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UTILIZATION OF PHOTO STORY MEDIA IN LEARNING TO WRITE NARRATIVE ARRANGEMENTS GENRE-BASED APPROACH

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Abstract: This study aims to describe the ability of students to write narrative essays based on a genre-based approach using MPS and using video. This research is an experimental research. The population of this research is the students of Class X SMA DDI Maros, Maros Regency totaling 128 people. The sampling technique was random sampling, selected Class X-1 (experimental class) and Class X-3 (control class). The research data is in the form of writing a narrative essay based on a genre-based approach. The collected data were analyzed using descriptive statistical techniques and inferential statistics. The results showed that students' writing skills using photo story media proved to be more effective. Based on the acquisition of the mean score reached 84.00 (experimental class) while students who received video media obtained an average score of 59.71 (control class). Hypothesis testing through parametric inferential statistical analysis type independent sample T test obtained $8.111 > 2.00$ which indicates that H_0 is rejected and H_1 is accepted.

Keywords: effective, photo story, video, narration, genre-based approach

⁹ The 2013 Curriculum or Character-Based Education is a new curriculum initiated by the Ministry of Education and Culture of the Republic of Indonesia to replace the Education Unit Level Curriculum. The learning process in the 2013 Curriculum uses a scientific approach through 5M (observing, asking, trying, or reasoning, associating, and communicating).⁷ The 2013 curriculum is a curriculum that prioritizes understanding, skills, and character education,

students are required to understand the material, be active in discussions and presentations and have high disciplinary manners including learning Indonesian which includes language and literary components.

Indonesian language subjects include language and literary components which include listening, speaking, reading and writing skills. Each skill is closely related to each other in various ways. In language skills are basically

based on regular relationships. As a child, learn to listen to language, then speak, after learning to read and write. From the four aspects of these skills, it can be said that writing is an aspect of language that is complicated and complex in level because it involves deeper abilities in the use of spelling, sentences, vocabulary, and paragraph preparation.

Writing skill is not an easy job and every student can have it without working and practicing. If students are weak in writing skills, in this case communication activities through written language are not good, the results of the writing are not interesting to read, lack of confidence to be able to think creatively and critically in expressing feelings, ideas, students find it difficult to write papers, good scholarly, and find it difficult to compose sentences and words that make the writing interesting and beautiful to read. This makes it clear that if the basis is good and strong then the results of the development will be good too. Conversely, if the basis is lacking, then the results of the development will not be optimal. This means that writing knowledge and skills are the main capital as the basis for learning, developing, and improving students' abilities at the next level.

Writing skill is one of the language skills that refers to productive and expressive activities. Writing skill is not a natural skill but requires continuous practice and mastery of certain concepts. Therefore, writing skills should receive more attention, to make writing that is easy to understand, influence, invite, provide information clearly, and various other benefits.

Even writing essays, especially narrative essays based on the genre-based approach, requires a form of expression that has a logical sequence using vocabulary and grammar so that it can describe or present information clearly.

The reference for carrying out learning to write narrative essays based on a genre-based approach in schools is guided by the 2013 Curriculum which leads to text-based, both oral and written. In the 2013 Curriculum, all subjects must contribute to the formation and competence of attitudes, skills, and knowledge especially Indonesian language subjects. This is a further step in developing the Competency-Based Curriculum which was initiated in 2004 and the 2006 KTSP.

The fact that Suherdi (2021) entitled "New Orientation for Learning English in Indonesia

(Reconstruction of the Role of English in Accelerating Development of Global Competitiveness of National Human Resources)" was found when the learning process showed that learning to write narrative essays based on the Genre-Based Approach (GBA), the teacher had not found a method as well as learning media that are suitable and can attract students' attention, as a result the learning process always takes place tediously for students. Learning activities are initiated by the teacher by giving a lecture and the students listen to it. Then, the teacher gives the task to students to make an essay as desired. Students are only given an essay theme and asked to compose an essay based on that theme. This will make it difficult for students to even be able to start writing essays. In addition, it will certainly make students not really understand how to write a good GBA-based narrative essay. As a result, students' ability to write GBA-based narrative essays cannot achieve the expected goals.

