Picture and Picture Learning Model to Improve Students Achievement in Writing Recount Text

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ABSTRACT

The purpose of this study is to determine the application of the picture and picture learning model to improve student learning outcomes in learning English with recount text material. The research method used is classroom action research with 2 cycles of action. The results of this study indicate that the average value of the pre-cycle is 59.60 with the number of students who complete as many as 9 people and the percentage of classical completeness of 36%. In Cycle I, the average score increased to 67.20 with 18 students completing and the percentage of classical completeness was 72%. Cycle II the average value of students is 71.60with the number of students who complete as many as 22 people and the percentage of classical completeness is 88%. After going through 2 cycles students are able to determine the composition of the recount text. The application of the picture and picture model can improve learning outcomes and students' activeness in writing recount text material.

INTRODUCTION

Foreign languages, especially English is an international language that is very important in its use in global relations (Rahman & Saputra, 2021). Learning English is a language family study material. This is clarified in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. Language learning is expected to help students recognize their identity, their own culture, and surrounding cultures (Albantani & Madkur, 2018). In addition, language learning also helps students to be able to express ideas and feelings, participate in society, and discover and use their analytical and imaginative abilities (Lee & Song, 2019). Learning English in junior high school includes four language skills, namely: listening, speaking, reading and writing.

This is also supported by other language elements, namely: vocabulary, grammar and pronunciation according to the theme as a means of achieving goals. These four skills are used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level. The literacy level includes performative, functional, informational, and epistemic (Parmawati, 2018). The purpose of learning English at the junior high school level is that students have the ability to develop competence in spoken or written form (Durga & Rao, 2018). Further, an individual's skills in writing are skills that arise to express their ideas in writing. Based on this, writing skills are one of the competency standards in English lessons at school. Learning English in SMP/MTs is targeted so that students can reach the functional level, namely communicating orally and in writing to solve everyday problems (Bulqiyah et al., 2021).

The basic competence in writing English at the junior high school level is compiling shortand simple oral and written recount texts. In a similar vein, recount text is a type of text that contains a person's personal experience that is delivered in detail and sequentially (Bahrani, 2018). The article relates to his experiences in the past by paying attention to the structure of the text, linguistic elements correctly and according to the context and social function. The basic competence of writing in English learning in class VIII aims to apply text structure and linguistic elements in carrying out the social function of recount text by stating and asking about activities, events, and events, short and simple, according to the context of their use. Recount text according to the English-Indonesian Dictionary is the word recount has the meaning of telling. The purpose of recount text according to Ramli et al (2013), is as a picture to the reader about anevent based on the place and time of the incident and told in a coherent manner. Another purpose, students are able to describe the events that they experienced to others in written expressions written by paying attention to the place and time according to the chronology of events (Lubis & Saragih, 2012).

The expected learning outcomes are changes in behavior in a person based on observations measured in the form of knowledge, attitudes and skills. These changes can be interpreted as improvement and character development that is better than before. According to Arikunto (2016), learning outcomes are the final results obtained after experiencing the learning process. These changes can be observed and measured in a person's actions or behavior. The same opinion was also conveyed by Malmia et al (2019), according to him, learning outcomes can be viewed from the abilities of students after receiving their learning experiences. Other meaning, learning outcomes are changes that cause humans to experience changes in their attitudes and behavior. Based on observations in Class VIII-A of SMP Negeri 3 Pante Bidari, students' learning completeness, especially in recount text material, is not optimal. This is because the process of learning to write recount text still uses conventional methods, so students find it difficult to express their ideas and imaginations in written form. Referring to this, the teacher should apply the learning model to the recount text material. The learning model is a component that supports concepts, learning objectives, materials or themes, steps or procedures, methods, tools or learning resources, and evaluation techniques. The picture and picture type learning model are one of the learning models that uses paired or ordered pictures into a logical sequence (Yacub, 2020).

Meanwhile, according to Shoimin (2016:122) the picture and picture learning model is a learning model that uses images as media and is paired or sorted into several logical sequences. Therefore, this learning model relies on image media to be the main factor in the learning process. The advantages and disadvantages of the picture and picture learning model according to Zulfadly et al (2020) namely: 1) teachers know the abilities of students, 2) train students to think logically and systematically 3) help students learn with freedom of thought 4) motivate students to learn better 5) students are involved in class management. While the shortcomingsof picture and picture are 1) the length of time required, 2) many students are passive, 3) teachers are worried about chaos in class, 4) many students are not happy when asked to cooperate with other friends, 5) requires the support of adequate facilities, tools and costs. The steps for implementing the picture and picture type learning model according to Pradina & Hastuti (2017) are: (1) the teacher explains to students the basic competencies to be achieved, (2) the teacher presents material to students according to the theme and subject matter, (3) the teacher shows pictures of activities related to the material, (4) the teacher appoints students in turn to put the pictures into a logical sequence, (5) the teacher asks the reason for the order of the pictures, (6) based on the order of the pictures the teacher explains the material according to the competencies that he wants achieved, (7) the teacher asks students to draw conclusions or summaries based on learning outcomes.

