

**APPLICATION OF THE PICTURE AND PICTURE
LEARNING MODEL TO IMPROVE THE STUDENT'S
WRITING ABILITY IN CLASS IV**

RESEARCH ARTICLES



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APPLICATION OF THE PICTURE AND PICTURE LEARNING MODEL TO IMPROVE THE STUDENT'S WRITING ABILITY IN CLASS IV

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Abstract : *The application of Picture and Picture Learning Model to Increase Students Ability Skill on Students of Class IV MI Mabniyatul Ihsan Mojokerto school in Academic Year 2021/2022. This study aimed to describe the application of Picture and Picture learning model to increase students ability skill on students of class IV MI Mabniyatul Ihsan Mojokerto school in Academic Year 2021/2022. The model used is descriptive method of research is a form of qualitative research. Based on the analysis of data, can be summarized as follows. The percentage of grade students of class IV MI Mabniyatul Ihsan Mojokerto school year 2021/2022 in writing essays using Picture and Picture learning model has increased. It can be concluded from the ability of students in writing essay on cycle I of is 12 students or 45,16% of 31 students. 15 students on cycle II or 83,87%. Increasing of 85,71% between cycle I and II. This means learning to use Picture and Picture model can improve learning outcomes writing essays in grade IV MI Mabniyatul Ihsan, Mojokerto Tahun Pelajaran 2022/2023 learning year 2021/2022.*

Keyword : Writing essay, picture and picture model

PRELIMINARY

Language is essentially a communication tool needed by humans in everyday life. Seeing the importance of the language function, it is certain that people have and use these social communication tools (Soeparno, 2002:5). As a means of communication, language skills are also learned in schools from elementary school to university levels.

Indonesian language learning in its implementation is directed to improve students' ability to communicate in Indonesian, both orally and in writing. Learning Indonesian can improve the development of students' abilities in using language as a messenger or meaning for various language purposes which include aspects of listening, speaking, reading, and writing. Harris in Tarigan (2008:1) explains that "Language skills have four components, namely listening skills (listening skills), speaking skills (speaking skills), reading skills (reading skills), and writing skills (writing skills)". These four skills are implemented in the learning process in an integrated, interconnected and must be mastered if you want to really master the language, because the four aspects of language skills are related to the language communication process.

Good Indonesian learning is expected to produce students who are skilled and master the language. Students' language skills cannot be separated from the teacher's teaching method, a conducive classroom atmosphere, appropriate learning strategies, and the teacher's desire to always improve learning. But in fact, in the process of learning Indonesian in schools, students are still found who are not skilled and have not mastered the Indonesian language. This happens because the learning process at SD Negeri 2 Siantan does not pay attention to the purpose of language learning, namely being able to communicate using language both orally and in writing. In addition, the weak ability of teachers in the selection of learning strategies that are in accordance with the competencies to be achieved in learning.

Based on an interview with Mr. Zainal Abidin as homeroom teacher for class IV at MI Mabniyatul Ihsan Balongwono, Trowulan on January 3, 2022, in learning Indonesian, the ability to write essays is still low, out of 31 students who achieved the KKM, namely 5 people, while those who did not reach the KKM were 12 people. The KKM set by schools for learning Indonesian is 70.

The problem of the low ability to write essays is due to the lack of optimal ability of teachers in applying various learning models to improve essay writing skills. Students are bored in this learning, the teacher only asks students to write

essays using themes so that students find it difficult to understand the material given by the teacher, do not discuss together so that students do not know the correct use of language and lack of teacher guidance in the learning process, especially in writing. Teachers should apply interesting learning models and can activate students so that students understand the material given by the teacher.

