

The Application of the Picture and Picture Model in Learning to Write Explanatory Texts for Class VIII Students at SMP NU Kaplongan in the 2023/2024 Academic Year

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Abstract

The objective of this research is to investigate the impact of using the Picture and Picture teaching method on the writing skills of eighth-grade students at SMP NU Kaplongan during the 2023/2024 academic year. This study employed an experimental design with two groups: an experimental class that used the Picture and Picture model and a control class that did not. The research subjects consisted of 35 students from class VIII E (experimental class) and 35 students from class VIII F (control class). Data were collected through a writing test that measured the ability to write explanatory texts based on four assessment aspects: theme, general statement, cause-and-effect sequence, and interpretation. The results showed that the mean score of the experimental class (81.24) was significantly higher than that of the control class (68.45). This indicates that the application of the Picture and Picture model can improve students' explanatory text writing skills. Additionally, the highest-performing assessment aspect was theme (96.36), while the interpretation aspect had the lowest average score (67.87). Based on the findings, it is recommended that school principals encourage Indonesian language teachers to adopt the Picture and Picture method as an alternative approach to teaching explanatory text writing. Furthermore, future research should explore other aspects of writing instruction using this method.

Keywords: Explanatory Texts, Student Skills, Writing Lessons.

1. Introduction

Writing involves transforming thoughts, experiences, and knowledge into written notes using symbols and characters arranged in a logical order to ensure clear communication with readers. According to Suparno & Yunus (2008) argue that writing is the act of conveying information or ideas through the use of written language. According to Tarigan (1986), writing involves the identification or explanation of visual representations that convey a message comprehensible to a certain audience, enabling others to interpret these visuals assuming they are familiar with the language and images being used. According to Byrne in Slamet (2007) reveals that the ability to write involves more than just forming words from graphic symbols and organizing them into sentences according to rules. Writing is about expressing thoughts clearly in written form, ensuring that those thoughts can effectively communicate with the readers when the sentences are put together.

An explanatory text is a written composition that offers detailed explanations about a subject, covering a range of natural and social occurrences that take place in our daily lives.



The goal of this type of writing is to present information in a clear manner so that the reader can grasp the concept in question. What distinguishes this research from existing research is that researchers will test the Picture and Picture model which is devoted to fulfilling explanatory texts with image media.

Based on interviews with Indonesian language teachers, learning to write at school still experiences several obstacles, namely students lacking enthusiasm, as well as in learning to write explanatory texts, students lack understanding in standard language. This causes the learning objectives of writing explanatory texts to be low. The low level of writing skills is inseparable from the background of students, namely errors in the use of enhanced spelling system and lack of attention in teacher teaching or teacher explanation, this causes the learning outcomes of writing explanatory texts to be less than optimal.

According to Nelly Fawzia R, S.Pd, 8th grade teacher of SMP NU Kaplongan, the problems faced in learning to write explanatory texts in 8th grade students of SMP NU Kaplongan require an overview or insight, one of which is by using an appropriate and efficient model to improve students' explanatory text writing skills. Learning models can utilize various things that are around that are in accordance with learning objectives. One of the models that can be used in learning to write explanatory text is Picture and Picture in this learning the teacher is tasked with facilitating and making it easier for students. With Picture and Picture, students will find it easier to directly observe the pictures that have been prepared by the teacher. Because with this type of Picture and Picture, students already have an idea of the opinions they read.

Based on the description above, the author tries to apply the use of picture media in learning to write explanatory texts by using the title Application of Picture and Picture Model in Learning to Write Explanatory Texts for Class VIII Students of SMP NU Kaplongan in the 2023/2024 Academic Year. This study holds significance in addressing fundamental challenges in Indonesian language education at SMP NU Kaplongan, specifically in teaching explanatory text writing to eighth-grade students. As students struggle with writing enthusiasm and standard language usage, this research evaluates the Picture and Picture model as a practical solution to these persistent challenges. The study's examination of visual-based teaching approaches provides valuable insights for educators seeking to improve student engagement and writing outcomes.

2. Literature Review

2.1. Relevant Research

Aini (2020) has conducted research on learning explanatory text with the picture and picture model at Sabang High School. The data collection techniques used in the study were tests, questionnaires, and observations. In the study, Aini (2020) said that the picture and picture model was effectively applied to learning to write explanatory texts.

Susdiana (2017) when conducting research at Tatstura Islamic Junior High School Az-Zikra Lombok which used data collection techniques in the form of tests, observations, documentation and interviews, said that the results of students in presenting their answers in cycle II were more improved, more courageous and the behavior shown by students was not excessive than in cycle I.

Huda et al. (2023) have also conducted research at SMAN 2 Lintau Buo, West Sumatra using data collection techniques of performance tests, suggesting that by using the picture and picture model the teacher can find out the writing skills of each student and train students in thinking logically and systematically.

