

## The Picture And Picture Learning Model To Improve The Thinking System Of Grade III Elementary School Students In The Skills Of Writing Narrative Texts

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**Abstract.** Literacy is skills or ability somebody in understand something with reading and writing literacy is foundation important in mastery various skills speaking, including skills writing. Participants educate school base still experience constraint in expressing ideas, understanding story themes, and composing flow in a coherent manner. Purpose from study this is do analysis to effectiveness model Picture and Picture to improve system thinking participant educate class three school base in skills write text narrative approach this help participant educate understand connection cause and effect and integration between events in the story. The method used in study this is quantitative with design pre-experiment one group pretest - posttest on 25 participants educated. Data obtained from the writing test narrative before and after treatment, then the result analyzed use paired sample t-test and N - Gain test. Based on results research, obtained proof existence significant improvements to the system thinking and skills write narrative after its implementation model Picture and Picture with mark significance  $0.001 < 0.05$  and N- Gain by 44.26% ( category medium ). The results show that use of the Picture and Picture model capable increase systems thinking and skills write text narrative to participants educate class three school base.

**Keywords:** Literacy, Model *Picture And Picture*, *System Thinking*, Writing Narrative

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### INTRODUCTION

Literacy have role important in increase skills think, communicate, and participate active in life social. No only interpreted as ability reading and writing, but literacy is also useful base in process information, reasoning, and linking meaning from various source (Ministry of Education and Culture, 2016). Ability literacy become foundation main participant educate in develop potential think creative and critical in face various situation learning (Hijjayati, Makki , & Oktaviyanti, 2022; Rahanu, et al., 2016).

Reading and writing literacy own position most fundamental. Literacy This become base for mastery skills speaking other Because related direct with ability understand meaning and expression ideas in writing (Nurcholis & Istiningsih, 2021). Through reading and writing literacy, participants educate study linking ideas, experiences and knowledge become something form structured and meaningful communication. Tarigan (2008) states that skills writing which is part from four skills language used for do communication indirectly directly. Definition the show that skills write nature productive or expressive, where a person must active or productive write for produce good writing (Astuti & Mustadi, 2014).

There are still various problem in skills writing in Indonesia (Andyani, Saddhono, and Mujiyanto, 2016). Based on UNESCO data in 2022, the level of Indonesia's literacy rate is ranked 100th out of 208 countries (Trisnawati, Khasanah, and Fahma, 2024), that the survey was conducted by PISA in the same year showed that Indonesia is ranked 69th out of 80 countries in aspect literacy reading and writing. Conditions the show that literacy, in particular skills writing, still become issue important things that need to be done attention and appropriate solutions (Sinurat, Tambunan, Eduard, and Situngkir, 2024). According to Zaenudin (2015), several factors that cause participant educate not enough skilled write is lack of smoothness participant educate in express ideas using standard Indonesian, in accordance with context, and understanding guidelines writing, consequences lack of habit reading and communicating in everyday Indonesian. Besides that, limitations ability think abstract due to participant educate still be at capacity operational concrete cause they difficulty understand the theme and storyline (Wagiran & Lestari, 2023). Conditions this make participant educate tend think separately and not yet capable linking between ideas or incident in writing. Obstacles in writing also appears because weakness ability participant educate in apply system thinking, namely ability see connection inter-element in something a comprehensive and integrated system (Chaidir, Andini, Harahap, and Nasution, 2024). According to Praise be to God et al. (2020), the low skills writing is also caused by method learning teachers whose nature still conventional and unconventional participant - centered educate, so that not enough practice participant educate for think integrated. As a result, participants educate experience difficulty in find the main idea, determine logical sequence of events, as well as develop cohesive paragraph. In fact, the skills write narrative demand ability for understand connection cause and effect between events, the relationship between characters and setting, and consistency storyline of beginning until end. Ability This is the core of system thinking, because write narrative requires a way of thinking that is capable see overall connection inter-section in the story as One unity meaning (Tarumingkeng, 2024).

Approach System Thinking focus on how to understand something the system as a whole with see relatedness between the elements within it. Fadhillah, Rugaiyah, Fuad, and Julia (2019) explain that approach this guide somebody for analyze connection cause and effect from every components for errors can found at the source before develop become bigger problem. Peter Senge (1990) stated that System Thinking is framework conceptual for see as a whole, not only parts; understanding connectedness, not just objects; and pay attention to the pattern of change, not static conditions. Richmond (1994) emphasized that System Thinking covers ability think dynamic, understanding connection cause and effect, and recognize the patterns

and structures that form something system. In context learning writing ability think system help participant educate understand how ideas, events, and emotions in the story of mutual influence so that the resulting text become more logical, coherent, and meaningful.