Writing is a form of thought. Seen from this point of view, the benefits of writing can be detailed as follows: 1) Writing helps us rediscover what we once knew. 2) Writing generates new ideas. The act of writing stimulates our minds to make connections, find connections, and draw analogies that would never have happened had we not started writing. 3) Writing helps to organize our thoughts and put them in a form that stands alone. 4) Writing makes one's mind ready to be seen and evaluated; we can distance ourselves from our own ideas and see them more objectively as we write them down. 5) Writing helps us absorb and master new information; we will understand a lot of material better and keep it longer if we write about it. 6) Writing helps us solve problems by clarifying its elements and placing them in a visual context so that they can be tested. 7) Writing about a topic makes an active learner, rather than a passive recipient of information (Dalman, 2014).

According to Gie (2012) in his book entitled *Skilled Writing* provides an understanding of composing, essays, authors, and composing. Narrative is an essay that tells an event or events in such a way that the reader seems to have experienced the events being told. Keraf (2014) argues that narratives can be divided into two, namely (1) expository narratives, namely narratives whose target is the accuracy of information about an event being described, and (2) suggestive narratives, namely narratives that

seek to give a certain purpose, convey a hidden message to the audience. reader or listener.

Essay scoring can be done using three different techniques (Omaggio, 2016), namely: (1) Holistic Scoring. The holistic scoring technique is an essay scoring technique based on the overall impression of an essay. (2) Analytical Scoring. Analytical scoring technique is an essay scoring technique which is carried out by means of scoring imposed on the components that make up the essay by calculating in detail the errors in the essay. (3) Techniques for Scoring Elements. The technique for scoring the elements that are prioritized is a technique for scoring essays which is carried out by scoring as a whole based on certain elements or components that are prioritized in an essay. For example, components of structure, vocabulary, style, content, or organization.

Hyland (2017) said that the genre-based writing model is basically a writing learning model that emphasizes the importance of understanding a narrative text as a provision for writing activities. Based on this understanding, learning to write will begin by equipping students with how to write a particular genre of writing based on an example or a ready-made writing model.

GBA or genre/text type-based approach is a learning method that emphasizes the relationship between narrative text types and their context (Luu, 2011). This approach provides an opportunity for teachers to present teaching by means of text modeling and explicit analysis of narrative text features (Firkins, 2017). Therefore, genre-based learning directs students to be able to understand and produce narrative texts with various contexts, both orally and in writing.

Basically, GBA is based on the theory of functional systemic linguistics by Halliday in 1978 and 1994 which was later developed by Christie in 1992, Mackenhorarik in 2001 and Martin in 2004 (Firkins, dkk., 2017).

In the context of this research, the teaching model for writing skills applied is a narrative text-based approach or commonly known as GBA. GBA is one of the appropriate approaches and/or teaching methods and can help the teacher get out of the problems mentioned earlier. Meanwhile, for the type of text used to practice GBA, namely narrative text, this type of narrative text is one of the types of text contained in the learning

achievements of junior high school students in Indonesian.

There are four stages in the GBA implementation procedure (Hammond quoted from Liang, 2015), including building the field of knowledge or activities to build kots, modeling or deconstructing the genre or studying text models/deconstruction, joint construction or guided exercises and independent writing or independent performance. These three stages are termed a cyclic strategy or cycle strategy with details of activities as follows.

First, at the stage of building a contextual activity (Building Knowledge of Field/BKOF), students are asked to collect all information related to the topic from the written content. Second, the stage of modeling or deconstructing the genre or examining the model/deconstruction of the text, there are several activities for teachers and students to do, namely the teacher first chooses a text or reading genre that suits the needs of students. Third, at the joint construction stage or guided exercise, students enter the stage of writing texts.

Dirgeyasa suggest three ways of implementing and developing the stages of guided practice in this GBA. First, students reconstruct the given text by correcting and paraphrasing the use of vocabulary, grammatical patterns, and text devices such as connecting words between sentences and paragraphs. Second, the teacher continues to guide or guide students in discussion sessions and students are asked to fully understand the genre or type of text given. Third, before starting the independent writing stage, the two previous stages can be repeated until students feel ready to write independently.