2.2. Picture and Picture Learning Model

Picture and Picture are a learning model and paired / sorted into a logical sequence. According to Ngalimun (2014) says that picture and picture are used to demonstrate knowledge, provide visual aids for learning, depict relevant activities, allow students to organize them systematically, have the teacher validate the arrangement, and teach concepts through materials, summaries, assessments, and introspection. According to Suprijono (2009) says that the picture and picture learning approach involves organizing pictures in a meaningful order to enhance the learning process. Lie (2010) says that Picture and Picture is a picture can transfer learning experience from the level of learning with the symbol of words to a more concrete level (direct experience). For example, the teacher will explain the occurrence of volcanic eruptions, then learning will be easier to capture images than the teacher's description in words.

2.2.1. Picture and Picture Learning Steps

a) Presenting the material as an introduction

Presenting material in an introductory manner is crucial as it sets the tone for learning. The initial push from the teacher plays a key role in kickstarting the learning process. Achieving success early on can inspire unprepared students and pique their interest. By incorporating effective teaching techniques and fostering motivation, students will be drawn to delve deeper into the subject matter.

b) The teacher shows pictures of activities related to the material

During the lesson, the teacher encourages students to actively participate by closely examining the images displayed either by the teacher or a peer. By incorporating visuals, students can conserve their energy and grasp the lesson more effortlessly.

c) The teacher appoints or calls students in turn to install or sort the pictures into a logical sequence

During this stage, it is crucial for the teacher to demonstrate creativity as simply assigning tasks can be ineffective and make students feel penalized. Using methods like drawing lots can make students feel more motivated to complete their assigned tasks. Students are encouraged to organize, create, or alter existing images.

d) The teacher asks for the reason or rationale for the order of the pictures

Next, encourage students to locate equations, plot points, or learning outcome requirements with specific goals to reach. Encourage additional classmates and peers to participate in order to make the discussion process in PMB more engaging.

e) From the reason or sequence of the picture, the teacher begins to instill concepts or material in accordance with the competencies to be achieved

During class discussions and analyzing images, it is essential for the teacher to reinforce the importance of the topic by encouraging other students to reiterate, write, or use other methods to ensure they understand the significance in reaching the goals and benchmarks. It is vital to confirm that students have fully grasped the established indicators.

f) Conclusion or summary

The teacher and students review the key points of the lesson at the conclusion to strengthen their understanding.

2.3. Indonesian Language Learning

Learning is a multifaceted engagement that involves both student actions and behaviors. It involves individuals exerting effort to bring about changes in their behavior based on their experiences interacting with the world around them. It is also about guiding and facilitating

students to learn effectively and willingly engage with the curriculum based on their own needs.

Language holds significant importance in our daily lives. It is crucial for language educators, as well as educators in other subjects, to recognize this fact. Language instructors need to grasp the fact that the main objective of language education is to equip students with strong language skills, encompassing proficient listening, speaking, reading, and writing abilities. In essence, the goal is for students to develop effective language competence.

Writing is also an activity in language, where a person's writing can describe his personality, writing is a means of communication between the researcher and the reader, which means that writing has an important role in language, the delivery of a language can be seen in terms of imagination and the work of others, writing is something that cannot be separated by the other three aspects of language such as reading, listening, and speaking.

2.3.1. Function of Indonesian Language Learning

- a) In order to enhance the efficiency of education, it is essential to quicken the learning process and assist educators in managing their time more effectively. This will alleviate the pressure on teachers when conveying information, enabling them to cultivate a greater enthusiasm for student progress.
- b) In order to offer a more personalized learning experience, the aim is to decrease the strict and conventional teacher authority, and instead create chances for students to grow based on their unique talents and skills.
- c) Providing a more scientific basis for teaching, by way of more systematic planning of educational programs, as well as the development of teaching materials based on behavioral research.
- d) Enhance the effectiveness of education by enhancing the skills of educators through diverse forms of communication, and by providing more concrete presentation of information and data.
- e) Instant learning is enabled by the ability to bridge the divide between theoretical teachings and real-life applications, offering a straightforward path to gaining knowledge.
- f) Allows for a wider presentation of education, especially with mass media tools.

2.3.2. Indonesian Language Learning Objectives

- a) Effectively and efficiently convey messages in oral and written form while adhering to relevant ethical guidelines.
- b) Recognize and take pride in utilizing Indonesian as a unifying language and the national language.
- c) Comprehend the Indonesian language and employ it in a creative and suitable manner for diverse objectives.
- d) Employ Indonesian to enhance cognitive skills, emotional intelligence, and social development.
- e) Appreciate and make use of literary pieces to expand perspectives, develop character, boost language proficiency, and appreciate the cultural and intellectual wealth of the Indonesian populace.

2.4. Writing

Writing is considered one of the essential language skills, along with listening, speaking, and reading. It is often seen as the final skill to be developed after mastering listening, speaking, and reading. Writing serves as a display of a person's proficiency in other language areas (Nurhadi, 2017).

According to Dalman (2018) the act of writing involves sending information in the form of written language to others as a means of communication. It is also a way to creatively express ideas through written words. Based on Suparno and Yunus in Dalman (2018) writing is a form of verbal communication to convey information to readers through written media.

