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Improving Descriptive Text Writing Skills of 7th Grade Students of SMP Al Karomah Peterongan with Picture and Picture Learning Model

Peningkatan keterampilan menulis teks deskripsi siswa kelas VII SMP Al Karomah Peterongan dengan model pembelajaran picture and picture

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Abstract: The aim of this study was to improve the descriptive writing skills of 7th-grade students at Al Karamah Junior High School using the picture and picture learning model. The research method used was classroom action research, conducted in two cycles including planning, action implementation, analysis, and reflection. The study involved 26 7th-grade students at Al Karamah Junior High School. The findings showed that the picture and picture learning model significantly enhanced the students' ability to write descriptive texts from the pre-cycle stage to cycle I and from cycle I to cycle II. The study concluded that the picture and picture learning model effectively enhance the descriptive writing skills of 7th-grade students at Al Karamah Junior High School, with students showing improved work quality and achievement, increasing from 26% before the intervention to 33% in cycle I and 88% in cycle II.

Keywords: writing skills, descriptive text, picture and picture learning model

Abstrak: *Penelitian ini dilakukan dengan tujuan untuk meningkatkan keterampilan menulis teks deskripsi peserta didik kelas VII di Al Karamah Junior High School Peterongan melalui penerapan model pembelajaran picture and picture. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian dilakukan dalam dua siklus yang meliputi tahap perencanaan, pelaksanaan tindakan, analisis, dan refleksi. Sebanyak 26 peserta didik kelas VII SMP Al Karamah menjadi subjek penelitian. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran picture and picture berhasil meningkatkan keterampilan menulis teks deskripsi peserta didik dari tahap prasiklus ke siklus I, dan dari siklus I ke siklus II. Berdasarkan temuan ini, dapat disimpulkan bahwa model pembelajaran picture and picture efektif dalam meningkatkan keterampilan menulis teks deskripsi peserta didik kelas VII SMP Al Karamah. Hal ini terbukti dari peningkatan kualitas pekerjaan peserta didik dan mencapai nilai minimal Kriteria Ketuntasan Minimal (KKM), yaitu sebelum tindakan sebesar 26%, siklus I sebesar 33%, dan siklus II sebesar 88%.*

Kata kunci: *keterampilan menulis, teks deskripsi, model pembelajaran picture and picture*

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INTRODUCTION

In implementing the Indonesian language teaching and learning process, it is impossible to separate the aspects of language skills. Each of these aspects is important to teach and develop to learners so that they have skilled language skills, which in turn will clarify their thinking patterns. Language skills consist of four main components that are interrelated and mutually supportive: listening, speaking, reading, and writing. These four components work together to achieve optimal language competence (Liando et al., 2022).

Writing ability is an important aspect of language acquisition. Writing, as a productive skill, allows a person to convey ideas, opinions, and feelings to others through written language (Hanifiyah & Rokhmansyah, 2023). According to Liando et al. (2022), writing is a skill that must be learned from preschool to college level. Writing ability cannot be formed quickly in this unique situation. However, continuous investment and cycles are required to develop each learner's writing ability. Oktaviana et al. (2019) also stated that writing is not something that can happen instantly but involves several stages that must be passed. These stages include generating ideas, organizing those ideas, and producing the final written work.

In learning to write at school, mastery of writing skills cannot be directly obtained. Writing skills must be trained intensively and regularly so students can express their ideas through stories or writing fluently (Supini et al., 2020). This statement is also reinforced by the fact that knowledge of writing concepts, principles, and procedures is also very important to achieve writing proficiency and have a strong desire to practice. In other words, practice and knowledge are two key factors in achieving good writing skills (Nurhayati et al., 2022).

In writing activities, writers need confidence and understanding of what is written. Writing is not just about expressing ideas in written form but also about providing information to readers. According to Helaluddin & Awalludin (2020), writing has meaning as a process of conveying information in writing, resulting from the writer's creativity. Siddik (2016) also asserts that the purpose of writing is to provide all forms and types of information to readers. The main purpose of writing is to convey messages clearly to readers. Therefore, the ability to write involves not only creative expression but also expertise in conveying information effectively. In writing activities, writers must pay attention to important aspects such as message clarity and the purpose of communicating with readers.

Descriptive text writing skills are one of the important competencies taught at the junior high school level. Learners are expected to be able to express their ideas and thoughts clearly through descriptions of objects or things they see, observe, hear, and feel. The word description comes from the Latin describere, meaning to describe or describe something. In the context of writing, the description describes something according to the actual situation so that the reader can imagine what is described according to the author's perspective (Kristiyani, 2016). However, in reality, students only sometimes possess the skill of writing descriptive texts.

Prasetyo (2021) emphasizes the importance of consistent practice and perseverance to improve writing skills. When encountering difficulties in writing, learners should seek solutions rather than give up. Writing proficiency is a crucial skill for learners, and mastering descriptive writing is essential. Therefore, it is necessary to take action to enhance writing skills. If left unimproved, learners may need help to develop language proficiency and face challenges in expressing their ideas and thoughts through writing.

