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THE PICTURE AND PICTURE INSTRUCTIONAL MEDIA TO PROMOTE STUDENTS' ACHIEVEMENT IN WRITING INSPIRATIONAL STORY

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Abstract

Writing inspirational stories could encourage students to take positive cues from the story. Regretfully, the initial research revealed that grade IX-D students lacked enthusiasm for writing inspirational stories. In order to ensure that at least 65% of the students could receive even the smallest score of 75, collaborative action research was carried out. Sixteen out of twenty-five students (68%) received a score of 75 and above on cycle 2 after the digital picture and picture were implemented, indicating that the action research was successful. The use of the internet to implement the digital picture was the reason for the action's success. More research on internet exploitation for the purpose of educational expansion should be completed in light of the common use of the internet in educational settings.

Keywords: *the picture and picture, inspirational story writing, action research*

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Introduction

By writing to explore ideas and other words, people share specific meanings based on a given topic. Writing also conveys the writer's opinion on a given topic (Niamah, 2018). According to Sinaga, Amri & Lestari (2021). A person's ability to communicate ideas, thoughts, knowledge, and experience as a productive skill is created through learning, according to Sinaga, Amri, and Lestari (2021). This includes writing exercises (Mughtar et al., 2020; Simorangkir et al., 2022), and Indonesians are not very good at it (Simorangkir et al., 2022) whereas one aspect of language skills that has an important role in human life is writing skills

(Mulyani et al., 2018). Since writing is a vital tool for idea expression, writing exercises require careful consideration.

Writing inspirational stories is one of the writing exercises used in junior high school Bahasa Indonesia classes. It is anticipated that inspirational writing can transform negative signals into positive ones (Panjaitan et al., 2023). The purpose of writing inspirational stories is to use creative literary writing to convey thoughts, feelings, and experiences. By writing inspirational stories, it is anticipated that the students will be able to take positive cues from the narrative. According to SMPN 2 Plandaan Jombang's preliminary study, grade IX- D students were less enthusiastic about writing inspirational stories, with an average score of 49.08. (See chart 1)

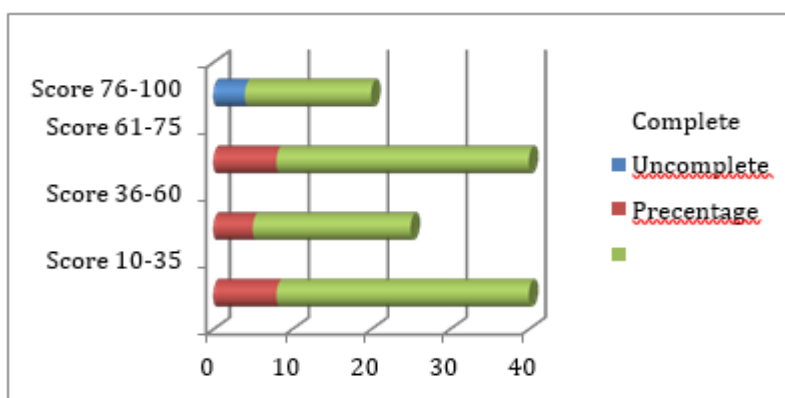


Chart 1 Students' Minimum Completeness Criteria on Preliminary Study

They have not met the established minimum completeness criteria (KKM), according to the average score. The outcome of the learning observation and conversation with the teacher of *Bahasa Indonesia* has confirmed the accomplishment (see Table 1). Further evidence that some students did not listen to the teacher's explanation during class comes from the teacher's confirmation. The students' lack of interest appears to be the root cause of their poor performance, which calls for a solution.

Table 1 Observation Result to the Teacher of *Bahasa Indonesia*

No	The Teacher's response	Agree	Disagree
1	All students pay attention to the teacher's explanation		✓
2	All students actively participated in learning activities	✓	
3	All students can work on writing assignments		✓

According to the above Table and Chart, the students' poor performance in writing inspirational stories resulted from their disregard for the teacher's explanation that they had little interest in writing. Since it uses picture as a stimulus for language experience activities in the classroom (Calhoun, 2009 cited in Meliasari & Marmanto, 2018), picture and picture is an appealing technique that can be used to increase students' interest and make writing activities more interesting (Sarifah & Apsari, 2020). According to Simorangkir et al. (2022), drawings, symbols, and colors might encourage pupils to be active and relieve stress so they can write more creatively more quickly. Picture and picture uses images as a medium to teach or help students actively learn (Sari et al., 2022; Simorangkir et al., 2022). These images can be exhibited as a huge chart or as a card.