Meanwhile, according to Tarigan (1986) writing is a form of communication that allows individuals to express themselves without directly interacting with others. It involves utilizing various elements such as graphology, language structure, and vocabulary to convey thoughts and ideas effectively. Developing writing skills requires consistent practice and effort, as they are not acquired automatically.

There are 12 types of text in Indonesian, namely:

- a) Anecdote Text
- b) Essay text
- c) Report text
- d) Negotiation text
- e) Explanation text
- f) Review text
- g) History text
- h) News text
- i) Advertisement
- j) Description text
- k) Editorial text
- l) Persuasion text

2.4.1. Purpose of Writing

Everyone has their own purpose when writing. Some people write to entertain themselves, some write to entertain others, and many other purposes. The purpose of writing according to experts. Hugo and Hartig (Lagur, 2016) argue that there are seven purposes of writing a writing, namely assignment purpose, altruistic purpose, persuasive purpose, and problem-solving purpose.

- a) Assignment purpose: The main goal of this task is quite pointless. The writer is simply following orders when writing, rather than doing so willingly (for example, students summarizing books, or secretaries taking meeting minutes). Nevertheless, writing for a specific assignment does serve a purpose. It allows students to enhance their writing abilities through practice.
- b) Altruistic purpose: The author's goal is to bring joy to the audience, alleviate their sorrow, aid in their comprehension and appreciation of emotions and logic, and enhance the readers' lives with their writing, making it simpler and more delightful.
- c) Persuasive purpose: Writing that seeks to persuade readers of the validity of the concepts presented.
- d) Informational purpose: Writing is meant to convey knowledge and insights to readers. Students often write explanatory texts with the goal of informing others. These texts typically offer explanations on how natural or social phenomena occur.
- e) Self-expressive purpose: Writing with the purpose of presenting the author's identity to the audience.

- f) Creative purpose: This objective is closely tied to the goal of self-expressiveness.
- g) Problem-solving purpose: The writer aims to address the issue in this type of writing. Their intention is to elucidate, investigate, discuss, and examine their own thoughts and concepts in order to be comprehended and embraced by the audience.

Based on the above opinion, the purpose of students writing is included in the Assignment purpose. Hugo and Hartig explained that the assignment purpose has no purpose at all. However, the researcher argues otherwise because by being given writing assignments students will practice writing texts. In addition, the purpose of the assignment is that students who are lazy to write will be willing to write. This allows students to continue practicing writing so that their writing skills improve.

2.4.2. Values Gained from Writing Activities

Writing activities make a person gain values. There are several values that can be obtained. Gie (Lagur, 2016) says that writing activities give birth to at least six values, namely intelligence value, educational value, psychological value, societal value, financial value, and philosophical value. The following is an explanation of the values obtained from writing activities.

a) Intelligence Value

By often composing, which includes connecting thoughts with one another, planning a systematic and logical framework of description, and considering the right words, a person will always increase his thinking power, his imaginative ability, and his level of intelligence. So, writing can make students smarter. This is due to the brain that continues to be used when students are writing. Their thinking power will develop and improve well.

b) Educational Value

A beginner who continues to write even though his manuscript has not been successfully published or his writing has been rejected many times is actually training himself to be steadfast, tenacious, and diligent so that one day he finally achieves success. Writing makes a student get educational value. When writing, students often make mistakes. Mistakes in writing can be used by students as experience so that they do not repeat their mistakes when writing.

c) Psychological Value

When due to the persistence of writing, the writing can finally be published in a famous magazine or published as a book by a major publisher, the writer is born with inner satisfaction, heart joy, personal pride, and self-confidence. By writing, students will get their own satisfaction or pleasure. When students who often make mistakes in writing can finally write well and then get praise from the teacher, students will get satisfaction or joy from the results of their writing.

d) Societal Value

An author who has succeeded with his/her written works usually gains respect in society, at least his/her name is known by publishers etc.

e) Financial Value

Of course, the efforts of a successful writer will receive monetary rewards from those who publish his work.

f) Philosophical Value

One of the big ideas that scholars have wrestled with since ancient times is immortality. The bodies of wise people are not immortal, but the fruits of their thoughts are eternal because they are immortalized through written essays.

Based on the above opinions, it can be concluded that by practicing writing continuously, a person will get good values for his life. The values obtained from writing activities are intelligence value, educational value, psychological value, social value, financial value, and philosophical value.

2.4.3. Theory for Writing

In writing, one must read the theories for writing. This is done so that the results of the writing will be maximized. Here are the theories for writing according to experts. Wiyanto (2004) argues that there are theories that can be used when writing. These theories are as follows.

- a) To master the skill of writing, there must first be an intention. Not just any intention but a strong intention. With a strong intention, we will not be easily "discouraged" if we encounter various difficulties. On the contrary, with strong intentions we will continue to try to "run over" the various difficulties and obstacles that come our way. We must grow a truly strong intention with strong motivation from within.
- b) To master writing skills, we must learn and practice a lot.
- c) Do not be shy and do not hesitate to read a lot of existing writing.

Based on Wiyanto's opinion above, it can be concluded that someone, especially students, must have a strong intention when writing so that they do not easily despair when facing difficulties. The intention will be strong if there is motivation. So, as a prospective educator, researchers must continue to provide encouragement and motivation to students so that they can complete their writing well.

