



The Implementation of the Picture and Picture Learning Model to Enhance Students' Motivation and Academic Achievement in Narrative Writing

Raudatul Izmi Lubis^{1,}, Arini Vika Sari²*

^{1,2}Universitas Budi Darma, Medan, Indonesia

Article Information

Article History:

Submit: 25 Juli 2023

Revision: 04 Agustus 2023

Accepted: 15 Agustus 2023

Published: 30 Agustus 2023

Keywords

Implementation; Picture and Picture;
Narrative Writing

Correspondence

E-mail: raudatulizmilubis@gmail.com*

A B S T R A C T

Language can also be understood as a system of learning that involves communication procedures. In language learning, one essential component is writing skills, which are crucial to develop and practice—particularly in writing narrative essays. A narrative essay is a form of writing that describes events in chronological order. To enhance students' ability to write narrative essays, this study employed the Picture and Picture method, which presents instructional material through a sequence of images integrated with media. This research utilized a Classroom Action Research (CAR) design consisting of two cycles. Data were collected through observation, tests, and documentation. The subjects of this study were 25 seventh-grade students at MTs Alwashliyah Pantai Labu during the 2021/2022 academic year. The aim was to improve their narrative essay writing skills. The results showed a significant improvement in students' writing performance, with the average score increasing from 67.2 before the implementation of the method to 81.6 afterward. These findings indicate that the Picture and Picture method is more effective in enhancing students' writing skills compared to the previously used lecture-based approach.

This is an open access article under the CC-BY-SA license



1. Introduction

Language learning is a process centered on developing communication skills. In daily life, communication plays a vital role in establishing social interactions. Therefore, language instruction should begin early to enable students to communicate effectively within their environment.

To foster students' enthusiasm for learning, appropriate strategies and teaching methods are necessary to ensure the learning process runs effectively. One way to create an effective learning strategy is by fostering a classroom environment that is engaging and not monotonous (Liando, 2021). Language learning goes beyond speaking and listening—it also involves writing. Ati (2018) emphasizes that writing is a key skill for expressing ideas and thoughts in written form. This skill is essential for students as it trains them to think logically and organize their ideas into coherent compositions.

Observations at MTs Alwashliyah Pantai Labu indicate that the dominant teaching methods used are lectures and discussions. Savira (2018) describes the lecture method as a way of delivering material orally and directly. However, observations revealed that students appeared bored and

disinterested, with a notably low reading motivation. Thus, a more engaging and interactive method is needed.

One effective method for improving narrative writing skills is the Picture and Picture method. This approach goes beyond verbal explanations by incorporating visual aids such as images, picture stories, and videos. Pratiwi (2021) explains that Picture and Picture is a teaching model that uses visual media to stimulate students' critical thinking, especially in narrative writing.

According to Piaget's theory of intellectual development, the Picture and Picture method supports the development of students' writing abilities (Pramono, 2022). It encourages active student participation and promotes collaboration among peers. Narrative writing accompanied by visuals helps students articulate their ideas more logically and creatively. Narrative texts are a form of writing that describes events based on a sequence of time and aims to make readers feel as though they are experiencing the events firsthand.

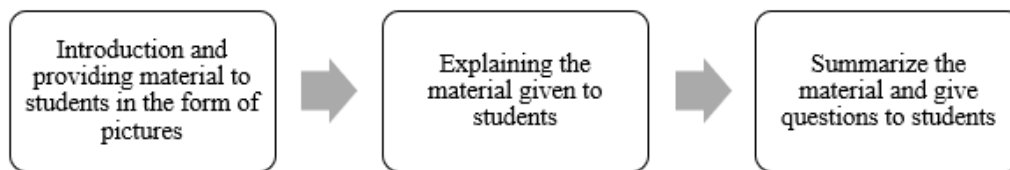


Figure 1. Stages of implementing the Picture and Picture Method

Based on the diagram above, it can be explained that the implementation of the Picture and Picture method involves several key stages to ensure the effectiveness of the learning process. The following are the stages of implementing the Picture and Picture method in the classroom: In the first stage, the researcher initiates an introduction and presents the learning material using images. During this phase, the researcher introduces themselves to the students and provides an opportunity for mutual introductions. The researcher then outlines the learning objectives and expected outcomes. After that, the researcher begins to explain the lesson material—specifically how to write a narrative composition—using visual media to support student understanding. In the final stage, the researcher summarizes the lesson content briefly and checks students' comprehension by asking relevant questions related to the material. This is followed by a question-and-answer session, allowing students to clarify any concepts they did not fully understand.

