



**Writing Learning Using Picture to Picture Method for Junior High School Students
Procedure Text Material**

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Abstract:

The purpose of this study was to described the use of the Picture to picture method in the procedural text material for seventh grade students of SMP Kanzul Mubarak Bekasi. The population of this study was 80 people. The sample was 23 people. The research method used classroom action research (PTK). This study used two cycles. Before the 2 cycles were carried out, a pre-cycle was carried out to see the initial results of student learning outcomes in the procedure text material. Students were given procedural text material in English subjects using the picture to picture method for two meetings. At the initial meeting / cycle, an average of 74.7 was obtained and in the second session an average of 77. This indicated that this method could improve learning outcomes in English, the procedural techniques could improve learning outcomes for junior high school students.

Keyword: *Method, picture to picture, junior high school*

INTRODUCTION

Learning in the 4.0 century has consequences for students and teachers. Teachers, as facilitators and motivators, must have access and a close relationship with currently developing technology. Teachers must use all aspects to achieve the goals of learning. The importance of a more suitable environment for teaching, acquisition and development of reading and writing Fernandes, and Friends :2019) .The role of the learning teacher in accordance with the goals and conditions of students will help achieve and succeed in student learning. If the method used is not appropriate and does not pay attention to the condition of students or other factors, the applied learning method can reduce the quality of the learning process itself, thus improving and increasing student learning outcomes in

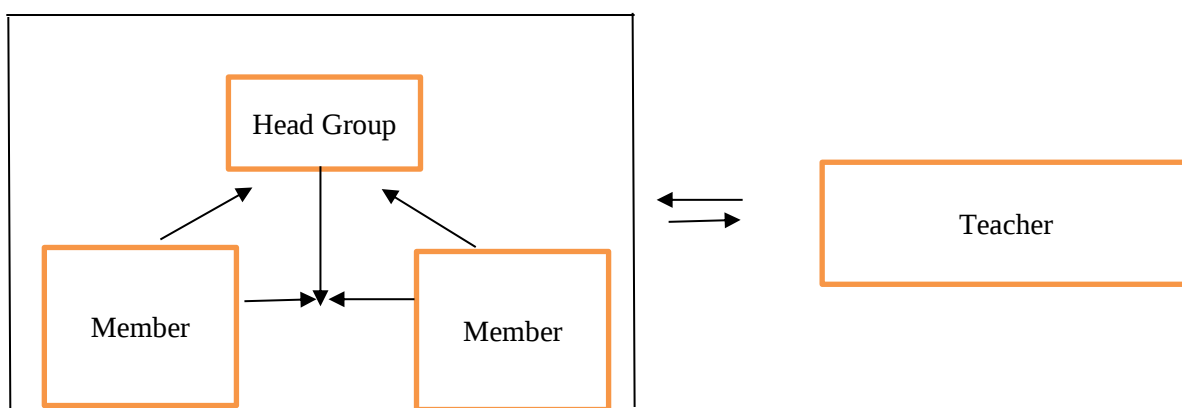
schools can be carried out with the use of appropriate learning methods by the teacher (.Nasution.MK 2018).

As facilitators are very close to the current technological era, teachers must be able to provide learning using current technology, so that students can follow the teacher's developing abilities. Learning methods have an important role in the learning process (Juita, HR, & Widiyarto, S. 2019) For example, in front of the class, the teacher should be good at playing methods and technology in the online field. The teacher can demonstrate a computer or a laptop properly, regarding the discussion of lessons in class. Likewise learning outside the classroom, students are invited to learn to observe several situations in certain places, such as markets, minimarkets, shops, offices, etc. Furthermore, learning to write is a learning that is still considered difficult by some students. Writing skills require reading skills and the ability to express ideas in the head. The ability of students to write is still lacking, this can be proven by lack of reading material read by students, many factors cause the lack of the teacher's role in the use of appropriate methods for classroom learning, low interest in writing and so on. One of the cooperative learning methods that can be used by teachers is learning with the Picture to picture method (Ati, A. P.dkk 2018).

