

THE EFFECTIVENESS OF USING PICTURE AND PICTURE METHODS THROUGH
STORYTELLING IN IMPROVING ESSAY/SAKUBUN WRITING SKILLS FOR JAPANESE
LITERATURE STUDY PROGRAM STUDENTS AT PAKUAN UNIVERSITY

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Abstract This study discusses the effectiveness of using the picture and picture method through storytelling in improving the ability to write essay/sakubun in Japanese Study Program students at Pakuan University. Composing or Sakubun is a person's ability to pour his thoughts into written form. In composing there are various methods, one of which is picture and picture. Picture and picture method is a learning model that uses pictures that are arranged and combined into an essay. Meanwhile, storytelling is the delivery of stories to listeners that are fun, not patronizing and can develop imagination. The purpose of this research is (1) to find out whether the picture and picture method through storytelling can improve students' essay writing skills (2) to find out how students' pocketbook writing skills are after using the Picture and picture method through storytelling? (3) knowing how the students' pocketbook writing skills are after using the picture and picture method through storytelling. The method used in this research is pure experiment or true experiment. The population and sample in this study were the third semester students of the Japanese literature study program at Pakuan University as many as 22 people. The data analysis technique in this study used SPSS 16. The results of this study are expected to be useful for Japanese language learners throughout Indonesia, especially for learners who sakubun.

Keywords *picture and picture, storytelling, and sakubun*

INTRODUCTION

In language learning there are 4 abilities that must be learned, namely writing, reading, listening and speaking. A similar thing was stated (Rohman, Lutfi, 2019) that there are 4 language skills in Japanese, namely the ability to write, the ability to read, the ability to speak, and the ability to listen. Writing is one part of the four language skills. Through writing a person can convey something that is in his mind into the form of writing. (Juliastika, 2019) said that writing is a process of creating an activity of creating a record or information in a medium with a script. Writing is closely related to writing communication which needs to pay attention to the sentence structure used in expressing thoughts (Indrowaty & Faizah, 2021). Meanwhile, (Nurpadilah et al., 2018) stated that writing is an aspect of the highest language skills, these skills require tenacity, patience, and foresight in pouring ideas, ideas and thoughts into the form of writing. It is also made clear (Runtuwarouw, 2017) that writing a language skill that is the application of mastery of vocabulary, grammar, and letters, when it comes to expressing ideas and ideas in writing. Based on these statements we can understand that writing is an activity that can cause ideas to arise. But many people have difficulty in writing. Therefore we need to have the ability to write. The ability to write itself is explained (Eko et al., 2019) is a science taught in schools that has an important role in improving the quality of education, especially in producing outstanding students.

(Fitriawati Musyafa, 2020) that writing skills are often difficult for students to master, because writing requires broad insight into the material to be taught and requires the ability to convey ideas or information which will be put into writing. Meanwhile, (Runtuwarouw, 2017) that writing skills have high complexity. In fact, many Japanese students have more mastery of reading and writing skills in English than listening and speaking (Schools & Mulvey, 2016). Based on this statement it is clear that writing ability is something that is important for every student to have. This includes the ability to write essays in Japanese.

Japanese language sakubun/essay is often a difficult thing for students learning Japanese, especially for students whose background is not Japanese. So that not a few students think that Sakubun/com is one of the most difficult subjects in learning Japanese. (Sari & Zalman, 2021) that writing/kakugino skills are among the Japanese language skills that are the most difficult for students to master, this is because there is so much to learn in learning to write Japanese such as: grammar, vocabulary, kanji and the ability to develop ideas and ideas in making sentence. Likewise with the ability to essay/sakubun Japanese in Japanese Literature Study Program students at Pakuan University. The ability to write also experienced difficulties. Student pocket values are included in the less category. Students often experience difficulties in developing their Japanese sentences, especially in terms of the flow of writing essays. Many students have not been able to connect between cohesion and coherence. So the pocket values are not as expected.

In addition, the ability to speak Japanese in public / public speaking at Pakuan University students is in a low category, many students do not dare to speak Japanese in public, especially in class. So that the 4 language skills that must be mastered, not all have been achieved.

