LEARNING TO WRITE EXPLANATORY TEXT USING THE PICTURE-TO-PICTURE METHOD FOR STUDENTS OF MTs NURUL HIKMAH BEKASI

Sigit Widiyarto

Universitas Indraprasta PGRI Jakarta, Indonesia
sigit.widiyanto372@gmail.com

ABSTRACT

Learning to write for some students is still difficult. Writing requires practice and skill acquisition like vocabulary. Appropriate and effective methods also determine the success of learning to write. One method that emphasizes collaborative learning is the picture-to-picture cooperative method. The research in this paper used the Kemmis and McTaggart classroom action methods through action, observation, and reflection. The students who participated were 37 students in class 9 of Mts Nurul Hikmah Bekasi. The research used 2 cycles. In the first and second cycles, the researcher provided explanatory writing material through the picture-to-picture method. The theme of the picture is the picture of natural phenomena. There is an increase of 3 points between cycles 1 and 2. Learning to write through the picture-to-picture method can improve the results of students' ability to write explanatory texts. Teachers are expected to be able to complete this method with several other media, such as augmented reality applications, power points, and several other media. Hence, there are variations in teaching in the classroom.

Keywords: writing, explanatory text, picture-to-picture

PEMBELAJARAN MENULIS TEKS PENJELASAN MENGGUNAKAN METODE PICTURE TO PICTURE UNTUK SISWA MTs NURUL HIKMAH KOTA BEKASI

ABSTRAK

Pembelajaran menulis bagi sebagian siswa masih sulit. Menulis membutuhkan latihan dan penguasaan keterampilan seperti kosa kata. Metode yang tepat dan efektif juga menentukan keberhasilan pembelajaran menulis. Salah satu metode yang menekankan pembelajaran kolaboratif adalah metode kooperatif *picture to picture*. Penelitian pada tulisan ini menggunakan metode tindakan kelas *Kemmis* dan *Mc Taggart* dengan proses tindakan, observasi, dan refleksi. Siswa yang berpartisipasi sebanyak 37 siswa kelas 9 Mts Nurul Hikmah Kota Bekasi. Penelitian menggunakan 2 siklus. Pada siklus pertama dan kedua, peneliti memberikan materi menulis eksplanasi dengan menggunakan metode *picture to picture*. Tema gambar yang diberikan adalah gambar dengan fenomena alam. Terdapat peningkatan 3 poin antara siklus 1 dan 2. Pembelajaran menulis dengan metode *picture to picture* dapat meningkatkan hasil kemampuan menulis teks eksplanasi siswa. Guru diharapkan dapat melengkapi metode ini dengan bantuan beberapa media lain, seperti aplikasi *augmented reality*, *power point* dan beberapa media lainnya. Sehingga terjadi variasi dalam pembelajaran di kelas.

Kata Kunci: menulis, teks penjelasan, gambar ke gambar

INTRODUCTION

Indonesian language subjects have been taught in elementary schools and have an essential role for the development of knowledge (Ulum, M., 2021). Indonesian has an important role in other fields. There are 4 kinds of Indonesian language competencies, namely speaking, writing, listening and reading. Writing competence includes active competence in terms of producing words, sentences or long writing such as short stories, assays or other scientific writing. However, writing skills are difficult for students to do (Satini, 2016). The reason is due to several things, such as a lack of motivation or the ability of students who have not been provided with useful material to improve students' writing skills.

The type of text that is often found in junior high school student material is explanatory text. This text requires a full understanding of students, so that every instruction in the text can

be done properly. Explanatory text is a text that consists of processes related to natural phenomena, social sciences or with the theme of explaining a particular process, all content in the explanatory text explains how that process occurs. When students carry out the writing process it requires a high level of thought, good and interesting writing. Explanatory text is one of the materials given since elementary school. In order for students to master explanatory texts, it is necessary to master appropriate concepts and content so that students practice writing step by step. The importance of writing ability is a basic concept that must be developed (Setiawan, et al 2019). To improve conceptual understanding, a learning method or model is needed that can support students' mastery of writing explanatory texts. Learning that can support writing skills requires collaborative learning that is based on student activities in class or outside the classroom. Learning that is made in a fun environment will make students motivated and interested and want to try writing even if it's only a few sentences of text

This type of explanatory text is often found in junior high school student material. This text requires a full understanding of students, so that every instruction in the text can be done properly. Explanatory text is a text that consists of processes related to natural phenomena, social sciences or with the theme of explaining a particular process, all content in the explanatory text explains how that process occurs.