The picture to picture method can be applied in the classroom, taking into account the students' circumstances. The thing that needs to be considered in implementing this method is group formation. when forming a group by taking into account the following:

1. The leader of the group should be a student who is able to lead its members. The chairman should have the ability to lead, the chairman should be able to maintain good communication with fellow members and teachers.
2. Group members should be students who need to be guided. With good guidance from the group leader, so that these members have confidence.
3. There is good cooperation between the chairman and members. In this case there is a division of tasks between the chairman and group members.

This process needs attention, because teachers will find it easier to learn in school. The role of the teacher in picture to picture learning needs to get more portions, the teacher can go around the class so that the group leader gets adequate attention to the process in class, as for the picture to picture learning group interaction as follows:



Source : Sigit Widiyarto (2020)

In the learning process in class, it appears that the position of the class leader and the teacher needs good cooperation. Members can interact with fellow members, teachers and group leaders.

Furthermore, at the observation stage, the researcher interviewed several students and a teacher at SMP Kanzul Mubarak. Students learning English find it difficult to start writing, this is in accordance with the information obtained from the Indonesian and English teachers. At the next meeting, the teacher provided data, the average financial result, on writing procedure text material, only got a score of 6.8. This value is still below the average passing standard, which is 70. After having a basis in the

form of data and interviews with students and teachers, the research team was interested in researching at SMP Kanzul Mubarak. The purpose of this study was to describe the use of the Picture to picture method in teaching text writing procedures in class VII SMP Kanzul Mubarak Bekasi.

RESEARCH METHODOLOGY

In this study using a classroom action research method (PTK). This research is a type of experimental research which includes quantitative research. Researchers used 2 cycles. The cycle begins with a pre cycle then the first cycle and ends with a second cycle. The research team will prepare learning using the picture to picture method in the initial cycle and the second cycle. This is done in order to see the effectiveness of this method by means of a test. The material provided includes the characteristics of text procedures, structures and examples of procedure text in English. This activity took place from November 2019 to January 2020 at Kanzul Mubarak Middle School, Bekasi City. The sample given learning was 23 students of class VII.

RESEACH RESULTS AND DISCUSSION

In the pre-cycle, the English teacher and the research team conducted a preliminary test on the procedural text without using the picture to picture method. At this stage the researcher teaches 60 minutes during the course of providing material, beginning with apperception, explaining the definition of the procedural text and its characteristics. The team gave examples and practice questions for 30 minutes. During learning, students are given the opportunity to ask questions. At the end of the lesson the team, which was accompanied by an English teacher, gave 30 multiple choice questions. After the team and the teacher finished correcting the test results, the average score was 68.

In the initial cycle the team provided learning the picture to picture method for 60 minutes, Includes opening, core material and closing, at the end of the lesson, it ends with a post test. The team gave this method beginning with the provision of pictures. Image is a sequence of ways of doing things. In the sample procedure text in the class, the procedure text is given how to make Sushi rolls. (How to make Sushi Roll). Students are given several pictures separately, and told to read them well. The next step is to compile the image properly, while explaining the functions and features of the procedure text in front of the class. Students are asked one by one to select pictures in sequence. There are 12 images in total, as for the sequence of images that have been arranged as shown below:

