Picture and Picture Learning Model with Picture Card Media on Grade IV Students' Interest and Poetry Writing Skills

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ABSTRACT

The learning model used in learning affects students' interest in learning to write poetry. The purpose of this study is to prove the influence of the Picture and Picture learning model with the media of serial picture cards on students' interest and skills in writing poetry. Experimental research by applying a pretest-posttest control group design is the methodology used. This study uses a quantitative methodology. The sample of this study is 52 students in grade IV. Tests, observations, and documentation are the methods used in the data collection strategy of this research. Prerequisite tests (homogeneity and normality tests) and hypothesis tests t-test paired samples were used in the data analysis methodology of this study. The findings of the study explained that students' interest in writing poetry increased by 20.77 with a t-value of 9.775 < a ttable of 1.706 and a p-value of 0.000 < 0.05. These findings support Ha's acceptance and the discovery that students' interest in writing poetry is influenced by the use of picture cards for picture learning in grade IV of elementary school. With a t-value of 15.421 < a t-value of 1.706 and a p-value of 0.000 < 0.05, the student's skill score increased by 12.46 which means that Ha was accepted and there was an influence of the use of picture cards as a learning tool on the ability to write poetry of grade IV elementary school students. Based on the findings, it can be concluded that the Picture and Picture learning model with the media of series picture cards affects the interest and poetry writing skills of grade IV students.

Keywords: interest; writing skill; poetry; Picture and Picture learning model

ABSTRAK

Model pembelajaran yang digunakan dalam pembelajaran mempengaruhi minat siswa dalam belajar menulis puisi. Tujuan penelitian ini ialah untuk membuktikan pengaruh model pembelajaran *Picture and Picture* bermedia kartu gambar berseri terhadap minat dan keterampilan menulis puisi siswa. Penelitian eksperimental dengan menerapkan desain kelompok kontrol pretest-posttest adalah metodologi yang digunakan. Penelitian ini menggunakan metodologi kuantitatif. Sample dari penelitian ini adalah siswa kelas IV sejumlah 52 siswa. Tes, observasi, dan dokumentasi merupakan metode yang digunakan dalam strategi pengumpulan data penelitian ini. Uji prasyarat (uji homogenitas dan normalitas) serta uji hipotesis uji t sampel berpasangan digunakan dalam metodologi analisis data penelitian ini. Temuan studi menjabarkan bahwa minat siswa dalam menulis puisi meningkat sebesar 20,77 dengan nilai t-value sebesar 9,775 < ttabel 1,706 dan p-value sejumlah 0,000 < 0,05. Temuan ini mendukung penerimaan Ha dan ditemukannya minat siswa dalam menulis puisi dipengaruhi oleh penggunaan kartu bergambar untuk pembelajaran bergambar di kelas IV

Sekolah Dasar. Dengan nilai t hitung 15,421 < ttabel 1,706 dan p-value 0,000 < 0,05 maka nilai keterampilan siswa meningkat sebesar 12,46 yang berarti Ha diterima dan terdapat pengaruh penggunaan kartu bergambar sebagai alat pembelajaran terhadap kemampuan menulis puisi siswa kelas IV sekolah dasar. Berdasarkan temuan tersebut dapat disimpulkan bahwa model pembelajaran *Picture and Picture* bermedia kartu gambar seri berpengaruh terhadap minat dan keterampilan menulis puisi siswa kelas IV.

Kata Kunci: minat; ketrampilan menulis; puisi; model pembelajaran *picture and picture*

INTRODUCTION

Writing poetry is an activity that requires the ability to articulate a creative concept in the form of writing. Writing poetry is difficult because it requires the ability to convey ideas or thoughts beautifully and can be enjoyed by anyone. Enhancing pupils' appreciation of literary works is the goal of poetry writing assignments (Nur' Ajmiy & Khoirul Umam, 2023). Students' writing skills are obtained from students' great interest in being able to and practice regularly so that students' skills can be formed. When learning a language, students need to have certain abilities. Two abilities that need to be learned are written and oral skills. Oral skills include speaking and listening, while writing skills are reading and writing (Wulandari et al., 2015) After speaking, listening, and reading, students finally understand writing skills. Compared to other language skills, writing is a fairly difficult process because writing involves more than just composing words and phrases; it also involves the development and disclosure of ideas or thoughts within a coherent writing framework (Friska & Nanda, 2020).