Research on explanatory texts that was conducted by F.H.Herman et al in 2017, stated that explanatory texts using demonstration methods in class could improve the results of high school students' writing abilities. The method used is a class action research method. Various methods used to improve writing skills have proven successful. The study stated that using the virtual class method can also give a different touch to the results of student abilities. The video-assisted problem-based method is also able to help students to improve high school students' writing skills. Video is able to help students' thinking processes, in order to

encourage students to actively write, after listening to various activities in the video playback (Tarigan, 2018).

One of the methods included in the cooperative learning method is the picture to picture method. This model is a learning model that uses pictures and is placed and paired and sorted into a logical and correct order. This model uses images as media in the learning process in class. This model is active, innovative, innovative, creative and fun. This model can improve writing ability. Providing methods such as picture to picture can improve the ability to write explanations (Susdiana, 2017). Referring to previous research, the researcher considers that research on writing explanatory texts using the picture to picture method has never been done and is the answer to the gaps in previous research.

The ability to write explanatory texts is material for junior high school students. Explanatory text material is explained in semester 1 in grade 8. The explanatory text explained includes definitions, features, linguistic principles and examples of explanatory texts.

One of the secondary schools that is still developing and continues to improve the quality of teaching is Mts Nurul Hikmah, Bekasi city. Mts Nurul Hikmah has a superior program in the field of religion and is able to produce human resources who are independent and have character. School efforts to improve the quality of teaching, by improving the teaching and learning process in the classroom. Preliminary information obtained from Indonesian language subject teachers and school principals explained that it was necessary to evaluate and improve methods in each subject including Indonesian, students' writing abilities were not evenly distributed. Based on the data received by the researchers, the average grade 8 grade Indonesian students scored 67. The score consisted of several student ability scores including speaking, writing, listening and reading. The 4 abilities are very varied and dynamic. Details of values can be explained in table 1, details of student abilities as follows:

Table 1. Language Skills Score

Skils	Score
Speaking	69
Writing	56
Listening	67
Reading	71

Source : Mts Nurul Hikmah (2019)

In table 1, the ability to write is still below the KKM (minimum completeness criteria). The KKM is set at 70. The score for writing ability is the lowest of the other skills. Based on the data, it is necessary to have efforts and processes that need to be carried out.

Based on the description above, the researcher asks a research question, namely whether the picture to picture method can improve the ability to write explanatory texts? and how is the learning process of the picture to picture method for Mts Nurul Hikmah students in Bekasi City? While the aim of the study was to find out whether the picture to picture method can improve the ability to write explanatory texts to find out the learning process of the picture to picture method for Mts Nurul Hikmah students in Bekasi City.

LITERATURE REVIEW
Writing

One of the active abilities that need to be honed is writing ability. Writing practice is needed so that students have experience that can bring perfection. Writing has something to do with reading. Students who have a hobby of reading, it is possible to be able to produce more sentences. Students can process words and sentences into important information. According to the opinion of above that writing is an activity of expressing opinions and ideas as well as the contents of one's heart expressed in written language (Simarmata, 2019). Writing can also be used as a certain profession such as journalists or editors. Writing has a broad dimension, which transforms an idea into the minds of others.

Explanatory text

Writing explanatory text is an activity that requires thought in expressing an explanation of an event in sequence. The characteristics of an explanatory text are factual information, the material discussed is related to science, and focuses on general matters, such as natural phenomena, floods, tsunamis and so on.

Explanatory text has a structure consisting of a general order, cause and effect and interpretation. The sequence is usually preceded by a broad subject and an introductory word. Cause and effect is a further explanation of the natural information that was explained earlier. While interpretation is the author's opinion and idea in describing the events that occurred.