The purpose of this study is to raise students' proficiency in crafting motivational stories with images. Sari et al. (2022) list the following benefits of using picture: 1) teachers are aware of students' abilities; 2) students are trained to think logically and methodically; 3) students are given the freedom to think; 4) students are motivated to learn more; and 5) students participate in class management. The benefits thus reinforced the rationale for using images and visuals in the creation of motivational narratives.

Research Methods

This study offers research on how using picture can help students become better writers. By include additional observers, collaborative action research promotes a critical viewpoint on practice and was used to validate classroom observation (Kemmis & McTaggart, 1988 cited in Niamah, 2018). The study focused on 25 students in grade IX-D SMPN 2 Plandaan because it was determined that they were having issues with writing inspirational stories. The data yielded was examined quantitatively to offer descriptive analyses based on the students' achievement.

By using the picture and picture implementation procedures (see Diagram 1), the four phases of Kemmis and McTaggart, 1988 in Ni'amah (2018) were applied in order to improve the students' performance in creating inspirational stories by referring to the following activities: i) the teacher explained to students the basic competencies to be achieved, ii) the teacher presented material to students according to the theme and subject matter, iii) the teacher showed picture of activities related to the material, iv) the teacher appointed students in turn to put the picture into a logical sequence, v) the teacher asked the reason for the order of the picture, vi)

based on the order of the picture the teacher explained the material according to the competencies that she wanted to achieve, vii) the teacher asked students to draw conclusions or summaries based on learning outcomes (Pradina & Hastuti, 2017).

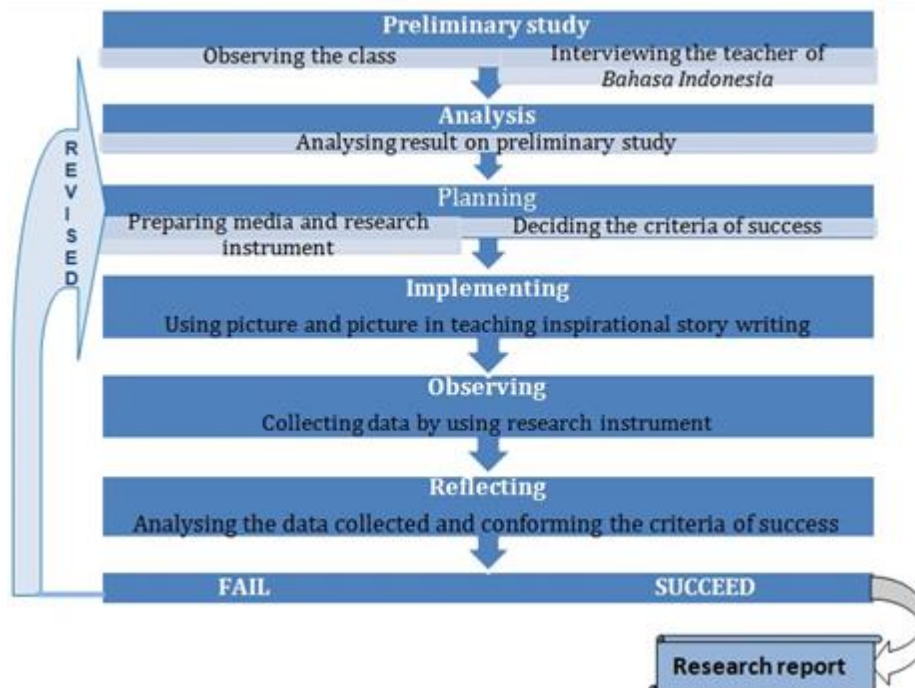


Diagram 1 Procedure of Collaborative Action Research

By taking into account the students' accomplishments and the criteria of success, the study's completion was decided upon at the reflecting step. The students' scores were used to expand the success criteria, which state that an activity can be considered successful if at least 65% of them receive even a score of 75. For the purpose of meeting the success completion criterion, the planning phase was completed in order to have revisions based on the reflecting stage.

Results and Discussion

Results

The achievement of inspirational story writing by picture and picture implementation was done by reflecting on the lowest score of 75 has been attained by 65% of the students. The failure of achieving the score made the researchers changed the planning step as the students' scores in the first cycle ranged from 60 to 78 (see Chart 2). The adjustment on the planning step was also confirmed to the teacher. The update included additional digital images that were shown on the LCD. Additionally, the instructor encouraged

students to talk about and comprehend how to write inspirational stories on cycle 2 more frequently. According to Sari et al. (2022), encouraging students more frequently in addition to offering a wealth of captivating images may enhance their learning outcomes. The students' learning objective in this current study is to achieve the lowest possible score of 75.

