THE EFFECT OF PICTURE AND PICTURES MODEL IN TEACHING NARRATIVE TEXT

Djasmi Fauziah[1], Agung Prasetyo[2]
Universitas Indraprasta PGRI, Jakarta, Indonesia[1,2]

dfaujiah0912@gmail.com[1] , aprasetyo20@gmail.com[2]

Abstract

This study aims to determine whether or not there is an effect of the picture and pictures model in teaching narrative text for the tenth graders of SMAN 20 Kota Bekasi. The method used in this research is the True Experimental Design method. In this method, the researcher uses two classes, namely the experimental class and the control class. The instrument used in this class is a test of the ability to write narrative text using different learning models. The experimental class was given a picture and pictures learning model and the control class was given a conventional model. The population of this study was students of class X SMAN 20 Bekasi City. Sampling was done by random sampling, namely students in class X IPS 1 and class X IPS 2. For the experimental class, class X IPS 2 and control class X IPS 1 with a total of 34 students. Test the normality of the test results (posttest) using the Liliefors test. In the experimental class, it was obtained that Lcount = 0.104 < 0.206 = Ltable at a significant level of 0.05 and the control class Lcount = 0.0158 < 0.206 = Ltable at a significant level of 0.05. In both samples, it turns out that Lcount < Ltable, it can be concluded that the two samples are normally distributed. The homogeneity test of the test results using the Havley test, obtained – 0.429 0.295 2.33., it turns out – Ftable left Fcount Ftable right, it can be concluded that the sample is homogeneous. Furthermore, hypothesis testing using t-test obtained tcount = 12.06 > 1.69 = ttable at a significant level of 0.05, it turns out that tcount > ttable, then H0 is rejected and H1 is accepted. That is, there is an Influence of Picture and Pictures Model in Narrative Text Learning on students' writing ability. These results state that there is an influence of Picture and Pictures Models in Narrative Text Learning in class X SMAN 20 Bekasi City.

Keywords: *Picture and Pictures Method*; *Narrative Text Learning*; *Writing Skills*

Introduction

In essence, learning is a mental and physical activity carried out by humans to produce certain goals. Teaching and learning activities are a process of interaction or reciprocity between teachers and students in the learning unit. The teacher as one component in the teaching and learning process is a very important role holder. Meanwhile, according to Slameto in Anwar and Hendra (2011:107) learning outcomes are a business process carried out by a person to obtain a new change in behavior as a whole, in the form of the results of his experience in interaction with his environment. In the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 69 of 2013 concerning the Basic Framework and Curriculum Structure of Senior High School / Madrasah Aliyah, one of the basic competencies that must be mastered by

Class X High School students is the ability to capture contextual meaning related to tactical functions, text structure, and linguistic elements of simple narrative, spoken and written texts related to folk legends.

According to the research results of Siswo Sukarno (2014) with the title "Picture and Picture Models to Increase Interest and Achievement in Learning English in Writing Recount Texts." The results of the study illustrate that there is an increase in student interest and learning achievement. Learning achievement in pre-cycle conditions of students who completed 50% in cycle 1 became 74.19% and increased to 80.65% in cycle 2. Meanwhile, 5 out of 10 students interviewed stated that the picture and picture method aroused students' interest in learning languages. English. The picture and picture method is effective in generating interest in learning English, especially in writing recount text. The difference between Siswo's research and this research is the instrument or learning used to determine the effect of the picture and pictures model. If Siswo's research uses the picture and pictures model to determine an increase in students' interest and learning achievement in writing recount text, while in this study picture and pictures is used by the author to determine the effect of the learning model on writing narrative text skills.

A teacher is not just conveying material, but more than that the teacher can be said to be the center of learning. Teachers must be able to make teaching more effective as well as interesting, so that the lesson material delivered will make students feel happy and feel the need to learn the lesson which will have an impact on improving student learning outcomes. The attractiveness of a subject according to Degeng in Sugiyanto (2010) is determined by two things, namely the subject itself and the way of teaching. The way teachers teach can be interpreted as a form of application of learning methods or models and or the use of learning media. For this reason, teachers must take the initiative to use learning models. One of the learning models that can be used is picture and pictures. According to Suprijono (2009), Picture and Pictures is a learning strategy that uses pictures as learning media. The application of the picture and pictures model is expected to influence students in learning Narrative Text for class X students at SMAN 20 Bekasi City.