Picture to picture method

The picture to picture method is one of the cooperative learning methods. This method uses images as the main media. The steps taken to use this method consist of, at the beginning of the meeting, competency is given. At that time the teacher gave the basic competencies of the subjects to be taught, both presentations of the material. Learning success can start from here. The third is presentation of drawings, the fourth is installation of drawings, the fifth is assessment, the sixth is presentation of competencies and the seventh is closing.

REASERCH METHOD

This study used a class action research method (action research). Research activities were carried out at Mts Nurul Hikmah, Bekasi city. The time of the research was conducted from April 2021 to July 2021. The researcher was assisted by the Indonesian language subject teacher, providing learning treatment in cycles 1 and 2, while in the pre-cycle the researcher and teacher did not provide treatment, namely the use of the picture to picture method for students in grade 8 MTs Nurul Hikmah. Data collection techniques

used multiple choice tests taken in cycles 1 and 2. In addition, researchers conducted open interviews and observations of students and teachers. The data analysis technique was carried out by comparing the results of the mastery of the material for all students and the stages of class action research following Kemmis and Mc Taggart (1997), the process in Figure 1 below
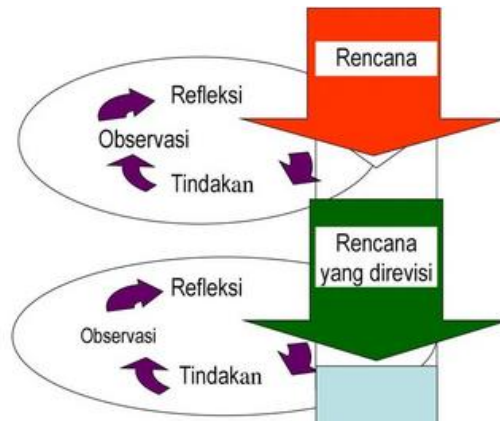

Figure 1. Classroom action research (Kemmis dan Mc Taggart, 1988)

Planning is done by observing, reflecting and acting. This was also repeated in cycles 1 and 2. The class action research process was carried out according to the learning process plan that had been made by the class teacher. The number of students who became the object of research were 37 grade 9 students at Mts Nurul Hikmah. At the end of cycle 2, researchers and teachers gave students the opportunity to be creative in drawing what they wanted and make sentences according to the pictures. On this occasion, the teacher chose the best picture to be given a prize. This is done so that students can race to make sentences well.

RESULTS AND DISCUSSION

The pre-cycle implementation was carried out before the researcher used the picture to picture method in cycles 1 and 2. Preparation was carried out by preparing pictures and other teaching aids such as examples of explanatory text, practice questions and the final test in the form of multiple choice questions about explanatory text.

In the first cycle the researcher and the teacher prepared several pictures with the theme of natural phenomena and their consequences. At the opening of the class, the teacher gives the competency targets to be achieved, after that the researcher presents the material to be discussed, at this stage the teacher asks the texts they often read, especially explanatory texts. After the stage was completed, the researcher, assisted by the teacher, began to place pictures in front of the class while explaining natural phenomena that might occur.

Figure 2. Media of picture to picture , theme Natural

At this stage students begin to give opinions and make a few sentences about the picture. Exploration begins when students begin to give their ideas or opinions about the picture. The following are explanatory sentences made by students:

Table 2. Example of student explanatory text

Explanatory Tex	Name of Students
Indonesia mempunyai banyak gunung aktif. Gunung Semeru merupakan gunung yang berbahaya, sebab sewaktu waktu erupsi, dan mengeluarkan lahar panas….	GD
Perubahan iklim dunia mempengaruhi jumlah air di laut. Pemanasan global ikut membuat pencairan gunung es ….	FT

Sumber: Proceed Data (2021)

In cycle 2 the researcher tried to provide a different picture theme. The theme is about traffic jams that hit Jakarta. Students are invited to dialogue by providing solutions that need to be carried out by the DKI Jakarta municipal government. Some students are able to provide constructive and constructive suggestions. Some students who have not been able to give their opinion, are encouraged to write down first. This step is done so that students are able to construct words into sentences, and a paragraph.

