

## The Application of the Picture and Picture Learning Model in Students' Learning to Write Fable Texts for VII Class of SMPN 1 Sungai Lala

### Penerapan Model Pembelajaran Picture and Picture dalam Pembelajaran Menulis Teks Fabel Siswa Kelas VII SMPN 1 Sungai Lala

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Riska Adelia<sup>1\*</sup>, Auzar<sup>1</sup>, Silvia Permatasari<sup>1</sup>

<sup>1</sup> Universitas Riau, Riau, Indonesia

\*E-mail: [riskaadelia062002@gmail.com](mailto:riskaadelia062002@gmail.com)

#### Abstract

*Students' ability to write fable texts can be categorized as low. Conventional teaching models are one of the causes of students' difficulties in writing fable texts. The challenges students face in writing fable texts and the lack of teaching materials were highlighted in interviews conducted with Indonesian language teachers at SMPN 1 Sungai Lala. Therefore, the researcher applied the Picture and Picture teaching methodology as an alternative to address the issues faced by students. This study evaluates how well the Picture and Picture model can improve students' ability to write fable prose. The sample for this study consisted of 63 eighth-grade students at SMPN 1 Sungai Lala. This study used a quasi-experimental approach, comparing two groups: one class using the Picture and Picture paradigm and another using the standard model. This study's findings showed that the experimental class's writing ability increased significantly, with a marked difference between the two groups. Thus, the researcher concluded that the Picture and Picture model could improve the ability to write fable texts at SMPN 1 Sungai Lala, particularly for the eighth grade.*

**Keywords:** fable text, Picture and Picture, writing.

#### Abstrak

Kemampuan siswa dalam menulis teks fabel dapat dikategorikan rendah. Model pembelajaran yang konvensional menjadi salah satu penyebab kesulitan siswa dalam menulis teks fabel. Kesulitan siswa dalam menulis teks fabel dan kurangnya bahan ajar merupakan beberapa masalah yang disorot dalam wawancara yang telah dilakukan dengan guru Bahasa Indonesia SMPN 1 Sungai Lala. Oleh karena itu, peneliti mengaplikasikan metodologi pembelajaran Picture and Picture sebagai alternatif untuk mengatasi permasalahan yang dialami oleh siswa. Dengan demikian, penelitian ini dilakukan untuk menilai seberapa baik model Picture and Picture mampu meningkatkan kemampuan menulis prosa fabel siswa. Adapun sampel dalam penelitian ini ialah 63 siswa di kelas VIII SMPN 1 Sungai Lala. Penelitian ini menggunakan pendekatan kuasi eksperimen, dimana penelitian ini membandingkan dua kelompok: kelas yang menggunakan paradigma Picture and Picture, dan kelas yang menggunakan model standar. Temuan pada penelitian ini menunjukkan bahwa kemampuan menulis kelas eksperimen meningkat secara signifikan, dan terdapat perbedaan mencolok antara kedua kelompok. Dengan demikian, peneliti dapat menarik kesimpulan bahwasanya model Picture and Picture dapat meningkatkan kemampuan menulis teks fabel di SMPN 1 Sungai Lala, khususnya untuk kelas VIII.

**Kata kunci:** teks fabel, Picture and Picture, menulis.

## 1. Introduction

Difficulty in writing fable texts is claimed to be one of the problems often faced by students (Hidayatullah, 2022). Fable text can be interpreted as a text that contains a moral message in which animals play the characters in the story (Ernawati, 2020). Referring to the results of research conducted by Sastika et al. (2021), students at the junior high school level can write fable texts that tend to be weak. The study claims that students have difficulty writing fable texts. The ability to write fable texts is needed so that students can channel their ideas and ideas into a fable text that illustrates the ability to imagine from students (Karlina et al., 2024).

Two fundamental reasons trigger the low ability to write fable texts from students. First, writing is often claimed to be an unimportant activity (Karlina et al., 2024). Second, the learning techniques are less interesting and limited, and the learning could be more exciting and lifeless (Purba et al., 2020). This is caused by students' assumption that the material presented by the teacher is difficult due to the lack of variety in the learning models used. As a result, problems arise, such as lack of motivation, boredom, and interest in learning (Hasana et al., 2023). The difficulties faced by learners in writing fable texts include difficulty articulating their ideas to identify themes, difficulty developing their language style, including diction, spelling, word choice, and sentences, as well as a lack of confidence in their writing skills (Ramadani et al., 2022).

