

CHAPTER I INTRODUCTION

1.1 Background

English is one of the official languages or one of the international languages spoken by the United Nations and is a common language. English is increasingly needed in today's era as a means of communication and knowledge of the world in the era of globalization. Therefore, English is needed To make students feel the need to learn English to keep up with current developments. There are several challenges in learning English that students face. This statement may be understandable because it is difficult to learn a foreign language or not all students can learn English quickly. Another problem is that you don't understand and can't write in English. So it can be concluded from the clarification of the problem above that the root of the problem faced by students is the lack of interest of students in writing foreign languages or learning English. In English, there are four types of skills, namely listening, speaking, reading, and writing. These four skills are important to master when we want to learn English.

Writing is an idea or idea where the idea is a skill in composing sentences that are made into a piece of writing that describes a language so that the message conveyed can be understood by the reader. The definition of writing according to experts is :

According to Suyitno, writing can be interpreted as an effort to express the author's thoughts, knowledge, ideas, and life experiences in written language. In contrast to Abdurrahman's opinion, this means that writing is a form of communication system. The essence of writing is being able to express thoughts, feelings, and ideas through the symbols of graphic language so that it is easily understood by others. While According to Soemarmo Markam (1989:7) who also explains that writing is not only expressed in the form of symbols but also in the form of images.

Some of the opinions of experts expressed their opinions: The notion of writing according to Hernowo is an attempt to give birth to feelings and thoughts through written language. Broadly speaking, the author also expresses ideas, ideas so that others can read them. In contrast to the understanding proposed by

Nurjamal in Sumirat, Darwis (2011: 69) Writing is a language skill, namely the ability of a person to express ideas, feelings, and thoughts to other people or parties using writing media.

To teach students writing skills, learning methods are needed, namely the picture and picture method, jigsaw method, demonstration method, and recitation method. So researchers define the learning method as a process of delivering learning materials to students which are carried out systematically and regularly by teachers or lecturers. According to Hasby Ashyidiqih, the learning method is a set of ways that are carried out to achieve certain goals in the learning process. Meanwhile, according to Abdurrahman Ginting, the learning method is a distinctive way or pattern in utilizing various basic principles of education and various other related techniques and resources so that the learning process occurs in students, differently According to Ahmadi, the learning method is a knowledge of several ways of teaching used by teachers or instructors.

One of the learning method for teaching writing skills is the picture-and-picture learning method. Picture and picture is a learning model using images to facilitate students' understanding and increase students' imagination towards writing a text. In general, the Picture and Picture Model is defined as a learning model that utilizes images in which there is an activity to install or sort the images into a logical order. This is by the definition expressed by Ngalimun (2014: 177) confirming that Picture and Picture is a presentation of competency information, presentation of material, showing pictures of activities related to the material, students sorting images so that it is systematic, the teacher confirms the sequence of images, the teacher instills concepts according to the teaching material, inference, evaluation, and reflection.

In this case, it is necessary to have group learning so that learning becomes meaningful. This is supported by Murniasih (2009: 44) Picture and Picture cooperative learning model including part of cooperative learning that prioritizes the existence of small groups of four to six people. The teacher will explain the occurrence of a volcanic eruption, then the learner will find it easier to capture images than the teacher's description with words (Dale quoted by Anitah, 2010: 8).

Writing is an activity that produces a record of information in a medium that can be read by the reader. Writing is usually done on paper media using stationery such as pens or pencils. picture and picture use images as a learning medium. So, teachers are required to be able to provide image media before learning begins. As one type of cooperative learning, picture and picture prioritizes the existence of study groups.

Why researchers choose the title "The Effectiveness of Picture and Picture Learning Method in Teaching Writing" because the researcher wants to know whether the picture and picture method is effective in teaching the writing skills of students at SMPN 4 palopo and whether it can increase students' enthusiasm and imagination in writing learning

Based on preliminary observations made by researchers at SMPN 4 Palopo, researchers found a problem that students of SMPN 4 Palopo had difficulty learning in writing, it was because the teachers who taught only focused on using textbooks and taught theory which made students not interested in writing. Therefore, with the method of using image media in writing learning for junior high school students, it is hoped that student learning outcomes can improve and the learning model used will be effective. Based on this, the researcher intends to conduct a study with the title **"The Effectiveness of Picture and Picture Learning Method in Teaching Writing"**.

