

THE EFFECTIVENESS USING PICTURE AND PICTURE MEDIA TO SOLVE SENIOR HIGH SCHOOL PROBLEM IN WRITING SKILL OF NARRATIVE TEXT AT 10TH GRADE SMAN 1 PEMATANG SIANTAR

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ABSTRACT

The main issues of this research is how to solve problem in writing skill of senior high school through picture and picture method. The objective of the research are as follows; (1). To solve student in limited knowledge of Grammar and Vocabulary, (2) to develop the student ideas in writing skill. The methods/approaches used in achieving the following objectives; (a). it can motivate the student to write correctly. (b). it can stimulate and possible to guide written description. (c). it can help the student to provide information to be referred to in discussion or storytelling. Research subject is the students of tenth grade in Senior High School 1 Pematangsiantar. Based on the result the researcher can conclude that using picture and picture method can solve problem writing skill of Senior High School's student. **Key words:** effectiveness, writing, picture, student

1. INTRODUCTION

To communicate with other people. Like its function, the meaning of language is a tool to communicate. According to Bloch and Trager (1981:4) Language is a system of arbitrary vocal symbols with which a social group cooperates. Meanwhile, according to Robins (1981: 6) Language is a symbol system which is almost entirely based on pure or arbitrary conversation. So, we can know that language is a communication system.

Apart from being a means of communication, we can write language into a text. But, as we know, Indonesian people have a low level of writing. And the first from students. So many students know they can't write something right. In addition, this phenomenon may also be caused by the low emphasis on teaching and learning to write in schools. Therefore, the school will put more emphasis on ideas that encourage students to write papers with the right techniques and develop their interest in writing. As a result, the notion that writing is very scary and scary still exists; let alone writing in a second or foreign language. This is because writing in a non-native language is not easy by any means, but requires a skilled command of the language to be able to produce one that meets the standards of coherence, fluency and length. There are so many writing techniques. But this paper can tell you that one of the writing techniques is the clustering technique. The picture and picture model is a learning model that uses pictures to tell students the topic of the material from the teacher. According to Suprijono in Huda 2014, p. The picture model is a learning model that uses pictures (or other visual products) as a medium of learning, this model is similar to examples not examples, which require students to pair and sort several pictures in a logical order. Where from the pictures students can draw conclusions or the intent of the material being taught. For example in Narrative text material. As we know, narrative text is to tell a story that has a series of interrelated events or chronology. According to Rebecca (2003) narrative text is a text that connects a series of logically and chronologically related events caused or experienced by factors. And picture and picture models that have been sorted are able to explain a situation or the way of a story from the narrative text.

This study aims to explore the 10th grade students of SMA Negeri 1 Pematangsiantar can use picture and picture models to overcome these difficulties in writing, especially in writing narrative texts. So on this occasion, the research conducted is in the form of "Effectiveness Of Using Images And Images Media Problems To Solve Middle School Problems In High School Narrative Text Skills".

From the title, the researchers found several problems that often occur in students in writing skills. Writing is complex and sometimes difficult, writing is also different from other aspects of language skills. 1) Students have limited knowledge of Grammar and Vocabulary so they are worried about starting to write. 2) They don't know how to develop ideas. According to Richards and Renandya (2002:303), writing is the most difficult skill for second and foreign language learners. They define that writing is generating, organizing, and translating ideas into readable text. Their statement shows that students get more than one process in writing. It becomes a problem when students cannot process their ideas into a text, sometimes they don't even know what to do at the beginning of writing. Those are 2 reasons why learning techniques are needed in learning activities to help students.

In this case, writing activities utilize all brain activity, namely the potential of the left brain which is related to logic and the right brain which is related to emotion. This technique will help students to brainstorm or search for information in the brain by combining elements of color and symbols. As we know that colors, symbols, and pictures can stimulate students to be active and relieve their stress, so they will develop their creativity in writing faster.