Based on this, a learning method or model is needed that can improve the ability to write a pocket book. Therefore, the author tries to apply the picture and picture method through storytelling in Japanese Sakubun learning for students of the Japanese Literature Study Program at Pakuan University. The *picture and picture* method itself is a learning method that uses image media in the learning process. As stated (Jagad Aditya Dewantara¹, 2021) that the *picture and picture* model is a learning model that uses images as its main component, wherein the learning activities are matching pictures so that they are relevant and have meaning by pairing the pictures logically, then pouring them into narrative sentences . While storytelling is a creative process for children which in the process activates not only intellectual aspects, but also aspects of sensitivity, delicacy, emotion, imagination, one's fantasy by prioritizing one's left brain abilities, but also the right brain (Wardiah, 2017).

The *picture and picture* method through *storytelling* can not only improve the ability to write essays, but can improve students' ability to speak Japanese in public. This is because in the process of learning to compose using the picture and picture method, students are required not only to be able to understand the contents of the pictures prepared by the teacher, but students must also be able to translate them into Japanese essays.

Another reason the author uses these two learning models is because he hopes that the results of this Sakbun course can produce students who are able to speak Japanese in public, so that when participating in a Japanese speech contest, Japanese language study

program students can develop sentences naturally and have a level of confidence in speaking Japanese in front of a crowd.

Previous research on the method of combining picture and picture images in teaching writing has been carried out (Eko et al., 2019), this study discusses "The Application of the Picture and Picture Model to the ability to write essays. In his research (Eko et al., 2019) it was stated that the picture and picture method can improve writing skills. Another study regarding the picture and picture method is (Nurpadilah et al., 2018). This study discusses how the ability to write negotiating text using the *picture and picture* method. From the two studies that the authors used as a basis for writing research articles, it was found that the picture and picture method can improve writing skills.

The difference between this research and previous research is that in this study the teaching of pocketbooks/composing uses the presentation method. The results of student essays are presented using storytelling or telling stories. Each student advances to read the results of their essay by recording it in video form, then the recorded results are uploaded on a video sharing application (youtube channel). Before students upload their recordings on their respective YouTube channels, they must first edit the recorded video as well as possible, so that it becomes an interesting video display.

METHOD

The research method used is true experiment or pure experiment. This research is also a class action. The population and sample in this study were 22 students of the Japanese Literature Study Program, Pakuan University, with a total of 22 people. Sources of data in this study were research journals related to picture and picture and storytelling methods. The instruments in this study were pretest, treatment and posttest. The data collection technique in this study was from the results of the pretest and posttest scores. The data analysis technique in this study used SPSS 16, namely by analyzing the results of the pretest and posttest scores.

RESULTS AND DISCUSSION

Picture and picture is a cooperative learning model by using picture media as a tool to lure students into imagining what is on their minds in written form. (Wahyudi et al., 2021) said that the picture and picture model is a learning model that uses pictures and is paired into a logical sequence, this learning model makes pictures as media in learning activities. This is also reinforced by the statement (Hapsari, Indri, 2017) that picture and picture is a learning model that uses pictures and pairs them logically. Meanwhile (Sasadhara et al., n.d.) said that picture and picture media is media that uses the help of interesting pictures, then the teacher proposes or calls students randomly to pair the pictures into logical pairs. Based on these explanations, the author can explain that the picture and picture method is a learning model by pairing pictures that are interesting and easy for students to understand.

The picture and picture method in teaching writing also has stages, as stated (Fauziddin & Mayasari, 2018) as follows:

- 1) The teacher gives an explanation using picture media
- 2) Students pay attention to the picture
- 3) Students begin to see and examine the pictures that have been given
- 4) Students begin to actively describe the pictures given by the teacher.

5) Students get practice questions from the lecturer regarding pictures.6) students answer practice questions that have been thrown by the lecturer..

Based on the statement above, the writer can conclude that the picture and picture method is a learning model that can increase students' imagination in understanding pictures to be poured into an essay/sakubun.

Storytelling can be said to be a branch of literature that is both the oldest and the newest. Although the aims and requirements of storytelling change from century to century, and from culture to culture, storytelling continues to fulfill the same basic social and individual needs. Storytelling in Indonesian can be interpreted as telling stories. Storytelling or storytelling is a learning method that directs students to the ability to convey something through stories. Storytelling also translates into Indonesian some storytelling activities. Meanwhile (Aulia et al., 2018) said that storytelling has been used for centuries as a powerful carrier of ideas for communication, recreation, entertainment, education, and to transmit cultural identity. Meanwhile, (Astrid & Karoma, 2021) states that the storytelling method can overcome the problem of teachers who are often difficult to package learning into fun activities and even this method can anticipate students who are motivated in a lesson.