Identification of English learning problems based on the author's initial observations in Class VIII-A SMP Negeri 3 Pante Bidari Semester I for the 2020-2021 Academic Year, namely as follows: (1) student

learning outcomes are still low in writing recount text because they have difficulty in choosing diction the right way to express ideas by imagining the object to be written, (2) learning has not been maximized because the learning process tends to bemonotonous, less varied, does not use media so it is less interesting and boring. The formulation of the problem in this study is "Is the application of the Picture and Picture learning model able to improve student learning outcomes in learning English recount text material in class VIII-A of SMP Negeri 3 Pante Bidari? The purpose of this study was to determine the improvement of student learning outcomes through the application of Picture and Picture learning in English learning in class VIII-A of SMP Negeri 3 Pante Bidari, East Aceh.

METHODS

This research used a classroom action research approach, also known as CAR (classroom action research). According to Arikunto (2016) classroom action research is a form of reflective study by action actors and is carried out to increase the rational stability of actions in carrying out tasks and deepen understanding of the actions taken to improve the conditions in which the learning practice is carried out. This research design follows the research steps based on Arikunto's opinion (2016) including: planning, implementing, observing and reflecting. The flow of the stages of this research are: (1) Planning (planning); preparation of making research instrument sheets, preparing learning materials, preparing learning media, compiling lesson plans, preparingtests and making assessment instruments. (2) Implementation (acting); carry out all activities that have been made at the planning stage (3) Observation (observing); conducted by researchteachers on students in the learning process. (4) Reflecting (reflecting); is an activity to evaluate the teaching and learning process.

Data collection techniques used in this study are: (1) Observation; observation/observation techniques were carried out to determine the teacher's activities during the application of the picture and picture learning model and observe student activities during the learning process, (2) interviews; interview techniques were conducted on principals and teachers to find out a description of the student's condition, (3) Test; data collection techniques used throughexercises, homework, tests, pre-test, post-test and others to measure student learning outcomes, (4) Documentation; used to get student progress reports and school profile data where the author conducts research. The instruments used in collecting data in this research are: (1) Learning ImplementationPlan (RPP) cycle-1 and cycle-2; RPP is very necessary in this classroom action research. Therefore, each cycle will be made a lesson plan to make it easier for the teacher to manage the class, (2) question sheets and a list of student scores; test/question sheet instruments and alist of values are inserted in each cycle as the main instrument to determine student learning outcomes in each cycle, (3) student activity observation sheets; The student activity observation sheet instrument was used to assess the level of student activity during the teaching and learning process.

The validity of the data in this study was conducted to prove whether the research conducted was a scientific research as well as to test the data obtained. The data validity test in this classroom action research includes credibility, transferability, dependability, andconfirmability tests (Mettetal, 2002). Testing the validity of this research data include: (1) Credibility; test the credibility of the research data presented so that the results of the research carried out do not doubt extend observations, be careful in research, triangulation (check data), analyze negative cases, use references, conduct member checks. (2)Transferability; namely external validity by showing the degree of accuracy. (3) Dependability; namely the reliability of research that can be trusted by conducting an audit ofresearch. (4) Confirmability; namely testing the results of previous studies that are associated with the research conducted.

Indicators of success or also called indicators of achievement of this class action research are as follows: (1) The average grade achieved by students after the learning process is above the KKM is 70 (2) Mastery of student learning after the classical learning process is 85% (3)Students are active in participating in learning activities. Data analysis techniques will be carried out after all data is collected. To describe theresearch data, the following data analysis was carried out:

Individual Learning Outcomes

Individually, students have completed if they reach the KKM score that has been set, which is a score of 70 with the calculation:

$$\text{Student Score} = \frac{\text{Score Earned}}{\text{Maximum Score}} \ x \ 100\%$$

Grade Average

Calculation of the class average value is used to see student learning outcomes on average in a class.

Classical completeness

Classical completeness is determined by the school if a class will be declared complete learning if there are 85% of the total number of students who have completed studying or reached the KKM.