Of the 37 students, there were 20 students who were able to make 10 sentences quickly (about 15 minutes), while the rest needed intensive guidance gradually. 17 children were invited to look at the follow-up pictures of natural phenomena, and try to make sentences, even though they were only able to make 5 sentences. Based on the final test in each cycle, the following values are obtained:

Table 2. Scoring test of Explanatory text cycle 1 and 2

Cycle	Average score
1	68
2	71

In the first cycle, the average score was 68 and in the second cycle, it was 71. There was an increase of 3 points. This increase is the maximum result of researchers and teachers to motivate students in writing. Students in the second cycle understand more and are able to improve their abilities.

In addition to the value of cycle 2, the teacher has the opportunity to give appreciation to one of the students who has made the best picture along with an explanation of the picture that has been made.
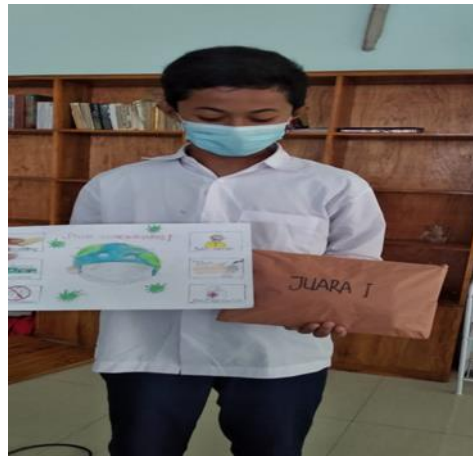
Figure 3. Student and the picture

The purpose of the creative drawing activity is intended for students to be able to construct their own sentences, according to the pictures they have made themselves. Sentences are made according to the pictures. Students are expected to be more stimulated to make sentences, if they are able to see the picture (Rizqi,. 2018). Besides that, the teacher can choose pictures made by students as other learning media. Learning to write must also be trained from an early age (Sriyono, H., et al., 2022).
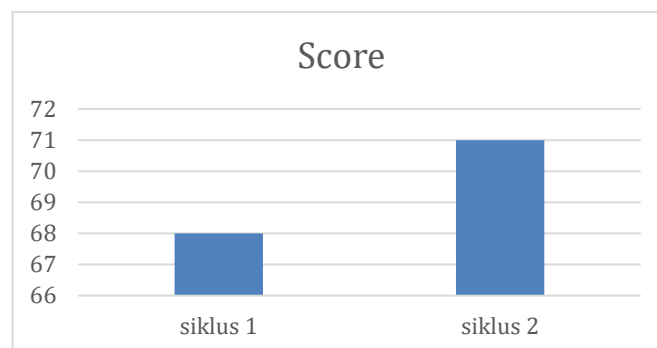

Figure 4. The Score of Cycle 1 and 2

Discussion

The effectiveness of the picture to picture method forms the basis for teachers to develop other methods (Widiyarto, S., et al., 2021). Learning is more fun, because students are able to produce sentences based on the pictures given in front of the class. Learning to write explanatory texts can also be improved with the help of other media. Media can be created by the teacher, to provide real results and more lively learning with activities arranged by the teacher. Other media such as serial images can improve the ability to write explanatory texts for junior high school students (Salfera, N., 2017). Picture to picture learning produces a number of varied sentences, students still need improvement in writing, even though there has been quite good progress. Some sentences that need to be corrected include sentences that are not yet cohesive, and the accuracy of the words in the paragraphs made (Markhamah, M., & Yakub Nasucha, M., 2020). Learning to write can be well optimized if

students are given sufficient writing portions during distance learning (Cleopatra, M,.dkk,. 2022).