1.2 Problem Statement

In connection with the description above, the researcher will formulate the formulation of problem as: "is the picture and picture learning method effective for teaching students' writing skills?".

1.3 The objective of the Research

Based on the formulation of the problem above, the will formulate research objective is "to determine the effectiveness of the picture and picture method in teaching students' writing."

1.4 Significance of the Research

Researchers hope that this research will be useful for:

1. Students at SMPN 4 Palopo who through this research can gain knowledge by applying the picture and picture method which can improve their writing skills.

2. This research is expected to be a reference for subsequent researchers who will research the use of the picture and picture method in teaching writing skills

1.5 Scope of the Research

In this study, the researcher focused on students of SMP Negeri 4 palopo even semester with English lessons, in other words, the researcher focused on knowing the effectiveness of the picture and picture method by using recount text as a form of text in student learning towards learning students' writing skills in English learning.

1.6 Operational Definition

Its operational definition is as follows:

1. Writing is the ability to express ideas, and thoughts, an activity that produces a record of information on a medium that can be read by the reader. Writing is usually done on paper media using stationery such as pens or pencils. The ability to write is a complex ability, which demands a certain amount of knowledge and skills, this is usually obtained by seeing, remembering, and listening.
2. Learning method are steps to streamline the implementation of learning which includes regular and systematic ways, techniques, or strategies in providing subject matter so that teaching and learning activities can run effectively and efficiently and be able to achieve targets as expected.
3. Picture and picture are learning that uses image media as a means for learning activities and learning focuses on observing, drawing, demonstrating, and reading learning media. In addition, this model also encourages students to be more creative and active in learning. this type of learning model focuses on images as its main medium in the process of taking place.

CHAPTER II

REVIEW OF LITERATURE

this chapter presents some pertinent ideas, previous studies, conceptual framework, and hypothesis.

2.1 Some Pertinent Ideas

A. Writing

1. The Nature of Writing

Writing is the skill that is processed by a human being to produce his or her ideas and thought in written forms, although the ideas or thought can also produce through spoken forms. It means that spoken forms will be transferred into written forms. Therefore, writing is one of the important skills that can produce human thought in written forms. Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as grammar, vocabulary, word order spelling, and logical arrangement of ideas.

Many experts give their views about the definition of writing. According to Bader cited in Khieder (2011: 9), writing is means of communication between people. It should follow some conventions that are unique to all which relate letters to words and words to the sentence which must be well organized to have a coherent called "text". Nunan cited in Sapkota (2013:70) also suggests that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into a cohesive and coherent paragraph and text.

Writing is essentially a thinking process and those thoughts are finally imprinted in a written form as writing. Not only it can help to reconstruct thinking into the written form, but it also supplies important clues for improving the coherence of the text. It can give us a fornicating insight into what goes on as we struggle to translate meaning into words (Sapkota, 2013: 71). Below is another view maintained by Rogova cited in Alfani (2012: 18): Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to

develop habits and skills in pronunciation, speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases, and sentences in pupils' memory, thus producing a powerful effect on their minds Rogova's words show the importance of writing. Writing skill is needed in the teaching and learning process in which the students try to combine English knowledge including vocabulary and grammar in resulting a text. Writing also helps students express their ideas and it can explain something unclear when they communicate with others.

In conclusion, there are many views on how to define the nature of writing. Overall, those views explain that writing as a product of written language has some characteristics that can differentiate it from spoken one. Moreover, writing is an act that not only involves deep thinking in arranging ideas and converting them into words and sentences, but also makes them suitable for the context, purpose, and audience.

2. The Purpose of Writing

Rains in Maemunah (2010: 9) classifies the purpose of why people need to write as follows:

a. Writing for Reinforcement

This is for the aim of reinforcing the students to write in what they have just learned to understand or say to reinforce the agrammatical concept that has just been introduced.

b. Writing for Training

This is similar to reinforcement but in writing for training, the purpose of training is initially presented with patterns or linguistic and the original form that might be new to them and gives them practice in using and manipulating these new patterns.

c. Writing for Communication

The main purpose of writing for communication is to make the students write the essential element of writing the communication, of course, there is then feedback from the reader.