Based on the Education Unit Level Curriculum (KTSP) class IV in the second semester on writing competency standards. Students are required to express their thoughts, feelings, and information in writing in the form of essays, announcements, and children's rhymes (SK 8). One of the basic competencies of these competency standards is compiling essays on various simple topics by paying attention to the use of spelling (capital letters, periods, commas, etc.) (KD 8.1). Therefore, researchers and teachers agreed to improve students' problems in essay writing activities by applying innovative learning models. One of the innovative learning methods is the application of the Picture and Picture learning model to improve students' writing skills. This learning model is innovative because it uses interesting pictures and stimulates children to actively learn.

Picture and Picture learning is one of the active learning methods that uses pictures that are paired or sorted into a systematic sequence, such as arranging pictures in sequence, showing pictures (Suprijono, 2009). With pictures related to learning materials, students are more creative and can achieve the ultimate goal of the learning process so that the standard of competence and basic competence from the writing aspect in Indonesian language learning can be achieved.

Writing according to Ningsih, et al (2007:121) is "The activity of compiling and assembling sentences in such a way that messages, information, and intentions contained in the thoughts, ideas and opinions of the author can be conveyed properly, while Trigan in Ningsih, et al (2007:121) stated that writing is a productive and expressive activity. In this activity, a writer must be skilled in utilizing the graphology of language structure and vocabulary.

Writing is an activity or activity of a person to convey an idea indirectly to other people or readers by using graphic symbols that can be understood by writers and readers, so that there is indirect communication between writers and readers according to Muchlisoh (1992: 240). According to Tarigan (2008:22) writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that these people can read the graphic symbols if they understand from the graphic description.

Basically, to compose an essay, it takes initial steps to form regular and systematic habits that make it easier to develop an essay. The steps in compiling an essay are as follows. (1) Determine the topic of the essay. Widjono (2012:312) states that "The topic of the essay is the central idea that functions to bind the

entire description, description, explanation and all evidence". An essay is written with three considerations. Suparno and Yunus (2004:3.4) explain the considerations that need to be considered by an essay writer in determining the topic of an essay as follows: (a) attractiveness, (b) usefulness, and (c) feasibility. (2) Make an outline of the essay.

With an outline, A series of ideas can be arranged systematically, logically, clearly structured and orderly. Widjono (2012:324) explains that "The framework of the essay is a writing plan that contains provisions for how we compose the essay".

(3) Develop an essay outline. The process of developing an essay depends entirely on mastery of the material to be written. If you really understand the material well, problems can be raised creatively, flowing and real. It also proved the strength of the material collected in providing insight to develop an essay.

Picture and picture is an active learning model using pictures and paired or sorted into a systematic sequence. In essence, the active learning method is to direct the attention of students to the material being studied (Suprijono, 2009: 125). This learning model relies on images as a medium in the learning process. These images become the main factor in the learning process. So that before the learning process the teacher has prepared an image that will be displayed either in the form of a card or in the form of a large chart.

According to Ahmadi (2011: 58) Picture and picture is a learning method that uses pictures and is paired or sorted into a logical sequence. Picture and picture is different from picture media where picture and picture are pictures that have not been arranged sequentially and the students use them, while picture media are full pictures used by teachers in the learning process.

METHOD

The right method is needed to solve the problem and its aspects in research. According to Nawawi and Hadari (1999:66) states that "method" is a way or procedure used to solve research problems.". The method used in this research is descriptive method. To better understand this, the following definitions of descriptive methods according to experts are presented. Carpenter (in Sudjana, 1999:25) states that "Descriptive method is a method used to provide a clear and accurate description of the material or phenomenon being investigated". As for Suryabrata (2003:37) states that "Descriptive research is a procedure that aims to make a systematic, factual, and accurate description of the facts and characteristics of the population or the phenomenon of the situation that is currently happening". With regard to descriptive research, Subana and Sudrajat (2005:89) suggest "Descriptive research tells and interprets data relating to facts,

circumstances, variables, and phenomena that occur during research and presents them as they are".

The form of this research is qualitative, because the data collected in the form of narrative descriptions in the words of the researcher is the main instrument in data collection, the product is the same as the product of research attention directed at understanding how an event takes place or the effect of an event.