RESULTS AND DISCUSSION

The learning outcomes of class VIII-A students of SMP Negeri 3 Pante Bidari, East Aceh Regency in the initial conditions or before the picture and picture learning model was applied did not reach completeness. This is evidenced by several students who complained when the teacher gave assignments to students to write recount text. In fact, students often say they don't understand even though they haven't started. Students do not look confident when given writing assignments. They are afraid of not being able to complete the writing task, because they do not know what to write, how to start and end a recount text and various other things (Nasir, 2019). This is in accordance with the results of the test (pre-test) and evaluation that students' learning completeness is only 36% with the average value still below the KKM value and as a result the teacher must do remedial teaching. The following are the test results of students in the initial conditions before the picture and picture learning model was applied to the recount text material in class VIII-A of SMP Negeri 3 Pante Bidari, East Aceh:

Table 1. Distribution of Student Learning Outcomes in Initial Conditions

Pre-Cycle	Score	Completeness of Students	
		Complete	Not Complete
Total Value of Students	1.490		
Grade Average of Class	59,60		
Total Completeness of Students		9	16
Classical Completeness Percentage		36 %	64 %

Based on table 1. regarding the distribution of student learning outcomes in the initial or pre- cycle conditions, it shows that the total value of students is 1,490 with a class average of 59.60. Furthermore, of the 25 students the number of students who completed only 9 people with a classical completeness

percentage of 36%, while the students who did not complete were 16 students with a classical mastery percentage of 64%. These results indicate that the class average has not yet reached the achievement indicator, which is 70%. Likewise, with classical completeness which has not reached the percentage indicator of classical completeness which is set at 85%.

The low distribution of student learning outcomes seen from the pre-test scores is certainly a concern for teachers because learning outcomes are still very far from what is expected. It is the concern of the author to find out what method or method should be used in learning. The cause of the lack of student interest in learning English according to some students is due to the monotonous teaching style of the teacher without an innovative learning model and not supported by adequate teaching media. Therefore, the authors try to apply the learning model that was first carried out in their class, namely the picture and picture cooperative learning model and conduct research through 2 cycles, which is expected to improve student learning outcomes.

Cycle-1

Planning in cycle-1 is carried out by preparing several preparations to be carried out at the next meeting, the planning in question is: a) preparing a Learning Implementation Plan (RPP), b) preparing learning materials, c) selecting relevant textbooks, d) providing learning media to help students' understanding, e) compiling questions for written tests, f) compiling student activity observation sheets. The implementation of the first cycle of action is a process of learning English with recount text material in class VIII-A of SMP Negeri 3 Pante Bidari Aceh Timur which is adjusted to the Learning Implementation Plan (RPP). The steps for implementing the learning that the author carried out in the first cycle were as follows: (1) Preliminary activities were greeting, praying, attending students, apperception and motivating students, (2) Actions in the core activity presented material about recount texts. accompanied by pictures that interest students'learning, give instructions about the material, form large groups of 7-8 students and discussby asking questions, then a written test (Post-Test) is carried out on the students. (3) The actions in the closing section are concluding the material, conducting a written test for evaluation and giving learning messages. The following is a table of test results in cycle-1 class VIII-A of SMP Negeri 3 Pante Bidari, East Aceh Regency:

Table 2. Distribution of Student Learning Outcomes in Cycle 1

Cycle I	Score	Completeness of Students	
		Complete	**Not Complete**
Total Value of Students	1.680		
Grade Average of Class	67,20		
Total Completeness of Students		18	7
Classical Completeness Percentage		72 %	28 %

Based on table 2 regarding the distribution of student learning outcomes in cycle-1, the results are not satisfactory. This can be seen from the number of students' scores that have increased, namely, 1,680 from 1,490 previously. Furthermore, the class average of 67.20 also experienced a significant increase with the previous total score of 59.60. Then the number of students who completed also increased sharply, namely 18 students who previously were 9 people with a classical completeness percentage of 72% which was previously 36%. Next, students who did not complete were 7 with a percentage of 28%. Referring to the results of the first cycle of the exam, the writer argues that the reflection on the implementation of the actions shows that the first cycle has not yet reached the indicators.This indicator has not been achieved due to the lack of motivation from teachers to students. The teacher is less able to clearly describe the information to be

conveyed in the learning steps with the picture and picture model, so this has an impact on the less active students during group discussions. Therefore, it is necessary to continue the second cycle and evaluatethe achievement of student learning outcomes in the first cycle. In the second cycle, this condition must be improved so that the learning objectives can be achieved.
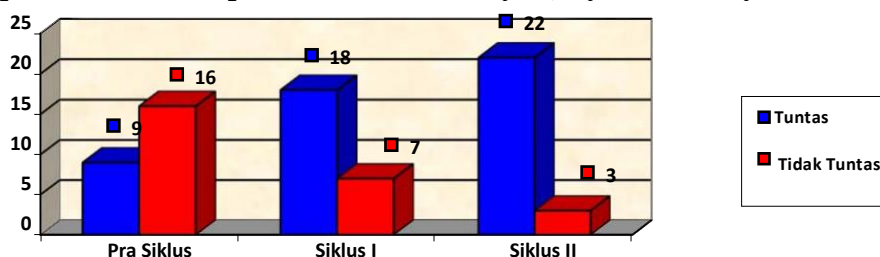
Cycle-2