Based on the analysis above, the researcher concluded that there is a need for an appropriate learning model to overcome the problems experienced by students in writing fable texts. To overcome this problem, teaching is needed by utilizing a model suitable for students' learning styles. Learning approaches and models that follow the times and the needs of students can be a solution to solve the problems faced during the learning process in the classroom (Al-Albabneh & Alrhaimi, 2020). Therefore, complaints experienced by students are the main problem that needs to be resolved now (Ernawati, 2020). Consequently, educators seek and implement measures to improve students' writing skills (Hutagalung & Naelofaria, 2023).

Based on the results of interviews with Indonesian language teachers at SMPN 1 Sungai Lala, several factors cause students to have a low ability to compose fable texts. First, there needs to be more media/limited media in the learning process. Second, the learning that is carried out only focuses on the material so that there is no development in students' writing skills. Third, teachers still teach and present material in a conventional way. In previous lessons, interesting learning media had never been applied, especially in fable texts. Based on the results of these interviews, researchers believe that applying the right learning model is very influential in improving the quality of student learning, especially for writing fable texts. Applying this learning model makes it innovative and creative to provide material to students so they are not bored and can make the class more comfortable (Pasaribu et al., 2020).

To overcome this problem, an innovative teaching approach, such as the Picture and Picture model, has been proven to improve students' writing skills more effectively (Purba et al., 2020). This Picture and Picture model uses visuals to help students understand and organize information and increase their motivation and interest in learning (Purwanto, 2020). In its application, the teacher should prepare a Picture and Picture related to the core ability that will be exhibited before the learning process begins because the Picture and Picture are the main components of the learning process (Oktaviani et al., 2022).

This research was conducted to find out how many percent of the success rate of the Picture and Picture model application, the significant difference between the experimental class and the control class, and find out whether the Picture and Picture model affects the ability to write fable text (Hutagalung & Naelofaria, 2023). The application of this learning model makes innovation

and creativity in providing material to students so that they are not bored and can make the class more comfortable. It is also expected that learning will be more interesting and effective and bring innovation in teaching methods that can significantly improve students' fable text writing skills.

## **2. Literature Review**

Writing is expressing thoughts, ideas, and feelings through written language. The ability to write, often called writing skills, is one of the important aspects of language skills, in addition to the other three skills, namely listening, speaking, and reading (Tarigan, 2019). According to Simarmata (2019), writing has various benefits, including: (a) as a means to discover new things, which means that it can generate ideas and information from our thoughts; (b) writing can inspire new ideas; (c) writing helps to train the ability to organize and clarify various ideas owned; (d) through writing, one's objective attitude can be improved; (e) writing is an effective method to train the ability to solve a problem; and (f) writing makes a person more active because it encourages exploring and finding many ideas which are then realized in writing.

In the independent curriculum, writing fable texts is one of the materials in Indonesian language learning. Etymologically, the word "fable" comes from Latin, namely "fabulat". A fable is a story about the lives of animals resembling humans. This type of story is included in fiction and does not describe real life. Fables are often referred to as moral stories because they contain messages related to morals (Kosasih, 2019). According to Kholijah et al. (2022), the structure of a fable text includes Orientation, Complication, Resolution, and Coda. Fable text has language characteristics such as containing information related to characters, using verbs to describe behavior, and adjectives to describe the character or behavior of characters and events told chronologically (Ginting, 2020). In learning to write fable text, an appropriate model or method is needed so that students' storytelling ability can improve. Students are expected to work actively in groups by applying the Picture and Picture model.

Applying the Picture and Picture model can improve language skills, especially writing skills. Writing skills are the ability to convey messages using language that is poured in the form of writing. Writing is an activity that channels ideas, ideas, and feelings into linguistic symbols (Ikrima et al., 2021). There are several stages in applying the Picture and Picture model, starting from orientation to explain learning objectives, guiding students to learn, guiding group and individual activities, developing and presenting student work, and analyzing and evaluating learning. The characteristics of the Picture and Picture learning model are arranging the pictures that have been randomized into a correct sequence (Wahyudi et al., 2021).

## **3. Research Methods**

SMPN 1 Sungai Lala is the location for this investigation. This study will use a quasi-experimental design, using two groups of participants: one group will use the Picture and Picture model. In contrast, the other group will use a more conventional approach (Sugiyono, 2019). The main objective of this project is to explore how applying the Picture and Picture learning model paradigm can improve student learning outcomes, especially in learning to write fable texts. The researcher drew samples from the seventh-grade students of SMPN 1 Sungai Lala, totaling 63 students. Class VII A, with 32 students, will be the control class, while class VII B, with 31 students, will be the experimental class. Normality and homogeneity tests will be used to assess the reliability of the data (Moleong, 2019). The paired t-test will test the hypothesis (Yusma et al., 2022).

