

# Improving Ability to Write Narrative Texts Through Picture and Picture Learning Model (Class VII Action Research at MTs Nur-Attaqwa)

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**Abstract:** Writing is interpreted as giving birth to thoughts or feelings, in writing there are skills to write narrative texts, narrative texts or narrative essays is the narration of a story or event. Narrative essays are stories that are presented in the order of time. There are a lot of methods can be used to teach learning. One of the entertaining learning models is Picture and Picture learning model. The picture and picture learning model is the learning model used in the picture as learning media. The purpose of this research is to describe the implementation of learning using Picture and Picture learning models, Indonesian language learning outcomes in the form of the ability to write the narrative text of class VII students and constraints that arise during learning and solutions. This study used a classroom action research (CAR) design, which was carried out in two cycles and each cycle consisted of three stages. The results showed that learning by applying the Picture and Picture learning model went well. At the initial observation stage, the average value of students' narrative text writing skills is 64.9. The average value of students related to the ability to write narrative texts in the first cycle reached 70.1 and in the second cycle, the average value of students related to the ability to write narrative texts was 75.2. Constraints faced, in cycle I and cycle II can be resolved well. From these results, it can be concluded that by applying the picture and picture learning model can improve the ability to write the narrative text of class VII students at MTs Nur-Attaqwa in Kelapa Gading and provide nuances of pleasant learning and make students active, enthusiastic and enthusiastic in learning.

**Keywords:** *narrative texts, picture and picture learning model, the result of the ability to write a narrative texts*

## INTRODUCTION

The learning process is an intensive process of interaction between various components of the learning system, namely teachers, students, learning materials, and the environment. Republic of Indonesia Government Regulation No. 19 of 2005 Article 19 states that the learning process in each education unit is held in an interactive, inspirational, fun, challenging, motivating student to actively participate, and provides sufficient space for initiatives, creativity, and independence according to talent, interest, and physical and psychological development of students (PP No. 19 of 2005: 9).

Indonesian Language Learning covers four aspects of skills. Language skills according to experts include 1 listening skill/listening skill, 2 speaking skills/speaking skills, 3 reading skills/reading skills, 4 writing skills/writing skills. Marcelle Kellermann, (Gie, 2002: 125) divides these four types of skills into two parts called: 1 productive skill which include speaking and writing skills, 2 receptive skills which include listening and reading skills. The four language skills have a very close relationship. One skill will support the other skills.

Writing skills and abilities have begun to be studied and taught since at the elementary school level. Introducing writing since the age of elementary school can make students more fond of writing and can help students improve their writing skills at a further level, namely at the level of junior high school, high school, and university. It can even lead students to become professional writers.

The reality in the field based on classroom observations and discussions with Indonesian Language Subject teachers Class VII and VIII shows that students' average writing ability is still low. The low of writing ability is caused by several things, including learning to write in high school is often set aside, students have difficulty in pouring the contents of ideas, students have difficulty in organizing relationships between words and sentences, students have difficulty choosing diction and vocabulary in the text, so researchers feel the to conduct research related to the application of appropriate learning models to improve the ability to write narrative text of students and reduce writing errors that are often done by students.

The mistakes made by the teacher themselves are lack of guidance given by the teacher to students, lack of motivation from teachers to students, teacher errors in choosing the right learning model. The absence of guidance, motivation and mistakes in choosing the learning model can cause lazy students to learn to write and their writing skills will not increase.

Previous research has been carried out regarding writing skills, namely: research conducted by Lestari with the title "Improving Short Story Writing Skills with Picture And Picture Learning Models in Class II Students of SD Negeri 01 Jaten Karanganyar in the 2010/2011 Academic Year". This increase can be seen from the test results of writing short stories of students who showed an increase in the pre-action grade average value of 57.4 with 41% classical completeness. In the first cycle, the average grade reached 59.7 and classical completeness increased to 59%. In the second cycle, the average grade increased to 66.1 and classical completeness increased to 79%.

From the results of the study, it was found that there was an increase in students' writing skills after the Picture and picture learning model was applied. Picture and picture learning model is a learning model that uses series image media, namely images that are interrelated and form a whole story. Based on the description above, the researcher is interested in knowing empirically about the improvement in the ability to write narrative texts through the Picture and Picture learning model in class VII students at MTs Nur Attaqwa. The use of these models is expected to increase student motivation in participating in classroom learning activities and is expected to improve the ability to write narrative text in students.

## **METHOD**

The research method is action research class, action research carried out in two cycles, namely the action process in the first cycle and second cycle. Cycle I aims to determine the ability to write a narrative text of students. Cycle I is used as a reflection to carry out cycle II. The results of the auction process in the second cycle aimed to determine the improvement in the ability to write narrative texts after improvements were made in teaching and learning activities based on a reflection on cycle I.

