

## Improving Narrative Writing Skills Using Picture and Picture Models Assisted by Zoom Media in Class III SD Incasi Raya Gunas 01 Pesisir Selatan

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**Abstract.** This research is motivated by the results of a preliminary study conducted in class III of the Incasi Raya Gunas 01 Pesisir Selatan Elementary School, that the process of writing narratives in Indonesian language learning has not been carried out optimally. This study aims to describe the improvement of narrative writing skills with picture and picture models in third grade elementary school students Incasi Raya Gunas 01 Pesisir Selatan. This study uses a qualitative and quantitative approach, with the type of Classroom Action Research. This research was conducted in two cycles, with the stages of planning, implementing, observing and reflecting. This research was conducted in the second semester of the 2020/2021 academic year at SD Incasi Raya Gunas 01 Pesisir Selatan. The research subjects were teachers and third grade students of SD Incasi Raya Gunas 01 Pesisir Selatan. Data collection techniques used are observation, test, documentation. While the research instruments are observation sheets, test sheets, photos. This study shows that the learning process of composing narratives using the *Picture and Picture* model can improve the learning process of students in learning Indonesian in class III SD Incasi Raya Gunas 01 Pesisir Selatan. This can be seen from: 1) The improvement of narrative essay writing skills with the *Picture and Picture* model at the pre-writing stage in the first cycle, the average percentage obtained is 75.9% with Good increasing in the second cycle 89.2% (an increase in 13,4%), very good criteria 2) The improvement in the writing stage was carried out by the researcher conveying the learning steps using the *Picture and Picture* model, in the first cycle, the average percentage obtained was 51.9 % with sufficient criteria (C) increased in the second cycle 91.7% (an increase of 35.4%) with very good criteria 3) The improvement in the post-writing stage in the first cycle, the average percentage obtained was 59.1% with the Enough (C) criteria, the increase in the second cycle was 91.7% (32.6% increase) with the Very Good criteria.

**Keywords:** Narrative writing, Picture and Picture, Zoom Media

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**INTRODUCTION** ~ Language is very important for human life to communicate with other people, because with language everyone can understand messages received from others. Through language, humans know the ongoing development of science and technology.

Solchan TW, et al (2007:1:20) say that "a symbol system language that has conventional and productive meaning used by each individual social member to communicate, work together and identify themselves". A person's language skills have a meaningful language that can only be mastered by practice and practice.

Efforts to improve these skills can be implemented in education.

In learning Indonesian language skills. Language skills can also play an important role in increasing the intelligence of a nation, because with language skills we can communicate orally and in writing well so education plays an important role in improving one's language skills.

Indonesian language learning is directed at improving the ability of students to communicate using good and correct Indonesian, both in writing and in writing.

As stated in the KTSP (2006:42), the Indonesian language subject aims for students to have the following abilities:

1) effective and efficient communication in accordance with applicable ethics, both orally and in writing; 2) appreciate and be proud of using Indonesian as the language of unity and the language of the State; 3) understand the Indonesian language and use it appropriately and creatively for various purposes; 4) use the Indonesian language to improve intellectual abilities, as well as emotional and social maturity; 5) enjoy and utilize literary works to broaden horizons, expand character, and improve knowledge and language skills and 6) appreciate and be proud of Indonesian literature as the cultural and intellectual treasures of Indonesian people.

Tarigan (1979:1) suggests that the scope of learning Indonesian includes four aspects, namely (1) listening, (2) speaking, (3) reading, and (4) writing. Each of these skills is very closely related to one another. Communicating in society can be direct and indirect, direct communication includes speaking and listening activities while indirect communication includes reading and writing activities. Based on the four aspects of language skills,

Writing skill is a language activity that requires special attention. Writing is not only needed by students when they are in school, but also when they are later after graduating from school and entering the community. Pouring ideas into writing is not as easy as expressing ideas verbally, so to master it requires accuracy in writing.

Tarigan in Taufina (2016: 229) argues that "writing is lowering or painting graphic symbols that describe a language that is understood by someone". Meanwhile, according to Ahmat Susanto (2013: 246) states that "writing is an activity that is most often done by everyone. Writing is a special skill that must be learned and always practiced. Writing is an additional skill and even additional motivation, this is because writing is not a talent because not everyone is able to write.

So not everyone can write because writing requires special training in writing provisions and a long process to produce accurate writing convincing, reporting and providing information to the reader.

Learning to write at SD Incasi aims to enable students to carry out various writing activities to express thoughts, feelings, and information in the form of simple essays based on instructions, letters, announcements, dialogues, and so on (UUD Sisdiknas No. 20 of 2003). in elementary school students can pour their thoughts, feelings, and information into various forms of writing, one of which is by writing essays.

