

## USING “PICTURE AND PICTURE” LEARNING MODEL TO IMPROVE STUDENTS’ VOCABULARY AND ABILITY IN WRITING NARRATIVE TEXT AT SMKN 3 BANJARBARU

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### Abstract

This study was based on the students’ difficulties in writing a narrative text in the form of poor understanding of what a narrative text was and lack of vocabulary. This study, which was conducted at SMKN 3 Banjarbaru, was carried out using a Classroom Action Research design. This study proved the action hypotheses through two cycles. In the matter of the implementation of ‘Picture and Picture’ learning model in the study, the students had the improvement from cycle 1 to cycle 2 in being more active in the learning process, more confident to do the presentation and communication in the group discussion, and having more motivation in the learning process. The teacher also experienced an improvement in the skill of using media and teaching skills in the class. The significant improvement of students’ achievement in vocabulary and ability in writing narrative text could be seen from the increasing average score for vocabulary achievement from Cycle 1 to Cycle 2 which was from 61.42 to 69.76 and for writing achievement which was 68.57 to 69.91. The successful implementation of the use of the learning model was proven from the classical success of the students in gaining more than 75% of the students who were able to reach the KKM of 70, that was 76% of the students of X KK were able to reach the KKM 70 in Cycle 2. This result of the study showed that the implementation of the use of the ‘Picture and Picture’ learning model is very appropriate and effective to improve the students’ vocabulary and ability in writing narrative text.

**Keywords:** Picture and Picture Learning Model, vocabulary, narrative writing

### INTRODUCTION

At SMKN 3 Banjarbaru, the English teaching and learning process has already used the Student Centered Model (SCM) by which the teachers take a role as the facilitator and motivator for the students. This model is expected to give more conducive atmosphere in the learning process. However, even though the teachers have already used a model which helps the class more active and creative, but the students of X Kecantikan Kulit SMKN 3 Banjarbaru still face learning problem specially in writing skill. The problem is found out by the writer after having a preliminary study in the form of having interview to some of the students and collecting the students’ writing in composing a narrative text. The writer figured out that the students find it difficult to compose a writing text, at specific is a narrative text. The

students find difficulties in writing a narrative text in the form of poor understanding of what a narrative text is and lack of vocabulary. The limited vocabulary makes them difficult to compose a narrative writing by using their own words, choosing the proper diction, and using the correct grammatical pattern.

By these difficulties, the writer would like to try to use a learning model which uses media of picture series to help the students to overcome their problems in vocabulary and writing narrative text. The learning model is ‘picture and picture’. The learning model which uses picture is very beneficial in the learning process, as it is stated that “Through pictures, learners can be shown people, places, and things from areas far outside their own experiences. Pictures can also represent images from ancient times or portray the future.”

(Gerlach and Ely, 1980: 273) The pictures can help the teacher to travel to the event or story in the past time and explain to the students that the event can be presented in the form of a narrative writing, so the students can construct their understanding upon a narrative text.

The students are also helped to find many new words by the help of the pictures because in the pictures there are many figures, things and actions that the students can identify and find what the words are in English for them. Then, the pictures will help the students in developing the vocabularies that they need to write a narrative text. Thus, this model is expected to improve the students' vocabulary and their writing ability in making a narrative text.

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” (Harmer in Joklova, 2009:7) Vocabulary functions as a cornerstone without which any language could not exist. The word “vocabulary” generally represents a summary of words or their combinations in a particular language.

### What Vocabulary to Teach

The emphasis of the choice can rely on:

a. Usefulness

To see the usefulness, there are several aspects to consider. The first is the learner's needs with words for classroom language. (Allen in Joklova, 2009:9) After that, what words the students need to know for talking about everyday life, people and surrounding them.

b. Learnability

Generally concrete things are more learnable than abstract ones. Therefore, they are always taught first.