Similar experiences are also seen in the learning process of writing descriptive texts at Al Karamah Junior High School, especially in class VII Indonesian. In the classroom, many factors influence the success of the teaching and learning process. One important factor is the learning method applied by the teacher. The selection of appropriate learning methods greatly affects the learning process and the achievement of learning objectives. According to Fadhla (2023), student's abilities can be more visible if teachers use interesting and fun learning methods. With fun methods, teachers can create a learning atmosphere full of enthusiasm and motivation for students.

Choosing the right learning model that is aligned with learning objectives and learner characteristics is important for teachers (Halimah et al., 2020). Interactive and collaborative learning models that integrate technology can increase learners' interest in learning. Improving teachers' skills in applying innovative learning models can enrich the learning experience. By using fun and relevant learning models, learners are expected to be more motivated and active in the learning process. It positively impacts the achievement of learning objectives and the development of learners' potential. Therefore, selecting and applying the right learning model is an important step in creating effective and inspiring learning conditions for learners.

One of the learning models that can be used is the picture and picture model, which focuses on using visual media as its fundamental element. Before initiating the learning process, the teacher prepares several images as the media or material to teach the students. The picture and picture learning model are a learning approach that incorporates the use of images and arranges them in a logical sequence, so that students can remember the subject matter through visual media (Serevina et al., 2021). This particular model utilizes various pictures and organizes them in a structured and coherent manner. This type of learning promotes active

participation and encourages innovation, creativity, and an enjoyable learning experience (Halimah et al., 2020; Suci et al., 2018).

The picture and picture model is a framework for students to collaborate with their peers in organized group tasks. Through this collaboration, continuous interaction and connection are established, forming successful relationships among individuals within the group (Liando et al., 2022). The picture and picture model utilizes images as instructional media to aid students in visualizing the concepts taught. Through group work, students can share knowledge and expand their understanding of the studied topic. This model provides opportunities for students to learn and engage in the learning process actively.

Based on the results of the pre-cycle activities, it is evident that most students need higher writing skills in descriptive texts. Of 27 students, 20 obtained scores below the Minimum Mastery Criterion (KKM) of 75. Considering the current situation, implementing a learning model that can enhance students' abilities in writing descriptive texts is necessary to surpass the KKM and improve their learning outcomes. Therefore, in this study, we will attempt to apply the Picture and picture model as a teaching method to enhance students' writing skills in descriptive texts in the 7th grade of Al Karamah Junior High School.

Based on the explanation above, this research aims to improve the writing skills of 7th-grade students at Al Karamah Junior High School on description text material by using the picture and picture learning model. In addition, it is expected that the findings of this study can provide positive implications for educators and students. By applying the picture and picture model, it is expected that learners will be able to develop their writing skills better, improve language skills, and produce better-quality description texts. The implication of this study is also expected to provide guidance and inspiration for educators in designing effective and interesting learning in the area of writing description texts.

METHOD

This research utilizes the classroom action research method conducted at Al Karamah Peterongan Junior High School, involving 26 students of 7th-grade as the research subjects. The study will be conducted in one initial cycle (pre-cycle) to determine the baseline condition, followed by two action cycles. The procedures for implementing classroom action research include (1) problem identification (reflection), which involves identifying problems through reflection; (2) problem analysis, which entails analyzing the problems obtained from reflection and formulating the research problem; (3) planning learning improvement, which involves developing a lesson plan (RPP) based on problem analysis; (4) implementation of learning improvement, which entails implementing the prepared learning improvement plan. Analysis and interpretation of data involve analyzing and interpreting the data obtained during the implementation of learning improvement; (5) reflection, which involves reflecting on the results of data interpretation to determine the level of success and failure of the improvement actions (Mu'alimin & Cahyadi, 2014; Amril, 2021).

FINDINGS AND DISCUSSION

Based on the pre-cycle activities, several challenges were identified in teaching descriptive writing. Many students exhibited low writing skills, as evidenced by most of them needing help to complete the assignments and achieve scores above the Minimum Mastery Criterion (KKM). Only 7 out of 26 students completed the tasks with scores above the KKM, while the rest obtained scores below the KKM, indicating that they have not yet mastered the skills required for writing descriptive texts. Therefore, it can be said that the level of engagement and proficiency in writing descriptive texts among 7th-grade students at Al Karamah Peterongan Junior High School is still inadequate or underdeveloped compared to their skills in other aspects of the Indonesian language and literature, such as listening, speaking, and reading. After reflecting on this issue, the teacher has decided to utilize the picture and picture learning model to improve the teaching and learning activities related to writing descriptive texts in the 7th-grade class at Al Karamah Peterongan Junior High School.