This research is a classroom action research conducted to improve students' writing skills using the picture and picture method. Classroom action research consists of four components, namely (1). Planning (planning), (2). Action (acting), (3). Observation (observing), (4). Reflection (reflecting).

The data in this study is the result of the composition of the fourth grade students of MI Mabniyatul Ihsan in the 2021/2022 academic year. Documents in the form of lesson plans and learning outcomes owned by schools regarding teaching and learning processes and student learning outcomes, as well as teachers and students in carrying out learning. The data source in this study was the teacher who gave teaching writing essays to the fourth grade students of MI Mabniyatul Ihsan Balongwono Trowulan. Besides students, because students who learn about the material to write the essay and the documents owned by the school as a supporter of the learning process such as lesson plans and syllabus.

Hadi and Haryono (2005:129) explained that the data collection techniques generally consist of. (1) Observation techniques, (2) Communication techniques, (3) Measurement techniques. Based on the opinion above by considering the type of data to be collected, the data collection technique used in this study is observational technique.

The data collection tool serves as a tool used by researchers in collecting data so that in analyzing the data it will be easier for researchers and the results are better, complete, and systematic. The tool used in this study is an observation guide used as a reference in conducting observations at school, the targets are Indonesian language teachers and fourth grade students at MI Mabniyatul Ihsan Balongwono, Trowulan in the 2012/2013 school year.

Bogdan in Sugiyono (2011:334) states that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that they can be easily understood, and the findings can be informed to others.

The data analysis technique carried out by the researcher is. (1) The data that has been obtained are the results of essays made by students after the Indonesian language learning process using the picture and picture method. (2)

The data that has been obtained from the observations are classified or grouped based on the problem to be studied, namely how to increase students' ability to determine essay topics, students' ability to make essay outlines and students' ability to develop essay outlines. (3) After the data is classified based on the existing problems, the next step is to record the factors that can answer each of the existing problems.

(4) Next, conduct a qualitative analysis, in order to provide clear descriptions of the suitability of the implementation of learning to write essays that have been carried out by the teacher and students in the class. (5) Interpretation based on the data to be analyzed obtained from the results of observations with the following provisions. (a) students who are categorized as high scores (b) students who are categorized as moderate or adequate scores, (c) students who are categorized as low scores (6) In the next stage make conclusions from the results of the data that have been obtained and provide suggestions for the problems to be studied The truth is, if you don't get the results you want to achieve, it will be done in the next cycle.

RESULTS

Cycle I . Research Results

Researchers and teachers designed a class action plan for two meetings, each meeting held for 2 x 35 minutes. In the first cycle of action planning, the researcher and the teacher held discussions to develop lesson plans and research instruments in the form of teacher observation sheets and student observation sheets. Researchers and teachers also develop learning scenarios and steps in the research.

The implementation of the first cycle of action, the first meeting was held on Tuesday, January 4, 2022. The standard of competence in this learning is writing. The action of the first cycle of the first meeting was carried out by the teacher while the researcher observed the process of class action that took place. The activities carried out in the first cycle of the first meeting were divided into three stages, namely introduction, core activities, and closing.

initial activity for 5 minutes. In the initial activity the teacher greeted and led the prayer, the students followed it in an orderly manner then the teacher took the attendance of the students. In the second cycle of the second meeting, all fourth grade students were present. The teacher does apperception to relate students' knowledge at the first meeting. The teacher asks the students'

understanding of the past material and what is its relation to the material that will be taught at this time. The teacher explains the purpose of today's lesson, which is to develop an outline into a coherent essay.