The success of each cycle is shown by the improvement of students' abilities in writing narrative texts. If the ability of students has reached 75% then the study is said to be successful. The population of this research was all MTs Nur-at taqwa students and the sample of this research was class VII A of MTs Nur-at taqwa students collection instruments that researchers use are :

### ***Learning Outcomes Test (Achievement Test)***

That measure what has been learned in various fields of study, the type of data that can be taken using the test of learning outcomes (Achievement Test) is a level of achievement in learning. The test used is the Test of Student Narrative Text Writing Ability.

### ***Interview Table***

Were conducted on three students, namely students who got the highest, medium, and lowest scores. Interviews are carried out after the learning process. The questions that are questioned are (1) students' feelings while participating in learning to write narrative texts using picture and picture learning models, (2) students' opinions about learning to write narrative texts that have been taught, (3) student impressions after learning, (4) difficulties faced by students during the learning of narrative text writing using the picture and picture learning model, (5) the benefits that students get after participating in writing learning that has taken place.

### ***Observation***

Instruments used in the observation method are:

1. School environment conditions
2. The pattern of implementing education in schools
3. The condition of students in the class

As for the data analysis used by researchers is a qualitative and quantitative description technique. Qualitative data obtained from observations, while quantitative data obtained from the results of written tests

## **RESULTS AND DISCUSSION**

Results and discussion of this research are data collected from observations of teacher performance while the learning process takes place by using a picture and picture learning model and student learning outcomes in learning Indonesian starting from pre-test, initial observation to cycle II.

In the early stages, the teacher starts implementing Indonesian language learning related to narrative text material using the lecture method. The value range categories are as follows:

1. A score of 86 - 100 is included in the excellent category
2. Score 70 - 85 is included in the very good category
3. Score 50 - 69 are included in the good category
4. Score 10 - 49 are included in the category of failure

Some of the elements used as the test material for the ability to write narrative texts are as follows: 1. Contents of essays, 2. Forms of essays, 3. Grammar, 4. Writing style, 5. Spelling and punctuation.

Table 1: Pre Test Evaluation Results

Initial	Element					Score	Infr
	1	2	3	4	5		
AWH	19	12	11	16	17	75	G
APA	14	8	6	16	13	57	L
ANM	16	15	13	14	12	70	G
AN	17	14	17	12	7	67	L
AAM	12	10	7	12	7	48	F
CS	16	13	6	7	10	52	G
DAP	10	8	9	13	10	50	L
DP	17	14	6	16	17	70	G
FR	16	15	16	13	15	75	G
FBP	18	16	17	12	7	70	G
H	13	17	15	17	18	80	G
HM	18	17	16	18	17	86	E
IR	18	17	17	15	8	75	G
MAA	16	15	12	13	11	67	L
MAR	15	12	15	14	15	71	G
MN	12	17	13	8	3	53	L
MRL	15	14	10	7	7	53	L
MFM	9	10	10	13	7	49	F
MJL	13	15	13	12	5	58	L
RA	16	16	18	13	9	72	G
RNA	15	16	19	14	9	73	G
RAS	13	15	17	12	7	64	L
RPH	16	17	6	7	10	56	L
RN	16	13	14	13	17	73	G
RA	15	12	13	16	15	71	G
SP	17	12	15	14	12	70	G
SAH	10	9	12	13	7	51	L
SF	9	10	11	15	5	50	L
SW	19	16	18	10	9	72	G
SL	17	14	19	14	9	73	G
SM	10	13	12	12	7	54	L
SS	13	13	15	7	3	51	L
SRT	18	13	11	13	5	60	L
SW	15	14	13	14	8	64	L
TVN	18	14	15	13	11	71	G
WA	20	18	17	17	15	87	E
The highest score						87	
Lowest score						48	
Students score >70						18	
Students score <70						18	
Total						2338	
Average						64,94	

The results of the pre-test, the average score of students is 64.94 which is included in the good category so that this is used as consideration for researchers and colleagues as a basis for the preparation of cycle 1.

cycle 1 the teacher applies the picture and picture learning model, the observation phase is carried out when the implementation of the learning takes place and fellow researchers assess the performance of the "teacher" researcher in teaching Indonesian using the observation Table for the teacher, which is the IPKG Table 1.

The aspects assessed on IPKG 1 were pre-learning activities, opening learning, core learning activities which consisted of mastering learning material, utilization of learning media/learning resources and closing activities.