Learning from another approach is able to improve writing skills with constructivism when writing texts for junior high school students. This learning gets pretty good results for students' abilities. The result of this approach is that children are more active and can independently form sentences properly and correctly (Ramadani., 2021). Writing learning will be more interesting and fun for students if it is interspersed with games such as playing scrabbled (Widiyarto, S, et., al., 2022)

The effectiveness of learning to write explanatory text using picture to picture has also been carried out by other researchers. Research using picture to picture with the help of power point media in class VIII junior high school students has been proven to improve students' abilities (Ifanka, C., 2020., Wati, R. P., et al., 2019). Through pictures children can easily understand text (Priyono, P., et al., 2022)

Learning carried out by the teacher requires evaluation and input that is useful for improving student learning outcomes from time to time. Improving students' writing skills can be done if the teacher applies learning according to predetermined procedures in picture to picture learning (Sary, 2019). Language learning, especially writing skills, requires a variety of other methods, such as doing sports while learning to suppress boredom (Widiyarto, S., 2022).

CONCLUSIONS AND RECOMMENDATION

Learning to write is a language skill that requires practice. Giving writing assignments needs to be prepared properly and continuously. Learning to write explanatory texts using cooperative learning of the picture to picture type for MTs Nurul Hidayah students can improve children's writing skills. In cycle 1, students got an average score of 68 and cycle 2 of 72. There was an increase of 3 points. It is hoped that teachers can combine several existing methods such as the STAD (student teams achievement division) method or other types. Schools can prepare materials and curricula that invite broader

and more focused student participation, besides that teachers are also advised to use other media, such as film and YouTube media in learning to write.

REFERENCES

Cleopatra, M., Sahrazad, S., Widiyarto, S., Widiarto, T., & Harie, S. (2022). Literasi Digital untuk Pengurus OSIS SMPN 23 Kota Bekasi. *Jurnal Abdi Masyarakat Indonesia*, *2*(2), 739-744.

Herman, F. H., Saddhono, K., & Waluyo, B. (2017). Penerapan metode demonstrasi dalam pembelajaran teks eksplanasi siswa sekolah menengah atas: penelitian tindakan kelas. *Basastra*, *4*(2), 45-59.

Ifanka, C. (2020). Pembelajaran Menulis Teks Eksplanasi Pada Siswa Smp Kelas Viii Menggunakan Model Picture And Picture Berbantuan Media Power Point. *Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, *3*(2), 295-302. DOI: http://dx.doi.org/10.22460/p.v3i3p295-302.4292

Kemmis, S., and McTaggart, R. (1988). The Action Research Planner, 3rd Edition, Geelong: Deakin University.

Markhamah, M., & Yakub Nasucha, M. (2020). *Kemampuan Siswa Kelas VIII dalam Menulis Teks Eksplanasi Ditinjau dari Keefektifan Kalimat di SMP Negeri 4 Salatiga* (Doctoral dissertation, Universitas Muhammadiyah Surakarta). http://eprints.ums.ac.id/87001/

Priyono, P., Muslim, I. F., & Widiyarto, S. (2022). Pemahaman Bacaan Siswa SMP Alikhlas Melalui Literasi Baca dan Tulis. *Jurnal Ilmiah Wahana Pendidikan*, *8*(13), 494-498.

Ramadani, A. (2021). Implementasi Pendekatan Konstruktivisme dalam Pembelajaran Menulis Teks Eksplanasi Siswa Kelas VIII SMP Negeri 23 Pekanbaru. *Skripsi. Pekanbaru: Prodi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Iljmu Pendidikan, Universitas Riau.*

https://garuda.kemdikbud.go.id/document s/detail/2055002

Rizqi, M. R. (2018). Peran Media Gambar Berseri dalam Meningkatkan Motivasi Kemampuan Menulis Karangan Bahasa Arab. *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, *7*(2), 137-154. : 10.24235/ibtikar.v7i2.3363

Setiawan, D., Sopandi, W., & Hartati, T. (2019). Kemampuan menulis teks eksplanasi dan penguasaan konsep siswa sekolah dasar melalui implementasi model pembelajaran RADEC. *Premiere Educandum Jurnal Pendidikan Dasar dan Pembelajaran*, *9*(2), 130-140. Doi: 10.25273/pe.v9i2.4922

