# IMPLEMENTING PICTURE TO PICTURE THROUGH GOOGLE CLASSROOM TO ENHANCE STUDENTS' MOTIVATION IN WRITING NARRATIVE TEXT

**Dede Permana**
*English Education Program, FKIP, Galuh University, Ciamis, Indonesia*
asepdede234@gmail.com

**Abstract:** This article reports the implementation of picture-to-picture through google classroom to enhance students' motivation in text narrative writing. The aim of this study is to learn about implementing picture-to-picture via Google Classroom for junior high school students when writing narrative essays, as well as to understand why students use implementing picture pictures to increase motivation when writing narrative essays. This research has a case study as the research method completed with observation and interviews as data collection methods. The results showed that students agreed with picture-to-picture learning in writing narrative texts through Google Classroom, which has a positive impact because learning becomes more effective. The current study observed engaged students because they can imagine using pictures, and they are not bored because this teaching method has only been applied in class. The conclusion of this study showed that learning becomes more effective, attracts students' interest in learning, and improves students' writing skills.

**Keywords**: *narrative text; picture-to-picture;* w*riting motivation;*

## INTRODUCTION

Industrial revolution 4.0, has a positive impact on new jobs, new business lines, and new professions that were previously unthinkable. According to Tjandrawinata (2016, p. 31) new advancements and approaches that consolidate the physical, computerized, and natural universes will on a very basic level change the example of human existence and communication. Thus, world 4.0 is a new technology where the digital and physical worlds interact with each other, which can change the pattern of previous lives. Meanwhile, a learning strategy is a learning activity that is carried out systematically by the instructor with pupils to attain the set learning objectives. According to Mulyono (2015, p. 85), a learning strategy is a mix of the sequence of activities, methods of arranging subject matter and students, equipment and resources, and time spent in the learning process to reach set learning objectives. In other terms, a learning strategy is a methodical approach to presenting instructional information to pupils to attain certain learning objectives.

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Writing is an important part of our daily life. Which is one of the language abilities used to communicate sentiments feelings, thoughts, and opinions in written form. Richards and Renandya (2002, p. 303)defined that writing is the hardest ability for second or foreign-language learners to acquire. Students' challenges in writing English might be influenced by a lack of vocabulary and grammar, as well as a lack of written practice and ideas. The difficulties they confront are mostly related to how to write, what to write, a lack of vocabulary, and structural limitations. Theoretically, this research focuses on writing narrative text as a learning resource. in previous research on writing narrative texts through chain stories, no one has studied the application of the image-to-picture learning model as an English learning technique. The use of Google Classroom as a learning medium to make a difference with previous research. Therefore, this study is expected to contribute to literature research on the experience of drawing learning models as learning techniques in the classroom, especially in the field of education in Indonesia.

**METHOD**

A qualitative method was used in this study because it was relevant to the research purpose and research question. "Qualitative research is concerned with its process and tends to analyze and interpret comprehensive visual data rather than to figure out what their participants do in this study," research Fraenkel and Wallen (2018, p. 423). Because this study involved a detailed description of a case, the researcher chose a case study as the research design. According to Fraenkel and Wallen (2018, p. 430), "what case study research share is that they name the research object and focus their research on the study of such cases." A case in point compares only one person, classroom, school, or program. As a result, the research selected a case study as the research design. According to Starman (2013, p. 51), "dimensions and dynamics of classroom living and learning that case studies do not offer information about causality regarding teaching practices and learning. Underlining the previous, this method implements picture-to-picture through google classroom to improve students' motivation in-text narrative writing.

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## FINDINGS AND DISCUSSION

This study looks into using the picture-to-picture technique in teaching narrative text writing. This study's participants were Panawangan junior high school students in classes VIII-E. Furthermore, this study used a case study as a research design. This study was designed to decide the teacher's steps in using the picture-to-picture technique in writing narrative text and to investigate student responses to using the picture-to-picture technique in writing narrative text. As participants, the author chose 30 students from classes VIII-E. This study also included the participation of an English teacher. The research employed several research instruments in this study, including observation and interviews. The first research instrument is observation, which is intended to answer the first and second research questions. The second research instrument was an interview, which was developed to provide answers to all research questions.

