

**THE EFFECT OF THE PICTURE AND PICTURE LEARNING MODEL ON
THE SHORT STORY WRITING SKILLS OF GRADE IV STUDENTS OF SD
NEGERI SUKAHARJA 1, TANGERANG REGENCY**

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Abstract

This research aims to find out whether there are differences in short story writing skills between students who were given the picture and picture learning model and students who were given the conventional learning model in class IV students at SDN Sukaharja 1, Tangerang Regency. This research uses a quasi-experimental research method with a non-equivalent control group design. The population subjects in this study were class IV students at SDN Sukaharja 1 Tangerang Regency, taking a sample of two classes totaling 54 students, namely class IV A totaling 27 students as the experimental class and class IV B totaling 27 students as the control class. Data collection techniques using short story writing skills test instruments, observation, interviews and documentation. To test the pretest hypothesis in this study using the t test, from the t test results obtained $t_{count} = 1.8658$ and $t_{table} = 2.0066$, this difference of 0.1408 shows that the t_{count} value is slightly lower than t_{table} , it can be concluded that there is no difference in results between the experimental class and the control class. Meanwhile, for testing the posttest hypothesis, the results of the t test obtained $t_{count} = 11.3936$ and $t_{table} =$

2.0066, so it can be concluded that the picture and picture learning model has an influence on the short story writing skills of class IV students at SDN Sukaharja 1, Tangerang Regency.

Keywords: Picture and Picture Learning Model, Short Story Writing Skills

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan keterampilan menulis cerita pendek antara siswa yang diberi model pembelajaran picture and picture dengan siswa yang diberi model pembelajaran konvensional pada siswa kelas IV SDN Sukaharja 1 Kabupaten Tangerang. Penelitian ini menggunakan metode penelitian eksperimen semu dengan desain kelompok kontrol non-ekuivalen. Subyek populasi dalam penelitian ini adalah siswa kelas IV SDN Sukaharja 1 Kabupaten Tangerang, dengan mengambil sampel dua kelas yang berjumlah 54 siswa, yaitu kelas IV A yang berjumlah 27 siswa sebagai kelas eksperimen dan kelas IV B yang berjumlah 27 siswa sebagai kelas kontrol. Teknik pengumpulan data menggunakan instrumen tes keterampilan menulis cerita pendek, observasi, wawancara dan dokumentasi. Untuk menguji hipotesis pretest pada penelitian ini menggunakan uji t, dari hasil uji t diperoleh $t_{hitung} = 1,8658$ dan $t_{tabel} = 2,0066$, selisih sebesar $0,1408$ ini menunjukkan bahwa nilai t_{hitung} sedikit lebih rendah dari t_{tabel} , maka dapat disimpulkan bahwa tidak ada perbedaan hasil antara kelas eksperimen dan kelas kontrol. Sedangkan untuk pengujian hipotesis posttest, hasil uji t diperoleh $t_{hitung} = 11,3936$ dan $t_{tabel} = 2,0066$ sehingga dapat disimpulkan bahwa model pembelajaran picture and picture mempunyai pengaruh terhadap keterampilan menulis cerita pendek siswa kelas IV SDN Sukaharja 1, Kabupaten Tangerang.

Kata kunci: Model pembelajaran picture and picture, Keterampilan menulis cerpen

INTRODUCTION

Elementary school education is the basic level of formal education in Indonesia, the age of children in elementary school education is between the ages of 7 years and 13 years which is developed in accordance with the educational unit, regional potential and socio-cultural of the local community.

The 2013 curriculum stipulates that teachers should have the ability to gather as much information as possible because today's developing technology allows students to search for information easily. Students are also trained to be responsible for their environment, interact with others, and think critically. Writing skills will not come automatically, one needs to practice regularly to organize ideas, ideas, opinions, and experiences into a systematic, orderly, and logical series of writing. By learning to write short stories, students can get training to practice writing skills.

To achieve the best learning results and develop students' creativity and critical thinking, short story writing abilities must be strengthened. One way to visualize and express ideas in writing is to learn how to compose short stories (Banyu Biru et al., 2021).

This high level of creativity can increase students' brain intelligence. Therefore, students who want to develop their creative ideas in literary works such as short stories need special attention (Faridah et al., 2022).

Factors that affect the value of short story writing skills are the methods used by teachers during the teaching and learning process still use the lecture method, the lack of implementing learning methods or learning media, and students find it difficult to pour out ideas in writing short stories. Therefore, the use of learning models is very effective and important in efforts to improve the quality of teaching and learning activities (A. Octavia, 2020).