Based on statements about storytelling, the writer can conclude that storytelling is an activity of telling stories or storytelling so that the message to be conveyed can be received or understood by the listener. Fairy tales not only tell old stories or fictional stories, but fairy tales can also be stories about their own stories or fairy tales about everyday life.

PRETEST AND POSTEST

This research was carried out for 1 semester with 1 theme for pretest and posttest, and 6 themes for treatment. From the pretest and posttest results, the following results were obtained:

Table 2 : Pretest and Posttest values

Respondent's Name	Pretest	Posttest	Average
R1	60	78	69
R2	55	70	62.5
R3	70	83	76.5
R4	70	85	77.5
R5	65	78	71.5
R6	75	90	82.5
R7	70	85	77.5
R8	65	82	73.5
R9	50	65	57.5
R10	50	65	57.5
R11	70	75	72.5
R12	67	80	73.5
R13	70	83	76.5
R14	73	88	80.5
R15	65	78	71.5
R16	70	82	76
R17	65	76	70.5

R18	63	75	69
R19	65	80	72.5
R20	70	85	77.5
R21	50	60	55
R22	70	84	77
Average value	64.5	78.5	71.1

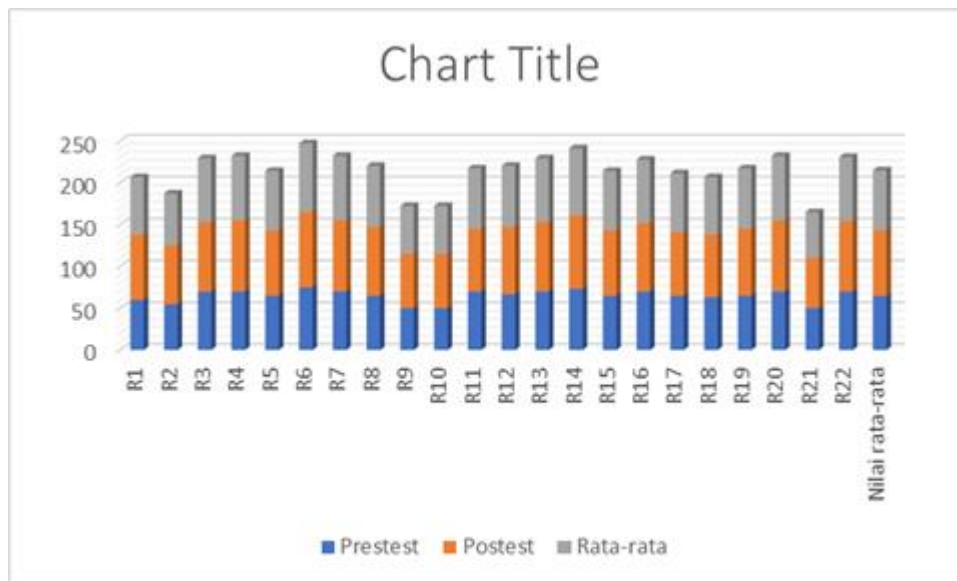


Figure 1. Pretest and Posttest

Based on the graph above, it can be seen that there is an increase in the ability to write a essay/sakubun from before using the picture and picture method to after using the picture and picture method. So the writer can conclude that the picture and picture method through storytelling is effective in improving the ability to write Sakubun. Besides that, the picture and picture method through storytelling is appropriate for using in Sakubun learning.

Table 2 : SPSS Pretest and Posttest's result

Student	Pretest	Post Test	d (Post Test - Pretest)	Xd (d-MD)	X2d (Xd2)
1	60	78	18	4.41	19.44
2	55	70	15	1.41	1.99
3	70	83	13	-0.59	0.35
4	70	85	15	1.41	1.99
5	65	78	13	-0.59	0.35
6	75	90	15	1.41	1.99
7	70	85	15	1.41	1.99
8	65	82	17	3.41	11.62

9	50	65	15	1.41	1.99
10	50	65	15	1.41	1.99
11	70	75	5	-8.59	73.80
12	67	80	13	-0.59	0.35
13	70	83	13	-0.59	0.35
14	73	88	15	1.41	1.99
15	65	78	13	-0.59	0.35
16	70	82	12	-1.59	2.53
17	65	76	11	-2.59	6.71
18	63	75	12	-1.59	2.53
19	65	80	15	1.41	1.99
20	70	85	15	1.41	1.99
21	50	60	10	-3.59	12.89
22	70	84	14	0.41	0.17
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Average (Md)	64.909	78.5	13.59		
Amount				0.00	149.32