Cycle-2 is carried out to evaluate the achievement of student learning outcomes in cycle-1. One of the improvements made in cycle-2, namely, providing learning media in the form of serial images that are more interesting and numerous, the teacher motivates students more often to discuss and improve the teacher's own understanding of the material being taught. The planning that the author did in cycle-2 include: a) Developing a Learning Implementation Plan (RPP), b) Preparing learning materials, c) Selecting relevant textbooks, d) Media to help students understand, e) Preparing questions for tests write, f) Prepare studentactivity observation sheets. The implementation of the action in cycle-2 is a process of learning English with recount text material in class VIII of SMP Negeri 3 Pante Bidari which is adjusted to the Learning Implementation Plan (RPP) that has been prepared at the planning stage. The steps for implementing learning in the second cycle are as follows: a) The actions in the preliminary activities are greeting, praying, attending students, apperception and motivating, b) Actions in the core activity displaying material about recount text, giving instructions about the material , forming small groups and discussing, c) Actions in the closing section are concluding, evaluating and giving learning messages. After the English learning process was carried out with recount text writing material, then a written test was carried out on the students. The results of the second cycle of exams for classVIII-A students of SMP Negeri 3 Pante Bidari can be seen in table 3 below:

**Table 3.** Distribution of Student Learning Outcomes in Cycle 2

Cycle-2	Score	Completeness of Students	
		Complete	**Not Complete**
Total Value of Students	1.790		
Grade Average of Class	71,60		
Total Completeness of Students		22	3
Classical Completeness Percentage		88 %	12 %

Based on table 3 the learning outcomes of students can be explained that the learningoutcomes of students have fully improved and show very satisfactory results. The total value of students has increased, namely, 1,790 from 1,680 previously. Furthermore, the average value of the class is 71.60 and meets the standard of achievement indicators. Then the number of students who completed increased, namely 22 students who previously were 18 people with a percentage of classical completeness of 88% which means that the learning outcomes of students have reached classical completeness which is set at 85%. Based on the observations and data analysis that has been done, we can compare the learning outcomes of students in the pre-cycle, cycle-1 and cycle-2 which experienced a significant increase (Digram 1).

Completed and Uncompleted Students Pre Cycle, Cycle-1 and Cycle-2

Based on the diagram above, it can be explained that there is an increase in the number of students who complete each cycle. In the first pre-test or before the picture and picture learning model was applied, there were 9 students who completed learning or who had a score of 70 while those who did not complete 16 students. Furthermore, a research cycle-1 was conducted and there was an increase in students who completed as many as 18 people and those who did not finish dropped to only 7 people. Then in the second cycle, the test results of the students got better and increased, namely as many as 22 students completed and 3 students did not complete. Subsequent observations were based on data analysis regarding the percentage of classical completeness set by the school, which was 85%. The following is the comparison data between cycles regarding the percentage of classical completeness which can be seen in diagram 2:

Comparison Between Cycles Classical Completeness Percentage
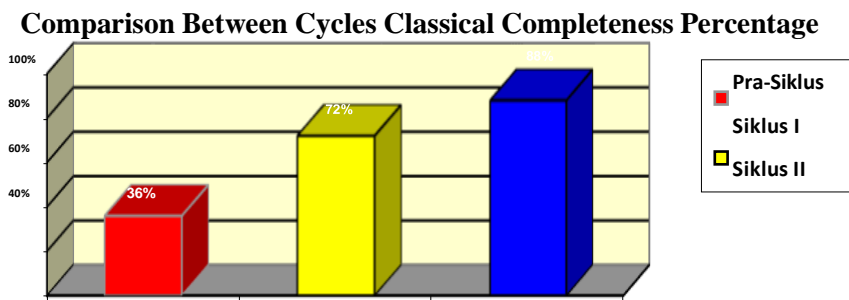
Based on the diagram above, it can be explained that the percentage before the learning model was carried out was 36%. The percentage value is very far from the target that must be achieved, namely, 85%. Furthermore, in cycle-1 the percentage value that occurs has increased significantly by 72%. However, this value is not sufficient because the success indicator is 85%. Then proceed to cycle-2 with a percentage value of 88% which means the classical mastery target has been achieved and even exceeded the target. Reflection in cycle-2 is done by looking at the comparison of students' test scores betwent the initial or pre-cycle conditions with the first and second cycles. The results of the implementation of the action show that the implementation of cycle-2 is able to achieve the target indicator. The achievement of these indicators is caused by teachers who are able to evaluate deficiencies in the first cycle and always motivate students to learn. The teacher is able to convey a clear picture of the learning steps with a picture and picture model, so that it has an impact on the activeness of students during group discussions. This is in accordance with the objectives to be achieved by the author, namely, to improve student learning outcomes in English lessons with recount text writing material in class VIII-A of SMPN 3 Pante Bidari, East Aceh Regency.

