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## USING PICTURE AND PICTURE LEARNING MODEL TO IMPROVE WRITING AND SPEAKING SKILLS IN NARRATIVE TEXT

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### ABSTRACT

This study aimed at investigating the effect of using picture and picture learning model towards the result of writing narrative paragraph. This study used experimental design. The population of the research is the 7<sup>th</sup> grade students of SMPN 239 Jakarta. Before deciding the class that will be used as sample of the research, the writer took the score of the final test in the first semester. The data are tested for normality and homogeneity, and then to be selected randomly. Based on the outcome of the research which is gained using T-Test, the writer summarizes that there is an effect using picture and picture learning model towards the result of writing narrative paragraph. The conclusions can be seen as follow: The Mean is 62,5; the Median (Me) is 65; the Mode (Mo) is 70; the Variance (S<sup>2</sup>) is 60,58; and the Standard Deviation (S) is 7,79. Next, the second data from the experiment class as follows: The Mean is 84,7; the Median (Me) is 85; the Mode (Mo) is 85; the Variance (S<sup>2</sup>) is 24,90; and the Standard Deviation (S) is 4,99. It means that hypothesis null (H<sub>0</sub>) is rejected and hypothesis alternative (H<sub>1</sub>) is accepted..

**Key Words:** Picture and Picture Learning Model, Writing, Speaking, Narrative Paragraph

### INTRODUCTION

Writing is considered as the last language skill to be acquired by language learner as it is a complicated process. Writing is a medium of human communication that represent spoken language into words or signs. In other words, writing skill is an ability to express what on their mind into a text or a paragraph. It is pleasing to some people, but it can be difficult to those who do not have any idea to be expressed. To make it easier, we can use our own story or our own experience as the topic of our writing. Writing skill is

not an innate skill, learner must learn this skill through conscious and persistent effort (Marsen, 2019). Writing is expressing language into a text. It is difficult to do, but if we learn more to write, it will be easy to create our thinking into a writing.

Despite the difficulty in learning, writing is an important aspect in daily life. Writing skill has become a need for people to compete in the global era. Many activities can be done only by using writing skill such as writing message, e-mail, letter, newspaper,

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recipe, magazine, and so forth. The importance of writing is also seen from the fact that writing skill has become a need for people to compete in the global era.

(Oshima & Hogue, 2007) state that the process of writing as follows:

### **Step 1: Prewriting**

Prewriting is a way to get ideas. In this step, writer choose a topic and collect ideas to explain the topic.

### **Step 2: Organizing**

In the second step, writer organize the ideas into a simple outline.

### **Step 3: Writing**

The next step is to write a rough draft, using the outline as a guide. The writer writes the rough draft as quickly as possible without stopping to think about grammar, spelling, or punctuation.

### **Step 4: Polishing (Revising and Editing)**

In this step, the writer polish what he/she has written. This step is also called revising and editing. There are two steps included in polishing. First, revising attack the big issues of content and organization. Second, editing work on the smaller issues of grammar, punctuation, and mechanics.

One of interesting types of paragraphs to be learnt is writing

narrative text. People often tell story to others or listen story from other people about what happened to themselves. A narrative is a story (Savage & Mayer, 2006). Narrative text has an introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome. Narrative paragraph consists of 3 parts, these are orientation, complication or problem, and resolution. The objective of narrative paragraph is to entertain and to amuse the reader or the listener. By telling story, the writer asks a reader to enjoy together the story. The dominant features from the story are usually character, background, and theme of the story. There is a conflict or a problem in the story, and it becomes the point of narrative paragraph. The example of narrative paragraph can be found in the form of fables, fairy stories, legends, personal experience, myth, and romance.

Learning model is an approach that is used by a teacher in learning process. The function of learning model is an orientation for course designers or teachers in preparing their activities of learning. Through the learning model, a teacher can help the students to get information, idea, skill, thinking manner, and how to express the students' ideas. Learning model is used

to arrange curriculum, material, and give direction to the teacher in classroom. A teacher should apply an appropriate learning model to his/her learning process. In choosing the appropriate learning model, the teacher must consider several factors such as students' condition, material, and learning sources so that it can meet the learning objectives.

