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MAJALAH ILMIAH TENTANG BAHASA, SASTRA
DAN PEMBELAJARANNYA

IMPROVING STUDENTS' WRITING SKILL BY USING FLIP PICTURE TECHNIQUE ON NARRATIVE TEXT TO THE NINTH GRADE STUDENTS AT SMP N 2 TABANAN

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Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa kelas sembilan di SMP N 2 Tabanan melalui penerapan teknik Flip Picture pada teks naratif. Teknik ini memanfaatkan serangkaian gambar sebagai alat bantu visual untuk merangsang imajinasi siswa dan membantu mereka memahami struktur naratif. Penelitian ini menggunakan metode penelitian tindakan kelas dengan dua tahap utama: pra-tes dan pasca-tes. Temuan penelitian mengungkapkan peningkatan yang signifikan dalam kemampuan menulis siswa, dengan skor rata-rata meningkat dari 65 pada pra-tes menjadi 80 pada pasca-tes. Teknik Flip Picture terbukti efektif dalam meningkatkan organisasi teks, penggunaan kosakata, dan kreativitas siswa. Selain itu, siswa menunjukkan motivasi dan keterlibatan yang lebih tinggi selama proses menulis. Namun, beberapa siswa menghadapi kesulitan dalam menyusun kalimat karena keterbatasan kosakata. Penelitian ini menyimpulkan bahwa teknik Flip Picture dapat berfungsi sebagai metode pengajaran yang inovatif dan interaktif untuk meningkatkan keterampilan menulis, khususnya dalam teks naratif. Penelitian lebih lanjut direkomendasikan untuk menggabungkan teknik ini dengan strategi peningkatan kosakata untuk pengembangan keterampilan menulis yang lebih komprehensif.

Abstract

This study aims to improve the writing skills of ninth-grade students at SMP N 2 Tabanan through the application of the Flip Picture technique in narrative texts. This technique utilizes a series of images as visual aids to stimulate students' imagination and help them understand narrative structure. The research employed a classroom action research method with two main stages: pre-test and post-test. The findings revealed a significant improvement in students' writing abilities, with the average score increasing from 65 in the pre-test to 80 in the post-test. The Flip Picture technique proved effective in enhancing text organization, vocabulary usage, and student creativity. Additionally, students demonstrated higher motivation and engagement during the writing process. However, some students



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faced difficulties in constructing sentences due to limited vocabulary. This study concludes that the Flip Picture technique can serve as an innovative and interactive teaching method to enhance writing skills, particularly in narrative texts. Further research is recommended to combine this technique with vocabulary enhancement strategies for more comprehensive writing skill development.



1. BACKGROUND OF STUDY

In this globalization era, students not only need to develop their ability to generate ideas but also face the added challenge of translating those ideas into a language they are still mastering. This often leads to struggles in terms of vocabulary, grammar, and overall sentence structure. Additionally, writing demands a higher level of cognitive engagement compared to other skills such as reading or listening, as it requires students to plan, organize, and execute their ideas in a logical and cohesive manner.

Writing is one of the most important skills in language learning, particularly in English as a foreign language. It enables students to express their thoughts, opinions, and creativity, while also being a crucial part of academic achievement. However, writing is often considered a challenging skill for many students, especially in contexts where English is not the native language. At the ninth-grade level, students are expected to produce more complex texts such as narrative writing, which requires not only a clear structure but also creativity, coherence, and proper use of language elements such as grammar and vocabulary. Writing is one

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of the basic skills that must be mastered by students. Mastering writing skills can make students know the procedures for writing. Writing is one of the four basic skills in teaching and learning that must be mastered by students and taught well by teacher. Teacher as facilitators must prepare themselves well to teach students in front of the class. Teaching materials are developed by teacher for use in teaching and learning activities. The teacher motivates students and accompanies students well so that is attracts students' creative ideas in writing text and paragraphs.

Many students are still lack in writing skills. According to Muhammad Fajar (2019) there are several factors that make students less interested in writing and improve their writing skills. Internal factors are obstacles that arise from within the students. For example, students do not have broad vocabulary knowledge. External factors are obstacles that arise from outside the students, namely from their teachers. For example, the teacher do not provide students with the writing process, so there are no stages in motivating students to write. The teacher do not guide and assist students in writing,



and the teacher do not provide interesting media or techniques.

There are many genres to express writing skill, one of them is narrative text. According to (Amelia 2018:4) states that a

express our imagination of something unrealistic in real life and imagination to enhance students' interest in writing.

At SMP N 2 Tabanan, many ninth-grade students demonstrate challenges in narrative text writing. Despite the structured writing exercises, students often find it difficult to generate ideas and sustain engagement throughout the writing process. To address this, innovative teaching techniques, such as the Flip Picture technique, have been introduced. This technique utilizes a series of images that can be flipped or arranged to stimulate students' imagination and provide a visual guide for their storytelling. By using images as prompts, students can develop stories based on visual sequences, which helps them understand narrative structure and enrich their vocabulary.

The Flip Picture technique is especially beneficial in enhancing engagement, as it taps into students' visual

narrative text is a text story happened to amuse the audience. Meanwhile, narrative story is a story that happened in the past and it entertain something to the reader. Most of them shows the moral value in the end of the story. This kind of text aims to learning strengths and encourages interactive learning. Prior research shows that using visual aids in teaching writing skills can improve students' motivation, creativity, and overall writing quality. Therefore, implementing the Flip Picture technique as a tool in narrative writing is expected to address the current challenges faced by ninth-grade students at SMP N 2 Tabanan, improving their ability to organize, express, and elaborate their ideas effectively.