The second stage is the core activity for 50 minutes. The core activities are divided into three activities, namely exploration, elaboration and confirmation. In the exploration activity, students were asked to re-observe the series of pictures carefully and thoroughly that had been pasted on the blackboard. Students listen to the teacher's explanation about how to determine the topic and compose an outline based on the picture, but during this process there are students who are noisy and joking with their friends next to them. In the elaboration activity, the teacher asks students whether the pictures pasted on the blackboard have been arranged correctly or systematically. If the pictures have not been arranged systematically, students are instructed to arrange the pictures. After the pictures are arranged well, students are asked to determine the topic of the essay. Then students give a description or purpose of each of the pictures by making sentences from each picture. In confirmation activities the teacher asks questions about things that are not yet known to the students. The teacher and students ask and answer questions, correct misunderstandings, provide reinforcement and conclusions. The third stage is closing activity for 15 minutes. At this stage students are given homework, where students are instructed to make an essay based on the outline of the essay that they have made.

Implementation of the action cycle I The second meeting was held on Friday, January 7, 2022. The next stage was the 55-minute core activity which was divided into three activities, namely exploration, elaboration and confirmation. In exploration activities the teacher instructs students to re-observe the essays they have made, students are asked to understand the contents of their essays. The teacher explains how to make an essay based on the outline of the essay that has been made previously by paying attention to the pictures on the blackboard. In this stage there are several students who often ask permission to leave the class, arguing that they want to defecate which results in disturbing the concentration of other students.

In the elaboration activity, after the students listen to the teacher's explanation, the students re-examine their homework. If it is found that students are still not right in writing essays, students rewrite the essay based on the explanation that has been conveyed by the teacher. Researchers help check the writing of essays that have been made by students, if they are not correct students are asked to correct them.

In confirmation activities, the teacher asks questions about things that are not yet known to the students. The teacher and students ask and answer questions,

correct misunderstandings, provide reinforcement and conclusions. The closing activity was carried out for 10 minutes. Students are asked to report their work by telling or conveying it to their friends in front of the class.

After making observations, the researchers and teachers reflect. Reflection was held on Saturday, January 5, 2022. In the reflection activity, researchers and teachers discussed the learning process that had been carried out in class from the first and second meetings. Although there is a small evaluation at the end of each meeting, the summary of the discussion is carried out on January 5, 2022.

Researchers and teachers also assess together the results of student work in cycle I. Researchers and teachers carry out reflection activities by analyzing the results of observations when the teacher carries out actions and the results of student observations from the first and second meetings. The results of the reflection of researchers and teachers are as follows. (1) The implementation is not in accordance with the lesson plans, because in explaining the material the teacher does not explain coherently and systematically. (2) Class mastery is still lacking due to various disturbances, especially the noisy class atmosphere caused by several students. (3) Students still look joking and tell their own stories with friends next to them when the learning process takes place. (3) At the first meeting, students were less active, seen during apperception and question and answer. (4) Only a few students were active in both the first and second meetings. (5) Teachers are still not optimal in the mentoring process.

Based on the results of the reflection above, researchers and teachers can conclude that the work indicators of cycle I have not been achieved and students are still less active in participating in learning, the expected essay writing skills have not been fully achieved. It is hoped that the teacher's ability to do research will improve next with the following. (1) Teachers are expected to be able to carry out learning according to the lesson plan. (2) It makes students more active in asking and answering questions with more control over the class. (3) Pay more attention to student seating arrangements. (4) Paying attention to students who have low knowledge in learning and students who are classified as naughty in order to create a class atmosphere that supports the smooth teaching and learning process. (5) Maximizing the guidance of students who still do not understand the material for writing essays.

Cycle II Research Results

Based on the reflection of the first cycle of actions, there has been an increase in students determining topics, making essays and developing essays into essays. However, the value obtained by students is still low and there are still few

who get completeness, so the researcher continues learning in cycle II. In cycle II, the same as Cycle I, teachers and researchers discussed making learning scenarios (RPP) and research instruments, namely teacher observation sheets and student observation sheets.