One of learning approaches that is suitable in teaching writing is cooperative learning. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom (Richards & Rodgers, 2014). Unlike individual learning, which can be competitive each other, the students in cooperative learning can ask any information from another member, evaluate another member's idea, and correct another member's working result. Instead of using small group, cooperative learning model is expected to make big effect in implementing cooperative activities in the group.

The main characteristic of cooperative learning is that it uses different goal, task, and reward structures to promote student learning. previous studies indicates that the use of cooperative learning techniques can lead to positive attitudes towards cooperative learning and improve

students' speaking skills (Er & Aksu Ataç, 2014; Namaziandost et al., 2019; Nasri & Biria, 2017). This learning model is a method that can be applied in a small team. It is also applicable in various level of the students. Cooperative language learning is a learning model which bases social manner, and it gives priority to cooperate each member in the group. Cooperative model promotes students' ability in working collaboratively. To reach the learning goal, every student has certain role as the group member, and they are responsible for their group achievement (Yavuz & Arslan, 2018). There are several types of cooperative learning model, such as: jigsaw, think pair shared, numbered heads together, group investigation, picture, and picture, and so forth.

Picture and picture learning model seems the most appropriate model in teaching writing narrative paragraph. Picture and picture are a main tool to deliver related material. This learning model relies on image media to be the main factor in the learning process (Sari et al., 2022). The students arrange the pictures systematically to become a good structure. Those sequence picture will be confirmed by the teacher whether the sequence pictures are correct. The students have task to arrange pictures based on chronological

events. They should be able to explain their reason in arranging those pictures.

Like another model, picture and picture model also has advantageous and disadvantageous (Zulfadli et al., 2020). The main advantageous of picture and picture model is students are involved in class management, it promotes students' responsibility. Second, picture and picture learning model train students' critical thinking. Third, picture and picture learning model also help students learn with freedom of thought. Next, by the interactive activity, this model can motivate students to learn better. Finally, this model helps teacher to know the abilities of the students as it allows the teacher to observe the students while they are learning. On the other hand, picture and picture learning model also has the disadvantageous. First, this model required the length of time. Second, it can be a challenge for the cautious students. Third, this learning model allows students to speak loudly and move around the class, so it is possible to disturb the other classes. Finally, this learning model require the support of adequate facilities, tools, and costs.

Based on the explanation above, the research question is as follows: is there any effect of using picture and picture learning model towards the result of writing narrative paragraph?

## METHODS

This study used experimental research. The researcher took two classes, one for the experimental class while the other became the control class. All member of the class became participants to contribute giving their result of writing narrative paragraph. The researcher tried to find the effect of using picture and picture learning model towards the result of writing narrative paragraph. Furthermore, the data will be quantitatively calculated by using the  $t_{\text{test}}$  two samples. If there is significant diversification among experiment class and control class, so the treatment that is given influencing significantly. The population of the research is seventh grade students of SMPN 239 Jakarta. The data are tested for normality and homogeneity, and then to be selected randomly.

## FINDINGS AND DISCUSSION

### Findings

This study used experimental research. The researcher took two classes, one for the experimental class while the other became the control class. All member of the class became participants to contribute giving their result of writing narrative paragraph. The researcher tried to find the effect of using picture and picture learning model towards the result of writing

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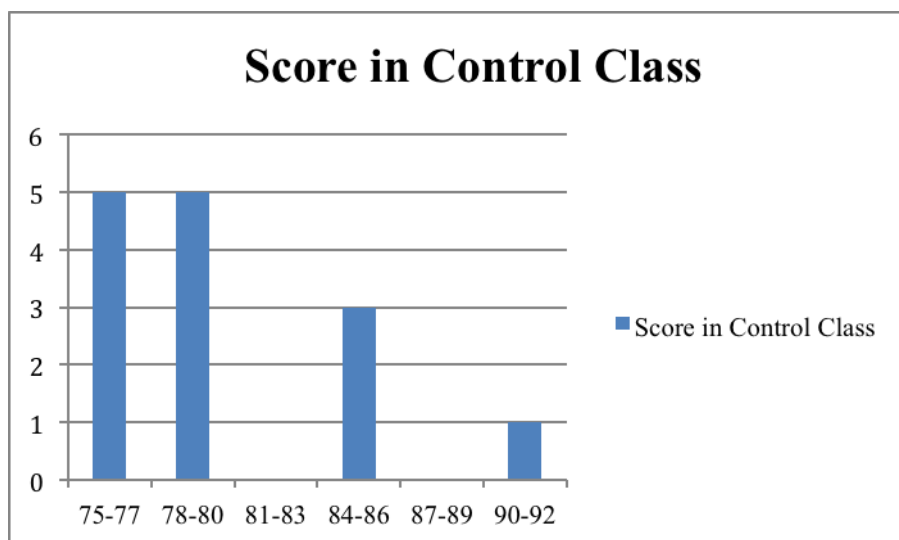
is given influencing significantly. The population of the research is seventh grade students of SMPN 239 Jakarta. The data are tested for normality and homogeneity, and then to be selected randomly.