2. Research Methods

The method used in this study is a qualitative descriptive approach. The research was conducted at MTs Al Washliyah, located at Jl. Besar No. 51, Pantai Labu, in the Deli Serdang Regency. This study was carried out over two cycles, with the researcher directly involved in the field, providing explanations and guidance on the topic of narrative writing. The researcher also conducted observations and collected data based on real conditions in the classroom.

The data source in this study is primary data, which was obtained directly from the students and teaching activities at MTs Al Washliyah. The subjects of this research were seventh-grade students of MTs Al Washliyah Pantai Labu, totaling 25 students, consisting of 14 female and 11 male students. The object of the research was the implementation of the Picture and Picture method in narrative writing instruction. The research design followed the Kemmis and Taggart model, which includes four stages: planning, action, observation, and reflection (Wulandari, 2017).

The data collection techniques used were observation, testing, and documentation. Observations were made directly during the narrative writing learning process at MTs Al Washliyah. Tests were given to assess whether students' writing scores improved or declined between cycles. Documentation involved capturing photos and images related to the learning activities as visual evidence of the process.

3. Results and Discussion

The results of this study are considered highly relevant, as the research was conducted directly over a two-day period at MTs Al Washliyah. The study was carried out in two cycles. Cycle I consisted of four stages: planning, implementation, observation, and reflection. During the planning stage, the researcher prepared learning tools such as the Lesson Plan (RPP), syllabus, learning materials, and test sheets. In the implementation stage, the researcher delivered the lesson to students using the Picture and Picture method. In the observation stage, the researcher monitored classroom conditions and surrounding environments during the teaching and learning process. Lastly, during the reflection stage, the researcher evaluated the problems encountered during the lesson, including both instructional challenges and student responses. In Cycle II, the researcher made improvements based on the findings and reflections from the first cycle. These improvements included refining the teaching materials, enhancing delivery methods, and adding appropriate instructional media. The goal was to improve the overall quality of the learning process and to increase student learning outcomes.

3.1. Result

Below are the students' scores using the Picture and Picture method in Cycle 1 and Cycle 2.

Table 1. Student scores in writing narrative essays in cycles 1 and 2

Name	Cycle I Values	Information	Cycle II Values	Information
N	40	TT	60	TT
MS	20	TT	60	TT
NH	100	T	100	T
MR	80	T	100	T
MAF	80	T	80	T
MRK	40	TT	80	T
ARC	80	T	80	T
FAM	60	TT	40	TT
NA	80	T	80	T
NM	100	T	100	T
M	80	T	80	T
H	60	TT	60	TT
NS	60	TT	80	T
RAL	60	TT	60	TT
A	60	TT	100	T
N	40	TT	60	TT
ASP	20	TT	60	TT
MR	40	TT	40	TT
FDSA	80	T	100	T
MSR	40	TT	80	T
DS	40	TT	80	T
A	60	TT	80	T
IS	80	T	100	T
TS	80	T	80	T
EWP	100	T	100	T
Amount	1580		1940	
Average	63,2		77,6	

Information:
 T = Complete
 TT = Not complete

Based on the results shown in the Cycle I score table, it can be explained that out of 25 seventh-grade students at MTs Al Washliyah Pantai Labu who took the test, only 11 students (44%) achieved

the Minimum Mastery Criteria (KKM), while 14 students (56%) did not meet the criteria. The total score accumulated by all students was 1,580, resulting in an average score of 63.2.

In Cycle II, a significant improvement was observed. Out of the same 25 students, 17 (68%) successfully achieved mastery, while only 8 (32%) did not. The total score in Cycle II reached 1,940, with an average of 77.6. Overall, it can be concluded that the implementation of the Picture and Picture method contributed to an increase in students' learning outcomes compared to the previous lecture-based method.

The aim of this research was to enhance students' motivation, learning enthusiasm, and academic performance, particularly in narrative writing skills. One effective strategy to boost student motivation is by applying engaging and interactive learning methods. The Picture and Picture method is a cooperative learning model that has proven to be effective. This is evident from the increased enthusiasm, collaboration among students, and the active interaction that took place during the learning process.