From observations made by researchers at SMA NEGERI 1 PEMATANGSIANTAR, the English teacher of class X students has not used the Picture and Picture model technique in learning. In learning English, especially writing, the teacher basically only provides material in a textbook or guidebook that is used as a reference for teaching and learning.

II.LITERATURE REVIEW

2.1 Definition Writing

Writing is a skill that humans do to produce works, ideas, and thoughts in written form, but ideas or thoughts can also produce spoken form. This means that through oral form it will be made into written form. Therefore, writing is one of the important skills that can produce the human mind into written form. Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: grammar, vocabulary, spelling, word order, and the logical arrangement of ideas.

There are many experts who give their views on the definition of writing. According to Rivers (1981: 294), writing is conveying information or original expression of ideas sequentially in a new language. Brown, (2001: 336) also claims that writing is a thought process. It is further stated that writing can be planned and given an unlimited number of revisions prior to publication. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is finding meaning and the second process is placing meaning into language. Writing represents what we think. This is because the writing process reflects the things, which live in the mind. Students who are reluctant to write something down often suffer from this activity. Students find it difficult when they start looking for some reasons to write and produce written sentences.

Based on the above definition. Writing is a productive process that is carried out through several stages. First, explore ideas, thoughts, and feelings in written form. Second, carry out a number of revision processes to produce good and correct grammar. So that the result of written work in the form of text that is read is meaningful for everyone who reads the writing.

Writing is also referred to as a very important skill in the teaching and learning process of a foreign language; it can help students to adjust their letters, vocabulary and grammar, and to develop skills in pronunciation, speaking, and reading. Writing skills are needed in the teaching and learning process where students try to combine vocabulary and grammar to produce a text in English. Writing also helps students express their ideas and can explain those ideas when they communicate with others. Furthermore, based on this definition, writing skills are complex activities in producing quality writing.

2.1.1 Approach To Teaching Writing

There are three approaches in teaching writing, namely: a product-based approach, a process-based approach, and a genre-based approach. In addition, the synthesis of these three approaches is called the Process-Genre approach. Each of these approaches is discussed along with its strengths and weaknesses.

1. Product Approach.

Product approach: This is a traditional approach that focuses on the ability to produce the right text or product. It emphasizes the development of grammatical and syntactic accuracy. According to Tribble (2009) claims that the product approach, where the focus is on form, is a traditional text-based approach that is still used in many materials today. In this approach, teachers often present authoritative texts for students to imitate or adapt. Errors are considered as something that should be corrected or, if possible, eliminated. The main role of the teacher is to instill ideas about correctness and conformity.

2. Process Approach.

The process approach emphasizes the cognitive aspects of learning and recognizes the contribution that the learner makes to the learning context. This approach claims that students should be taught 'systematic thinking skills'. Therefore, planning, setting goals, compiling and generating ideas are part of the teaching strategy in L2 class, especially in the field of writing. In this approach, each work goes through various stages: pre-writing, drafting, editing, rearranging, and finally producing a finished version. This goes through several steps: identifying why writing (objective), identifying who will be writing (reader or audience), gathering information or ideas, creating a format plan, preparing the first draft, editing and revising, and preparing the second draft.

3. Genres

According to Paltridge (2004) explains that the genre approach in teaching writing focuses on teaching certain genres such as: essays, assignments, and other written works that students must be able to produce in academic settings. This may include a focus on the language and discourse features of the text, such as: as well as the context in which the text was produced. This approach focuses on writing for a particular discourse community or for a specific purpose. For example, letters to the editor, letters of approval, official letters, news articles, etc.

2.2 Picture And Picture Model

The picture and picture method is a learning model that uses pictures and is paired/sequenced into a logical order. This learning model relies on images as a medium in the learning process. These pictures become the main factor in the learning process. So that before the learning process the teacher has prepared an image that will be displayed either in the form of a card or in the form of a large chart.

The picture and picture learning method is a learning model in which the teacher uses image tools or media to explain a material or facilitate students to actively learn. By using aids or picture media, it is hoped that students can take part in learning with a good focus and in a

pleasant atmosphere. So that every message conveyed can be well received and able to seep into the heart, and can be remembered again.