The implementation of the action cycle II, the first meeting was held on Tuesday, January 10, 2022. The standard of competence in this learning is writing. At the preliminary stage for 5 minutes, the teacher greeted and led the students to pray, the prayer activities were followed by the students in an orderly manner. After the prayer activity was over, the teacher took the attendance of the students. At this meeting all fourth grade students were present. The teacher does apperception to find out the students' initial understanding of writing essays. When doing apperception there was an increase in students who were very active to eight people. Next, the researcher helped the teacher paste the picture on the blackboard, the teacher asked the students what the picture pasted on the blackboard was about. There were eight students who raised their hands to answer the question, then the teacher gave the opportunity to the eight students to answer in turn but the teacher had not commented on whether the student's opinion was correct or not. After the question and answer, the teacher stated the purpose of today's lesson, namely how to determine the topic and make an outline based on the picture.

The second stage is the core activity for 50 minutes. The core activities are divided into three activities, namely exploration, elaboration and confirmation. In exploration activities, students are asked to re-observe the series of pictures carefully, whether the pictures have been arranged systematically. Students listen to the teacher's explanation about how to determine the topic and compose an outline based on the picture, when this process takes place there are no more students who are noisy and joking with friends next to them because all students pay attention to the teacher seriously.

In the elaboration activity, the teacher asks students whether the pictures pasted on the blackboard have been arranged correctly or systematically. If the pictures have not been arranged systematically, students are instructed to arrange the pictures. After the pictures are arranged well, students are asked to determine the topic of the essay. Then students give information or the meaning of each of the pictures by making sentences from each picture.

In confirmation activities the teacher asks questions about things that are not yet known to the students. The teacher and students ask and answer questions, correct misunderstandings, provide reinforcement and conclusions. The third stage is closing activity for 15 minutes. At this stage students are given

homework, where students are instructed to make an essay based on the framework of the essay that they have made

The results of observing the actions of Cycle II researchers concluded that there had been an improvement in learning. (1) That in the second cycle there has been an increase in the learning process carried out by the teacher to improve the ability to write essays through the picture and picture method, namely determining the topic of the essay, making the outline of the essay and developing the outline of the essay correctly. (2) The teacher is able to carry out learning according to the lesson plan. (3) Children are already actively involved in following the steps in learning to write essays. (4) There are no more noisy students because the teacher has paid attention to the arrangement of student seating, (5) The teacher has given maximum guidance to students who still do not understand the material of writing essays.

DISCUSSION

Cycle Analysis I

In determining the topic of the essay, the assessment indicators are seen from the usefulness of the essay topic, the attractiveness of the essay topic and the feasibility of the essay topic. There are 5 students categorized as high scores or out of 17 students with a range of values between 80-100. Students who are categorized as getting moderate scores are 7 out of 17 students with a range of values between 60-79. Students who are categorized as getting low scores are 5 out of 17 students with a value range of 0-59.

In making an essay outline, the assessment indicators are seen from the content of the essay outline, the systematization of the essay outline, the use of capital letters and punctuation marks. Students who are categorized as high scores are 4 out of 17 students with a range of values between 80-100. There are 5 students who are categorized as getting moderate scores out of 17 students with a range of values between 60-79. Students who are categorized as getting low scores are 8 people with a value range of 0-59.

In developing the outline of an essay into an essay, the assessment indicators are seen from the content of the essay, the systematicity of the essay, the use of capital letters and punctuation marks. There are 5 students categorized as high scores or out of 17 students with a range of values between 80-100. Students who are categorized as getting moderate scores are 9 out of 17 students with a range of values between 60-79. Students who are categorized as getting low scores are 3 out of 17 students with a value range of 0-59.

Cycle II Analysis

In the teaching and learning activities in cycle II, the implementation of learning carried out is the same as the implementation in cycle I. In cycle II there has been an increase in aspects of writing essays, namely determining the topic, making an outline of an essay, and developing an outline into an essay.