Some students argue that writing is the most boring learning activity ever, where children are asked to think and pour their ideas into writing. One of the learning outcomes in grade IV in the writing element is that students can write narrative, descriptive, reconstructive, procedural, and exposition texts with diverse sentences as well as accurate and detailed information about various subjects. Continuous upright writing is a skill that students must also have. The subject that grade IV elementary school students study during writing practice is to make poetry. Writing poetry is the process of taking an object in the real world and turning it into a written statement that represents the author's emotions or soul (Bahtiar, 2020). Poetry is the embodiment of the interpretation of important human experiences that are manifested in an effective form (Al-Ma'ruf & Nugrahani, 2017). Students must have a strong desire to participate in writing activities, especially writing poetry. The active and instinctive urge to get something external is called interest, and it is a concentration of sensations, pleasures, and tendencies (Achru P, 2019).

Learning has the goal of facilitating students to think and be able to solve the problems found, so that in its implementation learning needs to be given challenging and meaningful activities to students (Nugrahani, 2017). The learning paradigm that students choose to use in Indonesian classes affects their learning outcomes, especially in learning to make poetry. To produce beautiful poems to convey their ideas and feelings, students must be able to generate original ideas using the chosen learning approach. Furthermore, the chosen learning model must involve students in learning activities and maximize the benefits obtained from these activities. The *picture and picture* learning model can be an alternative that can be applied. The *picture and picture* model learning refers to teaching that follows the teacher's reasoning and utilizes graphs as teaching aids (Suryani et al., 2022).

The media used also affects whether or not the learning takes place. Learning requires concrete media that can clarify a material to be conveyed. To convey a moral message that is meaningful and in accordance with the expectations of the audience, film has adopted the function of a learning medium (Nugrahani et al., 2019). This can also apply to the use of images as a medium in learning. A series of picture cards can be used as the right tool or media to maximize the learning process, especially when writing poetry. To foster students' creativity and maximize their poetry writing, this series of picture card media can offer a real picture. A series of picture cards is a medium in the form of pieces of images that are related to each other and build a whole story. Serial image card media is a media in the form of cards with images that are interconnected and form events arranged chronologically (Novitasari, R., & Rukmi, 2017).

The research carried out is in accordance with previous studies. Research Friska & Nanda (2020); Widyawati (2019); and Wulandari et al. (2015), among others, found that the *Picture and Picture* model had an impact on students' skills to compose poetry. According to research by Puspasari & Setyaningsih (2020), the image and image model outperforms the imaginative suggestion model in providing guidelines on how to write poetry. According to research by Anas et al. (2023), teaching students through the use of graphic media and graphic models can improve their understanding of the material and improve their learning outcomes. The use of series picture cards as a poetry learning tool is what makes this research innovative, Students' capacity to appreciate literary works is intended to be enhanced through poetry writing exercises (Sitti Nur Fadillah et al., 2024). This research uses image media in the form of visually appealing picture cards, which are designed to facilitate the generation of innovative ideas of students. This study has similarities to the previous study, namely learning to write poetry at the elementary level through the application of Picture and picture *learning models*.

The skill of composing poetry cannot necessarily be mastered by students. It requires understanding and skills that must be trained and honed repeatedly. The poetry learning that occurred was still far from fun. Teachers still use a lecture-based teaching approach, causing students to get bored in participating in learning activities related to the topic of writing poetry during Indonesian language lessons.

Improving the quality of Indonesian learning outcomes is highly dependent on the selection of the best learning model and the use of appropriate learning resources, especially in the field of poetry writing (Nurharjanto & Widyantoro, 2020). Students' interest in learning is also influenced by the learning model used (Suratno et al., 2023). The Picture and Picture *learning model* that utilizes various picture card media is a paradigm that can stimulate increased interest and active participation of students in the process of learning activities. Students' ability to produce poetry is expected to increase with the use of picture card media in the Picture and picture *learning model*, making it easier for them to visualize images related to the chosen topic and cultivate unique thinking (Hafidz et al., 2023).

The novelty of this study is that the Picture and Picture learning model with series picture media is used in Indonesian language learning, especially in learning to write poetry. In this study, in addition to examining the influence of learning on poetry writing skills, it also tests the influence on students' interest in learning. The purpose of this study is to determine the influence of the Picture and Picture learning model with series picture card media on the interest and poetry writing skills of grade IV elementary school students.

METHODS

Types and Design

The approach of this research is quantitative. In this study, an experimental research design was adopted. This study applies the pretest-posttest control group design as its research approach. In the implementation of the approach, two randomly determined groups of classes were given a preliminary test to ascertain the initial state and whether the experimental class and the control class differed from each other. If there is a slight discrepancy in the scores in the experimental group and the control group, then the pretest findings are considered satisfactory (Hardani, 2020).

