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The Influence of the Picture and Picture Model on the Students' Ability of Class VIII to Determine Explanatory Text Structure at MTs Al Washliyah Perpaudangan, Indonesia

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ABSTRACT

This research was conducted with the aim of finding out how the picture and picture learning model affects the students' abilities of class VIII at MTs Al-Washliyah in identifying the structure of explanatory text. For population as well as samples, there were 44 students taken randomly from class VIII-2 (22 students as the experimental group), and from VIII-1 (22 students as the control group). This research involved experimental methodology and an essay test as a data collection method was used. The findings showed that each student provided thoughtful and unique responses to each question. The experimental class got an average score of 82 (very good), while the average score in the control class was 63 (fair). The research data were calculated and processed, so that tcount > ttable (8.23 > 1.682) was obtained; therefore, Ha agreed. In other words, the students' ability to recognize the structure of explanatory text was greatly influenced by the model.

Keywords: explanatory text, learning model, picture and picture

INTRODUCTION

In the process of learning, the conceptual framework of learning model functions as a guide. A learning model refers to the outlines of methodical steps for educational opportunities preparation to meet learning objectives. Five fundamental components might form a learning model, namely (1) syntax or the operational steps involved in learning, (2) social system or environment and norms that regulate learning, (3) reaction principle or the way teachers view, handle, and respond to students, (4) a support system or collection of resources, materials, equipment, or learning environments that facilitate learning, and (5) instructional and nurturant effect or learning results obtained directly from predetermined goals (instructional effect) and learning results that exceed targets (nurturant effect) [1]. Meanwhile, learning material consists of instructions, information, abilities, and character development that students need to obtain and use in order to meet standard competency. All levels of education in Indonesia are required to offer instruction in Indonesian language (IL) which is placed in the 2013 Curriculum as an additional language for other scientific disciplines.

There are four skills that must be learned when learning IL: listening comprehension, reading comprehension, writing comprehension, and speaking comprehension [2]. Text-based learning is used in the 2013 Curriculum for teaching IL. Explanatory texts include material contained in the 2013 Curriculum and are taught in class VIII. There are several texts in the 2013 Curriculum that need to be looked at, especially the way explanatory texts are prepared. The Ministry of Education and Culture team [3] defines explanatory text as

writing that explains the logical development of an event. Experts can determine that texts that offer a comprehensive explanation of a social or natural phenomenon are explanatory texts. The structure of explanatory text—which includes reviews, identification of phenomena, and event processes—builds the text [4]. This leads the author to the conclusion that the structure of explanatory text is formed by a framework that provides a detailed explanation of a phenomenon using claims about how and why, then examined based on the events previously mentioned.

Educators (teachers) always try to choose the most appropriate learning model—which is considered more effective than other models—so that the knowledge and skills given by teachers to students truly belong to them [5]. Researchers came to the conclusion that teachers need to be able to use various models and actively involve students in teaching and learning process (TLP) in order to create an interesting and enjoyable learning environment. It is very important for educators to have the ability to choose the most appropriate model for the learning process and content they will teach.

The aim of this research is to find out how well students can use the picture and picture model to summarize the structure of explanatory text. The picture and picture model as a learning method that uses a communicative approach or uses image media that are paired or sequenced in a reasonable way by prioritizing groups [6]. Pictures are used as learning media in the picture and picture model.

Students who use this model must also feel like they have all the knowledge contained in their group. Allows students to debate topics from different points of view and helps teach them how to reason logically. In cooperative learning, students work cooperatively in small groups with a heterogeneous group structure, usually consisting of four to six members. Picture and picture is also one of several cooperative learning models.

LITERATURE REVIEW

Picture and picture learning model

Learning models can be used as a pattern of choice, thereby enabling educators to choose a model that is suitable and effective to meet their learning objectives. The learning model is a theory-based conceptual framework in the form of a methodical procedural pattern. To achieve learning objectives, it is used to structure the teaching and learning process [7]. The arrangement of approaches, strategies, techniques, and methods in carrying out learning activities in the classroom is called a learning model. This is a pattern of interaction between teachers and students.

Plans that contain tactics and advice specifically made by the teacher in connection with learning challenges are called learning strategies. Learning objectives, syntax (sequence patterns), and learning environment characteristics of learning models are used to categorize them. Teachers can achieve some learning goals and not others when they apply certain learning models. The sequence pattern or syntax of a learning model explains the general sequence of steps followed by a number of learning activities [8]. Because the large number of students and group work involved in the learning process makes both teachers and students actively involved, the picture and picture learning model is part of cognitive learning theory. The same thing states that students should feel ownership of everything they do in their group when using picture and picture learning [9].