Picture 1. Procedure Text



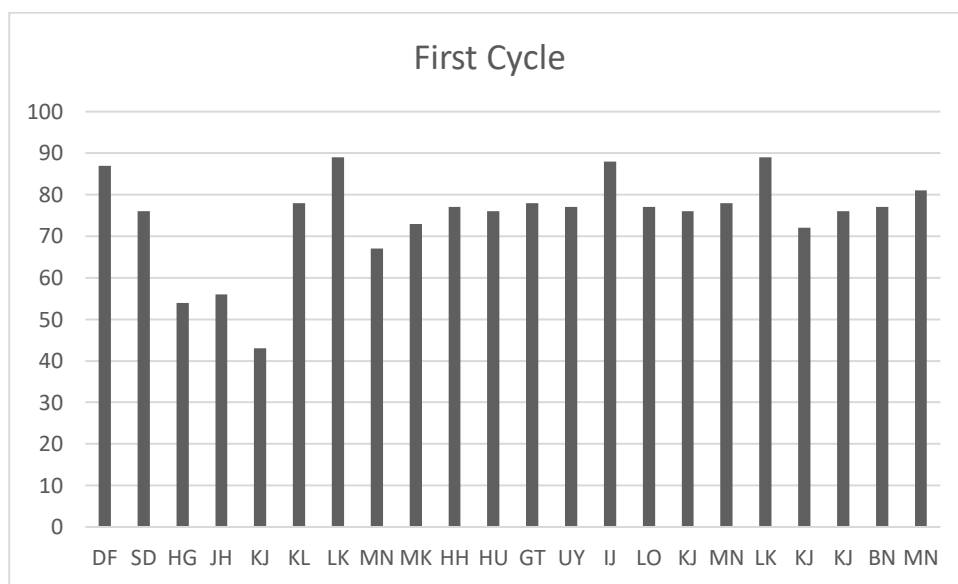
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After the researcher gave the material and gave some practice questions, at the end of the initial cycle the team gave 30 multiple choice questions. Problem done for 45 minutes. The post-test results at the initial cycle stage averaged 74.7

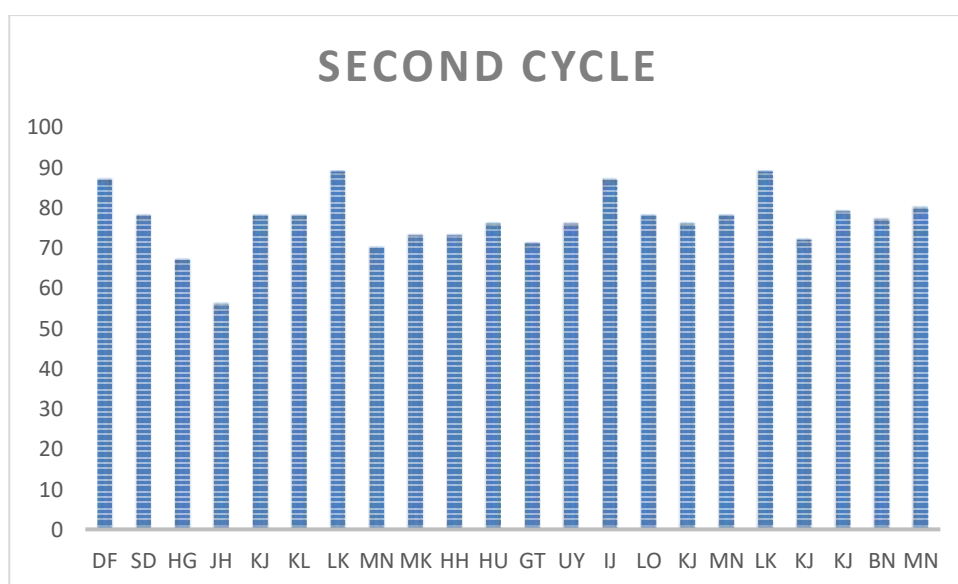
The highest score was 89 and the lowest was 43. In this process the students were more fluent in reading and writing procedural texts. This is caused by the existence of a picture that helps and guides it into a sentence. Imperative sentences or conjunctions. Students are more daring to write and read, so there is convenience for students. Through images and image sequences that have been arranged correctly.

The results of the initial cycle test still vary, it can be seen that the different values between the lowest and highest scores. Researchers and teachers continue to provide motivation and examples of procedural text sentences, so that students understand and have the courage to write. The following is a graphical chart of the initial cycle values.

Graph. 1. First Cycle



Graph 2. Second Cycle



In the second cycle activity, the highest score was 89 and the lowest was 55. The average obtained was

77. In the second cycle the students seemed more active and confident in writing based on the sorted images. The increase or improvement in learning outcomes was 2.3

CONCLUSION

In the early pre-cycle activities, the students who had not been given the picture to picture method, it seemed that the students had not been optimally studying. Materials assisted with pictures make students more active. The pre-cycle value was 68, the initial cycle value was 74.7 and the second cycle value was 77. This means that there is an increase from pre-cycle to the initial cycle of 6.7, and the initial cycle to cycle two of 2.3

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