## 4. Results and Discussion

### 4.1. Research Results

#### 4.1.1. Experimental Class Pre-Test Results

Based on the pre-test results in the experimental class, the average score of the students was 57.54, which was classified as satisfactory. To go deeper, if we examine the score range of 50 to 65, the results show that 11 students (35%) have low writing ability with scores between 10-55, while 20 students (65%) have sufficient writing ability with scores between 56-74 with sufficient criteria. Here are some key features of the experimental class students' self-evaluation of the pre-test results:

**Table.1.** Experimental Class Pre-Test Score

No.	Criteria	Frequency	Percentage (%)
1.	Very good	0	0
2.	Good	0	0
3.	Simply	20	65
4.	Less	11	35
Total		31	100

#### 4.1.2. Experimental Class Post-Test Results

Using the researcher-designed lesson plan 'series of four sessions' as a guide, students went through the lesson applying the claimed learning model. After that, they took a final test to compare the learning outcomes with the previous pre-test results. As for each meeting, the learning activities are attached, whereas at the last meeting, a test is conducted to obtain the post-test value.

This can be seen in the descriptive statistics on the experimental class post-test data, where the results were obtained from SPSS calculations. The descriptive analysis results show a minimum value of 70 and a maximum value of 91, with an average post-test score of 82.45 and a standard deviation value of 4.21. The distribution of experimental class post-test results can be seen in the table below:

**Table.2.** Experimental Class Post-Test Score

No.	Criteria	Frequency	Percentage (%)
1.	Very good	6	19,35
2.	Good	24	77,41
3.	Simply	1	3,22
4.	Less	0	0
Total		31	100

Referring to the results presented in Table 2, out of 31 students, six students, or around 19.35%, had very good writing skills or obtained scores of 86-100 with very good criteria. Meanwhile, 24 students, with a percentage of 77.41%, have good writing skills or get scores in the range of 76-85 with good criteria. As many as one other person, with a percentage of 3.22%, had writing skills with a fairly low category or a range of scores between 56-74 with sufficient criteria.

#### 4.1.3. Data Quality Test Results

It is necessary to verify that the data is normally distributed before conducting hypothesis testing. This will allow us to generalize and use the test results to explain the statistical findings.

**Table.3.** Homogeneity Test Results

No.	Group	Significant	Category
1.	Control Class	0,082 > 0,05	Homogeneous
2.	Experiment Class		Homogeneous

Students in the control and experimental classes had similar variances in the data used for this study ( $p = 0.082$ , indicating statistical significance;  $p > 0.05$ ) based on the findings of the homogeneity test.

**Table.4.** Normality Test Results

No.	Group	Significant	Category
1.	Control Class	0,064 > 0,05	Normal
2.	Experiment Class	0,187 > 0,05	Normal

Since the sig value is  $> 0.05$  for both pre-test and post-test data in the experimental and control classes, we can conclude that these numbers follow a normal distribution. Once the problem formulation is determined, the following steps can be taken to test the hypothesis.

#### 4.1.4. Hypothesis Test Results

The paired t-test was used to evaluate the hypothesis whether there was an increase in scores or not. Then, an independent t-test was conducted to see whether the experimental and control classes had significantly different post-test scores (Triaji et al., 2019). The following is an explanation of the results of the two experiments.

**Table.5.** Paired t-test results

Class	$t_{count}$	$t_{table}$	Sig
Pre-Test - Post-Test Experiment Class	26,255	1,699	0,000

From the data in the table, we can conclude that the writing ability of experimental class students on fable text material increased significantly, as the  $t_{count}$  value of  $26.255 > 1.699$  at the 5% significance level and the value of  $0.000 < 0.05$ .

**Table.6.** Independent t-test results

Class	$t_{count}$	$t_{table}$	Sig
Experimental Class Post-Test	10,821	1,699	0,000
Control Class Post-Test			

Based on the independent sample t-test, the  $t_{count}$  value of 10.821 is greater than  $t_{table}$  1.699, and the p-value of 0.000 is less than 0.05, indicating a significant disparity in the ability to write fable texts between the experimental and control classes.

## 4.2. Discussion

Referring to the study results, in the pre-test of 31 students involved, 20 students or about 65% had writing skills that were classified as quite low, with scores between 56 to 74 and sufficient criteria, with an average of 57.54. After applying the Picture and Picture learning model, the post-test found that 24 students or around 77.41% had good writing skills, with scores between 76 to 85 and good criteria, with an average of 82.45. Statistical analysis showed a significant increase in students' writing ability scores after the experimental class, where students were tasked with writing fable text material. This improvement is supported by the  $t_{count}$  value in the pre-test of 26.255



(greater than  $t_{table}$  1.699) and the  $t_{count}$  value in the post-test of 10.821, which is greater than  $t_{table}$  ( $10.821 > 1.699$ ) at the 5% significance level, as well as the p-value obtained of 0.000 (less than 0.05) which indicates statistical significance ( $p = 0.000 < 0.05$ ).