Apart from using real images that are appropriate to the learning material, this learning model also uses concrete objects in the learning process. This learning model also includes visual knowledge. Students are expected to be able to think with images that are sorted according to the content, thereby training their level of thinking based on images without the need for text. When delivering the material, the teacher gives instructions to students on how to actively participate in teaching and learning process by looking at each picture displayed by the

teacher or friends [10]. Students show a liking for pictures and this will have a positive influence on their enthusiasm for participating in PBM [11]. The large number of students actively participate in the learning process as a result of the steps in the learning process of this model. Images are the main learning media in this learning model. The images used are important components in education.

Explanatory text

Explanatory text refers to text that explains the process of occurrence or formation of a natural or social phenomenon [12]. The structure of explanatory text consists of text that describes the occurrence or formation of a natural or social phenomenon [12]. Three parts form the structure of explanatory text: general statement, explanation, and conclusion. The explanatory text structure recommended by experts is explained as follows. Explanatory text has the following structure [4]:

A. Broad generalizations about the phenomena discussed, including social and natural phenomena.
B. Explanation. includes more justifications for this phenomenon. The series of events that lead to this phenomenon can be explained in this explanation.
C. Final thoughts referring to an overview of previously discussed points.

MATERIALS & METHODS

The research was carried out at MTs Al-Washliyah Perpaudangan. Experimental techniques were used in this research. The research was carried out using experimental methods, which involved providing treatment. Experimental research methods are interpreted as research methods used to determine the effect of a particular treatment on other treatments under limited conditions which supports this [13]. This research uses a post-test only control group design as the research methodology. In this design, the experience group and control group are not clearly defined. In this design, both the experimental group and the control group are represented. The experimental group produced results, while the control group did not produce results. The essay test is a tool used to collect data in this research. Students are asked to identify the structure of explanatory text for the essay test in question. Students also examine the text by finding out its organization.

RESULT AND DISCUSSION

The information collected for this research was divided into two categories: information about the ability to ascertain the structure of explanatory text before applying the picture and picture learning model, and information about the ability to ascertain the structure of explanatory text before applying the picture and picture learning model, and information about the ability to ascertain the structure of explanatory text before implementing the picture and picture learning model.

Data on the ability to determine the structure of experimental class explanatory text

In the experimental class, students' ability to determine the structure of explanatory text using the picture and picture model ranged from 67 to 100. The average score for this ability was 82 (consider Table 1).

Table 1. Percentage of Students for Experimental Class Tests

No	Marks	Sample Quantity	Percentage	Remarks
1	80-100	17	77,3%	SB
2	66-79	5	22,7%	B
3	56-65	-	-	C
4	40-55	-	-	K
5	<39	-	-	SK

Data on the ability to determine the structure of control class explanatory text

The ability to determine the structure of explanatory text in the experimental class using the picture and picture model has three highest scores, namely 73, the lowest 53, and 63 as the average (consider Table 2 below).

Table 2. Percentage of Students for Control Class Tests

No	Marks	Sample Quantity	Percentage	Remarks
1	80-100	-	-	SB
2	66-79	10	45,5%	B
3	56-65	8	36,4%	C
4	40-55	4	18,1%	K
5	<39	-	-	SK

The influence of the picture and picture learning model on the ability to determine the structure of explanatory text

Following the calculation of scores and final grades for the experimental and control classes, the next step is find out how the discovery of learning model influences students' understanding of how an explanatory text is structured. In this case, the researcher used lecture techniques to compare the experimental class and the control class; the following formula is used:

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

Data obtained from the research is shown below.

$\bar{X}_1$ = 82 SD = 8,2 S^2_1 = 67,24 n_1 = 22

$\bar{X}_2$ = 63 SD = 7,1 S^2_2 = 50,41 n_2 = 22

The combined variance of the two groups is shown below:

$$S2 = \frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{(n_1+n_2)-2}$$

$$= \frac{(22-1)67,24+(22-1)50,41}{22+22-1}$$

$$= \frac{1412,04+1058,61}{42}$$

$$= \frac{2470,65}{42}$$

$$= 58,825 \qquad S = \sqrt{58,825}$$

$$= 7,7$$

So:

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$= \frac{82-63}{7,7\sqrt{\frac{1}{22}+\frac{1}{22}}} = \frac{19}{7,7\sqrt{0,09}}$$

$$= \frac{19}{2,31}$$

$$= 8,23$$

The students' understanding of the structure of explanatory texts was negatively impacted by the picture and picture learning model. This can be explained by the observation results that on average is compared to the average of the control class which used the lecture method, the experimental class gave better results. In addition, after the hypothesis is tested, the proposed hypothesis can be accepted.

CONCLUSION

The picture and picture learning model determines how to organize explanatory texts for students of class VIII. Class VIII-2 is used as an experimental place, while class VIII-1 is used as a control (comparison) class. The experimental class (VIII–2) obtained an average score of 82 (very good), while the control class (VIII–1) received an average score of 63 (fairly good). The picture and picture learning model has a positive effect on the students' ability to determine the structure of explanatory text in class VIII at MTs Al-Washliyah Perpaudangan with proof that tcount > ttable (8.23 > 1.682) is categorized successful.

Declaration by Authors

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