This method not only delivers the lesson content but also incorporates visual media such as pictures, which help draw students' attention, create a more relaxed learning environment, and promote focus. Additionally, healthy competition among students encourages greater participation and engagement in learning. In this setting, the teacher acts primarily as a facilitator, guiding and supporting students throughout the learning process.

The use of the Picture and Picture method in this classroom action research also helped students express their creative ideas and turn them into narrative texts. There was an active exchange of questions and ideas between students and the researcher, making the learning process more dynamic.

The findings of this study can serve as valuable input for teachers and future educators in improving teaching methods and student learning outcomes, especially in writing skills. Based on the above explanation, it can be concluded that the Picture and Picture learning model brings about positive changes and significantly influences the narrative writing skills of seventh-grade students. The method has proven effective and can be adopted by other teachers as an alternative approach to improve the quality of Indonesian language instruction.

3.2. Discussion

Before delivering the lesson on narrative writing, the researcher first administered a pre-test to the students in the form of a worksheet consisting of five multiple-choice questions. Prior to the test, the researcher provided clear instructions and guidance on how to complete the questions to ensure that students understood the procedure.

After the students completed the initial test, the researcher collected their answers for evaluation. The researcher then proceeded to explain the material on how to write a narrative composition using visual media. During the explanation, the students appeared highly engaged, paid close attention, and actively discussed the topic with their seatmates. They showed greater enthusiasm in analyzing and interpreting the images related to narrative writing.

Following the lesson, the researcher administered another test during Cycle II, also consisting of five multiple-choice questions. The students worked on the questions more carefully, and the researcher collected and checked each student's responses. The results revealed a noticeable improvement in the students' understanding of the material. This was evident from the higher average scores obtained in Cycle II compared to those in Cycle I.

4. Conclusion

Based on the research conducted at MTs Al Washliyah Pantai Labu, it can be concluded that the implementation of the Picture and Picture method effectively enhances students' learning motivation,

understanding of the material, and narrative writing skills. This method offers a more engaging and interactive learning experience compared to the previously used lecture method. The improvement in student performance is evident from the comparison between Cycle I and Cycle II results, where in Cycle I, 11 students achieved mastery while 14 did not, whereas in Cycle II, the number of students who reached mastery increased to 17, with only 8 remaining below the threshold. Therefore, the Picture and Picture method has proven to significantly improve students' outcomes in narrative writing tasks.