### Definition of Writing

Writing activity is a skill to reveal meaning or to express ideas or opinions in the form of writing and produced in the form of text. As Samsudin in Kristini (2010:8) stated that writing is one's activity in expressing his

ideas and feelings logically and systematically in writing form so that the message can be understood by readers.

Writing itself has four kinds of writings based on the opinion of Gillie, Susan, and Mumford (in Kristini, 2010:9), namely descriptive, narrative, expository, and persuasion.

### Definition of Narrative Text

The students are learning many texts. One of them is narrative text. It is related to the experience or story of past time. Narrative is a type of writing or composition. Elizabeth in Rachmi (2006) states that narrative means telling a story or something that has happened. It is concerned with describing a series of events that may be or just an imagery.

### The Characteristic of Narrative Text

As Keraf in Masdari (2005) states that the characteristic of a narrative text are:

- 1) Concern to actions.
- 2) Set in time sequences.
- 3) Try to answer the question of what happened.
- 4) It has conflicts.

There are some basic principles in writing narration according to Sue Lorch in Rachmi (2006):

1. A narrative must mean something: it must have a point, a purpose and a reason for being.
2. It concentrates only on the important aspect of the story.
3. It uses specific detail as many as possible.
4. It uses time in the ways that have most dramatic effect.
5. It must have meaningful structure and order.

### Components of Writing Narrative Text

There are five main components of writing narration, they are:

1. Content
2. Organization
3. Vocabulary
4. Language use
5. Mechanics

## Picture and Picture Learning Model

Kristini (2010:13) defines Picture and Picture Learning Model as:

*... suatu metode belajar yang menggunakan media gambar berseri. Jadi model pembelajaran picture and picture adalah suatu desain pembelajaran yang pelaksanaan proses belajar mengajar dengan menggunakan media gambar berseri untuk menciptakan suasana atau situasi lingkungan belajar yang menyenangkan sehingga terjadi perubahan dan perkembangan yang lebih baik pada diri siswa dari sebelumnya terhadap materi yang disampaikan dan tercapailah kompetensi/tujuan yang telah dirumuskan.*

Sriyanto (2013: 2) also defines Picture and Picture Learning Model as "... a learning method which uses pictures as the teaching media and arranged them into a logical order." The teaching process by using Picture and Picture Learning Model is conducted by arranging picture series logically and systematically so that the students will be able to compose a narrative text with the proper sequence based on the pictures with his or her own words.

Picture and picture learning model is a learning method which uses pictures as the teaching media and arranged them into a logical order. (Santoso, 2011) This model has already used in 19<sup>th</sup> centuries that developed by Johnson and Johnson brother.

## RESEARCH METHODS

There are two kinds of data collected in this research. They are quantitative and qualitative data. The quantitative data were taken from the students' scores in vocabulary and writing test in the pre-test and vocabulary and writing test in Cycle 1 and 2. The criteria of success are determined from the quantitative data. The qualitative data is the descriptive data about the teaching and learning process by

implementing Picture and Picture Learning Model to improve students' vocabulary and ability in writing narrative text. The qualitative data were taken from observation and questionnaire.

The instruments used to collect the data in this study were observation sheet, questionnaire, and test. The observation itself was done by companion observer or collaborator acted as the observer in the class. Questionnaire was given to the students to figure out their responses to the use of Picture and Picture learning model in the teaching and learning process. The last instruments were vocabulary test and writing test. The type of the vocabulary test was gap-fill test in the form of a *selective or open cloze test*

The subject of the study was the students of XKecantikanKulit SMKN 3 Banjarbaru. This study is a classroom action research that the writer acted as the teacher in the teaching and learning process in the class. This study was conducted to improve the vocabulary of the students of SMKN 3 Banjarbaru and their writing ability of narrative text using 'Picture and Picture' Learning Model.