The results of these observations were reinforced by the observation of teacher performance which was pursued in the assessment of teacher activities in teaching using a picture and picture learning model. In this observation Peers assess several aspects, namely: The teacher conveys information about the competencies to be achieved, the teacher delivers the material to be studied pre-learning activities, the teacher shows pictures of activities related to the material, the teacher pays attention to students when sorting the images systematically, the teacher confirms the sequence the picture, the teacher implements the concept according to the material of the teaching material, the teacher concludes the material, the teacher evaluates the learning outcomes, the teacher reflects.

Assessment Guidelines :

$$\frac{\text{Total score} \times 100\%}{\text{Maximum score}} =$$

Maximum score

- Teachers with a success rate of 86 - 100% are included in the excellent category
- Teachers with a success rate of 76 - 85% include very good categories
- Teachers with a success rate of 51 - 75% include good categories
- Teachers with a success rate of less than 10-50% are included in the less category

Table 2 : Observation Result of IPKG 1 (cycle 1)

No.	Aspects observed	Score			
		1	2	3	4
1	Pre-learning				√
2	Open learning			√	
3	Core learning activities			√	
4	Use of learning media / learning resources		√		
5	Closing activity			√	
<b>Total score</b>		0	2	9	4

Remarks :

Score: 4 = Very Good, 3 = Good,

2 = Enough, 1 = Less

Success rate =  $\frac{15 \times 100\%}{20} = 75\%$

20

Category : GOOD

Based on the table above the average score of teacher performance in carrying out learning by applying the picture and picture learning model in the first cycle is 75%. And categorized Good.

Table 3: Results Table Observation of Teacher Activities on Learning Using the Picture and Picture Model (cycle 1)

No.	Aspects observed	Score			
		1	2	3	4
1	The teacher conveys information about the competencies to be achieved				√
2	The teacher delivers the material to be learned				√
3	The teacher shows pictures related to the material				√
4	The teacher pays attention to the students sorting the images so they are systematic		√		
5	The teacher confirms the sequence of images		√		
6	Teachers embed concepts according to teaching material		√		
7	The teacher concludes the material				√
8	The teacher evaluates learning outcomes	√			
9	The teacher reflects			√	
<b>Total score</b>		<b>1</b>	<b>6</b>	<b>3</b>	<b>16</b>

$$\text{Success rate} = \frac{26}{36} \times 100\% = 72,2\%$$

Category : GOOD

In the table above, the average score of teacher activity in carrying out learning by applying the picture and picture learning model in the first cycle is 72.2%. And categorized Good.

Table 4: Evaluation Results (cycle 1)

Initial	Element					Score	Infr
	1	2	3	4	5		
AWH	18	17	14	18	17	84	G
APA	14	18	10	16	13	71	G
ANM	18	17	11	14	16	76	G
AN	17	14	17	10	15	73	G
AAM	12	14	12	13	7	58	F
CS	18	17	12	17	15	79	G
DAP	10	16	11	14	11	62	L
DP	17	14	10	15	17	73	G
FR	13	15	9	15	16	68	L

Initial	Element					Score	Infr
	1	2	3	4	5		
FBP	18	16	17	12	13	76	G
H	17	18	15	17	18	85	G
HM	18	17	18	18	17	88	E
IR	18	19	17	15	12	81	G
MAA	16	15	9	13	11	64	L
MAR	15	18	8	14	15	70	G
MN	12	17	9	17	11	66	L
MRL	15	17	10	11	12	65	L
MFM	9	16	10	13	10	58	L
MJL	13	15	11	12	5	56	L
RA	16	16	18	13	9	72	G
RNA	15	16	10	14	9	64	L
RAS	13	15	12	12	7	59	L
RPH	16	17	9	15	10	67	L
RN	17	18	14	13	17	79	G
RA	16	15	9	18	15	73	G
SP	18	17	10	14	12	71	G
SAH	15	15	12	13	7	62	L
SF	15	14	11	15	13	68	L
SW	19	18	14	10	9	70	G
SL	17	14	12	14	16	73	G
SM	10	13	12	12	15	62	L
SS	13	15	11	7	10	56	L
SRT	18	17	11	13	13	72	L
SW	15	14	13	14	8	64	L
TVN	18	14	15	13	11	71	G
WA	20	18	18	17	16	89	E
The highest score						89	
Lowest score						56	
Students score >70						20	
Students score <70						16	
Total						2525	
Average						70,1	

Based on the table, it can be said that the ability of writing narrative texts of students with the application of the picture and picture learning model reached an average of 70.1 in the good category. After the implementation of the first cycle was obtained an increase in the ability to write narrative texts with the application of the picture and picture model to class VII MTs Nur-attaqwa in Kelapa Gading, North Jakarta, but the score obtained has not reached the expected average score. This is because there are still some shortcomings in the implementation of the first cycle which is a consideration for continuing in the second cycle including the following :

(a) lack of vocabulary mastery in students which makes it difficult for students to describe images in narrative text. (b) the teacher does not provide examples of essays using images.