**Table 1** Frequency Distribution of Control Class

No.	Class Interval	f	x	f.x	x <sup>2</sup>	f.x <sup>2</sup>
1.	75 - 77	4	76	304	5776	23104
2.	78 - 80	6	79	474	6241	37446
3.	81 - 83	3	82	246	6724	20172
4.	84 - 86	1	85	85	7225	7225
5.	87 - 89	0	88	0	7744	0
6.	90 - 92	2	91	182	8281	16562
Total		16	501	1291	41991	104509

From the table of frequency distribution above, we can conclude that Mean is 80,08; Median is 78,7; Mode is 77,5; Variance is 21,61; and

Standard Deviation is 4,65. Then, the frequency distribution of control class can be seen in the histogram with criteria as follow:



**Figure 1**

Histogram of The Result Study in Control Class



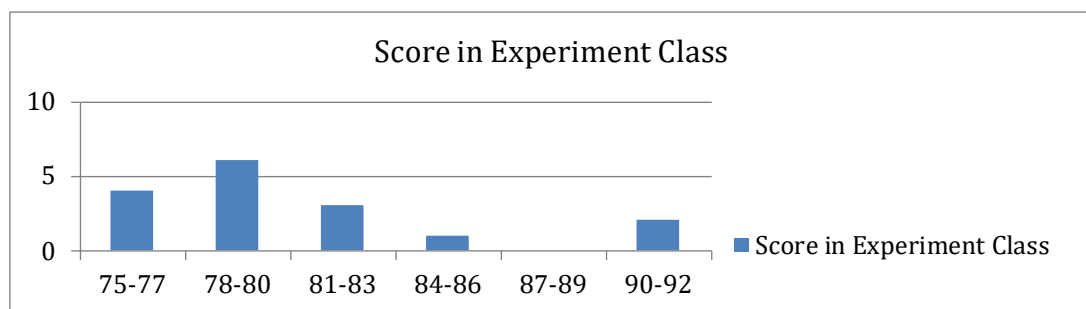
Based on the histogram above, the class interval with score 75-77 has 5 frequencies; score 78-80 has 5 frequencies; score 81-83 has 0 frequency, score 84-86 has 3 frequencies, score 87-89 has 0 frequency, and score 90-92 has 1 frequency.

The researcher gets different score in the experiment class. The lowest score is 75 and the highest score is 90. This experiment class gets higher score than in the control class. Based on the result above, it can be calculated statistically as follow: Table 2 - Frequency Distribution of Experimental Class.

Class						
No.	Interval	f	x	f.x	x <sup>2</sup>	f.x <sup>2</sup>
1	75 - 77	4	76	304	5776	23104
2	78 - 80	6	79	474	6241	37446
3	81 - 83	3	82	246	6724	20172
4	84 - 86	1	85	85	7225	7225
5	87 - 89	0	88	0	7744	0
6	90 - 92	2	91	182	8281	16562
Total		16	501	1291	41991	104509

From the table of frequency distribution in experiment class above, it can be used to determine the Mean, Median, Mode, Variance, and Standard Deviation. From the data above, we can see that Mean is 80,69; Median is 79,5;

Mode is 78,7; Variance is 22,77; and Standard Deviation is 4,78. The histogram below shows that the score in experiment class is higher than in control class.