In the guided practice stage, so that student participation is evenly distributed or balanced in writing collaboratively through PBL cooperative learning. First, each group is only given one paper to write on. The paper will take turns to group members and each group member will get a turn to develop writing. The second is that writing paper is not only distributed one in each group, but in one group, each member gets a paper to write on. In practice, each group sits in a circle and then students give/exchange their paper to a friend beside them to add/develop the writing on the paper. The paper continues to be rotated until all group members have got their respective parts

in writing. Third, at the Independent Construction of Text (ICOT) stage or the independent performance stage (in this case independent writing), students are asked to produce writing independently (Liang, 2015).

According to Hevren (2018), media is the plural form of medium. Medium can be defined as an intermediary or introduction to the occurrence of communication from the sender to the receiver. Munadi (2013) conclude the media as everything that can convey and distribute messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively.

Learning media means something that delivers learning messages between the sender of the message to the recipient of the message (Anitah, 2008). One of the media that can be used is photo media, including the still image category, meaning that the visual presentation in the photo does not move (Mustaji, 2013). One of the photo media that can be applied in learning is photo story (photo story). According to Wijaya (2016), *photo story* is a storytelling approach by using several photos and additional text to explain the context or background, or the form of presentation of photo images taken based on the topic or event that is needed so that it is structured and the intent is to take a meaning that is in the image.

Basically, Photo stories can help students to better understand the material to be studied. Photo story media is used to overcome the limitations of observation. The photo story media used in this research is a series of photos that describe the events of the struggle against the invaders.

The 2013 curriculum is a complement to the previous curricula and has begun to be applied at all levels of education and is no exception at the high school level in Indonesia. This curriculum demands that teachers are proficient and skilled in the learning process to be interactive, inspiring, fun, challenging, and motivating students to participate actively.

To achieve this, a teacher must master and apply one of the media, or models in the learning process, especially learning to write GBA-based narrative essays. The achievement in question is that students are expected to be able to make GBA-based narrative essays. To carry out this learning, the right learning media is needed so

that in its implementation it can result in increasing students' abilities in writing GBA-based narrative essays (Satyaningrum, 2019).

METHOD

In this study, there are two classes used, namely the control class and the experimental class. Learning to write GBA-based narrative essays using photo story media in the experimental class and learning to write GBA-based narrative essays without using photo story media in the control class. To determine students' skills in writing narrative essays based on GBA, tests were given to the control class and the experimental class. The results of the comparison of the two will be analyzed by t-test analysis so as to produce findings.

The criteria or conditions for testing to accept the alternative hypothesis (H1), namely: If $t_{count} > t_{table}$, then significantly the alternative hypothesis H1 is accepted or H0 is rejected. That is, the photo story learning media is more effectively used in writing GBA-based narrative essays for Class X students of SMA DDI Maros, Maros Regency. If $t_{count} < t_{table}$, then significantly H1 is rejected or H0 is accepted. This means that learning media is not effectively used in writing GBA-based narrative essays for Class X students of SMA DDI Maros, Maros Regency.

The type of research used in this research is experimental research. The experimental research used is a quasi-experimental. There are two variables that will be observed in this study, namely learning media as the independent variable (X) and writing GBA-based narrative essays as the dependent variable (Y). The research design used in this study is the post test only control group design.

The population in this study were all students of Class X SMA DDI Maros, Maros Regency, in the 2017/2018 academic year, totaling 127 students and divided into four classes. Because the class division is homogeneous, the researcher draws a class and determines the class that is used as the object of research. Students who are used as research objects are samples from the study and are categorized as experimental classes and control classes. Classes that were selected as samples, namely Class X-3 as many as 34 people and Class

X-1 as many as 32 people. Class X-3 is used as the experimental class and Class X-1 is used as the control class.