In determining the topic of the essay, the assessment indicators are seen from the usefulness of the essay topic, the attractiveness of the essay topic and the feasibility of the essay topic. Students who are categorized as high scores are 9 out of 17 students with a range of values between 80-100. Students who are categorized as getting moderate scores are 4 out of 17 students with a range of values between 60-79. Students who are categorized as getting low scores are 4 out of 17 students with a value range of 0-59.

In making an essay outline, the assessment indicators are seen from the content of the essay outline, the systematization of the essay outline, the use of capital letters and punctuation marks. Students who are categorized as high scores are 8 out of 17 students with a range of values between 80-100. Students who are categorized as getting moderate scores are 5 out of 17 students with a range of values between 60-79. Students who are categorized as getting low scores are 4 out of 17 students with a value range of 0-59.

In developing the outline of an essay into an essay, the assessment indicators are seen from the content of the essay, the systematicity of the essay, the use of capital letters and punctuation marks. Students who are categorized as high scores are 11 students with a range of values between 80-100. Students who are categorized as getting moderate grades are 4 students with a range of values between 60-79. Students who are categorized as getting low scores are 2 out of 17 students with a value range of 0-59.

Improving Writing Ability Using Picture and Picture Method

The following is a discussion of the percentage increase in each criteria for writing an essay using the picture and picture method

Table

Percentage of Essay Writing Ability Improvement

Persentasi Peningkatan Kemampuan Menulis Karangan

Number	Name of Student	I cycle	II Cycle
1	Achmad Alfin A.P	58,3	91,7
2	Alimatul Wahid F.	58,3	83,3
3	Chasanatun Na'imah	41,7	66,7
4	Hanafi Esyar M.	66,7	83,3
5	Iftita Ilmawati	75	91,7
6	Lucky Nur Ozvaldo R.	41,7	58,3
7	M.Wildan Mauludin	66,7	83,3
8	Ma'rifatul Zahra	75	91,7
9	Mohammad Faruq	58,3	83,3
10	M.Dafa Pradana	66,7	83,3
11	M. Khoirudin	75	91,7
12	Oktavia Nur Aini	75	91,7
13	Silvana Putri	66,7	83,3
14	Siti Nur Hayati S.P	58,3	83,3
15	Syifa Auliya Cahyani	66,7	91,7
16	Tsania Faudatul Himah	66,7	83,3
17	Vita Darna Sasmita	66,7	91,7

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the data analysis that has been stated previously, it can generally be concluded that the application of the picture and picture learning method can improve the writing ability of the fourth grade students of MI Mabniyatul Ihsan in the 2021/2022 academic year. In detail it can be explained as

follows. (1) The ability of students to determine the topic of essays in learning Indonesian by using the picture and picture method in class IV MI Mabniyatul Ihsan increases. The increase can be seen from the average value from the first cycle to the second cycle. In the first cycle of 13.73%. In cycle II the average value increased to 83.03. The increase in the average score of students in determining the topic of essays from Cycle I to cycle II increased (2) The ability of students to create an essay framework in Indonesian language learning by using the picture and picture method in MI Mabniyatul Ihsan increased. The increase can be seen from the average value from the first cycle to the second cycle. In cycle II the average value increased to 74.99 or so the increase in the average score of students developing an essay framework from pre-cycle to cycle II increased by 29.72%.(3) The ability of students to develop an essay framework into an essay in Indonesian language learning by using the picture and picture method in class IV MI MabniyatulIhsan increases. The increase in the average score of students developing an outline into an essay from pre-cycle to cycle II increased by 26.77%.

Suggestion

Based on the conclusions that have been put forward, the researchers provide the following suggestions: (1) Teachers can use learning methods in each basic competency to improve students' writing skills. Teachers can implement the picture and picture method in each competency to improve students' writing skills. (3) Teachers should be more creative and innovative in managing Indonesian language learning, especially writing essays. (4) Teachers are expected to develop all aspects of students in each lesson, especially in terms of developing essay writing skills.

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