According to (Starrett and Morcos, 2001); (Raviv Daniel, 2004); And (Atles and Ali, 2011) Picture and Picture method is a model designed to involve students in digging for information and asking questions, doing and finding, collecting data and analyzing and making their own conclusions. In this model, students are given the freedom to construct their thoughts and findings during activities so that students work independently without being burdened, have high pleasure and motivation so that learning will be more meaningful. Learning the picture and picture method emphasizes the development of reasoning, model building, its relevance to real-world applications or everyday life and can make students have direct experience, so they can overcome learning problems such as difficulties in remembering subject matter.

The characteristics of the Picture and Picture method are: independent, mutually supportive, happy, eager to learn, integrated learning, using various sources, active, fun, not boring, sharing with friends, critical and creative students. The Picture and Picture method can also provide a deep appreciation of what is learned, so that what students get is not easily forgotten because students gain this knowledge directly through their own experiences. By learning the Picture and Picture method students can appreciate the concepts taught by the teacher, students can prove facts and concepts, and encourage students' curiosity to deepen so that they tend to arouse students' desire to conduct research in order to gain observation and experience. in the scientific process. Through the Picture and Picture method, students can also benefit from: increasing interest, motivation, strengthening memory, being able to overcome learning difficulties, avoiding misunderstandings, getting feedback from students and connecting the concrete and abstract.

Picture is a visual representation of a person object, or scene, as a painting, drawing, photograph. The picture can contain an activity, have a certain idea and purpose, meaningful and show certain situation context. Visual material offers an attractive and stimulating framework for writing practice. One of the visual materials is picture.

2.3 Definition Narrative Text

Narrative text is an imaginative story which sometimes have overstatement. Narrative text also we can said a non-fiction story that can be in the form of myths, fairy tales, folk tales, and so on. That way, narrative text is in the form of a fictional story (composition) that aims to entertain the reader.

Narrative according to the Big Indonesian Dictionary (KBB) online is "narrative in nature: or descriptive (explains and so on). The definition of narrative according to Abbott (2010:1) is a story or in general means telling a story. Story generally have events or events. several events that run according to chronological time and events are conveyed through several media. An event can qualify as a story if there is a change from the initial state. Narrative can be defined as a succession of events. Its basic component are: the chronological order of the events themselves (story), their verbal or visual representation (text). and the act of telling writing (narration).

In using the picture and picture method to hone students' skills in writing narrative texts, the teacher will prepare several things, such as:

- 1.in the form of pictures that tell an activity in sequence
- 2.The teacher displays the stacked pictures in front of the class and asks students to write down what is happening in the pictures in the order they appear
- 3.The teacher asks students to develop the ideas they find in each picture to form a narrative text

There are several things that must be considered in teaching procedures and media in teaching writing narrative texts. In terms of teaching procedures, the preceptor can modify the procedure in applying an accelerated learning approach that is in accordance with the learning objectives. Therefore, it is a good way to organize students to learn collaboratively directly to eliminate boredom and student learning time so that students can discuss. In terms of media, a series of pictures is used to stimulate the students' background knowledge. In this study, keywords were added to the image sequences which helped students develop their ideas based on the keywords and image sequences of the series.

In addition, they are allowed to speak English and Indonesian which aims to help those who are low achievers and actively participate in class X-SMA NEGERI 1 Pematang Siantar. The results showed that there was an increase in students' motivation in writing narrative texts. Using the picture and picture method in learning process writing narrative text have some advantages, such as :

- a)The students easy to find the ideas story in every picture
- b)The students can to write what their think about the picture
- c)The students can to make the narrative text without confused about order the picture

III.RESEARCH METHODOLOGY

The design of this research was a pre-Experiment Method with one group Pre-test and Post-test design which involves Pre-Test (P1), Treatment (T) and tested Post-test (P2).with this method will be have accurate result because with this method can be compare to the situation before using this method or before being give the treatment. It will have differences result in before and after.