Students must practice and learn to write a lot so that their writing skills are getting better. In addition, students must be diligent in reading because reading will broaden their horizons. Broad insight will make it easier for students to get ideas or ideas for writing.

2.5. Explanatory Text

Explanatory text is one of the new materials studied in Curriculum 2013 in Indonesian language subjects. This makes it difficult for some teachers to teach this material. The following will explain the definition of explanatory text, the structure of explanatory text, examples of explanatory text, linguistic characteristics of explanatory text, writing explanatory text, and assessment criteria for composing explanatory text.

There are several experts who explain the definition of explanatory text with different meanings. The following is the definition of explanatory text according to experts. Isnatun and Farida in Lagur (2016) stated that explanation text is a text that explains the process of occurrence or formation of a natural or social phenomenon. Agreeing with Isnatun and Farida, Kosasih (in Lagur, (2016)) conveyed that explanatory text is a written document detailing the processes or phenomena found in nature or society. According to Knapp (2005) explanations can have two primary focuses - one to provide reasoning for something and the other to describe the process by which it occurs. It is common to see both types of explanations in a text that seeks to provide clarity on a particular subject.

2.5.1. Writing Explanatory Text

Before writing a text there are several ways that can make it easier for someone to write. One way is to take the right steps before writing. The following is an explanation of the steps of writing an explanatory text according to experts. Kosasih (Lagur, 2016) said that writing an explanatory text is not much different from writing an expository text. The steps are as follows.

- a) Determine the topic or main idea first.
- b) Organize a paragraph outline based on the main idea.

- c) Gather facts, information, and other knowledge in the following ways such as make field observations; conduct interviews with resource persons; reading books, magazines, newspapers or the internet.
- d) Develop the outline into an explanatory text.
- e) Make edits by paying attention to the logicity and coherence of the content, the effectiveness of the sentences, the accuracy of word choice, and spelling.

2.5.2. Assessment Criteria for Composing Explanation Text

Ministry of Education and Culture (Lagur, 2016) determines several criteria in the assessment of explanatory text consisting of five aspects, namely content, organization, vocabulary, language use, and writing techniques. Each aspect has a different score. The following is the rubric for assessing explanatory text.

2.6. Learning to Write Explanatory Texts with the Picture and Picture Method

Teachers and students create purpose-driven learning activities. These activities should be focused on reaching a specific objective (Khairiyah & Putri, 2024; Pasaribu et al., 2024). Thus, in a learning setting, goals are the binder of all teacher and student activities. Therefore, formulating objectives is the first step that must be taken in designing a learning program. The purpose of writing an explanatory text is so that students can easily understand the lesson.

2.7. Role of the Teacher

In the past, when information was scarce and technology was not as advanced as it is now, teachers in schools primarily focused on passing down valuable cultural knowledge that needed to be preserved. The teacher was seen as the primary source of learning for students, who would absorb everything said by the teacher. Hence, it is often said that even the most intelligent student cannot surpass the wisdom of a knowledgeable teacher. Is this belief still relevant in today's world? Must scientific knowledge, which is traditionally passed down by teachers, only be acquired through direct instruction? Definitely not. In this era of technological advancements and easily accessible information, students have the opportunity to learn from a variety of sources.

Senjaya (2006) stated that the importance of the teacher's role as a learning resource cannot be understated. This role is intricately tied to the teacher's expertise in the subject matter. A teacher's effectiveness can be measured by their mastery of the subject matter. A truly good teacher is one who can thoroughly grasp the subject matter and effectively share it with students. This concept highlights the significance of the teacher serving as a valuable learning tool in the classroom. In this teaching and learning process, the teacher must master all the material that will be taught to students, in this thesis the material to be taught is about reading explanatory text because whether or not a teacher can be seen from how deep the mastery of the material to be taught is.

The teacher, acting as a facilitator, assists students by offering support and services to aid in their learning activities (Senjaya, 2006), meaning that the teacher needs to ensure that students have access to necessary resources during the learning process. It is important for the teacher to offer clear and thorough explanations when students have questions about the subject matter. This helps students grasp the concepts being taught effectively.

Senjaya (2006) further said that the teacher acts as a guide to demonstrate concepts and ideas to students, aiding in their comprehension and clarification of the messages being presented. By showcasing practical examples, the teacher helps students to grasp a tangible understanding of the subject matter, moving beyond mere theoretical knowledge. The

teaching and learning process in this thesis is reading the explanatory text so the teacher must provide an overview of what the explanatory text is and how the steps of reading the explanatory text. In this thesis, the learning of the explanatory text uses the media of dialog discourse, so the teacher is required to be able to provide a clear demonstration of how to read the explanatory text using the media of the dialog discourse text.

Motivation plays a crucial role in the process of learning. Students who struggle academically are not necessarily lacking in ability, but rather in the drive to learn and apply themselves fully. Therefore, it can be argued that poor academic performance is not necessarily a result of low skill levels, but rather a lack of inspiration or motivation (Senjaya, 2006).