Data and Data Sources

The research was carried out at SDN 1 Wonogiri in the 2023/2024 school year, approximately for 4 months. The pretest and posttest achievements of students from the experimental and control groups were used as numerical data for the study. The subjects of this study are grade IV students of SD N 1 Wonogiri, class IVb with a total of 26 students as an experimental class and IVc class with a total of 26 students as a control class. The sample in this study was selected using the cluster random sampling technique, which is a sample collection procedure that is applied if the research subject is broad enough (Sugiyono, 2018).

Data Collection

The data collection technique in this study is through tests, observations, and documentation. The test is conducted to measure students' interest and skills in writing poetry. Tests are carried out before and after the action is taken. The interest test is carried out by filling out a questionnaire A total of 20 questions that has been made according to the indicators that have been made previously, the test that is carried out measures students' poetry writing skills through the Student Worksheet (LKS). The following are the indicators of the interest questionnaire described in table 1 and the indicators of assessment of poetry writing skills described in table 2.

Tabel 1. Interest Questionnaire Indicators

No	Dimension	Indicator	Question Items		Total Question Items
			Positive Statement	Negative Statements	
1.	Feeling of Pleasure	Students' views/opinions about learning to write poetry	1,2	3	3
		Students' feelings during learning activities	4	5	2
		Students' opinions about teachers	6	7	2
2.	Student Engagement	Students' activeness during learning activities	8,9	10	3
		Awareness of learning to write poetry at home	11,12	0	2
3.	Ketertarikan	Students' responses to assignments given by teachers	13	14	2
		Curiosity about learning to write poetry	15,16	17	3
4.	Students' Attention	Students' attention during classroom learning	18,19	20	3

	Total	20

Table 3. Indicators of Assessment of Poetry Writing Skills

No	Assessed Aspects
1.	Able to use diction according to the situation described in the poem
2.	Using a language style that is able to describe expressions
3.	Able to make melodious rhymes
4.	Able to create rhymes with depictions that match the title and theme of the poem
5.	Able to imply a deep meaning related to the theme

The purpose of observation is to see how the classroom teacher applies what he or she has learned; RPP, a series of picture card media, photos of documentation of the implementation of learning, and other materials needed for the research are used as documentation in this study.

Analysis Techniques

Shapiro-Wilk test with p-value (sig.) >0.05 and the Levene test for homogeneity and normality were used as preliminary tests in the data analysis process. *The paired-sample-t-test* is a testing method applied in this study in evaluating the efficacy of a therapy. This involves comparing the data collected before and after the administration of certain treatments, provided that the tcount > ttable or (sig.) >0.05. The data analysis technique was carried out in measuring the influence of the Picture and Picture *learning model* mediated by card-picture-series on the interest and skill of writing poetry in grade IV students.

RESULTS AND DISCUSSION

This study was conducted with the aim of evaluating the influence of *the Picture and Picture* learning model by mediating cards-pictures-series on the interest and skills of writing poetry in grade IV elementary school students. The study involved two groups: an experimental group that utilized *the Picture and Picture learning model,* and a control group that utilized traditional procedures. Before the class starts, a pretest is given in the form of an appearance in the form of student worksheets to measure students' interest and abilities in each class, namely the control and experimental classes. The purpose of this pretest is to ascertain the initial skills of both classes. The following information was gathered from the initial test results:

Table 3. Description of the initial results (pretest) of student evaluation

	Interest		Writing Skills	
	Control	Eksperimen	Control	Eksperimen
Mean	66,35	65,12	70,77	63,85
SD	9,169	10,180	12,465	10,130
Minimum	45	44	45	45
Maximum	80	83	90	80

Table 3 shows that the results of students' interest in writing, in the control group the average score of students' interest is 66.35 and in the experimental group is 65.12. The results

of students' writing skills, in the control group, the average score of students was 70.77 and in the experimental group, the average score of students was 63.85.

After the pretest, which is the initial testing stage, both classes are given learning. The experimental class received therapy by utilizing the *Picture and Picture learning model* by utilizing the media of a series of picture cards, and the control class received therapy using conventional learning media. After both groups received their respective treatments, a posttest was carried out to evaluate whether there was a change in one of the classes between the period before and after the treatment. The data collected from the posttest results are:

Tabel 4. Description of the Final Result (Postest) of Student Evaluation

	Interest		Writing Skills	
	Control	Eksperimen	Control	Eksperimen
Mean	71,54	77,58	76,35	84,62
SD	8,439	9,162	10,446	7,200
Minimum	50	56	50	65
Maximum	85	95	95	95

Table 4 shows that after being given learning, the results of students' interest in writing were obtained, in the control group the average score of students' interest was 71.54 and in the experimental group was 77.58. The results of students' writing skills, in the control group, the average score of students was 76.35 and in the experimental group, the average score of students was 84.62.