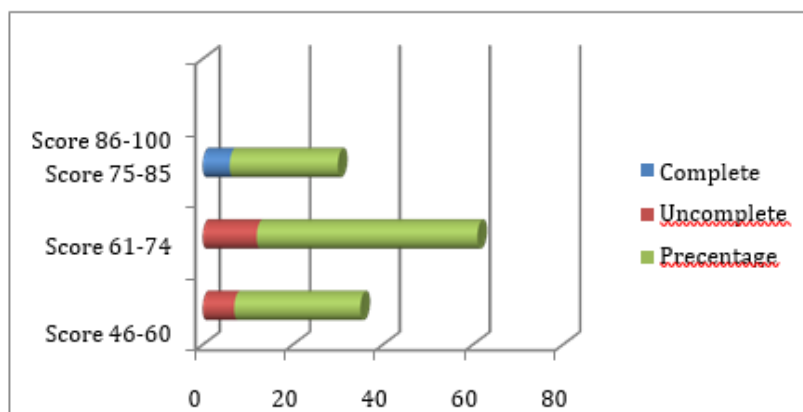


Chart 2 Students' Minimum Completeness Criteria on Cycle 1

The students' scores improved after they realized the printed picture and picture (see Table 2), but they still haven't finished the success criteria. Out of twenty-five students, only six achieved a score of 75 or higher. In the second cycle, the images were shared virtually so that every student could view and access them on their Smartphone in addition to taking in the widely projected images. The complete result can be seen in Table 2.

Table 2. Students' score

Students	Cycle 1	Cycle 2	Completeness
Student 1	75	80	√
Student 2	70	78	√
Student 3	65	75	√
Student 4	72	80	√
Student 5	70	68	√
Student 6	75	72	-
Student 7	72	67	-
Student 8	65	72	-
Student 9	75	75	-
Student 10	68	77	√
Student 11	78	79	√
Student 12	65	75	√
Student 13	78	80	√
Student 14	62	71	√

Student 15	75	76	-
Student 16	60	72	√
Student 17	60	71	√
Student 18	60	75	√
Student 19	72	78	√
Student 20	60	75	√
Student 21	60	77	√
Student 22	60	75	√
Student 23	72	75	√
Student 24	70	80	√
Student 25	60	66	√
Average Score	67.96	74.76	
Total of completeness	6	17	68%

Discussion

The use of Smartphone has been demonstrated to be a part of students' daily existence, allowing them to freely browse and surf cyberspaces that expand their knowledge (Hentasmaka et al., 2022), predominantly for students who typically use few fingers on a mobile device, which makes it easier for them to obtain information and participate in interactive discussions (Niamah, 2018). The expansive knowledge through mobile phone supported them in exploring their ideas into written inspirational story. Thus, the use of internet in doing and completing assignments (Niamah, 2018) through utilizing picture and picture digitally can be used as a problem solving in writing inspirational story. It also shows that students can access information at any time and from any location when they use ICT (Ni'amah, 2020) without any intrusive limitation.

Students achieved up to 18 achievement gain points—60 on cycle 1 and 78 on cycle 2—as a result of the use of digital picture and picture on cycle 2. Sixteen students in total increased their achievement gain points from 1 to 18. Taking into account the success criteria, 68% of the students received scores of 75 or higher. As a result, the activity was successful and it was determined that the use of digital picture and picture enhanced the students' ability to write inspirational stories. Utilizing picture and picture means they were “technologically literate being” in participating the digital era. Students' comprehension of the linguistic elements of the recount text has also been activated by the use of picture and picture (Sari et al., 2022). In addition to enhancing students' ability to write inspirational stories, images also helped them become more proficient at writing descriptive texts (Sarifah & Apsari, 2020), enhancement of students' narrative text writing, as well as enjoyable learning opportunities for subtleties (Mughtar et al., 2020).

Implementing picture and picture digitally does not only improve the students' writing skill but also endow with learning intimations.

Conclusion

Based on the criteria of success formulated, students' achievements were accomplished on cycle 2 when 68% of the students attained minimal score of 75. They were completed after implementing picture and picture digitally based on revision on the reflecting stage. The distribution of picture and picture digitally made the students felt liberated in exploring their knowledge. Thus, it can be concluded that picture and picture can enhance the students' achievement in writing.

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