

Narrative paragraphs explain a story or a series of events. It shows what people or things did during a certain period. As White states, the narrative is an essential activity that describes things to play a more important role for nouns and verb phrases. As such, reports provide teachers with reasons for teaching features of noun phrases in other language patterns. They have special importance and frequency in describing things, people, and places. Writing is the most challenging activity as what writers say is different from what they write (Pradina & Hastuti, 2017).

Digital stories can be used to motivate students in writing, improve presentation skills or academic achievements in front of the class, and increase their understanding of teaching materials. Additionally, digital stories allow students to have creative work of their own, bringing a narrative process to them. The use of digital stories in learning to write narrative texts also makes students feel happy and unbored in the classroom. As the results of this study have shown, digital stories are the appropriate learning media that can be used by teachers (Friatin & Jauharoh, 2017). Students are motivated and interested in writing narrative texts using digital stories because they can encourage students to practice collaborative learning. This is the practice of combining the narrative and digital content, including images, sound, and video (a short film) that has a strong emotional component.

Pictures can be used as a form of an interesting story that stimulates students to develop a story. This means that students can tell stories using pictures to make the writing different. In storytelling, several narrative structures must be considered, including (1) assumptions, (2) explanation, (3) comparison (4) recommendations, and (5) counterfactual reasoning applied to many articulated topics (Widyawati, 2019). The picture has increased students' comprehension in learning to write. It is an instructional media appropriate for junior high students. Instructional media not only provide the necessary concrete experiences but also help students integrate previous experiences.

Thus, all learning media are tools used by teachers in the teaching and learning processes to help students integrate previous knowledge or experience so that the learning processes can be successful. Many types of learning media can be used in language learning. These aids are divided into three types, namely visual aids, audio aids, and audiovisual aids. The props are in the form of boards, models, real objects, miniatures, puppets, clocks, time boards, pictures, photos, wall charts, flannel boards, flashcards, posters, and slides. The second is audio aids such as radios and tape recorders. The last is audio-visual aids such as television, video, and PowerPoint. Although the number of learning media varies, teachers should choose and consider the suitability of such media and techniques used in the teaching and learning processes.

This study used the picture as instructional media. It is visual aids that help the students see the image of a story when they produce narrative writing. Sa`adah (2017) concluded that the learning process using the Picture and Picture Learning Model (PPLM) is a type of cooperative model that will affect the results of students' narrative essays and writing skills. This model can have a pretty good effect on students' narrative writing skills. Using this model in the learning processes, students become more active when working together to paste or compose pictures, express ideas, explore and build their abilities independently. Almost all students feel happy following the lesson with a matched learning model using pictures card media. However, some students stated in their diaries about the use of the learning media. They cannot focus on learning because they are still mixing texts with pictures for a long time (Susanti, 2018). The Picture Word Inductive Model (PWIM) is an inquiry-oriented writing teaching strategy that uses images containing familiar objects to guide students fully into word questions, add words to their writing, and ultimately develop titles, sentences, and paragraphs about their images (Turut, Kasdi, & Sukartiningsih, 2020). In line with PWIM, students can label pictures and find out the keywords by grouping the words. It can add to the vocabulary of students to write their essays. It can also be used to teach phonics and spelling as students identify, read, and review graphic word images aloud (Malini, Suarni, & Suara, 2013). Therefore, the picture is an effective learning media in writing learning and teaching (Ginting, 2016). The use of the picture and picture model emphasizes students to learn to think critically by solving the problems in the images presented. In using image media, students can design and analyze the images and briefly describe the contents of an image. The students continue their learning activities by writing using pictures (Musyafa, 2020).

The results of the study have implications for the teachers' understanding of appropriate learning media models for writing learning. Writing skills are still considered the most difficult for students. Therefore, an educator must understand the concepts of using learning media and learning methods appropriate for students. Moreover, for junior high school students, learning to write is not an easy thing. With the diverse characteristics of students, pictures can be used as an alternative for learning the writing media.

CONCLUSION

The application of the Picture and Picture Learning Model (PPLM) can significantly improve the ability to write narrative texts of the seventh-grade students at MTs Nur-Attaqwa. The contents of this study examine the steps in the Picture and Picture Learning Model (PPLM) and it is a good idea to use this model for Indonesian language teachers in teaching their students. Suggestions that will be conveyed closely relate to the results

of this study, including the facts that students should be able to take advantage of learning with the Picture and Picture Learning Model (PPLM) in the form of learning motivation that is fun which should be their daily behavior, both at home and at school. Besides, teachers who read the results of this study are expected to take examples of how the processes of applying the Picture and Picture Learning Model (PPLM) can improve students' ability to write narrative texts in the classroom learning especially in the learning of Indonesian subject for the seventh-grade students at MTs Nur-Attaqwa.

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