**Figure 2**  
Histogram of The Result Study in Experiment Class





It can be noticed that the class interval with score 75-77 has 4 frequencies; score 78-80 has 6 frequencies; score 81-83 has 3 frequencies, score 87-89 has 0 frequency, score 90-92 has 2 frequencies. The histogram shows that the score which has the highest frequency is 78-80.

Before determining the hypothesis test, this research requires normality and homogeneity test from the data score of final tests in the first semester. Both data in control class and experiment class should be in normality distributed and homogeneous. It is very important in experiment research that takes sample randomly.

Normality test is done to determine whether the data is normal or not. This is important for the appropriateness in statistical test which will be used. Because of the fact, the data must be in normal distribution. If the data distribution is not normal, therefore, it is suggested to test statistic non-parametrically. Normality test with Lilliefors is done if the data frequency is singular. From the data calculations, the result can be seen from the table below:

**Table 3**

Normality Test Result

No.	Class of Test	n	$L_{0\text{observe}}$	$L_{\text{table}}$
1.	Control	14	0,219	0,227
2.	Experiment	16	0,169	0,213

Based on the data above, the writer got the score of  $L_{0\text{observe}}$  is 0,219;  $L_{\text{table}}$  in Lilliefors table with  $n = 14$  and significance degree  $\alpha = 0,05$  is 0,227. Because of  $L_0 < L_{\text{table}}$ , it means  $H_0$  is accepted or the data in control class are normality distributed. In other hand, to know the result of normality test in the experiment class, the writer got different result in the class,  $L_{0\text{observe}}$  is 0,169;  $L_{\text{table}}$  in Lilliefors table with  $n = 16$  and significance degree ( $\alpha$ ) = 0,05 is 0,213. Because of  $L_0 < L_{\text{table}}$ , it means  $H_0$  is accepted or the data in experiment class are normality distributed. In summary, both result in control class and experiment class are normality distributed because of  $L_{0\text{observe}} < L_{\text{table}}$ .

Homogeneity test is used to test the variance, whether the variance is same or not. Homogeneity test can be tested by using  $F_{\text{test}}$  (Fisher). It can be done if the data consist of two groups.  $F_{\text{test}}$  is finished by comparing the highest variance and the lowest variance of the groups. Furthermore, to know whether the data are homogeneous or not, we should compare among  $F_{\text{observe}}$  and  $F_{\text{table}}$  by using significance degree ( $\alpha$ ) = 0,05.

**Table 4**  
The List of Fisher Test in Control Class and Experiment Class

Control Class			
No.	$X_i$	$X_i - \bar{x}$	$(X_i - \bar{x})^2$
1.	75	-4,8	23,44
2.	75	-4,8	3,04
3.	76	-3,8	4,44
4.	76	-3,8	4,44
5.	77	-2,8	7,84
6.	78	-1,8	3,24
7.	78	-1,8	3,24
8.	78	-1,8	3,24
9.	79	-0,8	0,64
10.	80	0,2	0,04
11.	84	4,2	17,64
12.	85	5,2	27,04
13.	85	5,2	27,04
14.	90	10,2	104,04
$\Sigma$	<b>1116</b>	<b>-1,2</b>	<b>268,96</b>
Experiment Class			
No.	$X_i$	$X_i - \bar{x}$	$(X_i - \bar{x})^2$
1.	75	-5,5	30,25
2.	75	-5,5	30,25
3.	76	-4,5	20,25
4.	77	-3,5	12,25
5.	78	-2,5	6,25
6.	78	-2,5	6,25
7.	79	-1,5	2,25
8.	79	-1,5	2,25

9.	80	-0,5	0,25
10.	80	-0,5	0,25
11.	81	0,5	0,25
12.	82	1,5	2,25
13.	83	2,5	6,25
14.	85	4,5	20,25
15.	90	9,5	90,25
16.	90	9,5	90,25
$\Sigma$	<b>1288</b>	<b>0</b>	<b>320</b>

Comparing  $F_{\text{observe}}$  and  $F_{\text{table}}$ , using dk numerator n-1 (for the highest variance) and denominator n-1 (for the lowest variance). If  $F_{\text{observe}} < F_{\text{table}}$ , it means homogeneous. If  $F_{\text{observe}} > F_{\text{table}}$ , it is not homogeneous. dk numerator n-1 = 14 - 1 = 13 and dk denominator n-1 = 16 - 1 = 15. It is got  $F_{\text{table}} = 2,45$ . In summary,  $F_{\text{observe}} < F_{\text{table}}$ ,  $1,04 < 2,45$ ;  $H_0$  is accepted, it means homogeneous.