During the learning process of reading explanatory texts using dialog discourse text media, teachers are required to play an active role in delivering learning materials so that students gain adequate knowledge about how to read good explanatory texts. In the teaching and learning process, it must also be accompanied by a motivation to arouse students' enthusiasm for learning. An example of motivation that can be given is an award to students who get the best score when doing an assignment given by the teacher, the award can be in the form of praise in the form of words or clapping given by classmates.

2.8. The Role of Learning

The task of a learner is to learn, Whittaker (in Aunurrahman (2009)) reveals that learning is the process by which behavior is generated or changed through experiential training. The process is the most important thing in learning compared to the results. Therefore, learning must be done and obtained from our own efforts and not rely on others. The concept of teaching as a process of delivering subject matter places students as learning objects who must master the subject matter. They are considered as passive organisms, who have not understood what to understand so they are required to understand everything given by the teacher (Senjaya, 2006). Students as learning subjects, Senjaya (2006) said that in the concept of teaching as a process of organizing the environment, students are not considered as passive organisms who are only recipients of information, but they are individuals who have abilities and potential. The role of students in learning to read explanatory texts as subjects who are considered to have abilities that must be developed, namely students are expected to be able to create explanatory texts.

2.9. Role of Teaching Materials

Teaching materials or teaching materials are part of learning resources. According to Hamdani (2011), teaching resources encompass a variety of materials that are organized in a structured manner to aid educators in facilitating education and learning, creating a conducive atmosphere for students to acquire knowledge. The functions of teaching materials based on Hamdani (2011) are as follows:

- a) Guidelines for teachers who will direct all their activities in the learning process, as well as the substance of the competencies that should be taught to students.
- b) Guidelines for students who will direct all their activities in the learning process, as well as the substance of the competencies that should be learned or mastered.
- c) Evaluation tool for achieving or mastering learning outcomes.

In this case, the teaching material that will be delivered in learning to read explanatory text is about the meaning of explanatory text, the characteristics of explanatory text, the structure of explanatory text, the characteristics of the linguistic rules of explanatory text.

Learning to read explanatory text applied in junior high school is one of the learning materials that should be given to students. In learning to read explanatory text, students are

required to be able to interpret standard language. Where the ultimate goal of students can reveal various information in the form of explanatory text and a brief role performed by the teacher after explaining the material about the explanation with the media of dialog discourse text.

Table 1. Learning Steps for Writing Explanation Text with Picture and Picture Method

No	Teacher	Student
1.	Presenting material as an introduction	Success in the learning process can provide motivation that attracts the attention of students who have not been ready.
2.	The teacher shows or displays pictures of activities related to the material.	Students pay close attention.
3.	The teacher points or calls on students in turn to put up or sort the pictures into a logical sequence.	Students to sort, create or modify.
4.	The teacher asks for the reason or rationale for the order of the pictures.	Students discover formulas, height, plot, or requirements. Learning outcome with indicators to be achieved.
5.	From the reason or sequence of images, the teacher begins to embed concepts or material in accordance with the competencies to be achieved.	Ask other students to repeat, write down or other forms.
6.	Conclusion or summary	The teacher and students draw conclusions to reinforce the material.

2.10. Basic Assumptions and Hypotheses

A basic assumption or postulate is a starting point for thinking whose truth is accepted by the investigator (Arikunto, 2010). Based on this opinion, the basic assumptions that the authors put forward in this study are as follows:

- Writing is one of the aspects of language skills that must be mastered by students
- By applying the picture and picture method can improve students' ability to write explanatory texts
- By applying the picture and picture method can improve the ability to write explanatory texts

Based on the above opinion, it can be concluded that a hypothesis is a temporary assumption or answer that is considered true for the time being, expressed in the form of a sentence.

3. Methods

3.1. Research Methods

The method used in this research is quantitative research method. Quantitative research is research that examines the object of research by describing the results through calculations in the form of numbers. Quantitative research is a research method that is objective, inductive, and scientific. In this quantitative research, the data obtained and used in research are in the form of numbers or statements that are assessed and processed by statistical analysis (Sugiyono, 2016).

3.2. Data Collection Technique

In this study, the authors collected data using written test and observation techniques. Tests were used to measure students' ability to write explanatory texts using the picture and picture method.

3.2.1. Test

Tests are a series of questions or exercises and other tools used to measure skills, knowledge of intelligence, abilities or talents possessed by individuals or groups (Arikunto, 2010). The data collection technique that the author does in learning to write explanatory text using the picture and picture method is a written test in the form of pictures. Learning to read explanatory text using the picture and picture method with the aim of seeing the ability of class VIII students of SMP NU Kaplongan in writing explanatory text.

3.2.2. Observation

To obtain research data regarding student activeness and teacher teaching skills towards learning to write explanatory text using the picture and picture method, researchers collected data using observation. This observation was carried out with the aim of knowing the state of students during the learning process of reading explanatory text. Data generated through observation in the form of descriptions in learning to write explanatory text using the picture and picture method.