Taufina and Faisal (2016: 71.73.77, and 84) suggest "five types of essays, namely (1) description (details), (2) narration (telling and storytelling), (3) narration (exposure), (4) argumentation (discussion and proof), and (5) persuasion (inviting/convincing). One of the five types is narrative essay, "narrative is a chronological series of events or events, both fact and series or fiction" (Wulandari, 2016:54).

Based on the results of observations made by researchers in class III SD Incasi Raya on Thursday, July 18, 2019 Indonesian language learning students still had difficulties in the writing aspect, from the results of essays made by students, researchers observed in terms of essay content, vocabulary, language and

writing, students have not been able to make a perfect essay.

Based on the results of the Daily Test scores obtained from the third grade teacher of SD Incasi Raya, Pesisir Selatan Regency as follows in Table 1.

**Table 1.** Daily Test Value

NO	Student's name	Score	COMPLETE	NOT COMPLETE
1.	NE	70	-	?
2.	F	68	-	?
3.	FA	86e	?	-
4.	FM	60	-	?
5.	THERE IS	80	?	-
6.	A	77	?	-
7.	AN	83	?	-
8.	AZ	55	-	?
9.	AAR	68	-	?
10.	AM	88	?	-
11.	AW	64	-	?
12.	DA	80	?	-
13.	DW	43	-	?
14.	EP	85	?	-
15.	AR	50	-	?
16.	JRP	82	?	-
17.	KR	74	-	?
18.	NZ	55	-	?
19.	MW	72	-	?
20.	AK	63	-	?
21.	YAC	50	-	?
Amount		1,453	8	13
Average		69.19		
Percentage			38%	61.19%

Source: Daily test scores from the third grade teacher at SD ICASIRAYA, Pesisir Selatan Regency

Based on the results of the Daily Test scores, the average value of writing narrative essays for students in

Indonesian lessons obtained by grade III students is still relatively low, namely: 69.19. This value does not meet the

standard of completeness applied by the KKM SD Incasi Raya District of Pancung Question. The standard of learning completeness for Indonesian subjects according to the KKM for grade III SD SD Incasi Raya is 75.

The solution to the problems above to improve students' narrative essay writing activities and skills requires the use of models with models that can activate students, so that students are expected to have good understanding and skills and which certainly has an impact on good student learning outcomes as well. One of them is by using *the picture and picture model*. According to Suprijono in Miftahul Huda (2017:236) *Picture and Picture* is a learning strategy. According to Miftahul Huda (2013: 215) the *picture and picture* model is a communication-based learning (communicative approach) that allows children to: 1). Read and write well, 2). Learning with others, 3). Using media, 4). Receive information, 5). Submit information.

In connection with the above problems, the authors are interested in conducting Classroom Action Research (CAR)" entitled "Improving Narrative Writing Skills Using *Picture and Picture* Models for Third Grade Students of SD Incasi Raya, Pancung District, South Pesisir.

Based on the background that can be stated above, the author will formulate several problems, including:

1. How to improve narrative writing skills using a *picture and picture* model when pre-writing in class III SD Incasi Raya, Pancung sub-district on Pesisir Selatan?
2. How to improve narrative writing skills using the *picture and picture* model at the writing stage in the

third grade of SD Incasi Raya, Pancung sub-district on Pesisir Selatan?

3. How to improve narrative writing skills using the *picture and picture* model at the time of post-writing in class III SD Incasi Raya, Pancung sub-district about Pesisir Selatan?

## METHOD

This research is planned to be held at SD Incasi Raya Gunas 01 Elementary School, Pancung sub-district on the southern coast. This location was chosen as a research location with several considerations, namely a) The process of learning Indonesian, especially writing narratives in Class III, has not been maximized so that it has an effect on low student learning outcomes. b) Schools are willing to work together in improving the learning process and c) Teachers have never used the *picture and picture* model in learning Indonesian before.

The research subjects were focused on the third grade students of SD Incasi Raya Gunas, Pancung sub-district on Pesisir Selatan, which amounted to 22 people, consisting of 12 girls and 10 boys.

The time required for this research is estimated to be 2 months, from November to present. Starting from the time of planning to research, report research results. The time to carry out the action starts in July until now, starting from Cycle I and Cycle II.

The research that the author did aims to improve the learning process of narrative writing skills using a *picture and picture* model for class III SD Incasi Raya Gunas, Pancung sub-district about Pesisir Selatan. The use of this model with respect to the repair or improvement of

student learning outcomes in the classroom investigated. The approach used is a qualitative and quantitative approach.