Based on the normality test and homogeneity test, the result shows that both samples are normality distributed and homogeneous. Therefore, the writer conducted the research to know the result of writing narrative paragraph at the seventh-grade students of SMPN 239 Jakarta by using conventional teaching in control class and using picture and picture learning model in the experiment class. After that, the research analysis can be continued by analysing the hypothesis. Hypothesis test is analysed to know

whether there is or not an effect of writing narrative paragraph by using picture and picture learning model.

Based on the analysis of the data, the score of writing narrative paragraph at the seventh grade students of SMPN 239 Jakarta in control class after they had been taught by using conventional teaching is: Mean is 62,5; Median is 65; Mode is 70; Variance is 60,58; and Standard Deviation is 7,79. It can be concluded that the result of writing narrative paragraph by using conventional teaching has not been satisfying yet. In fact, the lowest score is 50 and the highest score is 70, it means there is no significance improvement.

On the other hand, the score of writing narrative paragraph at seventh grade students of SMPN 239 Jakarta i in experiment class after they had been taught by using picture and picture learning model is: Mean is 84,7; Median is 85; Mode is 85; Variance is 24,90; and Standard Deviation is 4,99. It can be concluded that the result of writing narrative paragraph by using picture and picture learning model is very satisfying because the lowest score is 75 and the highest score is 90.

The result can be seen more clearly as follow:

**Table 5**

The Comparison in Control Class and Experimental Class

Score	Control Class	Experiment Class
Mean	62,5	84,7
Median	65	85
Mode	70	85
Variance	60,58	24,90
Standard Deviation	7,79	4,99

Based on the result above, the experiment class was treated by using picture and picture learning model. The experiment class has higher score than the control class. There is different significance in control class and experiment class. Moreover, with the significance  $\alpha = 0,05$ , the result of calculation t-test shows that score of  $t_{observe}$  is 9,368 and  $t_{table}$  is 2,048. It means the  $t_{observe} > t_{table}$  and it shows that hypothesis nul ( $H_0$ ) is rejected and hypothesis alternative ( $H_1$ ) is accepted.

In summary of the research, there is a positive effect of using picture and picture learning model towards the result of writing narrative paragraph. So, hypothesis of "The Effect of Using Picture and Picture Learning Model Towards the Result of Writing Narrative Paragraph at The Seventh Grade Students of SMPN 239 Jakarta" is accepted.

## CONCLUSIONS AND SUGGESTION

Based on the outcome of the research which is gained using T-Test, the writer summarizes that there is an effect of using picture and picture learning model towards the result of writing narrative paragraph at the seventh-grade students of SMPN 239 Jakarta. The conclusions can be seen as follow: the highest score in control class is 70 and the lowest score is 50. The Mean is 62,5; the Median (Me) is 65; the Mode (Mo) is 70; the Variance ( $S^2$ ) is 60,58; and the Standard Deviation (S) is 7,79. Next, the second data from the experiment class as follows: the highest score is 90, the lowest score is 75. The Mean is 84,7; the Median (Me) is 85; the Mode (Mo) is 85; the Variance ( $S^2$ ) is 24,90; and the Standard Deviation (S) is 4,99. It means that hypothesis null ( $H_0$ ) is rejected and hypothesis alternative ( $H_1$ ) is accepted.

Based on the data, which is gained above, it can be summarized that there is a positive effect of using picture and picture learning model towards the result of writing narrative paragraph at the 7<sup>th</sup> grade students of SMPN 239 Jakarta. Picture and picture learning model is a learning model that uses several pictures to facilitate the students to compose their writing chronologically. The writing ability of the students is getting better and more sequence, and the story is coherence.

This learning model improves students' motivation in learning narrative text. In addition, this learning model promotes students' ability in working collaboratively with their colleagues.

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