Considering this phenomenon, the researcher conducted a study on class X students from SMAN 20 Bekasi. Researchers want to know the effect of applying the picture and pictures model in Narrative Text learning. This research focuses on the final result of applying the picture and pictures model in teaching Narrative Text in the classroom.

Research Methods

The research method used by the researcher is an experimental method which belongs to the type of quasi-experimental design, because in this study two groups were compared and given different treatments without changing the composition of the groups. In this quasi-experimental, the subjects were not grouped randomly, but the researcher accepted the condition of the subject as simple as that. The type of experimental method used in this research is True Experimental Design.

According to Sugiyono (2016:113):
"It is said to be true experimental, because in this design, the researcher can control all external variables that affect the course of the experiment. Thus the internal validity (quality of the implementation of the research design) can be high. The main characteristic of true experimental is that the sample used for the experiment

as well as the control group is taken randomly from a certain population. So the characteristic is that there is a control group and the sample is chosen at random."

The research design used is Posttest-Only Control Design. In this research design, there are two classes that will be given different treatment. Class X IPS 1 was treated with picture and pictures learning model as an experimental class and class X IPS 2 was treated with conventional learning model as a control class.

Sugiyono (2016:114) argues:

"In this design, there are two groups, each of which is chosen at random. The first group was given treatment (X) and the other group was not. The group that was treated was called the experimental group and the group that was not treated was called the control group. The effect of the treatment (treatment) is ($O_1 : O_2$)."

Graphically, this experimental design is as follows:

$$
\begin{array}{ccc}
R & X & O_2 \\
R & - & O_4 \\
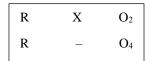\end{array}
$$

Figure 1. Research Design

Description:

R   : Random (experimental class and control class are selected randomly)
X   : Treatment
O2   : Experimental class speaking skill test results
O 4   : Control class speaking skill test results

The research instrument is a tool or media used in measuring a phenomenon that is being observed (Sugiyono, 2013-148) The research instrument is a data collection instrument that researchers use in research. In this study, using a test technique instrument. The short description is that at the initial stage the researcher will provide treatment by learning English using the Picture and Pictures Learning Model in the experimental class, at the time of giving the treatment the researcher will also make observations on writing skills (writing skills). At almost the same time, the researcher will give treatment by learning English using the conventional learning model in the control class and the researcher will also observe the writing ability. To find out the influence that exists in the two classes. This instrument was designed to see the effect of the Picture and Pictures learning model in Narrative Text learning in high school. As for the questions in the written test and oral test, it must be adjusted to the indicators that have been set. Assessment guidelines are needed to facilitate the process of assessing student learning outcomes. This assessment guide is made in accordance with the indicators.

To obtain data on narrative writing skills, an instrument about students' narrative essays will be used which will be given to students at the end of the study. With students being asked to make an essay with a myth or magical theme.

Table 1. Scoring Grid

No	Assessment Component	Indicator	Total score
1	Contents	Thesis statement, related ideas, development of ideas through experience, illustrations, facts,	24

No	Assessment Component	Indicator	Total score
		opinions; use of description, causation, comparison and consistency of focus.	
2	Organization	Effectiveness of introduction, logical and chronological order of ideas, concurrence and conclusion.	20
3	Syntax	How words are arranged into sentences.	12
4	Vocabulary	Choosing the right words to develop and show ideas.	12
5	mechanic	Spelling, punctuation, reference citations if any, neatness and appearance or appearance	12

Description:

$$Nilai\ Akhir\ = \frac{Jumlah\ Nilai\ Indikator\ Siswa}{80}\ X\ 100\%$$

86-100	= Very Good
71-85	= OK
56-70	= Enough
30-55	= Less

The sample selection technique in this study used a combination of proportional and random techniques. To determine the sample, there are no standard provisions, but there are several references that can be used as input, as stated by (Arikunto:134), namely if the subject is less than 100, it is better to take all of them so that the research is a population study. Furthermore, if the number of subjects is large, 10-15% or 20-25% or more can be taken.

The sample in this study were students of class X SMA Negeri 20 Bekasi City. The number of samples taken was 15%, namely as many as 34 people.