The design of this study is presented in the following table.

P1	T	P2
Pre-Test	Treatment	Post-Test

P1 = Pre-Test value (before using picture and picture method)

P2 = Post-Test value (after using picture and picture method)

The effectiveness of using picture and picture method to solve problem in writing skill in Senior High School = $(P2-P1)$.

The population of the research was the 10th grade student of SMAN 1 Pematangsiantar in 2021/2022 academic years. There were 5 classes (X-1, X-2, X-3, X-4, X-5) and each consisted of 25-30 students. The number population are 225.

The researcher took only one class as the sample. The researchers chooses 23 members of student in X-3 because in this class still less writing skill and student score low, we can see from their score did not reach the minimum master criteria that is 70.To measure the student ability, the research applied test as an instrument. The test consist of pretest and posttest. With this instrument, the student wrote an essay is a narrative text. In pretest and post test student give one topic of narrative text. Before doing the treatment, the student were give a pretest to know they prior knowledge in writing skill before using picture and picture method. In this pretest the research give one topic of narrative text and then the research ask the student to write a narrative text.

Pretest was given to both classes, namely the experimental class and the control class. Posttest was given to students who were given the same test in the Pretest for the experimental and control classes. Post test was conducted to determine student achievement in writing by

using pictures. After giving the pretest, the researcher conducted treatment for the experiment using pictures and taught the control class without pictures. In the treatment, the researcher gives the topic the title of narrative text and students tell the narrative text to students, distributes pictures and then asks students to write essays, writes the narrative story from orientation until reorientation.

In this research all data were collected from the test analyzed quantitatively including descriptive statistics by using the procedures as follows: The score of student we can see from their result in pretest and post test. To measure the scoring of the student, the researcher use the scoring rubric according on Jacob et. al (in Yusuf, 2005): there 5 aspect of scoring rubric content, organization, vocabulary, language use, and mechanics. In this research the researcher combined content and organization component.

According (Brown, 2004:244) The rubric for content is as follows:

Aspects	Score	Explanations
Content (Completeness)	20-18	Essay addresses the assigned topic; the idea are concrete and thoroughly develop; no extraneous material; essay reflects thought.
	17-15	Essay address the issues but misses some points; ideas could be more fully developed; some extraneous material are present.
	14-12	Development of ideas complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely in adequate and does not reflect college level work; no apparent effort to consider the topic carefully.

According (Brown, 2004:244) The rubric for organization is as follows:

Aspects	Score	Explanations
Organization (introduction, body and conclusion))	20-18	Appropriate title, effective introduction paragraph, topic is stated, leads to body, transitional expressions used: arrangement of material plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and the conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalization may not be filly supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of

		supporting evince; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.

The were undertaken in quantitative employing the following formula;
Scoring the students correct answer of pre-test and post-test by using this formula

$$\text{Score} = \frac{\text{Student Correct answer}}{\text{Total number of item}} \times 100\%$$

Classification of the students score

Score	Classifications
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
00-35	Very poor

From classification of student score above the researcher conclude that the lowest score is 35 and the highest scores 100. So, the rating score range from 35 to 100 (interval 65), and the classify into 7 levels/category. With this rubric can compare student score between pre-test and post-test, it is significantly different and surely improve.

III.FINDINGS AND DISCUSSION

Finding

Research findings in teaching writing through pictures and Picture models can improve writing skills in mastering learning materials and can also improve writing skills in organizations. For further interpretation we can see from the data analysis given below:

Students Writing Narrative Text Used Picture And Picture Model In Terms of Content

According (Brown, 2004:244) The rubric for each of the components is as follows:

Aspects	Score	Explanations
Content (Completeness)	20-18	Essay addresses the assigned topic; the idea are concrete and thoroughly develop; no extraneous material; essay reflects thought.
	17-15	Essay address the issues but misses some points; ideas could be more fully developed; some extraneous material are present.
	14-12	Development of ideas nt complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.