This study was carried out using the following procedures. First, the prepared research instruments such as observations and interviews. Second, observed the teaching and learning process of writing comprehension in class VIII-E with up to 30 students as a research sample. Observations were made for two meetings, on April 23 and 30, 2022. Concurrently, observation conversations were recorded. The skill aspect of each meeting in this case is writing skills, with a time allocation of 2 x 40 minutes. Third, there would be student interviews. In this regard, the interview consists of eight (8) questions. The interviews would take place on April 23 and April 30, 2022. Panawangan grade VIII junior high school students will be interviewed. Questions about students' responses to the use of picture-to-picture techniques in learning to write narrative texts are included adapted by Huda (2013, p. 236-237). Finally, data from observations and interviews were analyzed through generalization and interpretation. Furthermore, based on the study's findings, the authors make some conclusions and recommendations.

This study focuses on the use of picture-to-picture communication via Google Classroom to increase students' motivation to write narrative texts. To answer the first research question, the

results of observations were triangulated with the results of interviews on the fifth and sixth questions. The findings show that teachers use six steps when using the picture-to-picture learning method to teach writing narrative texts. First, the teacher communicates that the desired competencies have been met. Second, the material is presented by the teacher as an introduction. Third, the teacher shows images of activities related to the material. Fourth, the teacher shows images of activities associated with the material. Fifth, the teacher questions the students about the reasons for preparing the pictures. Finally, the teacher explains the material based on the reasons or outcomes of the picture arrangement. Furthermore, these steps are similar to the six procedures for teachers in teaching narrative text writing using the picture-to-picture learning model proposed by Octavia (2020, pp. 50-51), Huda (2013, pp. 236-237), and Suprijono ( 2009, p. 125).

The results of the interviews from the seventh to eighth questions were analyzed and correlated to answer the second research question. According to research findings, teachers' use of the picture-to-picture learning model has a beneficial impact on students' learning to write narrative texts because it can improve students' writing skills and help students understand what the teacher is conveying when the teacher delivers learning materials in class. This research is similar to that of Harahap (2017), who investigated the effect of the chain story technique on students' learning to write narrative texts. Previous research that focused on writing narrative texts and the results improved writing skills has similarities with this study. However, there are some differences in that previous research observed the use of chain story techniques as a learning model in the classroom, whereas this study observed the use of a picture-to-picture as a learning model in the classroom. Fazria (2018) conducted the second previous study, which examined the effect of using the image streaming method on the ability to write narrative text. Previous research that focused on writing narrative texts and the results improved writing skills has similarities with this study. There are some differences, however in that previous research

observed the use of image streaming as a learning model in the classroom, whereas this study observed the use of a picture-to-picture as a learning model in the classroom. Hasibuan's (2019) third previous study found that small group discussions in writing narrative texts could improve students' writing skills. Previous research that focused on writing narrative texts and the results improved writing skills has similarities with this study. However, there are some differences Previous research observed the use of small group discussion as a classroom learning model, whereas this study observed the use of a picture-to-picture as a classroom learning model.

## CONCLUSION

This research focuses on the use of the picture-to-picture method in learning to write narrative texts, to answer research questions such as how effective the use of a picture through Google Classroom in learning to write narrative texts is, and how students respond by using a picture-to-picture to further develop student motivation in learning to write narrative texts. This case study involved students from a junior high school in Panawangan. The writer would like to propose two conclusions in this section to find the answer to the research questions. The first conclusion is about using picture-to-picture to write narrative text in Google Classroom. The research concludes that the teacher employs six steps to develop a picture-to-picture learning model in narrative text writing. This time, the steps are about using a picture-to-picture in writing narrative text, which consists of six steps.

The steps are as follows: the teacher communicates that the competencies he desires have been met; as an introduction, the teacher presents the material; the teacher displays pictures of activities related to the material, and the teacher asks students questions about the reasons for compiling the image. The teacher uses the picture to explain the material based on the reasons or outcomes of the picture arrangement. Furthermore, in response to the second research question, the research concludes that student responses to picture-to-picture learning in narrative text

writing via Google Classroom have a beneficial impact since learning turns out to be more effective and can improve students' writing skills.

After all, the material under consideration has its part along with images serving as a medium for student learning. Students are engaged because they can imagine using pictures, and they are active because this knowledge has only been practiced in class. The teacher, on the other hand, claimed that the use of a picture to picture made many students passive in their learning to write narrative texts. To address this issue, the teacher suggested that they form study groups of two to three students each, for students to actively work on writing narrative text materials using the picture-to-picture learning model.

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