The data of this study were obtained through the assignment of tasks given to two groups, namely the experimental group and the control group. The task given to students is to write a GBA-based narrative essay. The assignment as a research instrument was used to obtain comparative data on student learning outcomes in the experimental class and the control class. It aims to determine students' abilities in writing GBA-based narrative essays using photo story media and without using photo story media.

The data collected in the study were analyzed using descriptive analysis techniques and inferential analysis. Descriptive analysis is used to analyze problems 1 and 2. Problem one is the ability to write GBA-based narrative essays using photo story media, and problem two is the ability to write GBA-based narrative essays without using photo story media.

Inferential analysis is used to analyze the third problem, namely the effectiveness of photo story learning media, in GBA.

RESULTS AND DISCUSSION

Student learning outcomes in learning to write GBA-based narrative essays using MV in the control class were described through descriptive statistical analysis. Descriptive statistical analysis describes the acquisition of student scores from the highest to the lowest. A clearer picture of the highest score to the lowest score obtained by students along with their frequency is as shown in the table 1.

Based on Table 1. it can be described that of the 28 control class students of SMA DDI Maros who were used as research samples for learning to write GBA-based narrative essays using MV, in general, students' learning outcomes tend to be low.

Learning to write GBA-based narrative essays using MPS in the experimental class can be described by student learning outcomes through descriptive analysis. The learning process took place in two meetings and at the end of the meeting students were given the task of making a GBA-based narrative essay as a test. This is done to determine the level of

achievement of learning outcomes that can be obtained by students. Of the 25 samples taken, the highest score obtained by students was 92 which was obtained by one student, while the lowest score of 67 was obtained by one student.

Table 1. Description of Student Learning Outcomes in Learning to Write Narrative Writing Based on GBA Using MV

N	Valid	28
	Missing	0
	Mean	59.7143
	Std. Error of Mean	2.71282
	Median	55.0000
	Mode	44.00
	Std. Deviation	14.35491
	Variance	206.063
	Skewness	.531
	Std. Error of Skewness	.441
	Kurtosis	-1.120
	Std. Error of Kurtosis	.858
	Range	45.00
	Maximum	86.00
	Sum	1672.00

Table 2. Description of Student Learning Outcomes in Writing Narrative Essays Based on GBA Using MPS

N	Valid	28
	Missing	0
	Mean	84.0000
	Std. Error of Mean	1.26721
	Median	86.5000
	Mode	89.00
	Std. Deviation	6.70544
	Variance	44.963
	Skewness	-1.241
	Std. Error of Skewness	.441
	Kurtosis	.798
	Std. Error of Kurtosis	.858
	Range	25.00
	Minimum	67.00
	Maximum	92.00
	Sum	2352.00

An overview of student learning outcomes, from the highest score to the lowest score obtained through learning to write GBA-based narrative essays using MPS. The acquisition of student scores from described in the form of statistical analysis results related to variable scores taught by learning to write narrative essays based on GBA using MPS is presented in Table 2.

Based on Table 3, it can be illustrated that of the 28 students in the experimental class that were used as research samples. The highest score is 92 and the lowest score is at number 67 with a student mean score of 84.00 and a median value of 86. The acquisition of these scores can illustrate that the level of student learning outcomes tends to be high.

The normality test used in this study is the Kolmogorov Smirnov test with the help of the SPSS 16.0 for windows program with the criteria if the significance value of $p > 0.05$ then the data is declared normally distributed, but if the significance value of $p < 0.05$ then the data is declared not distributed normal (Priyatno, 2015). The results of the normality test obtained $p = 0.212$ for the control class and $p = 0.119$ for the experimental class. This shows that $p > 0.05$. This means that the data on student learning outcomes from both groups (control and experimental classes) on the basic competence of writing narrative essays based on GBA for Class X SMA DDI Maros, Maros Regency, came from a normally distributed population. For more details can be seen in Table 3.