Wrong One model learning that can be grow system thinking at a time increase skills write narrative namely Picture and Picture models . Model shaped learning cooperative that uses image media for help participant educate understand incident or concepts visually (Pratiwi & Aslam, 2021). Richmond (1994) emphasized that System Thinking covers ability think dynamic, understanding connection cause and effect, and recognize the patterns and structures that form something system. Capabilities the own connection close with indicator skills write the narrative presented by Pradnya and Suniasi (2024), which includes suitability title, wording, accuracy use of punctuation, use letter capital, structure essay narrative, as well as suitability content with pictures. Thinking dynamic help participant educate develop story ideas sequentially and logically, while understanding to connection cause and effect support integration between events in storyline so that the content narrative in accordance with the images presented. Ability recognize patterns and structures allows participant educate organize element narrative like orientation, complication, and resolution in sequence. Understanding the system as a whole also helps participant educate notice aspect technical writing like diction, punctuation, and letters capital, so that text the resulting narrative become whole, coherent, and meaningful (Richmond, 1994; Pradnya & Suniasi, 2024).

Indicators structure essay narrative and appropriateness content with the image playing a role in measure indicator system thinking that includes ability think dynamic, understanding connection cause and effect, and recognize patterns and structures in the story. Second indicator the reflect how participant educate capable build logical relationship between events as well as compile a coherent flow and has meaning in text narrative.

According to Kurniasih (2015), there is a number of step in implementation model Picture and Picture in learning: (1) Participants educate given objective learning, (2) Participants educate given material introduction, (3) Participants educate see display of images that have been prepared, (4) Participants educate asked in turn for arrange the pictures in logical sequence, (5) Participants educate interpret and explain the reason behind arrangement of the selected images , and (6) After sequence of arranged images with right, teacher connect it with material or concepts relevant to targeted competencies .

Skills writing and system thinking with model Picture and Picture this will used in class three school base with achievements learning Writing Stories Using Conjunction Based on the

Image for write text narrative. Research This will focus on testing effectiveness model picture and picture seen from results testing pre-test and post-test on one class.

## METHODOLOGY

Study This use is method quantitative type pre-experimental *design with one group pretest-posttest* whose paradigm as following (Sugiyono, 2013).

O1 X O2

Information :

O 1 : results *pretest*

O2 : result *posttest*

O2 - O1 : influence treatment

Type study this, given *pretest* moreover formerly for the class that will given treatment. Treatment used by researchers is learning write text narrative and *system thinking* use model *picture and picture*. After finished given treatment, class the given *post test* for measure effectiveness model *picture and picture*.

Population used all over participant educate class three in one One school the base in Babakan Ciparay, the sample used is One class at the level class three school the same number of 25 participants educate, as for technique withdrawal samples taken in a *non - probability* manner *sampling with purposive sampling*, so that involving individual with criteria certain things that can participate in research (Sugiyono, 2017).

Research data this collected from mark *pre-test - posttest* about *system thinking* and skills write with model *pictures and pictures*. Instrument study using a customized non test with indicator skills writing to assess results Study participant related education with *soft skills* which is conducted or done participant educated (Hasbullah, Awwalina, Ikbal, and Erihadiana, 2023)

Data analysis in study this designed in a way quantitative, which includes analysis statistics descriptive, namely the process of describing or visualize the data that has been collected without do generalization or conclusion against the data (Sugiyono, 2019, p . 206). The data was also analyzed with use statistics inferential, which involves the mean difference test and the *n-gain test*.

The hypothesis proposed in study this is Ho learning model *picture and effective picture* For increase *systems thinking* in skills write text narrative student class three school basic and Ha *picture and picture learning model* does not effective for increase *systems thinking* in skills write text narrative student class three school base.

Data collection methods applied in study This is method test, which aims for evaluate skills write text narrative with equipped rubric evaluation as base manufacturing instrument research. Before compile rubric research, especially formerly need made grid customized instruments with achievements learning in curriculum, which can seen in table 1 below.

**Table 1.** Grid Skills Test Instrument Write Text Narration

No.	Achievements Learning	Objective Learning	Level Ability
1.	Participant educate capable write various text simple with series diverse sentences.	Participant educate can make text narrative simple with structure beginning, middle, and end based on the series of images.	C6