One of the learning models that can improve short story writing skills is the picture and picture learning model, where this learning model develops interaction by using pictures as the media. In this model, students will also play an active, innovative, creative, and fun role and will not feel bored with the learning process (Fitriawati Musyafa, 2020).

The use of the picture and picture learning model is very necessary and good to be applied in elementary schools, because the picture and picture model contains pictures that attract students' attention and combine students' imagination that can be expressed on one piece of knowledge. The picture and picture learning model is a cooperative learning model that prioritizes groups through the media of pictures that are connected or arranged in a logical order (Athaini, 2021).

The deliberate and focused human activity of writing involves putting thoughts, feelings, experiences, and ideas into words that are logically organized in a way that makes sense to other people and supports the author's goals (Tri Hatmo, 2021). In general, the author does his best to give the reader all types of knowledge through his writing (Musaba & Siddik, 2018).

Short stories are literary works expressed in the form of short fictional stories (Rohman, 2023). Writing short tales is a way to express one's thoughts, feelings, and ideas in written form. As long as students engage in learning activities in the classroom, this ability has significant value for them.

To achieve the best learning results and develop students' creativity and critical thinking, short story writing abilities must be strengthened. One way to visualize and express ideas in writing is to learn how to compose short stories (Samino, 2018).

From the results of the pre-research that has been carried out in grade IV of SDN Sukaharja 1, it can be obtained that the use of the learning model in teaching and learning activities is not optimal so that students are less helped in completing tasks, one of which is writing short stories, students feel confused and difficult when making short stories without assistive tools. And students' writing skills are still relatively low or still below the KKM, which is 65.

Based on the results of this description, it is important to conduct research on "The Influence of Picture and Picture Learning Model on Short Story Writing Skills of Grade IV Students of SDN Sukaharja 1".

METHODS

This type of research is quantitative research. The quantitative approach is a type of research that systematically details research from the beginning in a structured manner to the creation of the research design (Tegor, 2020).

The form of quantitative method used in this study is the quasi experiment method. Quasi experiment is a type of experimental design that realizes that conditional or experimental control cannot be carried out completely (Djaali, 2022). In this design, there are two groups that are not randomly selected, then given a pre-test to find out if there is a difference between the experimental group and the control group, which is then given a treatment, and ends with a post-test to see the implementation of the treatment.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimen	Y_E	X_1	Y_E
Control	Y_K	X_2	Y_K

Information:

Y_E : Data on the results of the pretest / posttest of the experimental class

Y_K : Pretest / posttest result data of the control class

X_1 : Treatment of the Picture and Picture learning model

X_2 : Lecture method treatment

The population in this study is all grade IV students at SDN Sukaharja 1 which totals 54 students. The sampling technique used is the saturated sample technique. With this technique, all classes belonging to the population have the same chance of being a research sample because sampling is not taken randomly.

The data collection techniques in this study are tests, observations, interviews and documentation. The test in this study is to write a short story. The analysis of the instruments in this study is by using normality tests, hoogenity tests, and hypothesis tests.

RESULTS AND DISCUSSION

The results of this study explain the influence of the picture and picture learning model on the short story writing skills of grade IV students of SDN Sukaharja 1. This study involves two classes, namely class IV A whose learning uses the picture and picture learning model and class IV B whose learning uses the conventional learning model.

Based on the results of the statistical tests that have been carried out by the researcher, several values are obtained based on the results of the pre-test and post-test in the experimental class and the control class. The results of the recapitulation of the pre-test and post-test scores of the experimental class and the control class can be seen in the following table:

Table 2. Recapitulation of Pre-test and Post-test Results in Experimental and Control Classes

Information	Pre-test dan Post-test			
	Pre-test Class Experimen	Post-test Class Experimen	Pre-test Class Control	Post-test Class Control
Number of Respondents	27	27	27	27
Highest Scores	80	100	75	85
Lowest Rate	30	25	25	50
Average	54	88,59	47,66	62,94
Varians	157,84	58,18	161,54	79,18

From table 2. It can be seen that the average pre-test score of the experimental class (54) is higher than that of the control class, which is (47.66). Meanwhile, the average post-test score in the experimental class (88.59) was higher than that of the control class (62.94). From the results of the above recapitulation, it shows that the experimental class that is given treatment with the picture and picture learning model is able to improve short story writing skills compared to the control class that is only given a treatment in the form of a conventional learning model.