Table 5 : Observation Result of IPKG 1 (cycle 2)

No.	Aspects observed	Score
		1234
1	Pre-learning	√
2	Open learning	√
3	Core learning activities	√
4	Use of learning media / learning resources	√
5	Closing activity	√
Total score		0098

Remarks :

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

$$\text{Success rate} = \frac{17 \times 100\%}{20} = 85\%$$

Category : VERY GOOD

Based on the table above the average score of teacher performance by applying the picture and picture learning model in the second cycle is 85%. And categorized very good. From the results of the second cycle, there was an increase in teacher performance in carrying out learning by applying the picture and picture learning model.

Table 6 : Results Table Observation of Teacher Activities on Learning Using the Picture and Picture Model (cycle 2)

No.	Aspects observed	Score			
		1	2	3	4
1	The teacher conveys information about the competencies to be achieved				√
2	The teacher delivers the material to be learned				√
3	The teacher shows pictures related to the material				√
4	The teacher pays attention to the students sorting the images so they are systematic			√	
5	The teacher confirms the sequence of images				√
6	Teachers embed concepts according to teaching material		√		
7	The teacher concludes the material				√
8	The teacher evaluates learning outcomes		√		
9	The teacher reflects			√	
Total score		0	4	6	20

$$\text{Success rate} = \frac{30 \times 100\%}{36} = 83,3\%$$

Category : VERY GOOD

Based on the table above, the average score of teacher activity by applying the picture and picture learning model in cycle 2 is 83.3%. And it is categorized very well. And it can be said that there is an increase from cycle 1.



Table 7: Evaluation Results (cycle 2)

Initial	Element					Score	Infr
	1	2	3	4	5		
AWH	18	17	16	18	17	86	E
APA	14	18	12	16	13	73	G
ANM	18	17	17	14	16	82	G
AN	17	14	18	10	15	74	G
AAM	14	14	12	13	9	62	L
CS	18	17	15	17	15	82	G
DAP	14	16	11	14	11	66	L
DP	17	14	14	15	17	77	G
FR	15	15	13	15	16	74	G
FBP	18	16	17	12	13	76	G
H	17	18	15	17	18	85	G
HM	18	17	18	18	17	88	E
IR	18	19	17	15	12	81	G
MAA	16	17	15	13	17	78	G
MAR	15	18	18	14	15	80	G
MN	12	17	16	17	11	73	G
MRL	15	17	10	11	12	65	L
MFm	14	16	10	13	10	63	L
MJL	17	15	11	12	11	66	L
RA	16	16	18	13	13	76	G
RNA	17	16	10	14	15	72	G
RAS	13	15	12	12	13	65	L
RPH	16	17	16	15	10	74	G
RN	18	18	14	16	17	83	G
RA	15	15	15	18	15	78	G
SP	19	18	17	14	12	80	G
SAH	15	15	12	13	15	70	L
SF	14	14	11	15	13	67	L
SW	19	18	14	14	17	82	G
SL	17	14	12	14	16	73	G
SM	15	13	16	15	15	74	G
SS	16	15	18	14	15	78	G
SRT	18	17	11	13	13	72	G
SW	15	14	13	14	18	74	G
TVN	18	14	15	13	11	71	G
WA	20	18	18	17	17	90	E
The highest score						90	
Lowest score						62	
Students score >70						29	
Students score <70						7	
Average						75,2	

From the results of the second cycle, based on the table it can be said that the ability to write narrative text of students with the application of the picture and picture model reached an average of 75.2 with good categories and it can be said that there was an increase in the ability to write narrative text from cycle 1. Researchers and colleagues stop until cycle II because they have reached the desired average and there has been a significant increase.

## CONCLUSIONS

From the results of this study, it can be concluded that by applying the picture and picture learning model can significantly improve the ability to write narrative texts of class VII A MTs Nur-Attaqwa students, with a note of the IPKG and teacher activities at least get a good score. The contents of this study are very closely related to the picture and picture learning model because this study examines the steps in picture and picture learning and it is a good idea for this model to be a consideration for Indonesian language teachers in teaching their students. Suggestions that will be conveyed relate to the results of this study, including for students should be able to take advantage of learning with a picture and picture learning model in the form of learning motivation and learning that is fun which should be their daily behavior, both at home and at school. In addition, teachers who read the results of this study are expected to be able to take examples of how the process of applying picture and picture learning models can improve students' ability to write narrative texts, so that they can be applied in classroom learning especially in learning Indonesian subject of class VII at MTs Nur-Attaqwa.

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