Tabel 3 : T-Test Result

	<i>Pretest</i>	<i>Post Test</i>
Mean	64.90909091	78.5
Variance	55.8008658	59.97619048
Observations	22	22
Pearson Correlation	0.93919645	
Hypothesized Mean Difference	0	
df	21	
t Stat	-23.90634313	
P(T<=t) one-tail	5.15E-17	
t Critical one-tail	1.720742903	
P(T<=t) two-tail	1.02986E-16	
t Critical two-tail	2.079613845	

Based on the results of the T-test, the authors conclude that there is a significant real difference between the pretest and posttest because the P One - Tail and P Two Tail values are less than 0.00.

Treatment

The treatment was carried out 12 times with 6 essay themes as follows:

1. My dream (watshi no yume)
2. Garbage (gomi)
3. My hobbies (watashi no shumi)
4. Problems in Jakarta (Jakaruta ni aru mondai)
5. Good experience and Bad experience (warui keiken to ii keiken)

6. Things I like (watashi ga sukina mono)

From the results of treatment for 6 essay themes, the results of student essays have increased from before and after using the *picture and picture* method through *storytelling* in Sakubun learning. Based on this, the writer can conclude that by using interesting themes in Sakubun learning, it can improve the writing ability of students of the Japanese Literature study program at Pakuan University.

The research findings while the researcher practiced the picture and picture method through storytelling in Japanese Sakubun learning, can be explained as follows,

1. There are still students who do not understand the contents of the picture, so when they put it into their essay, the sentences they write cannot be clearly understood.
2. There were some students who wrote good essays, but when they delivered the results of their essays in the form of presentations through video recordings, these students could not properly convey the contents of their essays. Both the pronunciation, gestures, and voice are not in accordance with the contents of the essay.
3. There are still many students whose essays contain several errors both in grammar, the flow of their essays and the use of incorrect vocabulary. However, the presentation of his essay is very good and confident.
4. It was found that several students lacked confidence when they had to read their essays on videotape. This can be seen from his body gestures which do not match the contents of his essay or even his flat facial expressions.

The advantages of the picture and picture method in learning to compose through storytelling are as follows:

1. Students can apply grammatical material (bunpou in Japanese) to essays.
2. Students are able to read several pictures and put them into an essay using free sentences.
3. Students can imagine by looking at the pictures provided by the teacher, then applying them to sentences using patterns that have been studied in grammar courses.
4. Students can display the results of their essays which are read aloud storytelling or tell stories on their respective YouTube channels.
5. Many people can see the results of their essays, so they can increase their enthusiasm for writing essays.
6. Students can take advantage of digital technology, namely the YouTube channel as a means of publishing the results of each student's creativity. So that students become creative and innovative in learning activities.
7. Students are not only able to write essays well, students can also practice public speaking skills (youtube). So that students acquire 3 abilities, namely composing, speaking, and using digital technology.

Apart from the advantages of using the picture and picture method through storytelling, there are also disadvantages. Such as the following:

1. There are often many mistakes in the use of sentence patterns (Japanese)
2. If students lack mastery of Japanese vocabulary, students will also experience difficulties when writing essays.
3. It's hard to find pictures that students can easily understand

4. Many students do not like composing courses, resulting in poor essay results.
5. Many students are lacking in public speaking, in this case storytelling.
6. If a student does not have a quota, then the student cannot upload his recordings on the video sharing application (youtube).

From the research findings while using the picture and picture method through story telling, the researcher can explain that the picture and picture method through story telling can improve students' ability to compose, and can improve their ability to speak in public as well. So that the use of these two methods in the Sakbun lesson, students' abilities are not only in writing essays, but students can convey the results of their essays by presenting them through storytelling.

CONCLUSION

From the results of the discussion of this study, the researcher can conclude, as follows:

1. The ability to write a pocket book has increased, it can be seen from the results of student interviews that the ability to write essays has increased compared to before.
2. The ability to compose Pakuan University students before using the picture and picture method is in the sufficient category, namely 64.5.
3. The writing ability of Pakuan University students after using the picture and picture method through storytelling has increased, as can be seen from the posttest results, the average score obtained by students is 78.5.

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