The results of this study are relevant to previous research researched by Suratik (2017) regarding "Efforts to Improve Students' Recount Text Writing Ability by Using Picture and Picture Learning Models in English Language Learning in Class VIII-4 SMP N 5 Tanjung Morawa." The results of his research explain that the application of the picture and picture learning model, students are able to write recount text in English learning with the achievement of the percentage of success achieved between cycle-1 and cycle-2 which has increased by 26.47%. Another relevant research was studied by Hidayat (2019), regarding "Improving Learning Outcomes and Activities of English Students with Short Functional Text Materials for Class XII-MIPA 3 Students at Bondowoso State High School through Picture and Picture Learning Models with Picture Media in Semester I of the 2019/2020 Academic Year". The results of his research concluded that the use of picture and picture learning model with image media in short Functional Text learning about advertisements was able to improve students' skills in writing advertisements. This is evidenced by the increase in the average value in pre-cycle by 56.07, in cycle-1 to 67.86, and in cycle-2 to 78.21. Based on these results, it can be concluded that the value of learning outcomes has met the minimum completeness criteria standard (KKM) with a standard value of 70.

Based on the results of the research that has been done, it is known that there is a lack of interest in students in the initial conditions before using the picture and picture learning model and they do not have the motivation to try to make exercises about the material presented by the teacher. The average value of students at the time of the pre-cycle is known to be 59.60, which means that it is not in accordance with the expectations of learning success with an average value of 70. Furthermore, the percentage value of classical completeness of student learning in the pre-cycle or before the picture and picture method is implemented is by 36% or as many as 9 people who completed while as many as 16 people or by 64% of students did not complete. Therefore, many incomplete students can be identified by the lack of student motivation because the learning model applied by the teacher is too monotonous and does not use learning media.

The application of the picture and picture learning model as a plan to foster student interest and motivation in writing recount text. After learning using a picture and picture cooperative learning model and carrying out a written test, satisfactory results were obtained even though they did not meet the requirements for learning success. The average value of students in cycle-1 is 67.20, which means there is an increase compared to the pre-cycle. Furthermore, the percentage value of classical completeness in cycle-1 is 72%, which means there is an increase when compared to the pre-cycle.

The next second cycle, the author applies some improvements in the delivery of material, preparation of lesson plans, the media used and the division of smaller groups. Based on the results of the analysis, the data obtained that the average value of students was 71.60 with a classical completeness percentage of 88%. This means that the average value of the class has reached the expected target of 70. Likewise, the percentage value of classical completeness set by the school of 85% has met the requirements of the standard of completeness.

Observations that the author can, namely, through the picture and picture learning model makes it easier for students to understand the material because by using pictures the teacher can stimulate students to think more creatively. Such learning is the expected learning that is, the teacher acts as a facilitator while students must be able to build their own knowledge. Reflecting on the action of this research, it is also known that the activities of students in participating in learning have increased in each cycle. This shows that the use of the picture and picture learning model not only improves learning outcomes, but also increases the interest and activeness of students in learning. The activities of students increase following the learning outcomes because students are motivated in learning.

CONCLUSIONS

Based on the research, it can be concluded that the application of the picture and picture learning model in class VIII-B at SMP Negeri 3 Pante Bidari can improve learning outcomes in recount text material with student learning outcomes as follows: (1) the average value of students before the research is carried out or pre-cycle is 59.60 then becomes 67.20 in cycle-1 and then 71.60 in cycle-2, meaning that the achievement indicators set by the school have been met with a value of 70 (2) The classical completeness value in the pre-cycle is 36% and cycle-1 is 72% and 88% in cycle-2, meaning that classical completeness has met the target set by the school, which is 85%. (3) The application of the picture and picture learning model to the recount text material can also increase the activity of students by actively answering the arrangement of pictures according to the linguistic elements in the recount text.

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