3.3. Population and Sample

3.3.1. Population

Population is the whole subject of research (Arikunto, 2010). Thus, the population in this study were all VIII grade students of SMP NU Kaplongan in the 2023/2024 academic year, totaling 210 students.

Table 2. Number of Students in Class VII of SMP NU Kaplongan

No	Class	Number of Students
1	VIII A	35
2	VIII B	35
3	VIII C	34
4	VIII D	36
5	VIII E	35
6	VIII F	35

3.3.2. Sample

The method used in this sampling is purposive sampling. Purposive sampling is a sample carried out by taking subjects based on a specific purpose by taking a class whose scores are balanced to be used as a sample in the learning process using the picture and picture method. According to Nelly Fawzia R, S.Pd, the VIII grade teacher of SMP NU Kaplongan, the class that has the same KKM score in learning to write explanatory text is class VIII E with 35 students, so according to purposive sampling, the class was taken as a sample.

3.4. Research Instruments

Research instruments are tools used by researchers in collecting data in order to obtain better results so that they are easily processed. The instrument used by the author in this research is a test instrument. The results of writing the student's explanatory text were assessed based on the assessment aspects. The assessment criteria for writing explanatory text using the picture and picture method are as follows:

- a) Theme
- b) General Statement
- c) Causal Sequence
- d) Interpretation

Table 3. Assessment Criteria for Explanatory Text

Aspects assessed	Score	Criteria
Theme	5	If students write an explanatory text according to the pre-determined theme, which is about Volcanoes.
	3	If students write an explanatory text not according to the pre-determined theme, which is about Volcanoes.
General statement	5	If the general statement written contains an introduction, is written very interestingly, and presented in more than one paragraph.
	4	If the general statement written contains an introduction, is written interestingly, and presented in more than one paragraph.
	3	If the general statement written contains an introduction, is written interestingly, and presented in one paragraph.
	2	If the general statement written contains an introduction, is written interestingly, and presented in less than one paragraph.
	1	If the general statement written contains an introduction, is not very interesting, and presented in less than one paragraph.
Causal sequence	5	If the sequence of cause and effect explains the cause and effect of events in detail, the story is arranged based on the chronological order of events, and written in more than one paragraph.
	4	If the sequence of cause and effect explains the cause and effect of events in detail, the story is arranged based on the chronological order of events, and written in one paragraph.
	3	If the sequence of cause and effect explains the cause and effect of events not in too much detail, the story is arranged based on the chronological order of events, and written in one paragraph.
	2	If the sequence of cause and effect explains the cause and effect of events not in too much detail, the story is arranged based on the chronological order of events, and written in less than one paragraph.
	1	If the sequence of cause and effect explains the cause and effect of events not in too much detail, the story is arranged based on the chronological order of events, and written in less than one paragraph.
Interpretation	5	If the interpretation section written contains the conclusion and the author's opinion about the topic in full and is written in more than one paragraph.
	4	If the interpretation section written contains the conclusion and the author's opinion about the topic in full and is written in one paragraph.
	3	If the interpretation section written contains the conclusion and the author's opinion about the topic not in full and is written in one paragraph.
	2	If the interpretation section written contains the conclusion and the author's opinion about the topic not in full and is written in less than one paragraph.
	1	If the interpretation section written contains the conclusion but does not contain the author's opinion about the topic and is written in less than one paragraph.

3.5. Test Item Instrument

According to the assessment criteria above, the highest score for each element is 4. Thus, the maximum number of scores is 20, the lowest score for each element is 1. To determine the final score, use the following formula:

$$\frac{SD}{SA} \times 100 = N$$

Description:

SD : Score obtained by the student

SA : Final Score

N : Mark

3.6. Observation Instrument

Observation aims to evaluate learning activities that include materials, learning processes, and learning outcomes for respondents. Before the research, the author prepared research instruments for learning to write explanatory texts. In this observation stage, the writer directly observes the respondents and follows the learning of writing explanatory text. The author divides two observation instruments, namely teacher activity observation instruments and student activity observation instruments in the learning process.

Table 4. Teacher Activity Observation Instrument

No	Aspects observed	Comments
1.	Opening Activity: a) The teacher sets the classroom environment. b) The teacher and students pray together. c) The teacher checks student attendance. d) The teacher expresses appreciation to build initial understanding by asking students about the definition of explanatory texts and their characteristics.	
2.	Core Activity: a) Students ask about the definition of explanatory texts, their characteristics, and types of explanatory texts. b) Students give examples of how to transform the picture and picture method into an explanatory text, following these steps: - Students explain what the picture and picture method is. - Students explain how to use the picture and picture method. c) Students complete tasks from the picture and picture method: - Students grasp the material more quickly because the teacher shows images related to the topic being studied. - This method enhances students' reasoning ability as they are asked to analyze the images. - It increases students' responsibility because they understand the reasoning behind arranging the images. - The learning process is more memorable as students can directly observe the images prepared by the teacher.	
3.	Closing Activity: a) Students provide feedback on the work of their peers, and the teacher gives suggestions for improvement. b) The teacher concludes the learning activity.	