Applying the Picture and Picture model showed increased students' motivation and creativity in writing fable texts. The fact that 82.45% of the category observations show that the category has been implemented well. The observation results also showed that the experimental class students became more active and involved compared to the control class, which used conventional learning methods. Using this Picture and Picture model not only improves learning outcomes but also brings real changes in how students interact and understand the material. Students are more engaged, excited and encouraged because they ask many questions, work well in groups and can cooperate effectively with their classmates (Putri & Hutagalung, 2024). Responding to learning activities, students expressed excitement about the subject matter and curiosity about implementing activities while applying the Picture and Picture model (Shofa et al., 2021).

This study not only made an impact but also made a real change. The findings showed that the writing skills of the experimental class were much higher than those of the control class. This is proven by the average score for both classes' writing skills. The experimental class scored 82.4% higher than the control class, which averaged 69.95%. The impact of increasing students' motivation and creativity in writing fable texts and improving the ability to write fable texts in learning through the Picture and Picture model is shown by the difference in average learning outcomes and better scores in the experimental class. Evidence from student interviews supports this idea, as does the fact that the Picture and Picture approach has never been used for actual teaching and learning purposes. Previous research findings claim that conventional learning makes classroom learning boring and uninteresting, making it difficult for students to understand the concepts discussed (Istianing, 2021).

Following previous research findings, students' writing skills improved by applying the Picture and Picture model (Firdaus et al., 2023). According to research by Santosa & Nurhayatin (2023), visual aids can improve the quality of student writing. The application of this model has proven effective in optimizing the learning process (Kusuma & Mustari, 2023). The utilization of visual media is also believed to help students develop Indonesian language skills (Hasana et al., 2023). According to Cahyadi (2019), using visuals in learning can help students retain information more effectively because images can complement textual explanations.

Therefore, instructors need the skills to develop learning activities that can trigger student participation to achieve learning objectives. Applying more modern learning methods with appropriate approaches will improve the quality of learning, especially language learning (Akbarovna, 2023). Of course, selecting appropriate and relevant learning models can increase learning effectiveness, especially for fable text material focused on Indonesian language subjects. The Picture and Picture model is one of the approaches that can be used (Hamid et al., 2020).

Students' enthusiasm and creativity in learning can be fostered through the Picture and Picture learning paradigm, which attracts their attention. Students' motivation and learning styles are claimed to be able to improve the competencies possessed by students if educators can see the correlation between the two (Halif et al., 2020). Other research proves that visual learning can build students' enthusiasm for more meaningful learning (Ainsworth & Scheiter, 2021). At SMPN 1 Sungai Lala, students are still not good at learning Indonesian, especially when writing fairy tales. It is hoped that by changing the learning model, student learning outcomes can improve compared to before (Sugiyono, 2019).

Specifically, the researcher observed the experimental and control classes in two separate meetings and observations. The findings from the unstructured observation showed that the experimental class applying Picture and Picture in writing fable text had a greater level of student engagement compared to the control class using the traditional learning model in the first meeting. It was evident that students became more actively involved in learning. Aspects such as attention, enjoyment, teacher-student relationships, and active learning are all part of this (Tarigan, 2019).

Students who use the Picture and Picture learning paradigm become engaged and passionate learners. This can be seen from their increased ability to work together in groups and increased frequency of asking questions to the instructor and peers.

## 5. Conclusion

Based on the findings and analysis, the researcher came to the following conclusions:

- a. The percentage level of success in applying the Picture and Picture model is 77.41%, with 24 students having good writing skills and obtaining scores in the range of 76-85 with an average of 82.45, which is categorized as good.
- b. The percentage success rate of conventional learning is 75%, with 24 students having low writing skills, scoring in the range of 10-55, which is categorized as poor.
- c. Students in the experimental class who used the Picture and Picture learning model significantly increased their scores regarding the ability to compose fable text. The improvement is supported by the findings which show that  $t_{count}$  is greater than  $t_{table}$  at the 5% significance level ( $26.255 > 1.699$ ) and the p-value is less than 0.05 ( $p = 0.000$ ).

The results showed a significant difference in the ability to write fable text between the experimental and control groups. This conclusion indicates that the Picture and Picture learning model effectively improves students' fable text writing ability compared to conventional learning methods. Future researchers can explore the application of the Picture and Picture model on various types of texts and subjects for a more comprehensive evaluation, involving a larger sample, and consider variations of the model for a more in-depth analysis.

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