The homogeneity and normality test was carried out by utilizing the data from the pretest and posttest results as follows: the stages in the test analysis procedure. In evaluating whether the data used in this investigation is distributed regularly or not, a normality test is carried out. In this study, the normality test is the Shapiro-Wilk test with a p-value-(sig.) value. >0.05. The findings of the normality test are described in Table 3

Table 5. Normality Test Results

Variable	p-value (Sig.)	Information
Interest		
Kontrol		
Pretest	0,139	Normal
Posttest	0,065	Normal
Eksperimen		
Pretest	0,279	Normal
Posttest	0,070	Normal
Writing Skills		
Control		
Pretest	0,064	Normal
Posttest	0,091	Normal
Eksperimen		
Pretest	0,65	Normal
Posttest	0,057	Normal

Based on the table 5 if the p.vzalue (sig.) value of a dataset is > more than 0.05, then it can be described as normally distributed. From the findings of the pretest and posttest, it is known that the test of interest and skill in writing poetry has a p-value-(sig.) >0.05 which proves that the researcher's data has a normal distribution.

Purpose of the test; Homogeneity is to ensure that the data used is homogeneous. The homogeneity test in this study is the Levene test which has a p-value (sig.) >0.05. The findings of the homogeneity test-calculation are described in table 4.

Table 6. Homogeneity Test Results

Variable	p-value (Sig.)	Information
Interest		
Pretest	0,346	Homogeneous
Posttest	0,586	Homogeneous
Writing Skills		
Pretest	0,251	Homogeneous
Posttest	0,100	Homogeneous

Based on the data in table 6 it is said that the research data is homogeneous if the value of p (sig.) >0.05. Referring to the findings of the homogeneity test conducted on the pretest and posttest data, the interest and ability to write poetry were obtained with a value of p (sig.) > 0.05, proving that the data is homogeneous. After carrying out the necessary steps such as homogeneity and normality tests, the research data is considered homogeneous and normally distributed. The paired sample t-test technique was then used to complete the hypothesis analysis procedure. The hypothesis analysis procedure is then carried out through the Test-Paired-Sample-t-test method, which is a type of test that can be applied in comparing the results before and after a certain treatment is given to assess how effective a treatment is. The findings *of the Uji_Paired_Sampel_t-test* of interest are described in Table 5.

Table 7. Paired Sample t-test Results of Interest

Variable	Mean	t_{table}	t_{count}	p-value (Sig.)	Information
Control					
Pretest	66,35	1,706	13,508	0,000	Ha Accepted
Posttest	71,54				
Eksperimen					
Pretest	65,12	1,706	15,421	0,000	Ha Accepted
Posttest	77,58				

Based on the table 7 reviewed from the interest in producing poetry, the average score of students increased by 5.58 in the control group (who received standard learning techniques), with a tcal score of 5.975 > a ttable of 1.706 and p-value-(sig.) 0.000 < 0.05. The findings indicate that Ha is recognized and traditional education has an impact on the enthusiasm of fourth grade elementary school children in writing poetry. The average score of students increased by 20.77 in the group that obtained learning through *the Pictureiand-picture method*, with a tcal value of 9.775 > a table of 1.706 and a p-value-(sig.) value 0.000 < 0.05. The findings indicate that Ha was accepted and that there was an impact of the use of *the Pictureiand-picture* model on the desire of grade IV elementary school students to compose poetry.

The results of the study show that students' interest in conventional learning has also increased, but students' interest in writing poetry has increased more significantly when the *Picture and Picture learning model is applied*; The calculated value is 15.421 > the table is 1.706 and the p value sign. 0.000 < 0.05, in accordance with the findings of *the Paired-Sample-t-test*, as well as an increase in the average score of students by 20.77, both show this. Alfianto's (2021) research supports these findings, showing that students' enthusiasm when composing poetry

can be successfully improved through a learning model that uses *the Pictureiand-picture approach*. Ayu Wahyuni et al. (2018), Pangestu et al., (2019) and Alia et al., (2022) conducted additional research showing the effectiveness of the *Picture and Picture* learning model in developing students' learning interests and enriching academic achievement. Learning using image media has an impact on increasing student motivation and creativity in writing poetry (Try et al., 2022). Learning with the picture and icture learning model is more effective in increasing students' interest in learning when compared to conventional learning methods (Kusminar & Muftianti, 2020).