3. The Approaches of Writing

According to Prasad (2009: 15), there are some approaches to writing as follows:

- a. The product approach: This is a traditional approach that focuses on the ability to produce correct texts or products. This approach values the construction of the end product. It emphasizes the development of grammatical and syntactic accuracy.
- b. Process approach: In this approach, any piece of writing goes through various stages: the pre-writing phase, drafting, editing, redrafting, and finally producing a finished version. It goes through several steps: identifying why to write (purpose), identifying who to write (reader or audience), gathering information or ideas, making a plan for a format, preparing the first draft, editing and revising, and preparing the second draft. The process of writing is not linear but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit as their mind goes changing.
- c. Genre: This approach focuses on writing for a particular discourse community or specific purposes. For example, a letter to the editor, an approval letter, a formal letter, news articles, etc. The writer uses a special pattern of lexis, grammar, organization, etc. According to Harmer cited in Prasad (2009: 15) creative writing: This is setting students for imaginative and harder efforts to produce a greater variety of correct and appropriate language. To define creative writing as a journey of self-discovery and self-discovery promotes learning. The writer has to select the correct vocabulary or structure to express the experiences. Some tasks may be writing narratives or poems or plays etc.
- d. Cooperative writing: Though not much is done in our context, cooperative writing, as a writing process, helps in producing a good product because the writers in a small number of groups can discuss with each other and reach the conclusion after synthesizing the ideas of all. It can be done well on the computer. If impossible to practice on the computer, the students are in groups. Each student starts writing on a topic. He writes only two sentences and gives them to another friend. Turn by turn, they write two sentences in each other's text. Then the second round begins. This way everyone writes on everyone's text. Make sure that whatever they add should proceed with the narrative properly, no matter where it goes. Finally, everyone gets the story, perhaps quite an interesting one.

4. The Writing Process

To make good-structured writing, a writer should refer to a certain checklist. Nation (2009: 95) states that to focus on the different aspects of writing, the best way is to face writing as a process. When we try to make a product of writing, we need to go through several steps as parts of a process. It is not merely putting words together into a sentence and then compiling sentences into a text. The steps act as guidelines for students to start their writing until they can finally finish it. In the process of writing, there are four stages proposed by Harmer cited in Muflikhati (2013: 15) :

- a. **Planning** Before starting to write down on paper, a writer needs to decide what to write. That is why the plan must be set up first. What we are going to say, what message we want to deliver, and what information we want to tell to others. The plan can be made by writing down every single thought which is still in pieces on a note. But some may prefer to do all the planning on their heads. During the moment of making a plan, 3 main points must be kept in mind. First, a writer must determine the purpose of writing as its importance can influence what type of text he wants to make, what language we want to use, and what information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure. It is crucial as it can help the readers to understand the writing. Moreover, a writer also needs to decide on putting the best order of facts, arguments, or ideas in his writing.
- b. **Drafting** The very first piece of writing a writer makes is usually called a draft as it will be going through editing steps. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.
- c. **Editing (Reflecting and Revising)** After the first draft, a writer needs to reread his work to see which one is working, and which one is not and also to see some parts which are not grammatically accurate or some words that have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper who points out the errors and mistakes and also suggests the best final product.

d. Final Version After all of the steps above, the last one is the final writing which is ready to be delivered to the audience. The first draft and the final version will be very different as it has gone through a process that makes many changes on its content.

5. The Characteristics of Good Writing

The teaching of writing is directed to have good results writing there are some characteristics of good writing as Adelstein and Pival (1980: 79) state follows:

- a. Good writing reflects the writer's ability to organize the material into a coherent whole, so that it moves logically from a central, dominant idea to the supporting points and finally to a consistent ending, and then convening the reader with a sense of a well-thought-out plan.
- b. Good writing reflects the writer's ability to write clearly and unambiguously, to use structure, language, and example so that one possible meaning as the writer intended.
- c. Good writing reflects the writers' ability to criticize the first draft and then revise it. Revision is the key to effective writing.