## RESULTS AND DISCUSSION

### Results *Pre-test* and *Post-test* Skills Write Text Narration

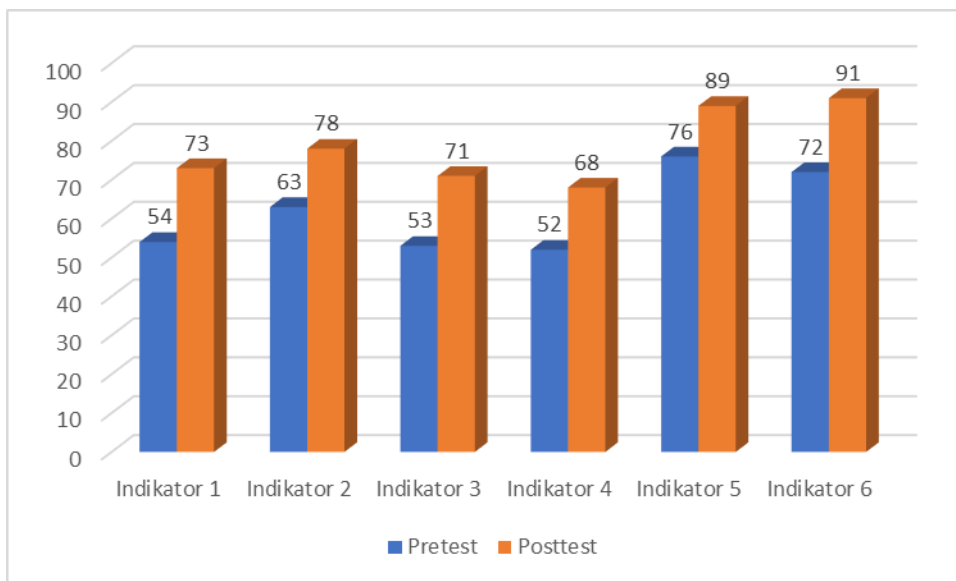
Skills participant educate in compile text narrative can observed from results *pre-test* and *post-test* which is implemented by participant educate before as well as after accept treatment use model learning *picture and picture*. Here This presented statistics descriptive results *pre-test* and *post-test* in table 2.

**Table 2.** Results Pretest and Posttest

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	9	20	370	14.80	2.677
Posttest	25	15	22	470	18.80	2.102
Valid N (listwise)	25					

Based on table 2, total samples involved in *pre-test* and *post-test* as many as 25 participants students. Average score pre-test for skills write text narrative is 14.80, with score lowest

achieved of 9 and score highest 20. As for the average score *post-test* reached 18.80, which indicates difference of 4 between *the pre-test* and *post-test* averages participant educate. Score lowest on *post-test* is 15, with difference of 6 from score lowest *pre-test*, whereas score highest 22, with difference of 2 from score highest *pre-test*. *Pre - test and post-test* scores obtained participant educate influenced by the skills of each participant educate in fulfil criteria skills writing, especially in compile text narrative. The following is results achievement ability write students at each criteria obtained from pretest and posttest scores, which can seen in the picture following.



**Figure 1. Graph Score *Pre-test* and *Post-test* Participant educate Every Indicator**

Chart the indicates that indicator first, namely compatibility title, recorded an average *pre-test* score of 54, while in the *post-test* it rose to 73. Indicator second, word writing, had an average *pre-test* score of 63, which was then increase to 78 on the *post-test*. Indicator third, namely accuracy implementation sign reading, getting an average score of 53 in the *pre-test*, and 71 in the *post-test*. Indicators fourth, use letter capital, obtained an average score of 52 on the *pre-test*, and 68 on the *post-test*. Indicator fifth, structure essay narrative that reflects *systems thinking* in aspect patterns and structures, achieving an average *pre-test* score of 76 and *post-test* score of 89. Indicators sixth, compatibility content with image showing ability think dynamic as well as understanding connection causal between events, had an average *pre-test* score of 72 and a *post-test* score of 91.

Based on explanation said, skills write participant education is very dependent on success they in fulfil criteria ability writing. Student performance on *the pre-test* show lack of mastery to criteria implementation sign reading and letters capital. Error general in use sign read covering wrong placement for period, comma, sign ask, and excite. This supported by research Mulyani and Fitriani (2018), where out of 28 students, only 22.73% understood use sign read. Form error student in implementation sign read including use point especially at the end sentence. Usage coma often mistaken for words that indicate pause, such as example: "Tiko found food in the forest but he confused." It should be, before the word 'but' it is necessary added comma. In addition, errors also appear when student confusing use coma with point, where they use coma for end sentence (Purnamasari, Winarni, and Poerwanti, 2024).

Error other namely in use letter capital, participants educate still wrong in use letter initial capital sentences, writing Name character, name day, and name place. Things This strengthened by research conducted by Mulyani and Fitriani (2018) obtained results based on 28 articles participant students who have analyzed, participants educate still do error in write letter capitalization in essays simple with only 26.09% of participants students who show his understanding to use letter capital. Factors reason error use of punctuation and letters capital this influenced by lack of understanding participant educated and less trained participant educate in use correct Indonesian spelling (Purwo, 2020).

Indicator others that influence skills write participant educate is suitability title with the story theme. The problems faced in indicator this is, participant educate not enough skilled in connect past story content load it in the title of the story, so that created title No represent story content or theme. In addition That participant educate also make title with too many words long, so that reduce interestingly the title created. This strengthened by Khotimah and Suryandari (2016) participants educate difficulty in compile title essay. This can influenced by lack of understanding participant educate regarding the theme of the story, so difficult determine limitation content essay that makes title too wide from the theme, or too narrow, even too deviate from the theme.