This research is the development of learning methods and strategies, the method in this research is the class action research method (***Class Action Research***), which is a research that was developed jointly for researchers and *design makers* about variables that are manipulated and can be used to make improvements.

Classroom Action Research (CAR) is a research conducted by teachers in their classrooms by designing, implementing, and reflecting on collaborative and participatory actions with the aim of improving their performance as teachers so that student learning outcomes are further improved.

(Abdul Chaer, 2007:7) argues that research is tasked with providing lessons on things, conditions, and events that occur as clearly as possible. These explanations are very much needed by members of society at large, because science must have meaning and benefits for human life.

*Classroom Action Research (CAR)* or classroom action research is *Action Research* carried out by teachers in the classroom. *Action research* is essentially a series of "action-research-action-research..." which is done in cycles, in order to solve the problem, until this problem is solved (Ekawarna, 2009:4)

Kemmis (in Sukawati, 2008). In accordance with the general principles of action research, each stage and cycle is always participatory and collaborative between researchers and practitioners

(teachers and students) in the learning system (Sumamo in Sukawati, 2008: 69).

## RESULT

### 1) Research Cycle I Meeting I

The activity in this first cycle, namely the research was conducted in 2 meetings on April 13 and April 15, 2020 with material taken from the Education Unit Level Curriculum whose competency standard is 8. Expressing thoughts, feelings and information in simple essays and poetry. While the basic competencies to be achieved are 8.1. spelling, capital letters Write simple essays based on series pictures using the right choice of words and sentences by paying attention to usage and punctuation. Where in its implementation will be explained the use of the *Picture and Picture* learning model in the planning, implementation, and process of learning Indonesian in composing narratives for third grade elementary school students.

### 2) Learning Planning Cycle I Meeting I

#### Preparing RPP

This cycle planning was arranged for 2 meetings on April 13 and April 15, 2020. with material taken from the Educational Level Curriculum (KTSP) for Indonesian language subjects in third grade elementary school students using the *Picture and Picture* learning model in learning to compose narratives. and realized in the form of a lesson plan (RPP). This design is prepared based on the second semester program which is adjusted to the research time.

Lesson planning is presented in 1 meeting or 2 x 35 minutes. The learning material in the form of writing narrative essays is taken from Indonesian language

textbooks for third grade elementary school students, by Sri Murni and Ambar Widianingstyas, 2008, *Indonesian : for elementary schools & Islamic elementary schools for grade III*. Jakarta: Book Center, Ministry of National Education.

The standard of competency taken is 8. Expressing thoughts, feelings and information in simple essays and poetry. While the Basic Competence (KD) to be achieved is 8.1. spelling, capital letters Write simple essays based on series pictures using the right choice of words and sentences by paying attention to usage and punctuation. based on the KD. The indicators to be achieved in the first cycle of the first meeting are: (1) identifying the contents of each observed image (2) sorting the images systematically (3) Determining the topic of each image (4) compiling an outline based on the sequence of images. (5) developing the essay into a complete essay, (6) improving the essay that has been written by adding or exchanging sentences that are less than perfect (7) improving the essay by paying attention to the use of spelling (capital letters, periods, commas and exclamations) and (8) read the results of the essay with proper pronunciation and intonation.

The learning objectives to be achieved are: (1) by looking at the pictures extended by the teacher in front of the class, students can correctly identify the contents of each image observed. (2) by listening to the teacher's explanation, students can sort the pictures logically and carefully. (3) based on the assignment, students can determine the topic of each picture correctly. (4) by observing the picture, students can compose a framework based on the picture carefully (5) by doing questions

and answers, students can develop the essay into a complete essay correctly (6) based on assignments, students can improve the written essay by adding or exchanging sentences that are less than perfect correctly (7) based on assignments, students can improve essays by paying attention to the use of spelling (capital letters, periods, commas and exclamations) carefully and (8) By conducting discussions, students can read the results of essays with pronunciation and intonation. right and polite.

To achieve these indicators and learning objectives, the learning planning is divided into three stages, namely: (1) planning at the pre-writing stage, (2) planning at the writing stage, and (3) planning at the post-writing stage. These three stages cannot stand alone. -alone or cannot be separated from one another, but these activities have interrelationships between one activity and another, at the pre-writing stage is to convey learning objectives and learning steps, researchers prepare pictures, students listen to explanations from researchers about pictures that have been prepared, students pay attention to researchers sticking pictures in front of the Zoom class to open the learning to be carried out, students are asked to listen to researchers determine the title of the essay, researchers give instructions and provide opportunities for students to pay attention/analyze pictures and researchers provide students with opportunities define image.