6. The Components of Writing

Jacob et al in Suardi (2012: 12) point out five components of writing, they are grammar/language use, mechanics, vocabulary, content, and the last is organization.

a. Content

The writing content has to be clear for the readers to be able to understand the message and information from it. There are two parts of the content in writing, they are unity and completeness. This content becomes characteristic of good writing.

b. Organization

Organization in writing is concerned with coherence. It could be coherence order, order of information, general to specific to general, chronological order, and spatial order. It means that the writer has arranged and organized the ideas. The paragraph can be coherent if the ideas are put in the right order.

c. Language Use/ Grammar

Language use in writing consists of correct language and point of grammar. Grammar in writing description involves the use of verbs, adjectives, adverbs, and use the simple present tense. Good grammar will help the reader understand the meaning of the text.

d. Mechanics

Part of the mechanics of writing is capitalization, punctuation, and spelling. Incorrect spelling and punctuation will make a loss or different meaning in the text. So, the use of this aspect in writing has a big effect on understanding the meaning of the written text.

e. Vocabulary

Vocabulary in writing involves the use of the right words (selection words). The writer has to know the exact word to put in the sentence. This is important to form writing, but particularly in the personal description are more effective than those that mainly transmit information. The readers cannot understand the writing passage without having a lot of vocabulary.

7. The Types of Writing Taught at Junior High School

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative (Alawi, 2011: 14).

a. Recount

The recount is a piece of text that retells past events, usually in the order in which they happened. A recount aims to tell the audience an experience or factual of what occurred and when it occurred. Some examples of recount text types are; newspapers, reports, conversations, speeches, television interviews, etc.

b. Descriptive

Descriptive presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.

c. Procedure

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing

something, or getting somewhere. Examples of procedure texts include recipes, itineraries, instruction manuals, and directions.

d. Narrative

The narrative text is the type of written text that tells a story of one character or more who face certain situations. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type.

8. The Importance of Writing

According to Hairston in Saleha (2008: 11), there are a lot of reasons why writing is important:

- a. Writing is a tool for discovery. We stimulate our thought process by the act of writing into information and tap into information and image we have in our unconscious mind.
- b. Writing helps us to organize our ideas. We can arrange them in a coherent form.
- c. Writing generates new ideas by helping us to make a connection and see the relationship.
- d. Writing down ideas allows us to dictate ourselves from them.
- e. Writing helps us to observe and process information when we write a topic, we learned it better.
- f. Writing enables us to solve problems by putting their elements of them into written form; we can examine and manipulate them.
- g. Writing on a subject makes us active rather than passive learners of information.

9. Advantages of writing skill

There are several other advantages that make writing important for you to master.

a. train creativity

By diligently writing English, your brain will get used to thinking creative things. Because I want to produce writing that is of interest to many people. Thus, your creativity will be more trained.

b. Collaboration and communication

Writing work is not always done individually. There is an editing and collaboration process going on. Being able to communicate and work well in a team is needed to produce good writing or work.

c. Sharpen logic when mapping

Mind mapping is a method of writing down ideas using a mind map so that their appearance is broader. The ability to write really supports activities that require lots of ideas so that the tasks or projects we make are more satisfying.

B. Learning Method

1. Understanding learning method

The learning method is a strategy or tactic in carrying out learning and teaching activities in the classroom that is applied by the teaching staff so that the learning objectives that have been set can be achieved properly. A teacher must be able to apply the right methods in teaching and learning activities, according to the character of his students. That way, the teaching and learning process becomes more enjoyable and students can absorb lessons more easily.

Through this method, it is hoped that the teaching and learning process can run well. Thus, an educator needs to get to know the methods of learning so that students feel more excited when participating in learning in the classroom. In addition, the selection of the right method makes students not quickly feel bored or bored when participating in teaching and learning activities in the classroom.

2. Learning Methods According to Experts

To better understand what a learning method is, then we can refer to the following opinions of experts:

a. Hasby Ashyidiqih

According to Hasby Ashyidiqih, the learning method is a set of ways that are carried out to achieve certain goals in the learning process.

b. Abdurrahman Ginting

According to Abdurrahman Ginting, learning methods are a distinctive way or pattern of utilizing various basic principles of education and various other related techniques and resources so that the learning process occurs in students.

c. Ahmadi According to Ahmadi, the learning method is a knowledge of several ways of teaching used by teachers or instructors.

d. Nana Sudjana According to Nana Sudjana, the learning method is a method used by teachers in establishing relationships with students during the learning and teaching process.

e. Sobri Sutikno According to Sobri Sutikno, learning methods are ways of presenting the subject matter given to students so that a learning process occurs in students to achieve goals.