Table 3. Pre-test Data Normality Test Results

Group	χ^2_{hitung}	χ^2_{tabel}	Conclusion
Experimen	2,442	11,07	Usual
Control	3,001	11,07	Usual

Table 4. Post-test Data Normality Test Results

Group	χ^2_{hitung}	χ^2_{tabel}	Conclusion
Experimen	5,170	11,07	Usual
Control	6,835	11,07	Usual

Based on the table above, it shows that the results obtained are as follows:

1. In the pre-test data of the experimental class, the normality test obtained a value of χ^2 calculated $2.442 < \chi^2_{table} 11.07$. Because the calculated X^2 is smaller than the table x^2 , the data is normally distributed.
2. In the pre-test data of the control class, the normality test obtained a value of χ^2 calculated $3.001 < \chi^2_{table} 11.07$. Because the calculated X^2 is smaller than the table x^2 , the data is normally distributed.
3. In the post-test data of the experimental class, the normality test obtained a value of χ^2 count $5.170 > \chi^2_{table} 11.07$. Because the calculated X^2 is smaller than the table x^2 , the data is normally distributed.
4. In the post-test data of the control class, the normality test obtained a value of χ^2 calculated $6.835 > \chi^2_{table} 11.07$. Because the calculated X^2 is smaller than the table x^2 , the data is normally distributed.

Based on the above output, it can be known and concluded that the data of the experimental class and the control class, both pre-test and post-test data, are normally distributed.

Table 5. Homogeneity Test Results

Variable	Value F_{hitung}	Value F_{tabel}	Information
<i>Pretest</i> Experimen	1,023	1,929	Data Homogen
<i>Pretest</i> Control			
<i>Posttest</i> Experimen	1,017	1,929	Data Homogen
<i>Posttest</i> Control			

The table of homogeneity test results above shows that the post-test data obtained a value of $F_{cal} 1.023$. Because $F_{cal} 1.017 < F_{table} 1.929$, it can be concluded that the data of the experimental group and the control group are homogeneous.

Table 6. Pre-test Hypothesis Test Results

n_k	n_e	dk	t_{hitung}	t_{tabel}	Information
27	27	52	1,8658	2,0066	No influence

Table 7. Post-test Hypothesis Test Results

n_k	n_e	dk	t_{hitung}	t_{tabel}	Information
27	27	52	11,3936	2,0066	Influence

In tables 6 and 7, it can be seen that the results of the pre-test hypothesis test for experimental class and control class students were obtained with a calculation of $1.8658 < \text{table of } 2.0066$, so H_0 was accepted and H_1 was rejected. So there is no difference between the pretest control class and the experimental class. Meanwhile, the post-test hypothesis test results for the experimental class and control class obtained a calculation of $11.3936 > \text{table of } 2.0066$, so H_0 was rejected and H_1 was accepted. So it can be concluded that there is a big influence of the picture and picture learning model on the short story writing skills of class IV students at SDN Sukaharja 1.

Based on the results of data analysis, it was obtained that the picture and picture learning model had an effect on the short story writing skills of grade IV students of SDN Sukaharja 1. Based on the research that has been carried out, it is true that the picture and picture learning model can have an influence on short story writing skills because in this case students are given the help of pictures that are given randomly and then arranged or sorted into a logical order. So that with the order of the pictures, students will be helped to think concretely, students are able to understand clearly and are able to pour out their ideas or ideas about the pictures they see.

The use of innovative learning models can create interesting and fun learning conditions for students. The use of media needs to be considered in every teaching and learning process, so that students do not feel bored in following lessons and the results achieved are maximum.

In the learning process in the experimental class, it was proven that students became more enthusiastic in learning, and students' curiosity increased to make short stories based on the arrangement of pictures. Learning will feel fun and meaningful for students if the learning activities involve all students in the class to participate in a unique and interesting way. To further strengthen the material and readiness of the learning process in the classroom, of course,

teachers need to provide guidance during the class, so that Indonesian writing skills can be achieved optimally.

Learning using this picture and picture learning model can improve learning outcomes or student achievement. Learning with this picture and picture model can increase and become a motivation for students to learn to be more active and creative (Praseptia & Zulherman, 2021). The main novelty of this article lies in a deeper exploration of the impact of motivational, creativity-enhancing, or focused populations that have not been widely tested in previous research.

CONCLUSION

Based on the results of the hypothesis test, it can be concluded that the picture and picture learning model influences the short story writing skills of class IV students at SDN Sukaharja1, Tangerang Regency. The results of hypothesis testing with the t-test at the end of learning (posttest) in the experimental class and control class obtained $t_{\text{count}} = 11.3936$ with a significance level of (0.05) obtained $t_{\text{table}} = 2.0066$ because $11.3936 > 2.0066$ ($t_{\text{count}} > t_{\text{table}}$) then H_0 is rejected and H_1 is accepted. Thus, it can be concluded that the picture and picture learning model influences the short story writing skills of class IV students at SDN Sukaharja 1, Tangerang Regency.

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