At the writing stage, the researcher determines the title of the essay based on the picture, students are asked to make an essay title, students are asked to make an outline of the essay, students are guided to determine topics and sentences based

on pictures, students are asked to develop an essay outline based on the predetermined main idea of at least 2 paragraphs, students are guided develop an essay framework so that it becomes a complete essay (narrative).

At the post-writing stage, the researcher asked the students to reread the results of their essay, then the researcher guided the students to improve the essay that had been written by adding or exchanging sentences that were less than perfect, the researcher instructed the students to edit the essay to match the use of spelling carefully, the students copied back the results of the essays that have been corrected, the researcher asks students to read the edited essays with proper pronunciation and intonation, and the teacher provides reinforcement to the material presented.

The first meeting was held on Monday, April 13 at 10.00 – 11.00 WIB with the following activities: at the pre-writing stage it is planned to achieve learning objectives, displaying pictures in front of the class, explaining about the extended picture, giving an explanation on how to determine the title of the essay according to the selected picture, the researcher gives instructions and provides opportunities the students to pay attention/analyze the pictures and the researcher gave the students the opportunity to determine the pictures.

The stage when writing is planned to ask students to determine the title of the essay according to the picture they choose, make the title of the essay, make an outline of the essay, develop an outline of the essay based on the predetermined points of mind. Activities at the post-writing stage are planned to ask students

to reread the results of their essays, edit essays, and read edited essays with proper pronunciation and intonation, closed by providing reinforcement to the material presented.

The first meeting was started by the researcher by generating students' schemata by displaying pictures. asking students to listen to the researcher's explanation about the pictures that have been prepared, researchers attach pictures, students are asked to listen to researchers determine the title of the essay, researchers provide instructions and provide opportunities for students to pay attention or analyze pictures, students are given the opportunity to determine the image they would like to be used as an image and researchers distributed worksheets in Whatsapp groups.

The plan for teaching and learning activities in this lesson consists of a plan for the activities of researchers and students. The research activity planned by the researcher at the pre-writing stage is to prepare pictures that will be conveyed to students.

Activities at the writing stage, namely writing the title of the essay and the outline of the narrative essay, which can be done by the teacher is to assign students to write the title and outline of the narrative essay.

Activities at the post-writing stage the steps taken are linking these steps with steps at the pre-writing stage and when writing in post-writing activities, another step that can be taken by research is to assign students to edit essays to suit the use of writing carefully, and then

assigning students to publish their writings at the time of writing.

The final component of learning planning is learning evaluation including process evaluation and result evaluation, the planned evaluation is observing student activities in the pre-writing, writing, and post-writing stages, while the evaluation of results is in the form of answering individual questions, the form of the test used to see the results of the acquisition. students in the form of a writing test.

After the first cycle of the first meeting was completed, the researcher held a discussion with the teacher, the discussion aimed to reflect on the actions that had been carried out, including reflecting on the evaluation procedures and techniques, the results of the reflection in the first cycle of the first meeting, especially regarding the evaluation procedures and techniques would bring changes to the learning design. that have been made, the implementation of learning by practitioners or researchers, and the results obtained by students.

### 3) Develop Research Instruments

The research instrument is a tool used to collect data. The instrument used in the research cycle I Meeting I was an observation sheet, where this sheet was used to observe what happened in the learning process at the pre-writing, writing, and post-writing stages which included observations of researchers and students in the learning process. the points of the observation target if the students do it in the learning process are accompanied by providing a checklist in the column on the observation sheet that has been provided.

The next instrument used in the research in Cycle I of Meeting I is a test sheet where the test sheet is used to strengthen the observation data that occurs in the Zoom class, especially on the items of mastery of learning material from the student aspect. The test sheets used are divided into three components, namely test sheets at the pre-writing, while writing, and post-writing stages, test sheets at the pre-writing stage (determining the title of the essay, and making an outline of the essay), while writing (composing an essay with a simple topic) and post-writing ( editing essays and conveying the results of writing essays), this is done to obtain accurate data on students' narrative essay writing skills in the learning process to compose narratives using the *Picture and Picture* model .

Furthermore, the Zoom application field note sheet contains events that occur when carrying out class actions, the Zoom class field note sheet also contains reflections on Zoom field events that occur when carrying out actions.

The next instrument is documentation in the form of photos to complete field data that occurs when something is separated from the researcher's observations at the time of observation, especially during learning in the Zoom class. Documentation is carried out during the learning process which is carried out when the research takes place in the zoom application class, the photos are taken based on the activity process at the time of learning.