3. kinds of learning methods

Teaching staff must know which teaching method is most effective in delivering the subject matter to students. The various learning methods are as follows:

a. Lecture Method

The lecture method is one of the conventional learning methods because the teacher delivers the material to students orally. From the past until now, this method is indeed considered the most practical and economical. But a teacher must be able to use the lecture method interestingly so that the students do not get bored quickly.

b. Discussion Method

As the name implies, this method always prioritizes discussion activities that involve students to learn to solve problems. The application of the discussion method is usually done by creating a discussion group in charge of discussing a problem.

c. Demonstration Method The demonstration method is a learning method that is carried out by practicum so that students can see and practice directly the material being studied. The demonstration method is more interesting and makes students focus more on the subject matter.

d. Lecture Plus Method

This method is similar to the lecture method in general, but the lecture plus method is usually accompanied by other methods when delivering material such as discussions, questions, answers, demonstrations, and exercises. or feedback between teachers and students.

e. Recitation Methods

The recitation method usually requires students to make a resume about the material that has been submitted by the teacher. Where the resume is written on paper using the words of the students themselves.

f. Experimental Method

The experimental method is carried out through experimental activities or practicum in the laboratory so that students can see directly the subject matter being delivered. Usually, it can be in the form of natural sciences (sciences) and so on.

g. Travel Work Method

This method uses a certain place or environment that has learning resources for students. However, the application of this method needs to obtain direct supervision from the teacher. For example Museums or Nature.

h. Practice Method

This method is a learning method that is carried out by training skills students by stimulating, utilizing, or making something. Usually, after explanation, The pupil will be tested By several questions.

i. Design Method

In this method, students will be stimulated to be able to create a project that will later be researched. It can be in the form of designing schemas, data, graphs, and others. This method is widely used also in programs, especially ugliness.

j. Debate Method

This method invites students to argue with each other individually or in groups. But the debate is conducted formally and has certain rules for discussing and seeking a solution to the problem.

k. Mind Mapping Method

This learning method applies a way of thinking in sequence to a problem, how it occurs and how it is solved. Through this method, students can increase their analytical power and critical thinking to understand the problem from beginning to end.

4. Learning method function

Please note that the learning method has certain functions. Based on the opinions of Syaiful Bahri Djamarah and Aswan Zain, several functions of methods in learning are known, including:

a. Extrinsic Motivational Tools

A learning method acts as a tool of extrinsic motivation or outside motivation for students. Thus students can participate in teaching and learning activities well. Where this motivation will encourage students to be more enthusiastic about participating in teaching and learning activities.

b. Learning Strategies

The application of learning methods by the teacher, so that every student in the classroom can grasp knowledge well. So that every teacher needs to know the method of learning that is most appropriate to be applied in the class based on the characteristics of the students.

c. Achieving Goals Tool

A learning method is a tool so that students can achieve learning goals. Because the delivery of material that does not pay attention to methods of learning can reduce the value of teaching and learning activities. In addition, teachers also find it difficult when delivering material and students are less motivated when studying.

5. The purpose of the learning method

The main purpose of the learning method is to help develop the individual abilities of the students so that they can solve their problems. To be clear, here are some of the objectives of the method of learning:

a. Helping students develop their abilities so that they can overcome their problems using breakthrough alternative solutions.

b. Helping teaching and learning activities so that their implementation can be done in the best way.

c. Make it easier to find, test, and compile the necessary data as an effort to develop the discipline of science.

d. Simplify the learning process with the best results so that teaching goals can be achieved.

- e. Delivering learning towards the ideal quickly, precisely, and as expected.
- f. The learning process can run with a more pleasant and motivational atmosphere so that students can easily understand the material.

The world of education cannot be separated from different learning models at each level of education. In a learning process, it is not just a process of giving lessons. It also involves learning methods used by teachers to transfer knowledge to their students.

Learning methods can be achieved well, so a teacher must first understand the characteristics of his students. Thus the methods of learning used will be right on target and make it easier for teachers to achieve learning goals. In addition, the learning method also makes students also trained in solving problems.

C. Picture and Picture

1. Definition of picture and picture

Picture and picture is a learning method that falls into the category of cooperative learning. This picture and picture learning plan and strategy are almost similar to the example non-example model. Because in this learning strategy, students are equally required to match images according to existing logic.

