THE EFFECTIVENESS OF PICTURE AND PICTURE LEARNING MODELS ON THE SKILLS OF WRITING NARRATIVE PAPERS

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Abstract

Based on the result of interview and observation it was known that the Indonesian language learning outcomes on essay writing the topic were low because the teachers still used the lecture method in learning process. This research aimed to test the effectiveness of the picture and picture learning model on essay writing skills of the students in Mijen District Elementary School, Semarang City. This research used quantitative method with the type of experimental research. This research design was quasi experimental design in the form of nonequivalent pretest-posttest design. The sample technique used was cluster random sampling in the number of 57 students. The data collection techniques used were interviews, observation, documentation, and performance tests. The results showed that the experimental class posttest results were higher than the control class and included in good categories. That means the picture and picture learning model was effective to be used on essay writing skills topic. The n-gain test results showed that the experimental class obtained a higher increase in the amount of 0.32 in the medium category and the control class was in the amount of 0.12 in the low category. The conclusion of this research is a picture and picture learning model was effective to be used on essay writing skills topic in Mijen District Elementary School, Semarang City. The n-gain test results showed that the experimental class obtained a higher increase in the amount of 0.32 in the medium category and the control class was in the amount of 0.12 in the low category. The conclusion of this research is a picture and picture learning model was effective to be used on essay writing skills topic in Mijen District Elementary School, Semarang City. The n-gain test results showed that the experimental class obtained a higher increase in the amount of 0.32 in the medium category and the control class was in the amount of 0.12 in the low category. The conclusion of this research is a picture and picture learning model was effective to be used on essay writing skills topic in Mijen District Elementary School, Semarang City.

1. PRELIMINARY

Law number 20 of 2003 article 1 paragraph 1 regarding the national education system explains that education is a conscious effort made to create an atmosphere of learning and the learning process so that students are active to improve their own abilities so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for the needs of one's own life, society, nation and state.

Primary school education as the most basic level of formal education has a major role in the continuation of the next educational process. According to government regulation number 17 of 2010 article 67 which contains management

and the provision of education, it is explained that one of the functions of education in SD / MI or other equivalent forms is to provide the basics of intellectual abilities in the form of reading, writing and arithmetic abilities and skills. According to Tarigan (2015: 1) there are four language skills that must be mastered, namely listening, speaking, reading, and writing skills. Dalman (2014: 3) says that writing is an activity to convey messages or information to other people in writing using written

language as a tool used.

Writing has important benefits for students, some of which can increase creativity, hone students' ability to think critically, hone memory, improve children's vocabulary, and others. Will however, it is not easy for students to come up with ideas and ideas creatively and innovatively so writing is often the last language skill mastered. In addition, it is also caused by the lack of attention of teachers in learning to write so that students' interest in learning to write is low. The students' reading interest is still low. In fact, by reading students will have broader knowledge or experience and increase their vocabulary. So, students can easily think critically and creatively to put it in writing.

This problem was also found when the researcher conducted pre-research activities with observation and interviews in class III at SDN Gugus Budi Utomo, Mijen District, Semarang City. By conducting observations and interviews, information is obtained that the problem that still occurs is writing. This is because most teachers tend to apply lecture learning methods and have not applied innovative learning models, teachers have not used varied learning media and only rely on textbooks as their main media, and students' interest in reading and writing is still low.

This condition often makes the classroom atmosphere not conducive and often crowded because students are busy talking to their own friends and do not pay attention to teacher learning. In addition, students are also not used to writing essays, the teacher rarely trains students to write essays so that many students prefer to copy what is written rather than compose. This causes the learning outcomes obtained by many students who have not reached the Minimum Completion Criteria (KKM). One thing that teachers can do is to apply an innovative learning model so that it can improve learning outcomes. One learning model that can be used is the picture and picture learning model.

According to Shoimin (2014: 122), picture and learning model *picture* is a learning model that uses series and paired images. By using series pictures, students will be helped in understanding things they have never seen and be able to increase student activity and make it easy for students to understand a lesson so they don't forget easily. This model also requires students to form groups. With groups, students can exchange ideas with their group of friends to make the provided series pictures into a logical sequence.

This theory is supported by research conducted by Sri Endah Setyo Rini 2018. His research shows that the picture and picture model is more effective than the example non example learning model in presenting descriptive text.

Research conducted by Ngurah Andi Putra proved that the use of serial image media was very influential in improving the narrative writing skills of the fourth grade students of SDN Moahino, Morowali Regency, because the learning outcomes obtained were from 45% to 85%.

Research conducted by Katia Gregoria Contretas Gutierrez et al in 2015. They proved that learning using series drawing techniques and learning process approach resulted in narrative writing that obtained significant differences.

The formulation of the problem in the study was whether the picture and picture learning model was effective on the writing skills of narrative essays for third grade students of SDN Mijen District, Semarang City?

Based on the formulation of the problem, the research objective of this study was to examine the effectiveness of the picture and picture learning model on the writing skills of grade III students of SDN Mijen District, Semarang City.

2. RESEARCH METHODS

This study uses a quantitative research approach and the type of research used is experimental research. According to Jakni (2016: 69) experimental research is research by solving problems in which the variables in the study have a causal relationship so that later they can find out the effects after being given a treatment.

The research design used in this study was the nonequivalent pretest-posttest design. In this design, both groups were given a pretest at the beginning of the study in order to find out their initial abilities. After that, one group was given treatment and was called the experimental class. And other groups were not given treatment as a control class. At the end of the study, both groups were given a posttest in order to find out the students' writing ability after being given learning using the picture and picture learning model.