To obtain documentation in the form of the photos needed in this study, the researcher used a screenshot or screenshot on the cellphone to take the required images.

#### 4) Implementation of Learning Cycle I Meeting I

The implementation of learning is presented in 1 meeting of 2 x 35 minutes, the first meeting is held on Monday, April 13, 2020. The second meeting is held on Wednesday, April 15, 2020, the implementation of learning to write narratives using the *Picture and Picture* model at the pre-writing stage for grade III SD consists of several activities.

The first activity is to check student readiness, prepare learning facilities and infrastructure which is carried out online using the Zoom application and Whatsapp Groups, and generate student schemata by asking and answering questions between students and researchers about activities while at home in the Zoom application.

##### Prewriting Stage

###### a) Initial activity

Learning begins with conditioning the Zoom class to start lessons online and making sure all students have entered the Zoom application and are ready to learn, after students have entered the class, students pray and the teacher does apperception.

###### b) Core activities

- a. Submission of Competence
- b. Material Presentation
- c. Image Presentation
- d. Image installation
- e. Scoping

##### Stage When Writing

###### Presentation of Competence

At this stage, the researcher asked the students to make an essay title on the LKS sheet, which was then guided by the students in determining the topic and sentence of each picture on the LKS sheet.

Furthermore, students are asked to develop an outline based on the main ideas that have been determined on the LKS sheet of at least 2 paragraphs, and students are also guided to develop an essay outline so that it becomes a complete essay (narrative).

##### Post-writing Stage

At this stage the researcher asked students to reread the results of their essays on the LKS sheet, then students were guided to improve the essays that had been written by adding sentences that were less than perfect. Students are asked to correct the essay by paying attention to the use of spelling (capital letters, periods, commas and exclamations) carefully. Students copy back the results of the essay that has been corrected. Students are asked to read the revised essay with proper pronunciation and intonation. Finally, the researcher gave reinforcement to the material presented. During the learning process, an assessment process is also carried out. assessment in learning cycle I Meeting II is carried out with pre-writing assessment, assessment while writing, and post-writing assessment, the assessment is carried out in determining the title of the essay and making an outline of the essay. Then the assessment when writing is an assessment of the ability of students to make essays with post-writing which is assessed is the ability of students to improve the results of essays, and read the results of their revised essays with proper pronunciation and intonation.

#### 5) Observation Cycle I Meeting I

Activities at this observation stage, researchers as practitioners and third

grade teachers of SD Incasi Raya Pesisir Selatan District of Pancung Problem. as *observers*. Observations were made starting from the pre-writing stage, the current stage of writing and the post-writing stage in the learning process to compose narratives with the *Picture and Picture* learning model. The results of these observations are then reflected for planning in the first cycle of the second meeting. *Observer* duty to observe their nets, the implementation process of learning by using observation sheet to plan the implementation of learning, the activities of researchers, and students' activities in a way to sign the checklist (✓) in the descriptors that appear in the learning fabricated narrative learning model *Picture and Picture*, with the criteria of success are very good (SB), good (B), enough (C), and less (K).

Observations in the first cycle of the second meeting included the activities of researchers and students that occurred in the learning process and the results of the assessment on the process of composing a narrative with the *Picture and Picture* learning model in grade III SD Incasi Raya Pesisir Selatan District Pancung Question. at the pre-writing stage, the current stage of writing, and the post-writing stage.

Observation of the learning process to compose narratives with the *Picture and Picture* learning model from the lesson plan implementation in the first cycle of Meeting I obtained a score of 12 out of a maximum score of 20 with a percentage of 60% sufficient criteria (C).

The activities of researchers and students observed during the learning process were activities at the pre-writing stage, the writing stage, and the post-writing stage. The activity was observed by the

observer using the observation sheet provided. a description of the activities carried out and the activities that were not carried out when the learning took place can be seen in the following description:

#### Prewriting Stage

The learning activities observed at the writing stage are conveying competence. the activity at this stage obtained 4 scores with very good criteria (SB) because all the existing descriptors had been implemented, namely: the researcher lengthened the picture well, the students paid attention to the picture displayed by the researcher, and the teacher asked the students to state about the picture, and then the students asked questions. answer with the teacher about the picture.

The next activity is presenting the material. This activity gets a score of 3 with good criteria (B) because the only 3 descriptors that are implemented are: the researcher explains the things that are considered in making an essay, the researcher conveys material about making an essay with the theme Edo falls ill, and researchers provide reinforcement about the material of the essay. While the descriptors that no longer appear are students paying attention to researchers when explaining material about making essays.