Picture and Picture is a form of cooperative learning model. The cooperative learning model is a model of learning that prioritizes the existence of groups. Cooperative learning is learning that consciously and systematically develops mutual interactions. Picture and Picture learning method is a learning model that uses images that are paired or sorted into a logical sequence (Hamdani, 2011: 89). Learning by Picture and Picture model has an active, innovative, creative, and fun characteristic. Learning models should always emphasize active students in every learning process. Innovative means that every learning should provide something new, and different and always attract students. Creativity means that every learning must generate interest in students to produce something or can solve a problem by using models, techniques, or ways that are mastered by the students themselves obtained from the learning process. Picture and Picture models rely on images as a medium in the learning process. The use of image media in learning writing aims for students to write quickly and precisely. Images and media can

stimulate students to be more motivated and interested in learning. Students can see directly the image to be a written object so that students get ease in a writing activity. The images become the main factor in the learning process (Suyanto, 2004: 85). This learning model relies on images as a medium in the learning process.

These images are a major factor in the learning process. So, before the learning process, the teacher has prepared the image that will be displayed either in the form of cards or in the form of treasures in large sizes. Or if at school already using ICT in using PowerPoint or other software.

According to Johnson (2011: 105), the basic principles of the picture and picture model are as follows:

- a. Each member of the group (student) is responsible for everything done in his group.
- b. Each group member (student) must know that all group members have the same goal.
- c. Each member of the group (student) must share the same duties and responsibilities among the members of his group.
- d. Each member of the group (students) will be subject to an evaluation
- e. Each member of the group (students) shares leadership and requires skills to learn together during the learning process.
- f. Each member of the group (students) will be required to individually account for the materials handled in the cooperative group. As the name implies, this type uses the image media in the learning process that is by installing/sorting the pictures into a logical sequence. In this way, students are expected to think logically so that learning becomes meaningful.

The steps of implementation of this Picture and Picture model there are seven steps (Jamal, 2011: 62) as follows:

- a. The teacher conveys the competence to be achieved.

In this step, the teacher is expected to convey what the subject's basic competencies are. Thus, the student can measure to what extent should be mastered. Besides, the teacher also must convey the indicators of KD

achievement, so that where the KKM that has been set can be achieved by the learners.

b. Present the material as an introduction

Presentation of the material as an introduction becomes very important, from here the teacher gives the momentum to the beginning of learning. Success in the learning process can start here. Because teachers can provide motivation that attracts the attention of students who have not been ready.

c. The teacher shows pictures related to the material.

In the process of presenting the material, the teacher invites students to be actively involved in the learning process by observing each picture shown by the teacher or by his friend. With pictures we will save energy and students will more easily understand the material being taught.

d. Teachers appoint/invite students alternately to install / sort pictures into a logical sequence. In this step, the teacher must be able to innovate, because the direct appointment is sometimes less effective and students feel punished. One way is by lottery, so the students feel they have to perform the task that must be given. Existing pictures are required by students to be sorted, created, or modified.

e. The teacher asks about the reason/rationale for the sequence of images.

Students are trained to express reasons for thinking or opinion about the sequence of images. In this step, the role of the teacher is very important as a facilitator and motivator for students to express their opinions.

f. From the reason/sequence of images, teachers begin to embed the concept or material, by the competence to be achieved. In this process, the teacher should emphasize the things to be achieved by asking other students to repeat, write, or other forms with the student's goal of knowing that they are important in achieving the KD and the predefined indicators. Make sure that the student has mastered the predefined indicator.

g. Students are invited to conclude/summarize the material they have just received. Conclusions and summaries are done in conjunction with students. The teacher helps in the process of making conclusions and summaries. If students do not understand what things should be considered in the observation of the picture the teacher gives reinforcement of the image.

The learning Picture and Picture method is one of the active learning models that use images that are paired or sequenced into a systematic sequence, such as arranging images sequentially and showing images. With the images related to the material, students learn more creatively and can achieve the ultimate goal of the learning process so that the competency standards and basic competencies of the aspects of writing in learning can be achieved.

2. Integrating Writing Process and Picture and Picture Learning Method

The writing process is about how the stages of writing are applied by the writer. As stated like writing, there are four stages in the writing process. Those are planning, drafting, editing, and final draft. The writer should think about the topic that they want to write down on paper. Using pictures in the writing process has contributed to helping students to comprehend the teacher's explanation easily. Besides that, Harmer cited in Muflikhati (2013: 15) stated the use of pictures creates a natural situation to attract students' attention in the teaching writing process.

a) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. After that, the students look for the picture which is used for writing. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they write for, and the content and sequence of facts, ideas, or arguments in the text.

b) Drafting

After the students have a list of ideas related to the topic and provide some pictures, it is the stage for the students to start writing the first draft. They write the ideas they are going to write related to the pictures without paying attention to making mistakes.

c) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from written feedback from peers and teachers. The feedback will help students to revise their writing. The revision shows what has been written. It means that this step is important to check the text's coherence and to stimulate

further ideas. Not only that, but it also encourages students to find and correct their mistakes in writing

d) Final draft (publishing)

In this last stage, the students re-write their draft after revision with peers and teachers. The students have a well-written text in the final product since they do the editing process before.