Interest will not be able to arise by itself, but interest in data arises from student participation and habits when learning (Ayu Wahyuni et al., 2018). The *Pictureiand-picture learning model* is a type of learning model that utilizes visuals as a teaching tool. Choosing the most effective teaching strategy is very necessary in teaching and learning activities because students are more likely to learn things that they find interesting (Suryani et al., 2022). This is because visual aids can help students pay attention, concentrate, and become more curious about what they are learning. They can also help students absorb the knowledge that will be conveyed in a way that is quite easy to understand (Arsyad, 2017). By arranging the photos in a logical and appropriate order, series picture cards are a teaching tool that can help students come up with more original ideas. The use of image media in research in the form of a series of images is strengthened by the study of Anas et al. (2023) which shows that the use of image media combined with *the Picture and picture method* affects students' activeness in learning which has an influence on the increasing results of learning to write poetry in front of the class.

Based on the information that has been described above and supported by the findings of previous research, it can be explained that the application of *the Picture and Picture* learning model by mediating cards-pictures-series has a positive influence on students' interests.

Table 8. Hasi; Paired Sample t-test Writing Skills Test

Variable	Mean	t_{table}	t_{count}	p-value (Sig.)	Information
Control					
Pretest	70,77	1,706	5,975	0,000	Ha Accepted
Posttest	76,35				
Eksperimen					
Pretest	63,85	1,706	9,775	0,000	Ha Accepted
Posttest	84,62				

The average score of the control group (who received traditional learning techniques) increased by 5.19 based on the findings of the difference test of paired samples, with a t-value of 13.508 > a t-table of 1.706 and a p-value sign. 0.000 < 0.05. showing that the acceptance of Ha and fourth-grade elementary school students was influenced by traditional learning in their ability to write poetry. In the experimental class group of classes applied with the Picture and Picture *learning model*, the average score of students' writing results increased to 12.46, with a ratio of students to teachers of 9.775 > t table 1.706 and the ratio of students to p value sign. 0.000 < 0.05. This finding explains that visual and graphic aids have a positive impact on the poetry writing skills of grade IV students.

The findings of the study explain that the use of *the Picture and Picture* learning model helps fourth grade elementary school students write poetry more optimally than conventional learning. This statement can be evidenced by an increase in the average value of 12.46 and the findings of *the Paired Sample t-test* which describes the value of the p-value sign. 0.000 < 0.05

and the results of the calculation of 9.775 < 1.706. This study supports the findings of Pratiwi & Aslam (2021) that students' creative thinking capacity can be improved through the use of the *Picture and Picture learning model*, which is able to foster the skills of creating narratives for elementary school children, according to an additional study conducted by Novita et al. (2019). Research by Krismasari Dewi et al. (2019) explained that students' writing skills can be enriched through the *Picture and Picture learning model.*Agusrita et al. (2020) and Siddik (2018) stated that the image media used can have an influence on students' skills in creating poetry works.

The Picture and Picture learning model can improve student learning outcomes in writing poetry (Friska & Nanda, 2020). Arini, (2022) and Ripena et al. (2018) also reinforced the findings of the study where *the Picture and Picture* model has an effect on students' ability to compose poetry. In addition, image media also has a significant influence on student learning outcomes. Suhaili (2023) have revealed, teaching students through the use of graphic media and graphic models can improve their understanding of the material and increase their learning outcomes. The image media used in learning makes students more skilled in expressing ideas in writing (Sugiharti & Anggiani, 2022).

Through the use of a learning model that can provoke students' interest and make them feel happy, teachers encourage students to participate in these activities and help them develop their skills. From the interest in writing that is continuously honed and motivated so that students' writing skills are formed to be good. Students' creative ideas are formed and their interest in writing is aroused through the use of drawing and drawing learning methods, which helps students hone their skills in writing poetry. According to Safitri (2021), students' interest in reading is correlated with their reading ability. Good learning interest will have a positive impact on students' success in learning (Nurhasanah & Sobandi, 2016). The basis of this thinking can be concluded that the *Picture and Picture* learning model with picture card media is fairly successful in fostering students' interest and skills in learning to write poetry.

CONCLUSION

Based on the results of the above research, it can be concluded that the Picture and Picture learning model with the media of series picture cards is proven to have a significant influence on the interest and poetry writing skills of grade IV students.

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