This research aims to investigate the impact of the Flip Picture technique on improving the writing skills of ninth-grade students, focusing on narrative text. By doing so, the study intends to contribute to the development of innovative teaching methods that make learning English more engaging and effective for junior high school students.



2. LITERATURE REVIEW

Digital Flipbook module can be implemented successfully in learning process and the students in conclusion can give positive responses toward the implementation of it in the classroom.(Oktha, Fitri dan dan Andri, 2023).

The research product was validated by material and media validators. Data analysis techniques using quantitative descriptive. This research resulted in: (1)

The results of this study indicate that the use of online-based Flipbook learning media can improve learning outcomes and learning activities of fourth grade students of UPT SD Negeri 3 Tulungagung on themes 8 sub-themes 1 and 3 learning 3 and 4. Improved learning outcomes can be seen through the results of the learning evaluation at the end of the process learning. Before the action, the average value of all students was 68.4 with a learning completeness of 39.4%. In the first cycle the average value increased to 72.9 with a learning completeness of 66.6%, and in the second cycle the average value increased again to 81.8 with a learning completeness

Flip Book-based interactive learning media, (2) The resulting learning media can function properly, (3) Flip Book-based interactive learning media gets a percentage of the feasibility of material experts I of 83%, material experts II of 78%, media experts 97% and users 86% so that flipbook-based interactive learning media is in the category very feasible to use for learning the basics of class X electronics engineering at SMKN 1 Giritontro.(Umi and Kusuma, 2024)

percentage of 81.8%.(Muhammad, Makbul , & Dhia, 2021)

3. RESEARCH METHOD AND MATERIALS

Data collection was carried out by giving tests to ninth grade students at SMP 2 N Tabanan. The test technique used was divided into two, namely pre-test and post-test. The pre- test was conducted to determine the ability to write sentences before the application of the picture series technique. While the post-test was carried out after the application of the picture series technique to determine the students' sentence writing ability.

The writer used class action research method to process the research data.



Daryanto (2014): Sees class action research as research conducted by teachers to solve learning problems in their classrooms. Daryanto focuses more on solving specific problems in the classroom.

4. RESULTS AND DISCUSSION

The research aimed to explore the effectiveness of the Flip Picture Technique in improving the writing skills of ninth-grade students in narrative text at SMP N 2 Tabanan. The study involved a pre-test and post-test, along with four weeks of intervention using the Flip Picture technique. The results demonstrated a significant improvement in students' writing skills, with the average pre-test score of 65 increasing to 80 after the

students' writing skills, particularly in narrative texts, by making the writing process more engaging and less intimidating. The study suggests that incorporating this technique into writing instruction can not only improve writing outcomes but also increase student participation and motivation in the classroom. Future research could explore combining this technique with vocabulary enhancement and other

intervention. This improvement was evident in various aspects of writing, such as text organization, vocabulary use, and creativity. Students reported feeling more motivated and engaged in writing after using images as a visual aid, which helped them to visualize and organize their stories more effectively. Qualitative data, including student observations and interviews, further supported the positive impact of the technique, as most students found it easier to generate ideas and develop their narratives. However, some students struggled to articulate their ideas despite having clear images, indicating that vocabulary and sentence structure remain areas for further development. Overall, the Flip Picture Technique proved to be an effective tool in enhancing

writing strategies for more comprehensive skill development. The following is an explanation of the research results in class IX at SMP N 1 Tabanan.

Table 1. Results from Pre-Test and Post-Test



Test	Average Score	Score Range	5. CONCLUSION Standard Deviation	Percentage of Students Completed
Pre-test	65	50-80	The research on the effectiveness of the Flip Picture Technique in enhancing the writing skills of ninth-grade students at SMP N 2 Tabanan	60%
Post test	80	70-95		85%

The table presented gives a clear picture of the improvement in students' learning achievement after the learning program. The students' average score increased significantly, indicating a better understanding of the subject matter. In addition, the narrower range of scores and smaller standard deviation indicate that student performance became more uniform and consistent. The increase in the percentage of completed students also corroborates these results. Factors such as effective learning methods, relevant materials and continuous evaluation most likely contributed to this success. However, to gain a deeper understanding, it is necessary to conduct further analysis by considering other variables and comparing the results with the control group. Overall, the results of this evaluation provide a solid foundation for the improvement and development of future learning programs.

results. The intervention led to a notable increase in average writing scores from 65 to 80, highlighting significant improvements in text organization, vocabulary usage, and creativity. Students expressed greater motivation and engagement in their writing tasks, attributing this to the use of visual aids that facilitated idea generation and narrative development. While most students benefited from the technique, some faced challenges in articulating their thoughts, indicating a need for further focus on vocabulary and sentence structure. Overall, the Flip Picture Technique



emerged as a valuable method for making writing instruction more interactive and effective, suggesting that its integration into the curriculum could foster enhanced writing outcomes and greater student involvement. Future studies are encouraged to investigate the potential of combining this technique with additional strategies aimed at vocabulary enhancement to support comprehensive skill development in writing.

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