The next activity is the presentation of pictures, in this activity a score of 2 with sufficient criteria (C), because of the four descriptors that appeared only two, namely the teacher distributing worksheets in the Whatsapp Group and students observing the pictures. While the descriptors that do not appear are

students working on worksheets based on instructions, namely making essays correctly and students asking about things that have not been understood.

#### Stage When Writing

The learning activities observed at the writing stage were making essays with simple topics. This activity got a score of 1 with less criteria (K) because only 1 descriptor was carried out, namely students working on making essay titles. While the descriptors that were not implemented were the teacher guiding the students to determine the tempik and sentences, the students developing the essay outline, and the researcher guiding the students in developing the essay outline.

#### Post-writing Stage

This activity gets a score of 1 with the criteria of Less (K) because all the descriptors that appear are 1, namely: students reread the results of the essay. While the descriptors that have not appeared are, the teacher guides students to improve essays, students improve essays by using good spelling, and students read the results of their essays with proper pronunciation and intonation.

Based on the results of observations made on the activities of researchers and students when learning takes place in the first cycle of Meeting I, the score is 12 out of a maximum score of 20. Then the percentage obtained is 60%. these results indicate that the implementation of learning to compose narratives with the *Picture and Picture* model in the first cycle of the first meeting obtained the criteria of less (K).

## 6) Result of Assessment of Writing Narrative Cycle I Meeting I

Assessment on learning to compose narratives with the *Picture and Picture* model is carried out at the pre-writing stage, the writing stage, and the post-writing stage. The author uses the formative assessment type. Taufina and Faisal (2016: 2.10-11) explain that the type of formative assessment is an assessment carried out at the end of the learning program to see the level of success of learning oriented to the learning process. From the process assessment carried out, the following results were obtained:

#### Prewriting Stage

The assessment carried out at the first pre-writing stage is to sort the pictures and determine the title that is done individually. The results of the assessment obtained from 22 students in the LKS are 2 people who get a score below 75, while only 20 people get a score of 75. Therefore, the average percentage obtained is 73.9% with sufficient criteria (C). the results of the pre-writing assessment about determining the title of the essay can be.

#### Stage When Writing

The assessments carried out at the first writing stage are ideas, paragraphs and punctuation that are done individually. The results of the assessment obtained from 22 students in the LKS are 1 person who reaches a score of 75, while only 21 people who get a score below 75. Therefore, the average percentage obtained is 51.9% with less criteria (K). assessment results when writing about ideas, paragraphs and punctuation marks.

### Post-writing Stage

The assessments carried out at the post-writing stage are pronunciation, intonation and expression. The results of the assessment obtained from 22 students are 8 people who are able to achieve the KKM standard while 14 people who have not been able to reach the KKM standard. so the average percentage obtained in the post-writing assessment is pronunciation, intonation and expression on the LKS the average percentage is 59.1% with less criteria (K).

The assessments that have been carried out at the pre-writing stage, the current stage of writing, and the post-writing stage can be concluded that the assessment has an average percentage of 61.6% with sufficient criteria (C).

Based on the results of observations, students still find obstacles in making an essay outline because it is the first time students make an essay outline based on the title instructions. Furthermore, students also found obstacles in making essays because students did not fully understand making a good essay and there were still some students who could not edit the essay. this has an impact on some students not getting a value that is in accordance with the KKM standard, which is 75.

### 7) Reflection of Cycle I Meeting I

Reflection activities are carried out collaboratively between researchers and hard teachers ( *observers* ) at the end of each lesson. activities on this occasion the findings and observations of researchers discussed together. There are still many shortcomings in the activities of the learning process in the first cycle of the first meeting. It seems that the descriptors have not reached a very good

level in the learning process to compose narratives using the *Picture and Picture* model .

The reflection of the first meeting of the cycle I action which was carried out included three stages, namely the pre-writing stage, the current stage of writing, and the post-writing stage.

### Pre-writing stage

Activities in the implementation of learning to compose narratives with the *Picture and Picture* model in the pre-writing stage in the activity of sorting pictures, only need to be improved again because there are students who are able to sort pictures and are in good (good) criteria. In addition, the results of the assessment at the pre-writing stage in the activity of compiling pictures and determining the title of the essay in the form of worksheets obtained an average percentage of 73.9% with sufficient criteria (C). This result still does not meet the KKM standard set, which is 75.