Calculation of the determination of sample members as in the following table:

Table 2. Determination of the Number of Sample Members

No	School name	The number of students	Proportion Calculation	Sample Rounded
1	SMAN 20 KOTA BEKASI	222	15/100*222 = 33.3	34
	Jumlah	222		34

How to take sample members according to Sugiyono, "Random sampling can be done with random numbers, 1tatisti, as well as by lottery." In this study, the sample was carried out by drawing lots of all classes of the population. The steps for drawing a population class to be used as a sample, first prepare plastic cups for paper containers that have been cut into small pieces. Then write all population classes on paper, then roll the paper and put it in the prepared container. After that, shake the container and remove the two rolls of paper. The rolls of paper that have been issued read class X IPS 1 and X IPS 2. The sample in this study amounted to 34 students. Class X IPS 1 with 17 students as

the experimental class and class X IPS 2 with 17 students as the control class. The applied research sample can be seen in the following table:

Table 3. Members of the Research Sample

Class name	Amount	Description
X IPS 1	17	Experiment Class
X IPS 2	17	Control Class
Jumlah	34	

In this study, the data collection technique used was the test. The test technique consisted of a pottest only to determine the effect of the application of the picture and pictures learning model in Narrative Text learning on the students concerned. The variables studied used two variables, namely the influence of the picture and pictures model (X) which was an independent variable and in Narrative Text learning (Y) was the dependent variable. The data sources in this study consisted of two classes, namely the experimental class and the control class. Subjects only did the final test (posttest only control group design) and statistical analysis using t test or ANOVA. This aims to determine the significant effect on the application of the learning model in narrative learning to the two groups. The data taken is writing ability data obtained from the results of student essays given by researchers.

The test technique according to Safithry (2018-2) is an assessment tool in the form of writing to record or observe student achievement in accordance with the assessment target. Another opinion was expressed by Arikunto and Jabar (in Safithry, 2018-3) defining a test as a procedure or tool used to measure or find out by using a condition. While the test according to Zainul and Nasution (in Safithry, 2018-3) is a set of questions that are used to obtain information about something. From the description above, the test can be interpreted as a tool used to obtain a value both orally and in writing. This test is used by researchers to measure students' final abilities in the form of narrative texts made by students with magical or myth themes.

The written test technique was carried out to determine the students' abilities regarding the Narrative Text which was treated and which was not treated, or to see the effect of the application of the picture and pictures learning model in Narrative Text learning. In this test technique, the researcher uses one type of test, namely written and oral. The written test serves to see the extent to which students are asked to write Narrative Text that is given independently, the extent to which students understand Narrative Text learning, while the oral test serves to see the ability to write Narrative Text.

Results

In analyzing the data, the authors found that the results of the writing ability test for narrative text learning students of class X SMAN 20 Bekasi City in the 2021/2022 academic year had sufficient writing skills in writing narrative text.

This can be seen in the calculation results of data analysis, that the value of the English subject of class X students in the control class and the experimental class taught using the picture and pictures model averaged (mean) 81.35, the median value (median) 80,834, the value that is often appeared (mode) 78.64 and standard deviation 14.992. This shows that the value of students' English lessons taught by conventional models has not

shown a satisfactory level. But based on the assessment standard, the student's score is classified into "Poor." In other words, students' writing ability is not satisfactory, and they need improvement. Comparison of the value of writing ability in the class taught with the conventional model compared to the picture and pictures model as follows:

Table 4. Comparison of Mean, Median, Mode, Standard Deviation and Variance of Control Class and Experiment Class

Mark	Control Class (X)	Experiment Class (Y)
Mean	57,88	81,35
Median	56,6	80,834
Mode	56,9	78,64
Standard Deviation	7,123	3,872
Variance	50,735	14,992

The table above shows a summary of the statistics of the mean, median, mode, standard deviation, and variance of writing ability in the control class and the experimental class. The values in the control class taught by the conventional model are seen below the values of the experimental class taught by the picture and pictures model. The mean values of the two groups were classified into "poor" and "very good" criteria. This shows that grade X students of SMAN 20 Bekasi City have poor writing skills in narrative text learning, therefore if they continue to be stimulated by fun teaching they will get better grades.