Simarmata, J. (2019). *Kita Menulis: Semua Bisa Menulis Buku*. Yayasan Kita Menulis. https://books.google.co.id/books?hl=en&l r=&id=UdjFDwAAQBAJ&oi=fnd&pg=P R13&dq=pengertian+menulis&ots=tBKY pgCDNz&sig=y5vmCicAfI4B2lHoxT6V aH3m5LM&redir_esc=y#v=onepage&q= pengertian%20menulis&f=false

Sary, R. N. (2019). Meningkatan Kemampuan Menulis Teks Eksplanasi Dengan Motode Picture And Picture Pada Siswa Kelas VIII C Smp Negeri 14 Kota Jambi. *jurnal Universitas Jambi*. https://repository.unja.ac.id/8633/

Satini, R. (2016). Kemampuan menulis karangan eksposisi dengan menggunakan teknik mind map siswa kelas X SMA negeri 14 Padang. *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*, *2*(2), 164-178.

Susdiana, B. E. (2017). Menulis Teks Eksplanasi Menggunakan Metode Picture and Picture pada Siswa Kelas VII SMP. *Cendekia: Jurnal Pendidikan dan Pembelajaran*, *11*(1), 1-12. https://doi.org/10.30957/cendekia.v11i1.2 47

Sriyono, H., Rizkiyah, N., & Widiyarto, S. (2022). What Education Should Be Provided to Early Childhood in The Millennial Era. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(5), 5018-5028.

Sunarmintyastuti, S., Prabowo, H. A., Sandiar, L., Ati, A. P., Harie, S., Sartono, L. N., & Widiyarto, S. (2022). Peran Literasi Digital Dalam Pembelajaran Daring Selama Pandemi Covid-19. *Jurnal Ilmiah Wahana Pendidikan*, *8*(6), 32-36.

Salfera, N. (2017). Meningkatkan kemampuan menulis teks eksplanasi dengan menggunakan media gambar berseri pada siswa kelas VII. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *3*(2), 32-43. DOI : https://doi.org/10.29210/12017295

Tarigan, J. (2018). Penerapan Model Pembelajaran Berbasis Masalah Dengan Bantuan Media Video Untuk Meningkatkan Keterampilan Menulis Teks Eksplanasi Siswa Kelas XI IIS SMA Negeri 1 Singaraja. *Journal of education action research*, *2*(2), 123-133. **DOI:** https://doi.org/10.23887/jear.v2i2.12302

Ulum, M., Maisuroh, S., Milania, R., & Rahman, M. T. (2021). Realitas Pendidikan Bahasa Arab Dan Faktor

Pengaruh Pengembangan Kurikulum Pba Di Sekolah. *Lisan An Nathiq: Jurnal Bahasa dan Pendidikan Bahasa Arab*, *2*(2), 133-146. DOI: https://doi.org/10.53515/lan.v2i2.4286

Wati, R. P., Umaya, N. M., & Fitrotul, R. (2019). Penerapan Model Picture And Picture Dalam Pembelajaran

Menulis Teks Eksplanasi. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, *8*(2), 88-94. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ba hasa/article/view/3044

Widiyarto, S. (2022). Pengenalan Olahraga untuk Meningkatkan Kemampuan Berbahasa Bagi Siswa TK. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(6), 7232-7241.

Widiyarto, S., Mulyadi, M., Wulansari, L., & Ati, A. P. (2021). Youtube As A Media For Students'

comprehensive Listening Ability At Junior High Schools In Bekasi. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, *5*(6), 1699-1706.

Widiyarto, S. (2022). English for Economic: Text, Vocabulary, and Structure.

Widiyarto, S., Ati, A. P., Mulyadi, M., Yanti, S., Restoeningroem, R., Widiarto, T., & Sutina, S.(2022)

Keterampilan Menulis Teks Eksplanasi Dengan Menggunakan Scrabble Pada Siswa Smp Di Kabupaten Bogor. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, *6*(6), 1731-1739.

Widiyarto, S., Cleopatra, M., Sahrazad, S., Ati, A. P., Sandiar, L., & Widiarto, T. (2021). Penyuluhan Literasi
Baca Tulis Pada Siswa SMA. *Jurnal Pengabdian UntukMu NegeRI*, *5*(1), 122-126.