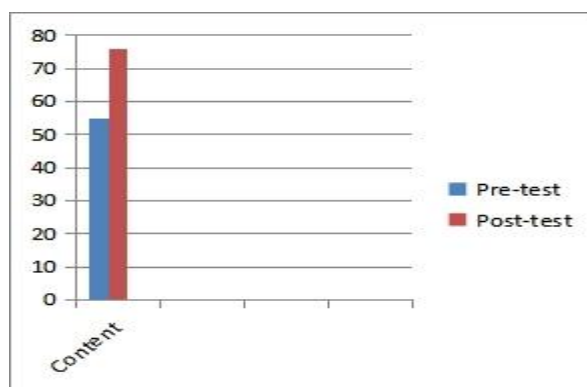
Table 4.1 The Rubric of Value

To be able to see the development of students in writing skills, we divide the test sessions, namely pre-test and post-test. When we give a pre-test session where the picture and picture model has not been applied, there are still many students who do not understand the material so they have not been able to write down the contents of a narrative text story. However, when we apply the picture and picture model of learning and conduct post-tests, we can see that the learning model is quite effective in helping students develop their writing skills and understand the material. To see the difference, we can see table 4.1 below :

No.	Component of Writing Skill	The Student's Score	
1	Content	Pre-test	Post-test
2		55	76

Table 4.2 Score of Students

From the table 4.2 We can see the students score in pre-test and post-test. The table show us that when we use the picture and picture models in teaching Narrative text in term of content the students writing skill has improve. The mean we have the differences of students score in pre-test were 55 in categori high score in the class and in post-test after using picture and picture model the students can get 76 in categories low score.



Graphic. 4.1 The Mean Score of The Students Narrative Text Using Picture and Picture Model in Term of Content

No.	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1.	Excellent	96-100	-	-	-	-
2.	Very good	86-95	-	-	2	8.7
3.	Good	76-85	-	-	7	30.4
4.	Fairly good	66-75	5	21.7	11	47.8
5.	Fair	56-65	6	26	3	13
6.	Poor	36-55	10	43.4	-	-
7.	Very poor	00-35	2	8.7	-	-
	Total		23	100	23	100

Table 4.2 Classification of The Students Narrative Text Using Picture and Picture Model in Term of Content (Pre-test and Post-test

From the table 4.2 we can see The Classification Students Score in Content Skill there are Excellent, Very good, Good, Fairly good, Fair, Poor, Very poor. In pre-test the classification there are 5 (21.7%) students got the fairly good, for Fair score there are 6 (26%) students, the students got poor score there are 10 (43.4%), and the last very poor score 2 (8.7%). When we use the picture and picture model we get the new score more be better. From the table we can see there are 2 (8.7) students can got very good score, 7(30.4%) the students can got good score, and for fairly good score there are 11(47.8) students, the last 3 (13%) students got fair score.

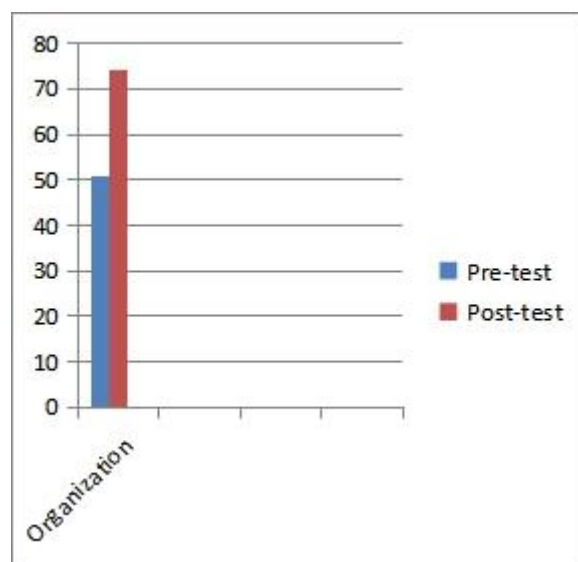
The Students Writing Narrative Text Using Picture and Picture Model in Terms of Organization