Table 3. Control Class Data Normality Test

One-Sample Kolmogorov-Smirnov Test			
N			28
Normal Parameters ^a	Mean		59.7143
	Std. Deviation		14.35491
	Most Extreme Differences	Absolute	
Positive			.200
Negative			-.110
Kolmogorov-Smirnov Z			1.059
Asymp. Sig. (2-tailed)			.212

*Test Distribution is Normal

Table 4. Experiment Class Data Normality One-Sample Kolmogorov-Smirnov Test

N		28
Normal Parameters ^a	Mean	84.0000
	Std. Deviation	6.70544
Most Extreme Differences	Absolute	.224
	Positive	.116
	Negative	-.224
Kolmogorov-Smirnov Z		1.187
Asymp. Sig. (2-tailed)		.119

The second prerequisite that must be met before conducting the t-test is the homogeneity of the data variance. The condition for homogeneity of variance is if $p > 0.05$. The homogeneity test of the population variance of the data on learning outcomes to write argumentative paragraphs for the population of this study using the Test of Homogeneity of Variances. From the analysis of the data on SPSS using the calculation of the homogeneity of population variance, the p value = 0.440 was obtained. The conditions that must be met as a condition for the data to come from a homogeneous (same) population are $p > 0.05$. Because the p value = 0.188 > 0.05 , it can be concluded that the population variance comes from the same population (homogeneous). For more details can be seen in Table 5.

Table 5. Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
1.772	6	12	.188

After testing the normality and homogeneity as a prerequisite test before testing the hypothesis (t), and the data obtained meet the requirements to perform the t test. Then, the t-test will then be carried out to answer the hypotheses that have been prepared previously.

The hypothesis proposed in this study is that there is a significant difference in learning outcomes using MPS with learning outcomes using MV for Class X students of SMA DDI Maros, Maros Regency. Subjects who were given MPS had higher learning outcomes than subjects who were given MV. The hypothesis test used is

the independent sample t test analysis technique, after the analysis prerequisite tests were previously carried out, namely normality test and homogeneity test, and the results obtained that the data were normal and homogeneous. The score that is calculated on the independent t-test is the final score of students after the posttest is held in the experimental class and the control class.

The student acquisition scores were then analyzed using an independent t-test so that the following results were obtained:

Table 5. T-Test Results of Learning to Write Narrative Essays Based on GBA Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Nilai Equal variances assumed	22.448	.000	8.111	54	.000	24.28571	2.99420	18.28271	30.28872
Equal variances not assumed			8.111	38.247	.000	24.28571	2.99420	18.22556	30.34587

The rule used is if $t_{hitung} \geq t_{tabel}$ then the alternative hypothesis (H1) is accepted and H1 is rejected in other circumstances. While the null hypothesis (H0) is accepted if the value of $t_{hitung} < t_{tabel}$ and rejected in other circumstances.

Based on the results of the analysis of hypothesis testing, the value of $t_{count} = 8.111$ with a significance level (p) = 0.000 is obtained. For the value of $t_{table} = 2.00$ obtained from the list of t_{table} values that have been determined. In accordance with the rules of hypothesis testing, for the value of $t_{count} = 8.111 > t_{table} = 2.00$, it is significant to accept H1 and reject H0.

Based on the hypothesis test, it can be concluded that learning to write narrative essays based on GBA using MPS with learning to write narrative essays based on GBA using MV for Class X students of SMA DDI Maros, Maros Regency, there are significant differences in student learning outcomes.

In this section, the findings obtained from the analysis of research data on the skills of writing narrative essays based on GBA are described for the tenth graders of SMA DDI Maros, Maros Regency, using photo story and video learning media. The phenomenon shows that in learning to write GBA-based narrative

essays for control class students, namely the skills in writing GBA-based narrative essays using MV, it is not in accordance with the results obtained by the experimental class.

GBA-based Narrative Writing Skills Using MV

The results of students' learning to write narrative essays based on GBA using video learning media (control) were categorized as low. The passing percentage of students is only 32.15% of the 28 total students from that class. Only 9 students were able to achieve the standard passing grade. More specifically, of the 19 students who were unable to achieve the standard passing grade, 12 of them were male and 7 were female. While there are two men and 7 women who are able to achieve the standard value of graduation. That is, in the control class, female students on average have better narrative writing skills than male students.