3. Advantages and Disadvantages of Picture and Picture Method

As one of the learning method, this model has its advantages and disadvantages. According to Suprijono (in Huda 2014, p. 239), the picture and picture learning method has the following advantages and disadvantages.

a. Advantages of Picture and Picture

Models Some of the advantages of picture and picture learning method are as follows.

- a) The teacher knows the abilities of each student better.
- b) Students are trained in logical and systematic thinking
- c) Students are assisted in learning to think based on the point of view of a subject of discussion by giving students freedom in thinking practice.
- d) Students' motivation for learning is increasingly being developed.
- e) Students are involved in classroom planning and management.

b. Disadvantages of Picture and Picture

Models The shortcomings of the picture and picture learning method include the following.

- a) Takes a lot of time.
- b) Making some students passive.
- c) There are concerns about chaos in the classroom.
- d) The need for support facilities, tools, and costs.

4. Picture and picture characteristics

The pictures on the picture and picture method have a connection to each other in order but are deliberately randomized so that students can arrange them into a logical sequence of images. Although it seems simple and too easy for students to do, it is the growth of interactivity and creativity that is promising and has the potential to be very helpful for students.

The lack of inspiration and confusion in pouring out the imagination is one of the complaints of students that is often complained about when facing learning skills such as writing skills. This model will be very suitable for learning skills that require higher creative power and imagination from learners, such as learning writing skills. As one of the specific models using some typical steps, of course, picture and picture have many special characteristics that surround it. Here are some other characteristics of the picture and picture model :

a. Active

Through the picture and picture learning method, students will become more active, because educators use the medium of interesting but randomly arranged images, thereby increasing students' curiosity and curiosity to reveal them. In addition, students are also asked to compile it, thus making students more active because they participate and not only listen to teacher lectures.

b. Inovatif

When implementing the picture and picture method, both teachers and students will become more innovative. This is because this model requires higher creative power for both parties, on the one hand, the teacher must prepare and present images that are interconnected but arranged randomly and can provoke the student's creative power, then on the other hand the student must also guess the logical sequence of the actual picture.

c. Creative

Automatically the picture and picture model will make both teachers and students more creative. Of course, the teacher must prepare or maybe even draw a series of drawings that are related to each other. Meanwhile, because of the arrangement of random images presented in this model, students will be provoked by their creative power and imagination which leads to motivating their creative side of the students.

d. Fun

Even if it's fun, maybe some teachers will be scared to get so much noise in their class that they can't master the class. But the positive impact is that learning becomes much more enjoyable for learners. Images are a powerful medium that is

effective for attracting students' attention, coupled with the game of composing logical sequences of random image arrays provided in picture and picture models.

D. Recount text

Recount text is a type of text in English that contains the story of an action or the activities of the author or characters in the story. The activity or action in question is the experience of the author expressed through recount text, usually, the purpose of recount text is to entertain the reader, as well as provide information. Recount text has several types or kinds that can be used according to the needs of telling something. Here are the kinds and explanations.

1. Personal recount

Is a recount text that has the function to tell about the author's personal experience. A personal recount is the most common type commonly used to write recount text.

2. Factual recount

Is a recount text that has the function to present a report on events that occurred based on facts (actually happened). For example, reports about scientific experiments or reports from the police.

3. Imaginative

Is one of the recount texts that have the function to tell imaginative events. For example, recount text that tells the author's experience in memorizing a scene he got from his dream.

4. Historical recount

Is a recount text that contains history. An example is the recount text regarding the proclamation of Indonesian independence.