In students' skills in writing Narrative Text using picture and picture models, the difference is already visible, especially in the pre-test and post-test. However, if you look back from the previous pre-test, there are still many students who do not understand about the organization. And after we apply the learning model using the Picture and Picture Model students experience a change in understanding the organization. This can be seen clearly in the following table:

No.	Component of Writing Skill	Students Score	
		Pre-test	Post-test
	Organization	50.87	74.13

Table 4.3 The Students Writing Narrative Text Using Picture and Picture Model in Terms of Organization

From table 4.3, we can see the attachment of the average score of student learning outcomes of Organizational Skills in the Pre-test and Post-test. Student assessment scores from pre-test to post-test have increased after applying the Picture and picture model of learning. In the pre-test the average score obtained was 50.87 and in the post-test the average score obtained was 74.13



Graphic 4.2 *The Mean Score of The Students Writing Narrative Text Using Picture and Picture Model in Terns of Organization*

No.	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1.	Excellent	96-100	-	-	-	-
2.	Very good	86-95	-	-	10	43.5
3.	Good	76-85	-	-	6	26.1
4.	Fairly good	66-75	2	8.6	5	21.7
5.	Fair	56-65	4	17.4	2	8.7
6.	Poor	36-55	13	56.5	-	-
7.	Very poor	00-35	4	17.4	-	-
Total			23	100	23	100

Table 4.4 *The Classification of The Students Writing Narrative Text Using Picture and Picture Model in Terns of Organization*

From the table 4.4 The Classification of The Students Writing Narrative Text Using Picture and Picture Model in Terns of Organization we got the score in pre-test and post-test. In pre-test the students got the fairly good there are 2 (8.6%), fair 4 (17.4%) students, while got poor score there are 13 (56.5%) students and very poor 4 (17.4%) . While as in post-test after we apply the learning model Using Picture and Picture Model the score more be better. Until got the score, very good score 10 (43.5%), and the students got good score 6 (26.1%), the students with fairly good score 5 (21.7%) and the last the students got fair score only 2 (8.7%).

Hypothesis Testing

Hypothesis testing using t-test analysis. In this case the researcher Using t-test (significance test) to test paired samples, test to find out Significant difference between the results of the students' mean scores on the pretest and Post-test researchers used t-test analysis at the significance level (α) = 0.05 with degrees of freedom (df) = N – 1, where N = number of subjects (23 students) then the t-table value is 2.07 statistical t-test, paired sample analysis land. The results of the t-test data analysis of students' writing skills. Model drawings and drawings are listed in the table below;

	Paired Differences							
				95% Confidence Interval of The Differences				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.(2 -tailed)
Pair 1 Content–hypothesis testing- Content hypothesis testing-	20,436	11,958	2,493	15,264	25,606	8,196	22	,000

Table 4.5 The Result of hypothesis testing carried out using IBM SPSS 23

Table 4.5 shows hypothesis testing carried out using IBM SPSS 23 software statistics show that Sig (2-sided) is 0.000 because Sig <(0.000 < 0.05), meaning that students reached the content between the pre-test and post-test were significantly different. Also, is the t-test value higher than the t-table value. The value of the content t-test is greater than ttable (8.19 > 2.07). Thus, the alternative hypothesis (H1) is accepted and is zero Hypothesis (H0) is rejected.