References

- Aldrina, I., A. (2020). Pengaruh Penggunaan Model Picture and picture Terhadap Keterampilan Menulis Teks Cerita Fantasi Siswa Kelas VII SMP Negeri 7 Pariaman. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(3), 29-36. <https://doi.org/10.24036/108987-019883>.
- Angraini, R. D., Listyarini, I., & Huda, C. (2019). Keefektifan Model Picture And Picture Berbantu Media Flashcard Terhadap Keterampilan Menulis Karangan. *Jurnal Of Elementary Education*, 3(1), 35-40. <https://doi.org/10.23887/ijee.v3i1.17282>.
- Ati, A. P., Widiyanto, S., & Suyana, N. (2018). Penerapan Metode Picture and picture untuk peningkatan keterampilan menulis karangan narasi pada siswa kelas VII SMP Al Ihsan dan SMP Tashfia kota bekasi. *Jurnal Adimas*, 2(1), 30-36. DOI: 10.24269/adi.v2i1.887.
- Ekawaty, D. (2017). Pengaruh Penerapan Model Picture and picture terhadap Keterampilan Menulis Karangan Narasi. *Jurnal Pendidikan dan Pembelajaran*, 6(9).
- Etik, Y. (2022). Meningkatkan Keterampilan Menulis Narative Text Dengan Menggunakan Metode Picture And Picture Pada Siswa Kelas IX SMP Negeri 1 Lembor Selatan Tahun Pelajaran 2019/2020. *Jurnal of Humanities and Applied Education*, 1(1), 9-18. <https://jurnal.unikastpaulus.ac.id/index.php/je>.
- Fauziah, D., Prasetyo A. (2022). The Effect of Pictures Model in Teaching Narrative Text for the Tenth grade of SMAN 20 Bekasi. *Jurnal of Language Education*, 1(1), 25-32. <https://journal.adpebi.com/index.php/LE>.
- Febrianti, A., N. (2021). Pengaruh Model Pembelajaran Picture And Picture Dalam Menulis Teks Narasi Pada Siswa Kelas V SD Negeri 101884 Limau Manis. *Jurnal Pusdikra*, 1(1), 53-64.
- Indra Sukmawati, N. M., Dantes, M., & Dibia, I. K. (2019). Pengaruh Model Pembelajaran Picture and Picture Terhadap Keterampilan Menulis Narasi. *Jurnal Pendidikan Guru Sekolah Dasar*, 7(3), 1-10. <https://doi.org/10.23887/jjpsd.v7i3.19390>.
- Kiftiyah, M., S., & Salimi, A. (2022). Pengaruh penggunaan Teknik Picture and picture terhadap kemampuan Menulis Karangan Narasi Siswa Kelas V. *Jurnal Pendidikan dan Pembelajaran*, 6(1), 1-10. <http://dx.doi.org/10.26418/jppk.v6i1.18259>.
- Liando, M. R., (2021). Penerapan Metode Picture And Picture untuk meningkatkan kemampuan Menulis Gambar Bercerita Peserta Didik Kelas V SDN 1 Srinande. *Jurnal Pendidikan Mandala*, 7(3), 612-622. <http://ejournal.mandalanursa.org/index.php/JUPE/index>.
- N. (2018). Pembelajaran Keterampilan Menulis Narasi dengan menggunakan Metode Metode Picture and Picture Pada Siswa Kelas Sekolah Dasar. *Jurnal Stilistika*, 4(2), 21-36. <https://doi.org/10.32585/stilistika.v4i2.167>.
- Pramono, W., Damayanti, M. I. (2022). Pengaruh Penerapan Metode Picture And Picture terhadap Keterampilan Menulis Narasi siswa kelas IV Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 10(3), 610-619.
- Pratiwi, N., A. (2021). Pengaruh Model Pembelajaran Picture And Picture terhadap Kemampuan Berpikir Kreatif Siswa di Sekolah Dasar. *Jurnal Ilmu Pendidikan*, 3(6), 3697-3703. <https://edukatif.org/index.php/edukatif/index>.
- Pujianti, B., Setiyadi, R. (2020). Pembelajaran Menulis Karangan Narasi pada Siswa SD Kelas III dengan Menerapkan Model Picture and picture. *Jurnal Of Elementary Education*, 3(4), 187-192. <http://dx.doi.org/10.22460/collase.v3i4.4486>.
- Rachman, F., Bs Wachid, A. (2021). Peningkatan Kemampuan Menulis Cerita Menggunakan Metode Picture And Picture Pada Siswa Madrasah Ibtidaiyah. *Jurnal Of Empirical Research In Islamic Education*, 9(2), 207-216. <http://dx.doi.org/10.21043/quality.v9i2.11309>.
- S., H. (2022). Pengaruh Metode Pembelajaran Picture And Picture terhadap Motivasi dan Pemahaman Konsep Sisw. *Jurnal Ilmu Pendidikan Sains dan Terapan*, 2(2), 113-134. <https://e-journal.lp3kamandanu.com/index.php/panthera/>.
- Sigalingging, N., S., & Mukminin, A. (2020). Implementasi Picture and picture dalam Pembelajaran Menulis Paragraf Narasi Siswa Kelas VI SD 43/IV Kota. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 1(2), 401-410. <https://doi.org/10.38035/jmpis.v1i2.278>.
- Subekti, E. (2018). Peningkatan Keterampilan Menulis Teks Narasi dengan Menggunakan Media Gambar Pada Siswa Kelas VII SMPN 1 Baturaden. *Jurnal Pembelajaran Bahasa dan Sastra*, 5(1), 10-22. DOI: 10.30595/mtf.v5i1.5023.

Wulandari, D. (2017). Upaya Peningkatan Hasil Belajar IPS Kelas II SD Negeri II Kemloko Dengan Menggunakan Model Make A Match. *Jurnal Taman Cendekia*, 1(2), 113-120. <https://doi.org/10.30738/tc.v1i2.1948>.