The subjects of this study were third grade students of SDN Jatibarang 01 as the experimental class and SDN Jatibarang 02 as the control class. The sampling technique used was cluster sampling technique. According to Sugiyono (2015: 121), cluster sampling or so-called area sampling is a way of determining the sample if the object or source of the data being studied is very broad and usually goes through two stages. The first stage determines the sample area and the second stage determines the people who are in the area.

This research consists of two variables, namely the independent variable and the dependent variable. Picture and picture learning model as the independent variable and narrative essay writing skills as the dependent variable. Data collection techniques using interviews, observation, documentation, and performance tests. The data analysis techniques of this research are preliminary data analysis techniques in the form of normality and homogeneity tests, the final data analysis techniques are normality and homogeneity tests, hypothesis testing, and n-gain test. The normality and homogeneity test is carried out to determine whether the data obtained is normally distributed and homogeneous or not.

Hypothesis testing is used to test the effectiveness of the picture and picture learning model on writing narrative essay skills. The calculation of the hypothesis test uses the independent sample t test with the help of SPSS 16. The provisions are if t count is smaller or equal to t table, then Ho is accepted and Ha is rejected. And if t is greater than t table, then Ho is rejected and Ha is accepted (Jakni, 2016: 136). While the n-gain test is used to determine the increase in the results of writing essays obtained before and after treatment.

3. RESULTS AND DISCUSSION

The initial data is the pretest data from writing narrative essays. The data obtained was carried out by the prerequisite test with the normality and homogeneity test. The prerequisite test results showed that the pre-test data for writing narrative essays by students were normally distributed data. This is indicated by the results of the liliefors test assisted by SPSS 16, which shows the results obtained have a sig> 0.05. The experimental class obtained a count of 0.125 and the control class was 0.084. While the homogeneity test was carried out by using the ANOVA test assisted by SPSS 16. The results of the calculation showed that the experimental class and the control class had a significance of 0.460. Because it has sig> 0.05, so the pretest data for writing narrative essays is homogeneous. The students' initial narrative writing skills in the experimental class obtained an average of 57.24 and were in the low category. Whereas in the control class an average of 56.64 is classified as inadequate category.

The result of the prerequisite test analysis, the final data, is in the form of posttest data from writing narrative essays showing that the data is normally distributed. This is indicated by the results of the liliefors test assisted by SPSS 16 to obtain a count of 0.160 for the experimental class and 0.172 for the control class. Because the two classes have a sig value> 0.05, it means that the post-test data for the narrative essay writing skills of grade III SDN Mijen District Semarang City are normally distributed. The final data also shows homogeneous data. The final data homogeneity test was carried out with the ANOVA test assisted by SPSS 16 and showed that the significance value was obtained
> 0.005, which is 0.450.

Hypothesis testing was carried out to test the effectiveness of the picture and picture learning model on the narrative writing skills of grade III students of SDN Mijen District, Semarang City. This research hypothesis test using the independent sample t test formula with the help of SPSS 16. The level of significance is α = 0.05 with the testing criteria is if tcount> ttable then Ho is rejected and Ha is accepted. The hypothesis used is:

Ho = Picture and Picture Learning Model is not effective for writing narrative essay skills of third grade students of SDN Mijen District, Semarang City

Ha = Picture and Picture Learning Model is more effective in writing narrative essay skills for third grade students of SDN Mijen District, Semarang City

The test results show that the tcount is 2.828. After comparing with t table the results show that t count is greater than t table (2.828>1.671) so that Ho is rejected and Ha is accepted. Therefore, it can be concluded that the picture and picture learning model is more effective for the narrative essay writing skills of grade III SDN District students. MijenKotaSemarang. Skills write The narrative essay after the treatment obtained by the experimental class showed an average of 71.37 and was classified as good, while the control class obtained an average of 62.67 which was classified as sufficient. The n-gain test was carried out to determine the increase in the score of narrative essay writing skills between before being given treatment and after being given treatment. The data on the increase in the score of narrative essay writing skills can be seen in the following table:

Table 1 N-Gain Test Results Writing Narrative Essay Kelas Results ResultsN-Gain Categories

	early	end		
Experiment	64,34	76.10	0.33	Moderate
Control	64.64	69.03	0.17	Low

The improvement of narrative essay writing skills before and after treatment can be seen through the gain index data analysis. The results show that the increase in the experimental class is higher than the control class. The improvement experimental class was included in the medium category and the control class in the low category.

The results of this study are relevant to the research conducted by Khusna Kusumawati in 2016 with the title "Improving Skills in Writing Drama Script through Picture Card Media with the Picture and Picture Method". The results showed that after learning using picture card media with the picture and picture method the students' ability to write drama scripts increased.

Then the research conducted by Betty Suci Tantikasari, et al in 2017, entitled "The Effectiveness of the Ability to Write Narrative Essays through the Media Picture Puzzle Series for Class IV Semester 2 Students of SD Negeri Jiken 05 Blora". The results of his research prove that learning using the serial picture puzzle media is effective in the ability to write narrative essays for fourth grade students.

Research conducted by Tri Lidyawati and Rahmadi Nirwanto in 2016 entitled "The Effectiveness of Picture Series Toward the Students Writing Scores". The results showed that students who were taught using a series of pictures,

the results of writing recoun text were better than those who were not taught using series pictures.

Research conducted by Anie Indriati and Dwi Rukmini in 2016 entitled "The Effectiveness of Picture Series and Graphic Organizer on Students with High and Low Motivation in Comprehending Narrative Text". This study shows that learning with a picture series is more effective than learning with a graphic organizer

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that the picture and picture learning model is effective against

Narrative essay writing skills for third grade students of SDN Gugus Budi Utomo, Mijen District, Semarang City. This is evidenced by the results of the hypothesis test with the independent sample t test which shows that the tcount value obtained is 2.828 greater than the t-table result, namely 1.671.

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