	Paired Differences							
				95% Confidence Interval of The Differences				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.(2 -tailed)
Pair 1 Organization – hypothesis testing- Organization – hypothesis testing-	23,261	11,038	2,302	18,488	28,034	10,106	22	,000

Table 4.6 Significance Between Pre-test and Post-test Score of The Students Writing Narrative Text in Terms of Organization

Table 4.6 shows the hypothesis tests performed with IBM SPSS 23 software statistics show that Sig (2-sided) is 0.000 because Sig < significance level (α) ($0.000 < 0.05$), indicating that the student's score. The organization between the pre-test and post-test was significantly different. In addition, the t-test value is higher than the t-table value. The value of the content t-test is greater than the t-table ($10.10 > 2.07$). Because of this, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

Discussion

The descriptions in students' writing skills in the Term of Content and Organization categories showed with the results of the data described earlier in the findings and further in the students' writing descriptions between Pre-test and Post-test. In Content Skill students get data with the average score of students in the pre-test and post-test sessions. In Content there is a value of 55 as a (poor) value and a (good enough) score of 76. Before applying the Picture and Picture Model as a learning model, students were not able to create good content in writing narrative texts. However, after applying the Picture and Picture Model as a learning model, students are able to improve their writing skills well and are able to write well written content.

In improving students' writing skills on the Terms of Content, we can see from the pre-test and post-test scores. From these scores, it can be seen that there are significant differences before and after the application of the Picture and Picture Model learning model in developing students' writing skills. In the pre-test we can see that the students do not reflect careful thinking or are written irregularly according to the content. This is because the ideas in developing ideas in the content field are incomplete. Examples of their writings are as follows:

".... The girl walked in front of her mother. She was wearing a beautiful dress. He brought an umbrella. No one thought that the two walking people were a mother and daughter. Mother's clothes were dirty and ugly. Meanwhile, her mother was walking behind the girl....."

As we know most students do not know the process of making a well-structured and correct writing according to Harmer in Muflikhati that writing begins with making a plan. Usually before starting to write an author will make a draft which will be edited later. After that the author will do editing which means revising or reflecting on the writing before it is submitted to the audience.

Meanwhile, the Post-test section is better than the Pre-test section in writing narrative text. In this section the idea development has been fully developed and the writing is quite organized and easy to understand and in accordance with the topics as previously explained by Jacob in Suardi that the written content must be clear so that the reader can understand the message and the information from it. An example of writing is presented below:

"....The girl was walking in front of her mother. She wore a beautiful dress. Meanwhile, her mother was walking behind the girl. The mother's dress was dirty and ugly. She brought an umbrella. No one expected that the two people who walked was a mother and her daughter...."

Students' writing skills in Organizational Matters are supported by the assessment of the mean score on two kinds of tests, namely Pre-test and Post-test. The average value obtained by students in the pre-test and also the post-test has a difference. In the post-test, the value of 50.87 is a score that is categorized as less good and 74.13 as a score that is quite good. Before applying the Picture and Picture Model, students also had difficulty having a good and correct organization in writing narrative text. However, after applying the learning model students were able to improve their writing skills.

So, from this research, it can be concluded that grade X students at SMAN 1 Pematangsiantar are able to develop their writing skills well after applying the Picture and Picture Model learning model in teaching Narrative text teaching materials. According to Ghaith (2002), writing is more than just making our thoughts and ideas visible and concrete. Where good writing is able to organize material into a coherent, clear, and logical text. Besides that, good writing is writing that has regular and consistent supporting points and endings that are able to make readers feel mature.

Therefore, we can conclude that this Picture and Picture Model can improve students' writing skills in terms of context and organization. We can see this from the pre-test and post-test writing tests. In the pre-test, some students found it difficult to write narrative texts, especially Content and Organization. Then in the post-test, students are able to write narrative text, especially the content and organization can be understood. This is because students are easy to generate their ideas and write good narrative texts because the Picture and Picture Model is applied in the learning process.

IV.CONCLUSION AND SUGGESTIONS

Conclusion

After an explanation of the picture and picture media material and data calculation, we concluded that to provoke students to make it easier to express ideas, opinions, and the development of their creativity in making narrative texts is to use pictures and pictures media. I think students will imagine faster even though the ideas that are born are not as perfect as they want. In addition, this media is also very helpful for students who get bored quickly in the learning process.

Suggestions

In our opinion, it is better as teachers (educators) later, it is better for us to often use pictures and images in the learning process which will definitely help us in teaching and make it easier for students to digest learning, especially in making narrative texts in class x (in particular).

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