Based on the results of the pre-cycle, an improved Learning Implementation Plan (RPP) was prepared to carry out improvement activities in the first cycle. Cycle I was the initial action to improve the learning process of writing description text using pictures and picture models. Description of the results of learning activities to write descriptive text with the application of picture and picture model was conducted in cycle I. However, some weaknesses are still indicated by the improvements made in cycle I. These weaknesses can be seen from the side of educators and students. From the educator's side, it can be seen that there is a lack of ability to observe students' performance and provide adequate encouragement and reinforcement.

Observing the learners, it appeared they needed help selecting and applying their ideas in writing. It can be seen from the confusion of some learners when working in groups and the lack of clarity when they want

to ask questions. As a result, many learners' written works have not reached the KKM. However, keep in mind that these shortcomings are normal, considering this is the early stage of the research.

In implementing cycle II, efforts were made to address the weaknesses or shortcomings identified in cycle I. After reflecting and receiving feedback from the observer, solutions were finally found that needed to be implemented as improvement steps based on the results of cycle I. One of the solutions identified was to encourage and guide students to work in groups. Additionally, it is important to provide direction and motivation to the students. By doing these things, it is hoped that the student's writing skills in producing descriptive texts will improve and that they will receive the necessary support in the learning process.

An action consisting of two cycles was designed to overcome weaknesses and improve students' description text writing skills in class VII of Al Karamah Junior High School Peterongan, Jombang. In cycle I, learning improvement activities were carried out using the picture and picture learning model. Although the first cycle was only partially successful in overcoming the problems, the results were evaluated and reflected. Based on the analysis, the implementation of cycle II was prepared with the necessary improvements. In cycle II, the actions that had been planned and implemented succeeded in achieving the predetermined success indicators. In addition, the shortcomings and weaknesses identified in cycle I were successfully overcome. This shows that the actions taken in implementing cycle II have given positive results and improved the learning process of writing description text. Thus, through reflection and improvements made in cycle II, it has succeeded in overcoming the weaknesses and improving the writing skills of descriptive texts of students in class VII of Al Karamah Junior High School Peterongan, Jombang.

Based on the actions taken and the results mentioned earlier, it can be said that the implemented actions have successfully conducted the teaching and learning activities related to writing descriptive texts using the Picture and picture learning model. These actions have helped students generate ideas and express them in writing more effectively. The implementation of the Picture and picture model has also increased students' interest and motivation in learning to write descriptive texts. Evidently, with visual aids, students find it easier, enjoyable, and enthusiastic to generate ideas and transform them into written form.

The improvement in students' ability to write descriptive texts can be observed from the scores obtained as shown in Table 1.

Table 1. Cycle I and Cycle II Results

No.	Aspect	Cycle I	Cycle II
1.	The lowest scores	25	70
2.	The highest scores	75	85
3.	The number of students who passed	9	24
4.	The number of students who did not pass	17	2

Based on Table 1, a significant improvement is observed from before the implementation of the actions to after the implementation. In cycle I, 9 students achieved the minimum passing score. However, there was an improvement in cycle II, with 24 students reaching the minimum passing score. It indicates that almost all students have achieved the minimum standard in learning to write descriptive texts. This improvement shows that the corrective actions in cycle II have significantly enhanced the student's writing skills in producing descriptive texts. These results prove that the efforts made in teaching and learning have yielded positive outcomes.

The student's ability to write descriptive texts can be assessed by looking at the scores they received for their written work. The scores have improved from one cycle to the next, indicating that the students' writing abilities are improving. Additionally, the quality of the students' descriptive texts has shown improvement in depicting ideas, vocabulary usage, language accuracy, and overall content quality.

This research indicates that the utilization of the picture and picture learning model can enhance students' learning outcomes in writing descriptive texts. These research findings are also consistent with Sukarman's (2019) perspective in his study, which demonstrates that the use of the picture and picture model is superior compared to other learning models, such as the example non example model. Furthermore, these findings are also supported by the research findings of Halimah et al. (2020), Nurhayati et al. (2022), Prasetyo (2021), Serevina et al. (2021), dan Suci et al. (2018), which also proves that the use of the picture and picture model can enhance students' learning outcomes.

CONCLUSION

The classroom action research conducted in two stages showed that using the Picture and picture model successfully improved the writing skills of seventh-grade students at Al Karamah Junior High School Peterongan Jombang on the topic of descriptive texts. There was a noticeable improvement in the student's

scores and the quality of their written descriptive texts at each cycle. In cycle I, 9 students achieved the KKM. However, there was significant progress in cycle II, with 24 students successfully reaching the KKM compared to before.

Based on the conclusions that have been described, several recommendations can be given for this study. First, as suggestions and options for schools and teachers in implementing Indonesian language learning, especially in improving students' writing skills, it is advisable to apply the picture and picture learning model. Second, as educators, we need to be more productive and innovative in designing and managing teaching and learning activities, as well as developing learning media and materials so that the learning process becomes more exciting, and students more easily understand the material being taught. Third, in learning to write, students need to be encouraged to practice writing more often to facilitate and familiarize them with expressing ideas in writing. Writing skills cannot be obtained immediately or instantly but require a long and gradual process and constant repetition.

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