2.2 Previous Studies

Several researchers have conducted research related to the picture and picture as a media learning model to improve students' writing skills. Below is his research :

1. Ince Resky Naing (2018) in his research entitled "The effectiveness of picture and picture model in improving the student's writing skills". Found that the Image and Image learning model is effective for improving students' writing skills in terms of Content, it is indicated by the average score of the content before and

after administration. Treatment 55 to 75.43 with t-test values The content was greater than the t-table ($8.19 > 2.07$) and the Sig (2-tailed) Content was lower than the Significance level of $0.000 < 0.05$. This means that there is a significant difference between before and after giving treatment. The Drawing and Drawing Model is effective for improving students' writing skills in terms of Organization, this is indicated by the average score before and after being given treatment is 50.87 to 74.13 with an organizational t-test value greater than the t-table ($10.10 > 2.07$), and Organization's Sig (2-tailed) is lower than the Significance level of $.000 < 0.05$. This means that there is a significant difference between before and after giving treatment.

2. Based on the results of nurhajah research, Tia Sarifah in his thesis entitled "Use of images and image techniques in improving student's writing skills" stated that, drawing and drawing techniques in improving students' writing skills. This is evidenced by data from the t-test that shows the sig. 2 heads is 0.000. This value is lower than 0.05. The null hypothesis, therefore, is rejected. Based on the results of this study, it is recommended for teachers who have students with low improvement in learning to write descriptive texts to use images and images in the teaching and learning process. This research shows that images and images can make students improve their writing skills in descriptive text.

3. Pujiati Sujaya in his thesis entitled "The Effectiveness of Picture and picture Cooperative Learning Models of Writing Instructions Skills in Class VIII Students of SMP Negeri 2 Sui Ambawang" Based on the results of statistical calculations from the results of data analysis carried out manually, that the writing skills of class VIII students of SMP 2 Sui Ambawang before using the picture and picture model cooperative learning model with an average score of 62.75 and can be categorized as low. Instructional writing skills of grade VIII students of SMP 2 Sui Ambawang after using a picture and image type cooperative learning model with an average score of 77.60 and can be categorized as good and have achieved KKM. Furthermore, based on the results of research analysis using the t-test, it was stated that H_a was accepted, namely the use of a picture and picture type cooperative learning model on the writing skills of grade VIII students of SMP

Negeri 2 Sui Ambawang effectively with a significance level of 0.05, namely: counting $11.70 > a$ table of 1.72.

Based on the findings above, picture and picture is one of the learning models that can be implemented in classroom activities. It is effective for motivating students and improving student achievement. The similarity between the above and present research, the research is about teaching writing skills such as report texts, procedure texts, and descriptive texts, but this study is different from the thesis above, this research is focused on learning to write recount texts using picture and picture models with research approach experiments, so as a researcher only needs one class. In addition, not only the teacher provides the images as a medium but the students also prepare their images based on their experiences to be used as lesson materials during the learning process.

2.3 Conceptual Framework

Based on the explanation above, the researcher formulates a conceptual framework as follows:

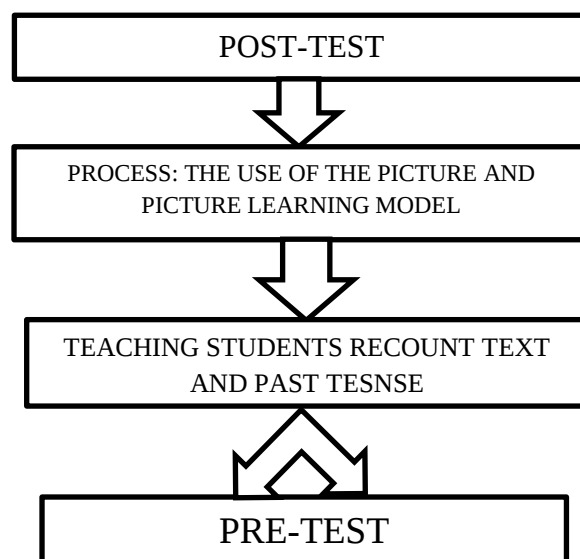


Figure 2.3 Conceptual Framework

Based on the conceptual framework above, Picture and Picture is applied as a learning method to teaching students' writing skills. This research focuses on improving writing skills in five aspects: content, language, vocabulary, organization, and mechanics.

2.4 Hypothesis

According to Arikunto (2014: 110) hypothesis is a temporary answer to the research problem until it is proved by the data that will be collected”. Based on the theoretical framework and conceptual framework above, the hypothesis can be formatted:

1. H1: There is no difference between Pre-test and Post-test on students' scores in writing recount text using Picture and Picture Model.
2. H0: There is a difference between Pre-test and Post-test on students' scores in writing recount text using Picture and Picture Model.