## RESULT AND DISCUSSION

The description on the process of using 'Picture and Picture' learning model in the teaching and learning process in the class is as follow. It was started when the teacher stated the competency expected to be achieved at the beginning of teaching and learning process. After that the teacher gave an introduction material related to narrative text to create the schemata or background knowledge for the students. Then, the teacher showed the picture series about the Indonesian legend. The teacher chose Indonesian Legend not only because it was as requested by the syllabus, but Indonesian legend has also been well known to the students. The students were asked to observe them. Afterwards, the teacher asked the students to arrange the pictures in turn into a logical sequence. In order to be able to rearrange the pictures, the students were motivated to questions the teacher or other

friends about the story or every detail of the pictures as well as the vocabulary they needed to name every object or activity in the pictures. The information they gathered from their questioning would be beneficial to the process of arrangement they did. For that, the teacher asked the students for the reasons of their arrangement. From the students' response, teacher gave explanation and concept of writing narrative text to the students. After that, the teacher and students made conclusion about the concept of narrative text together. Then, the teacher gave vocabulary test to the students in the form of gap-fill test to know the students' vocabulary. After the test, the teacher and the students discussed together about their vocabulary test to ensure whether their answers were correct answers or not. This discussion would benefit the students in enriching their vocabulary and helped them in the narrative writing. After that, the teacher asked the students to compose a narrative text based on the picture series given. Then, after the class, the teacher gave questionnaire to the students to see their feedback of the teaching and learning process.

The results of the vocabulary test in Cycle 1 showed that the students' average score was 61.42. The number of the students who were able to reach the KKM of 70 was 14 students or 66.67% of all students. In the other side, the result of the writing test showed that the students' average score in the writing test was 68.57. The number of students who were able to reach the KKM of 70 is 11 from 21 students or 52% from all of the students. The percentage of classical achievement in the writing test of Cycle 1 was still below the criteria of classical success for writing achievement that is 75% of the students who were able to reach KKM of 70. Thus, the action should be continued into the next cycle.

From the observation of the teaching and learning activities in the classroom for cycle 1, the percentage of the students for being active in the class was 64.6% with the percentage of quality of students' activeness in the learning process namely 63.1%. While the teacher's score in conducting the teaching and

learning process by using 'Picture and Picture' Learning Model was 92.65.

The questionnaire gave additional data in enriching the description of the action on using 'Picture and Picture' Learning Model in the teaching and learning process in the class. The description of the questionnaire was that most of the students (85.7%) agreed that the picture series used by the teacher in the teaching and learning process was interesting and big enough to be observable for all the students. Thus, most students (81%) stated that picture series could help them to remember some new words, put the words in sentences and to understand the flow of the story of the legend. 61.9% of the students also mentioned that the picture series also helped them in understanding the concept of narrative text. Somehow, some of the students (14.3%) thought that the teacher was still awkward in using the media. Even so, 85.7% of the students said that the teacher could explain the concept of writing narrative text to the students well, gave opportunity to the students to ask questions for something unclear about the learning and to arrange the scrambled pictures in front of the class. In the matter of the increasing number of vocabulary, 66.7% of the students stated that picture series gave good effect in improving their vocabulary, 23.7% stated that they just sometimes felt the improvement, and 9.6% stated that they did not feel any improvement in their vocabulary by the use of picture series in the learning process. In the case of the ability in writing narrative text, 62% of the students stated that picture series eased them in composing the narration, while the other 19% of the students did not have the same point of view, and the rest felt that picture series only sometimes helped them in making it easier to compose a narrative text.

Compared to Cycle 1, the result of the action on using 'Picture and Picture' Learning Model in the teaching and learning process in the class to improve students' vocabulary and writing narrative text achievement showed a significant improvement. The result of the vocabulary test showed that the students' average score was

69.76. The number of the students who were able to reach the KKM of 70 was 17 students or 80.95% of all students. The percentage of students who were able to reach the KKM was increased for 14.28% from Cycle 1. The result also showed that the students were considered classically successful to prove the action hypothesis that the action is successful if 75% of the students reach the KKM of 70. It was seen from the percentage of the students who were able to reach the KKM of 70 that was 80.95%. Thus, the action of implementing 'Picture and Picture' Learning Model in the teaching and learning process in Cycle 2 in order to improve students' vocabulary achievement was considered to be success.