With the results of the analysis above, in order to find out whether there is a significant difference or not in the writing ability results of the control class and the experimental class, the results of the t-test calculation show that the t-test value is 12,036. By referring to the t-table distribution, it can be seen that the degree of freedom $(34 – 2 = 32)$ is at a significant level of 0.25, the t-table value is 1.69. The fact that the value of the t-table (1.69) is smaller than the t-test (12.036). It shows that the null hypothesis (Ho) is rejected and the alternative hypothesis (H_1) is accepted. It can be said that there is a significant difference in the writing ability of students who are taught using the conventional model and the class that is taught using the picture and pictures model. In other words, the hypothesis which reads "There is an effect of the picture and pictures model in teaching narrative text for class X students of SMAN 20 Bekasi City" is accepted.

Discussion

The learning process using the right model is one of the factors that affect student learning outcomes. The learning model is one of the strategies used by teachers in the learning process systematically to achieve the desired results. Due to the lack of interest of students in English subjects. Students tend to be individual in the learning process, students also tend to be passive when learning takes place and rely more on evaluations from the teacher, resulting in learning material being delivered repeatedly and students still focused on the teacher. Therefore, it is necessary for teachers to make efforts to overcome these problems.

One of the efforts to design fun learning activities in the classroom so as to increase student activity is the use of interesting and appropriate learning models. One type of learning model is the Picture and Pictures learning model.

Conclusion

Based on the research results that have been described, the researchers can conclude as follows:

1. The results of the calculation of the writing ability of students in class X IPS 1 as an experimental class taught using the picture and pictures learning model in English lessons, have an average value of 81.35 with a standard deviation of 3.872 while class X IPS 1 as a control class is taught using this model. Conventional learning has an average value of 57.88 with a standard deviation of 7, 123. The average writing ability of the experimental class is better than the average writing ability.

2. The results of the calculation of the normality test of the speaking skill test of students of class X IPS 2 as an experimental class with the Lilliefors test obtained Lcount = 0.104 < 0.206 Ltable. This shows that the experimental class is normally distributed.

3. The results of the calculation of the normality test of the speaking skills test of students in class X IPS 1 as a control class with the Lilliefors test obtained Lcount = 0.158 < 0.206 Ltable. This shows that the control class is normally distributed

4. The results of the homogeneity test of the writing ability test of experimental class and control class students using Havley's theory obtained Fcount Ftable 3.38 2.33. Then the two classes are said to have a non-homogeneous variance.

5. The results of hypothesis testing using the t-test calculation obtained the value of tcount = 12,036 > 1.69 ttable then it was rejected. The rejection can also be concluded that there is an Influence of Picture and Pictures Models in Narrative Text Learning in class X SMAN 20 Bekasi City.

6. Thus, it can also be concluded that there is an influence of the Picture and Pictures model in Narrative Text learning for class X SMAN 20 Bekasi City. Learning that uses the picture and pictures model has higher results than learning that uses the conventional model.

Reference

Sugiyono. 2016. Metode Penelitian Kombinasi *(Mixed Methods)*. Bandung: Alfabeta.

Anwar, Kasful & Harmi Hendra. 2011. Perencanaan Sistem Pembelajaran Kurikulum Satuan Pendidikan. Bandung: Alfabeta.

Arikunto, Suharsimi. 2002. Prosedur Penelitian Suatu Pendekatan Praktik. (Jakarta: Rineka Cipta.

EA Safithry, N Anita. 2018. Asesmen Teknik Tes dan Non Tes Suluh: Jurnal Bimbingan Dan Konseling

Sugiyanto. 2010. Model-model Pembelajaran Inovatif. Surakarta: Yuma. Pustaka.

Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: PT Alfabet

--------------. 2013. Metode Penelitian Pendidikan Pendekatan Kuantitatif. Kualitatif, dan R&D. Bandung: Alfabeta.

Sukarno, Siswo. 2014. Model Picture And Picture Untuk Meningkatkan Minat Dan Prestasi Belajar Bahasa Inggris Dalam Menulis Teks Recount. JPK 2 (1) Oktober 2014 @ Ikatan Sarjana Pendidikan Indonesia

Suprijono, Agus. 2009. Cooperative Learning: Teori dan Aplikasi PAIKEM. Yogyakarta: Pustaka Pelajar.