### Stage When writing

Activities in the implementation of learning to compose narratives with the *Picture and Picture* model at the stage when writing needs to be improved again, there are several shortcomings, namely there are still students who write having ideas that are not perfect, and also make essays with paragraphs that are not appropriate, and next is punctuation. which complies with PUEBI. Thus, the assessment at the writing stage in the form of worksheets obtained a percentage of 51.9% with less criteria (K). This result does not meet the KKM standard that has been set, which is 75.

### Post-writing Stage

Activities in the implementation of learning to compose narratives with the *Picture and Picture* model at the post-writing stage at the stage of conveying the results of the essay there are various shortcomings such as unclear pronunciation problems, imperfect intonation, as well as facial expressions that are lacking and this of course needs to be improved. The results of the assessment at the writing stage in the form of worksheets obtained an average percentage of 59.1% with less criteria (K). This result still does not meet the KKM standard set, which is 75.

Based on the results of writing narrative essays, observations, and analysis of problems that arise in learning to compose narratives with the *Picture and Picture* model at the pre-writing stage, the writing stage, and the post-writing stage in the first cycle of meeting I, the research was continued in the first cycle of the second meeting.

## DISCUSSION

### Discussion of Research Results Cycle I

The discussion of the results of the first cycle of research includes: a) improving skills in writing narrative essays with the *Picture and Picture* model in grade III SD Incasi Raya, Pesisir Selatan Regency at the pre-writing stage, b) improving skills in writing narrative essays using *Picture and Picture* models in grade III SD Incasi Raya Pesisir Selatan Regency at the writing stage, and c) improving narrative essay writing skills using the *Picture and Picture* model in grade III SD Incasi Raya, Pesisir Selatan Regency at the post-writing stage. The discussion of the results of the first cycle research can be reduced as follows:

### Prewriting Stage

Learning activities at the pre-writing stage with the *Picture and Picture* model are composing pictures. Activities at this stage have been going well. It's just that it needs improvement in the implementation of learning so that all students can arrange pictures sequentially.

The activities at this pre-writing stage have been carried out by students, but not all students can carry it out well. Activities in the first cycle of the first meeting, the average percentage obtained by students from the assessment at the pre-writing stage, namely determining the title of the essay was 73.9% with Good criteria (B) increased in the first cycle of the second meeting to 77.8% with Good criteria (B).

Based on the assessment at the pre-writing stage, namely determining the title of the essay and making an outline of the essay in the first cycle of the first meeting and the first cycle of the second meeting after recapitulation, it can be said that there was an increase of 4%.

### Stage when writing

Learning activities at the stage when writing with the *Picture and Picture* model are determining ideas, paragraphs and punctuation marks. Activities at this stage have been going well. it's just that it needs improvement in the implementation of learning so that all students can make essays, in terms of ideas, paragraphs and punctuation marks are achieved in a better direction.

The activities at the current stage of writing have been carried out by students, but not all students can carry them out well. Activities in the first cycle of the first meeting, the average percentage obtained

by students from the assessment at the writing stage, namely making essays with simple topics was 51.9% with the criteria of Less (K) increased in the first cycle of the second meeting to 62.9% with the criteria of Enough (C).

Based on the assessment at the writing stage, namely making an essay, in the first cycle of the first meeting and the first cycle of the second meeting after recapitulation, it can be said that there was an increase of 11%.

### Post-Writing Stage

Learning activities at the post-writing stage use the *Picture and Picture* model. Activities at this stage have been going well. It's just that the implementation of learning needs to be improved again so that all students can convey the results of the essay well.

Based on the assessment at the pre-writing stage, namely conveying the results of the essay in the first cycle of the first meeting and the first cycle of the second meeting after recapitulation, it can be said that there was no improvement.

So, the learning activities in the first cycle could not be carried out properly. Based on the results of the first cycle of observations, the researcher has not succeeded in improving the skills of writing narrative essays with the *Picture and Picture* model in the third grade of SD Incasi Raya Gunas, Pesisir Selatan Regency. So it is necessary to improve the learning process in Cycle II in order to increase the skills of writing narrative essays with the *Picture and Picture* model in grade III SD Incasi Raya, Pesisir Selatan Regency.

### Discussion of Cycle II Research Results

Learning to write narrative essays using the *Picture and Picture* model in the third grade of SD Incasi Raya, Pesisir Selatan Regency in the second cycle has been going well. The activities in cycle II were declared to have gone well, because the existing descriptors had almost all been implemented, students were also actively responding to learning so that the learning process was carried out at the expected age. Submission of learning objectives and assignments aims to provide direction on what students must master and achieve in learning. The learning activities are divided into three stages, namely the pre-writing stage, the current writing stage, and the post-writing stage.