The result of the writing test in Cycle 2 showed that the students' average score in the writing test was 69.91. The number of students who were able to reach the KKM of 70 was 16 from 21 students or 76% from all of the students. It means that it increased 24% from the result of the writing test in Cycle 1. The percentage of classical achievement in the writing test of Cycle 2 had reached the criteria of classical success for writing achievement that is more than 75%, namely 76% of the students reach KKM of 70. Thus, the action of implementing 'Picture and Picture' Learning Model in the teaching and learning process to improve the ability to write a narrative text in Cycle 2 was considered to be success.

The success of reaching classical success in gaining more than 75% students were able to reach KKM of 70 was also supported by the positive result of the observation and questionnaire. From the observation of the teaching and learning activities in the classroom for cycle 2, the percentage of the students for being active in the class is 80%. The increasing percentage also happened in the percentage of quality of students' activeness in the learning process namely 70.77%. While the teacher's score in conducting the teaching and learning process by using 'Picture and Picture' Learning Model was 97.06.

The questionnaire given to the students mentioned that all of the students

(100%) agreed that the picture series used by the teacher in the teaching and learning process is interesting and big enough to be observable for all the students. Thus, most students (81%) stated that picture series could help them to remember some new words, put the words in sentences and to understand the flow of the story of the legend. 76.2% of the students also mentioned that the picture series also helped them in understanding the concept of narrative text. The students (90.4%) also agreed that the teacher had been skillful in using the media. All of the students or 100% of the students said that the teacher could explain the concept of writing narrative text to the students well, gave opportunity to the students to ask questions for something unclear about the learning and to arrange the scrambled pictures in front of the class as well. In the matter of the increasing number of vocabulary, 76.2% of the students stated that picture series gave good effect in improving their vocabulary. Only 23.8% of the students stated that they just sometimes felt the improvement in their vocabulary by the use of picture series in the learning process. In the case of the ability in writing narrative text, 81% of the students stated that picture series eased them in composing the narration, while the other 19% of the students did not have the same point of view, and the rest felt that picture series only sometimes helped them in making it easier to compose a narrative text. The increasing percentage of the students' response in considering the positive impact on the use of picture series in 'Picture and Picture' Learning Model to improve their vocabulary achievement and ability in writing narrative text is in a line with the result of vocabulary and writing test result which is improved from Cycle 1 to Cycle 2.

## CONCLUSION

Based on the findings of the study and the discussion of the result from this classroom action research, there are some points can be concluded for the study, namely: The use of 'Picture and Picture' Learning Model in the teaching and learning process requires the students and the teacher to undergo the steps of



teaching and learning process. The step starts from arranging the scrambled pictures to make it into sequence or series of pictures. After that figure out some new words from observing the pictures to understand the event, activities, objects, or character of the people in the pictures.

The use of 'Picture and Picture' Learning Model to improve students' vocabulary and ability in writing narrative text at SMKN 3 Banjarbaru has been proven in this study which is in the form of classroom action research. The significant improvement can be seen from the increasing average score from Cycle 1 to Cycle 2 of students' vocabulary achievement that was from 61.42 to 69.76 and writing achievement that was 68.57 to 69.91. The successful implementation on the use of the learning model is proven from the classical success of the students in gaining more than 75% of the students who are able to reach the KKM of 70, that was 76% of the students of X KK were able to reach the KKM 70 in Cycle 2. It increased 24% from the previous cycle which only can reach 52% of the students reach the KKM. This result of the study proves the action hypotheses of the study that by using 'Picture and Picture' learning Model, it can improve the students' vocabulary and ability in writing narrative text of X KecantikanKulit at SMKN 3 Banjarbaru.

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