Indicator furthermore namely writing words, this including skills participant educate in choose the appropriate words with context sentence or story, so the word can give clarity meaning from results his writing. Difficulty participant educate in writing this word participant students often have difficulty in arranging words, connecting words one by one become sentence meaningful whole, so that often participants educate difficulty in start write in paragraph. Page This strengthened by Anjelita, Rizhardi, and Hermansah (2023) participants educate difficulty

in use Lots vocabulary in write , so that influence The choice of words used also makes a difference participant educate lots repeating the same words in his writing.

Indicator furthermore is structure essay narrative, as a whole participant educate already capable load essay narrative with contain structure systematic namely beginning of the story, middle, and end, but in some participant educate sometimes content writing from every its structure no too developed with clear and logical sequence. Problems This overcome by model *picture and picture* where after participant educate follow activity write narrative use model *picture and picture* content the composition that was made become more clear, structure more developing, and meaning in the story more and more visible (Pandya & Suniasih, 2024)

**Effectiveness Model *Picture and Picture* against Improvement Skills Write Text Narration**

Testing done for know effectiveness of *the Picture and Picture* model to improvement skills write text narrative participant educate. Stages First namely the normality test using Shapiro-Wilk, which shows mark pre-test significance of 0.702, more big of 0.05, so the data is expressed normally distributed. The post-test significance value was 0.122, more than big from 0.05, so the post-test data is also normally distributed.

Stages next is a homogeneity test with using Levene Statistics. The test results show mark significance of 0.124 based on data *based on the mean*. This value more big of 0.05, so the data is expressed homogeneous.

Data that has been proven normally distributed and homogeneous Then tested more carry on using paired sample t-test for know the average difference between pre-test and post-test scores. This test aim see effectiveness of *the Picture and Picture* model to improvement skills write text narrative participant educate, as presented in Table 3.

**Table 3. Results Test *Paired Sample Test***

		Paired Samples Test						Significance		
		Paired Differences			95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper					
Pair 1	Pretest- Posttest	-4.000	1.384	.277	-4.571	-3.429	-14.446	24	<.001	<.001

Based on Table 3, the value *Sig. (2-tailed)* or *2-sided p* obtained of 0.001. This value more small from level significance of 0.05, so Ho is rejected and Ha is accepted. This result show

that there is the average difference between pre-test and post-test skill scores write text narrative before and after implementation treatment. Findings the indicates that learning model *Picture and Picture* effective in improve systems thinking and skills write text narrative participant educate grade III school basic. *Gain* normality test done for know to what extent effectiveness of learning models *Picture and Picture* that have been implemented to participant Didik. The results of the gain normality test are presented in Table 4.

**Table 4.** Test *N- Gain*

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
NGain_Skor	25	.25	.71	11.07	.4426	.12996
NGainPersen	25	25.00	71.43	1106.61	44.2645	12.99593
Valid N (listwise)	25					

Table 4 shows that mark *n- gain* obtained of 0.44 or 44.26%. Based on criteria effectiveness according to Lestari and Yudhanegara (2017), the value the including in category effectiveness moderate. Findings This in line with results Pradnya and Suniasih's (2024) research shows that *the Picture and Picture* model give influence significant to skills write narrative participant educate Class IV. Application of the model proven capable increase motivation write as well as push participant educate become more active during the learning process.

Research conducted by Utami (2023) also shows results similar, that use of *the Picture and Picture* model give influence positive to improvement skills write essay narrative participant students, with an average pre-test score of 54.63 and *post-test* by 68.69%. The results of research by Utomo, Nugroho, and Listyarini (2019) revealed that skills write essay participant educate increase from the average value *pre-test* 59.75 to *post-test* 71 after application of the same model. In line with findings said, research Gustini, Muftianti, and Fauzi (2024) also showed existence improvement skills write participant educate class II, from an average value of 49.25 to 78.25 after get treatment with *the Picture and Picture* model.

## CONCLUSION

Based on results study concluded that model *Picture and Picture* effective for increase *system thinking* in skills write text narrative participant educate class three school basic. Thing this proven with increasing average *pre-test* and *post-test* scores as well as results analysis statistics showing existence difference significant after treatment given. Model *Picture and Picture* help participant educate in compose a story with more structured, helpful participant educate in give variation in writing words, improving understanding they to use of punctuation

and letters capital, as well as increase understanding participant educate to the writing he made. Although its effectiveness classified as currently based on *N- Gain test*, model this still give impact positive in process learning write. By Because that, model *Picture and Picture* can become good alternative for Teacher For teach *system thinking* in skills write text narrative to participant educate school base.

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