#### Pre-writing stage

Learning activities at the pre-writing stage with the *Picture and Picture* model are determining the order of the selected pictures, determining the title of the essay according to the picture. Activities at this stage have been going well. This can be seen from the ability of students to determine the image and determine the title properly. All students can carry out their duties well, because they have been guided and directed by researchers. Activities in cycle II the average percentage obtained from pre-writing assessments in the form of worksheets was 89.2%, with very good criteria (A). So the results of the assessment at the pre-writing stage in the second cycle were much more improved than the first cycle, namely obtaining 75.9% of the Enough criteria (C) with a percentage increase of 13.4%.

### Stage when writing

Learning activities at the stage when writing with the *Picture and Picture* model are determining ideas, making essays with good paragraphs, and also using punctuation well. Activities at this stage have been going well, and students start making narrative essay ideas under the guidance and direction of the researcher. Likewise when compiling an outline and writing an essay.

Students no longer look confused in carrying out the tasks given by the researcher, in doing their assignments, the researchers continue to guide and provide direction to students who have difficulty, so that students no longer look confused.

### Post-Writing Stage

Learning activities at the post-writing stage with the *Picture and Picture* model students receive direction from researchers on how to convey the results of essays by students by reading in front of the class well, almost all students are able to describe the results of essays with good pronunciation, intonation, and expression. based on the assessment sheet filled in by the researcher, the average percentage in cycle II was 97.7% with very good criteria (A). So the results of the assessment at the post-writing stage in the second cycle increased from the first cycle, namely 59.1% with an increase of 32.6%.

Learning activities in cycle II can be carried out well, based on the results of observations in cycle II, the implementation of cycle II has been said to be good and researchers have succeeded in improving the skills of writing narrative essays with the *Picture and Picture* model in class III SD Incasi

Raya, Pesisir Selatan Regency. The results of learning to write narratives in cycle II showed an increase from cycle I. So the use of the *Picture and Picture* model increased students' ability to compose narratives. This learning is said to be successful if the average value of all students has exceeded the KKM limit value of 75.

According to Aderusliana (in Taufik, 2011:224) states that learning is said to be successful if the average value of all students has exceeded the KKM limit of 75. According to Aderusriana, the score of 70-79 is said to be good. The learning outcomes in cycle II averaged 90.9% with the predicate Very Good (SB) it can be said that the teaching was successful because according to Aderusriana the score was said to be good between 70-79 and because it had exceeded the KKM limit of 75.

The assessment of the learning outcomes of the first cycle of the second meeting has increased in the second cycle. Because according to the researcher's request to the Observer to stay in the Zoom class when the learning process takes place. Such activities also help researchers in conducting research. This makes students serious in the learning process and can listen to the explanations of the researchers well. Thus the value obtained by students also increases. Because the results of the research in the second cycle have exceeded the KKM limit and have been said to be successful, the research is completed in the second cycle.

### CONCLUSION

From the explanation above, the following conclusions can be obtained:

1. The improvement of narrative essay writing skills with the *Picture and Picture* model at the pre-writing stage was carried out by the researcher conveying the learning steps using the *Picture and Picture* model , namely sorting the pictures and determining the title to be done individually. Activities in the first cycle, the average percentage obtained was 75.9% with Good (B) increasing in the second cycle 89.2% with Very Good criteria (A). So the results of the assessment at the pre-writing stage in the form of worksheets obtained in the second cycle increased from the first cycle with a percentage increase of 13.4%.
2. The improvement of narrative essay writing skills with the *Picture and Picture* model at the writing stage was carried out by the researcher conveying the learning steps using the *Picture and Picture* model , namely making essay ideas, writing essays according to paragraphs and using punctuation marks. The assessment carried out at the writing stage is based on the LKS that has been distributed which is done individually. Activities in the first cycle, the average percentage obtained was 51.9% with the criteria of Enough (C) increased in the second cycle of 91.7% with the criteria of Very Good (A). So the results of the assessment at the pre-writing stage in the form of worksheets obtained in the second cycle increased from the first cycle with a percentage increase of 35.4%.
3. The improvement of narrative essay writing skills with the *Picture and Picture* model at the post- writing stage was carried out by the researcher conveying the learning steps using the *Picture and Picture* model , namely conveying the results of the essay. The assessment carried out at the writing stage is based on the LKS that has been distributed which is done individually. Activities in the first cycle, the average percentage obtained was 59.1% with the criteria of Enough (C) increasing in the second cycle of 91.7% with the criteria of Very Good (A). So the results of the assessment at the pre-writing stage in the form of worksheets obtained in the second cycle increased from the first cycle with a percentage increase of 32.6%.

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