Table 5. Student Activity Observation Instrument

No	Aspects observed	Comments
1.	Students receive the learning material attentively.	
2.	Students actively ask and answer questions when the teacher explains about explanatory texts using the picture and picture method.	
3.	Students complete the tasks assigned by the teacher.	
4.	Students actively edit their work.	
5.	Students read aloud the work they have completed.	

3.7. Teaching Materials

The teaching material for writing explanatory texts is the picture and picture method. The picture and picture method is expected to improve the ability and facilitate students in writing explanatory texts. The use of the picture and picture method in teaching writing explanatory text is expected to provide stimulation to students who have been considered difficult to express their ideas in the form of explanatory text.

4. Results and Discussion

4.1. Research Subjects

In this study, the research subjects were divided into two classes, namely VIII E students consisting of 35 students as the experimental class and 35 VIII F students as the control class. Learning to write explanatory text using the picture and picture method was applied to the experimental class. The learning used serial pictures that had to be sequenced systematically. In contrast to the experimental class, the control class learned to write explanatory text without using picture and picture media.

4.2. Experimental Class Data Description

Assessment data on tests given by students is divided into two assessments: assessment of understanding the theory and assessment of writing explanatory text. Both assessments refer to the previously established assessment rubric. Then the two assessments are processed into a total score for each student. The score obtained by each student is a raw score, so it needs to be processed into a finished score by calculating the average score (mean) of all student scores in the experimental class.

Based on the results of research on 35 students in the experimental class, the test of skills in writing explanatory text by applying the picture and picture learning model obtained an average score of 81.24. Then based on the calculation, the median value is 80, the mode is 93, and the standard deviation is 9.99.

4.3. Control Class Data Description

After the learning process of writing explanatory text using the picture and picture method for 35 students in the control class, data was obtained and then calculated manually. Based on the results of the data calculation, the lowest value is 51 and the highest value is 80. The average value in this control class is 68.45, the median is 69.5, the mode is 70 and the standard deviation is 9.11.

From the two data that have been described above, both experimental class data and control class data, it can be concluded that the acquisition of experimental class explanatory text writing skills is better than the acquisition of control class explanatory text writing skills. The comparison of the two can be seen from the following statistical table.

Tabel 6. Statistical Data of Research Results

Statistics	Class	
	Experiment	Control
Lowest score	68	51
Highest score	100	80
Mean	81,24	68,45
Mode	93	71
Median	80	69,5
Standard deviation	9,99	9,11

The average score between the experimental and control classes showed a very significant difference. The experimental class obtained an average score of 68.45 while the control class obtained an average score of 81.24. The difference between the two groups was 12.79. This shows that the learning outcomes of complex explanatory text writing skills in the experimental class using the picture and picture learning model are better than the learning outcomes of explanatory text writing skills in the control class by not using the picture and picture learning model.

Table 7. Assessment Criteria for Explanatory Text

Aspects assessed	Score	Criteria
Theme	5	If students write an explanatory text according to the pre-determined theme, which is about Volcanoes.
	3	If students write an explanatory text not according to the pre-determined theme, which is about Volcanoes.
General statement	5	If the general statement written contains an introduction, is written very interestingly, and presented in more than one paragraph.
	4	If the general statement written contains an introduction, is written interestingly, and presented in more than one paragraph.
	3	If the general statement written contains an introduction, is written interestingly, and presented in one paragraph.
	2	If the general statement written contains an introduction, is written interestingly, and presented in less than one paragraph.
	1	If the general statement written contains an introduction, is not very interesting, and presented in less than one paragraph.
Causal sequence	5	If the sequence of cause and effect explains the cause and effect of events in detail, the story is arranged based on the chronological order of events, and written in more than one paragraph.
	4	If the sequence of cause and effect explains the cause and effect of events in detail, the story is arranged based on the chronological order of events, and written in one paragraph.
	3	If the sequence of cause and effect explains the cause and effect of events not in too much detail, the story is arranged based on the chronological order of events, and written in one paragraph.
	2	If the sequence of cause and effect explains the cause and effect of events not in too much detail, the story is arranged based on the chronological order of events, and written in less than one paragraph.
	1	If the sequence of cause and effect explains the cause and effect of events not in too much detail, the story is arranged based on the chronological order of events, and written in less than one paragraph.
Interpretation	5	If the interpretation section written contains the conclusion and the author's opinion about the topic in full and is written in more than one paragraph.
	4	If the interpretation section written contains the conclusion and the author's opinion about the topic in full and is written in one paragraph.
	3	If the interpretation section written contains the conclusion and the author's opinion about the topic not in full and is written in one paragraph.
	2	If the interpretation section written contains the conclusion and the author's opinion about the topic not in full and is written in less than one paragraph.
	1	If the interpretation section written contains the conclusion but does not contain the author's opinion about the topic and is written in less than one paragraph.