Although the MV shown is interesting because it consists of audio and visuals, there are shortcomings in its use. The MV presented is not able to make students attract the important information needed. The length of the video is quite long and displays a lot of data that the students cannot filter to collect to be compiled into a GBA-based narrative essay. Students tend to record everything they see or hear from videos without being able to distinguish which information is important and which is not.

In the preparation of GBA-based narrative essays, 67.85% of students still have difficulty compiling GBA-based narrative essays. Most of the students are not able to distinguish between GBA-based narrative essays and which are descriptions. This can be seen from the work of students which tend to be in the form of descriptive essays. Most of their compositions do not match the characteristics of GBA-based narrative essays.

In addition, the teacher's role is very dominant because they have to manage the class to stay calm and pay attention to the teacher's explanation of GBA-based narrative essays and video learning media until finally they are given the task of writing GBA-based narrative essays. Even when they are given the opportunity to ask questions, only a few are active, so the teacher must be more active in directing the learning process. During the learning process, students are

seen just playing around and not focusing on the learning process, so the teacher has to reprimand repeatedly to calm the class. In this process, the teacher is overwhelmed by managing the class because they have to be more active in giving explanations because students tend to wait for answers from the teacher to questions both from students and from the teacher himself.

Based on the results of the descriptive analysis, a general description of the learning outcomes of GBA-based narrative essay writing was obtained using MV. The learning outcomes obtained by students in the control group tend to be low, this is due to the lack of enthusiasm of students in the learning process and lack of understanding of students regarding MV as a learning medium so that students are unable to complete tasks properly.

In the process, learning using MV begins by explaining about MV and its use in the learning process of writing GBA-based narrative essays. Then proceed with a GBA-based narrative essay writing test using the help of MV.

GBA-based Narrative Writing Skills Using MPS

In the experimental class, the results of descriptive statistical analysis showed that the student learning outcomes of SMA DDI Maros, Maros Regency in writing GBA-based narrative essays using MPS could be categorized as high. In learning to write GBA-based narrative essays using MPS, students are more flexible in exploring the ideas they have. This is because the GBA-based narrative essays that they make are not fixed on what is displayed in the media, students are free to be creative in issuing their ideas but still refer to the media provided.

The simple presentation of MPS is able to attract students' attention. Unlike the control class, students in the experimental class were able to filter out important information needed to compose a GBA-based narrative essay. MPS is able to assist students in filtering important information and help direct students' ideas or ideas. A clear and coherent photo story sequence is also very helpful for students to compose a narrative as required for a GBA-based narrative essay that focuses on chronology.

Comparison of Writing Skills Narrative essay based on GBA

Based on the criteria for student learning completeness discussed earlier, it can be concluded that learning to write narrative essays based on GBA using MPS has achieved classical completeness, while learning using MV has not achieved classical completeness. This means that the use of MPS is effectively used in learning Indonesian, especially in the basic competence of writing narrative essays based on GBA.

The results of inferential statistical analysis show that there are differences in learning to write narrative essays based on GBA using photo story learning media and learning using MV. The difference is significant or does not occur by chance. So it can be concluded, that learning using MPS is effectively used in learning to write GBA-based narrative essays for Class X students of SMA DDI Maros, Maros Regency.

The use of MPS in learning has quite a positive impact on the learning process. This can be proven from the results of this study. The results of data analysis show that students who use MPS get higher scores than those without using video learning media. This is shown in the sample using MPS (experimental class) in the learning process getting the highest score of 92 while the sample using video learning media only got 86 as the highest score. The two values indicate a significant difference in learning outcomes. Therefore, learning to write GBA-based narrative essays should be carried out using MPS, so that students become more active and free to explore their ideas.

CONCLUSION

The conclusion that can be obtained is the effectiveness of using MPS in learning to write GBA-based narrative essays for Class X students of SMA DDI Maros, Maros Regency in the 2017/2018 academic year, namely, the skills of students to write GBA-based narrative essays using video media in the control class are categorized as low. Meanwhile, students' skills in writing narrative essays based on GBA using MPS in the experimental class are categorized as very high. Thus, MPS is more effectively used in learning to write GBA-based narrative essays.

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