Based on the data obtained by researchers, it is described in the form of the following score table:

Table 8. Scores and Values of Explanatory Text Writing Ability of Students of Class VIII E SMP NU Kaplongan

No	Student Name	Assessment Criteria				Test Score	Test Mark
		1	2	3	4		
1	Abdu Saidi	5	4	4	3	16	80
2	Adi Pratama	5	3	4	4	16	80
3	Adiamsah	5	4	4	3	16	80
4	Akma Dimas Prasetyo	5	5	4	3	17	85
5	Alfin Muharrom	5	4	4	4	17	85
6	Ardiyanto	5	4	4	4	17	85
7	Arjuna Jantung Samudra	5	5	4	4	18	90
8	Azna Nubaha Hilmi	5	4	4	4	17	85
9	Christian Sandra	5	3	4	4	16	80
10	Dafa Firmansyah	5	3	4	4	16	80
11	Daffa Haidar Zaky	5	4	5	4	18	90
12	Deli Ardiansyah	5	5	3	4	17	85
13	Farhan Ferdinan	5	4	4	5	18	90
14	Fayruzzabadi	5	4	4	4	17	85
15	Gali Saputra	5	4	4	3	16	80
16	Hagy Sunjaya	5	4	5	4	18	90
17	Hairul	3	5	5	4	17	85
18	Hasby Kaffa Ashidqi	3	5	4	5	17	85
19	Jamroni	5	4	4	5	18	90
20	Kareno Andrian	5	3	5	4	17	85
21	Khanafi	5	3	5	4	17	85
22	Lutfie Muzacky Agustian	5	5	4	3	17	85
23	Miftakhul Rizqi	5	5	4	4	18	90
24	Mirod	5	5	3	4	17	85
25	Muhamad Haikal Ramadhan	5	5	4	5	19	95
26	Muhamad Ilham	5	5	4	4	18	90
27	Muhammad Khoerul Umam	5	5	4	4	18	90
28	Nuril	5	4	4	3	16	80
29	Rizki	3	5	4	5	17	85
30	Samidi	5	4	4	3	16	80
31	Sugianto	5	4	3	4	16	80
32	Wahyu Rizky	5	4	4	4	17	85
33	Wisnu	5	4	3	5	17	85
34	Yusuf Arafah	3	4	4	4	15	75
35	Zam-zam Ilhami Nur	5	5	3	5	18	90

$$\text{Test Mark} = \frac{\text{Test Score}}{20} \times 100$$

Table 9. Recapitulation of Data on the Assessment Results of Explanatory Text Writing Ability of Class VIII Students of SMP NU Kaplongan

No	Assessment Aspect	Average	Categories
1	Theme	96,36	Very High
2	General statement	77,57	Medium
3	Causal sequence	80,6	High
4	Interpretation	67,87	Medium
Average		80,6	High

After the learning process of writing explanatory texts using the picture and picture method for Class VIII students of SMP NU Kaplongan, the assessment results showed a significant improvement in the ability to write explanatory texts. Based on Table 8, the overall average score reached 80.6 with the category "High." The most prominent aspect is theme, with an average of 96.36 which falls into the category of "Very High," indicating that students can choose and develop themes effectively in writing explanatory texts.

Meanwhile, the general statement and interpretation aspects obtained an average score of 77.57 and 67.87, respectively, which fell into the "Medium" category. This shows that although students have been able to compose general statements and interpretations quite well, there is still room for further improvement in both aspects.

Overall, the results of this evaluation indicate that the use of the picture and picture method in learning to write explanatory texts effectively improves students' skills in composing texts, especially in terms of theme and cause-and-effect sequence, although there are some areas that require further attention, such as general statements and interpretations.

The findings of this study have several important implications for educational practice and future research. The significant difference in mean scores between the experimental class (81.24) and control class (68.45) demonstrates that the Picture and Picture model can be an effective pedagogical tool for enhancing students' explanatory text writing skills. The particularly high performance in the theme aspect (96.36) suggests that visual aids are especially beneficial in helping students establish and maintain clear topical focus in their writing. However, the lower scores in the interpretation aspect (67.87) indicate that additional scaffolding may be needed to help students develop their analytical and interpretive writing skills. These results suggest that school administrators should consider incorporating the Picture and Picture model into their language curriculum, particularly for explanatory text instruction. Furthermore, teachers may benefit from professional development focused on implementing visual-based teaching strategies, with special attention to supporting students' interpretative writing skills.

5. Conclusion

After the researchers conducted research on the ability to write explanatory texts in class VIII E NU Kaplongan Junior High School which amounted to 35 students. Assessment of the ability to write explanatory texts based on 4 aspects of assessment, namely themes, general statements, causal sequences, and interpretations, the researcher can draw conclusions from the results of the study that the ability to write explanatory texts in class VIII SMP NU Kaplongan is high because it has an average score of 80.6.

Related to the results stated above, the researcher proposes the following suggestions for improvement. The school principal is advised to provide direction to Indonesian language teachers about the methods used in the Indonesian language learning process, namely by using the picture and picture method. Because by using this learning model students are better able to find information for learning materials, so that students' writing skills improve. Indonesian language teachers should be able to use writing learning methods, namely the picture and picture method as an alternative in solving writing problems because this learning can improve students' writing skills in terms of finding information in writing, by writing explanatory texts for learning materials. Future researchers who are interested in conducting research on the use of the picture and picture method to improve writing skills are advised to conduct research with other subjects.

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