



The Effect of the Picture and Picture Method on Improving Narrative Text Writing Skills in Elementary School Students

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ABSTRACT

This study aims to determine the effect of the Picture and Picture method on the narrative text writing ability of fourth-grade students at SD Negeri 106 Pekanbaru. This study was motivated by the low ability of students in writing narrative texts, especially in constructing a coherent storyline, developing characterization and setting, and using language in accordance with linguistic rules. The study was conducted at SD Negeri 106 Pekanbaru involving 20 students as research subjects. The research method used was a quantitative method with a pre-experimental design of the One Group Pretest–Posttest Design type. The research instruments used included observation sheets, writing tests in the form of pretests and posttests, and documentation of students' writing results. Assessment of narrative text writing ability focused on aspects of text structure and language use. The learning process was carried out by applying the Picture and Picture method, namely students observed, sorted, and arranged images based on certain themes as a basis for developing story ideas. The data obtained were analyzed using a t-test to determine differences in students' narrative text writing ability before and after being given treatment. The results of the study showed an increase in the average score of students' narrative writing skills, from 48.50 in the pretest to 60.63 in the posttest. The analysis showed that the Picture and Picture method was effective in improving the narrative writing skills of fourth-grade students at SD Negeri 106 Pekanbaru.

Keywords: picture and picture method, narrative text, writing skills

Pengaruh Metode *Picture And Picture* Terhadap Peningkatan Keterampilan Menulis Teks Narasi Pada Siswa Sekolah Dasar

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh metode *Picture and Picture* terhadap kemampuan menulis teks narasi siswa kelas IV SD Negeri 106 Pekanbaru. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa dalam menulis teks narasi, khususnya dalam menyusun alur cerita yang runtut, mengembangkan penokohan dan latar, serta menggunakan bahasa yang sesuai dengan kaidah kebahasaan. Penelitian dilaksanakan di SD Negeri 106 Pekanbaru dengan melibatkan 20 siswa sebagai subjek penelitian. Metode penelitian yang digunakan adalah metode kuantitatif dengan desain *pre-eksperimen* tipe *One Group Pretest–Posttest Design*. Instrumen penelitian yang digunakan meliputi lembar observasi, tes menulis berupa pretest dan posttest, serta dokumentasi hasil tulisan siswa. Penilaian kemampuan menulis teks narasi difokuskan pada aspek struktur teks dan penggunaan bahasa. Proses pembelajaran dilakukan dengan menerapkan metode *Picture and Picture*, yaitu siswa mengamati, mengurutkan, dan menyusun gambar berdasarkan tema tertentu sebagai dasar pengembangan ide cerita. Data yang diperoleh dianalisis menggunakan uji-t untuk mengetahui perbedaan kemampuan menulis teks narasi siswa sebelum dan sesudah diberikan perlakuan. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata kemampuan menulis teks narasi siswa, yaitu dari 48,50 pada pretest menjadi 60,63 pada posttest. Hasil analisis tersebut menunjukkan bahwa metode *Picture and Picture* efektif dalam meningkatkan kemampuan menulis teks narasi siswa kelas IV SD Negeri 106 Pekanbaru.

Kata kunci: metode picture and picture, keterampilan menulis, teks narasi

Submitted
03/02/2026

Accepted
03/03/2026

Published
10/03/2026

Citation	Rahayu, A. P., Permana, D., & Mulyani, E. A. (2026). The Effect of the Picture and Picture Method on Improving Narrative Text Writing Skills in Elementary School Students. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 2, Maret 2026, 1207-1218</i> . DOI: https://doi.org/10.55909/jpbs.v5i2.1250
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Writing is a productive language skill that plays a crucial role in elementary school learning because it provides a means for students to express their ideas, experiences, and imagination in writing (Febrianti & Nurmairina, 2021; Karlsson, 2015; McCrimmon, 1984). Writing is a productive and expressive language skill, essential for development in elementary school (Julia et al., 2025). One form of writing skill that students must master is writing narrative text. Narrative text is a composition that presents a story sequentially based on the time of events and according to chronology (Nufus et al., 2023; Prasetyani & Gunawan, 2024; Rusdianto et al., 2023). However, various studies indicate that elementary school students' narrative writing skills are still relatively low. Students often experience difficulty developing story ideas, constructing a coherent plot, and logically linking elements of characters and settings (Pramono & Damayanti, 2022). Analysis of the level of difficulty in writing narratives in elementary school students indicates that this difficulty is related to a lack of understanding of text structure and limited strategies for developing written ideas (Parawita & Desmawanti, 2025). These facts indicate that the ability to write narrative texts as a dependent variable remains a real problem in Indonesian language learning in elementary schools.

The problem of elementary school students' low narrative writing skills cannot be separated from the classroom learning process, which is still dominated by conventional methods, where students are directly asked to write without being provided with concrete stimuli to develop and organize ideas. This condition is not in line with the cognitive development characteristics of elementary school students, who are still in the concrete thinking stage and require visual aids to understand abstract concepts such as plot, conflict, and the interconnectedness of events in a story. Several studies have shown that the use of visual media, particularly picture series, can help students understand narrative structure more systematically

and improve the quality of their writing. Research by Wicahyanti (2025) demonstrated that the use of picture series can stimulate students' imaginations, clarify story lines, and help students develop narrative elements more coherently. One relevant learning method to address this problem is the Picture and Picture method, which emphasizes the use of a series of images as the primary stimulus in learning. According to Agus, the Picture and Picture method is a learning method that uses images paired or sequenced into a logical sequence (Lamirin & Pranata, 2022). Through the activity of observing, sequencing, and logically linking images, students are helped to build a story line chronologically before putting it into written form.

Based on the problems outlined in the background, it can be concluded that elementary school students' narrative writing skills still require serious attention, particularly in terms of developing ideas, constructing storylines, and using narrative elements coherently and logically. This situation indicates the need to implement learning methods that can assist students in the process of thinking and organizing ideas systematically. (1) Can the use of the Picture and Picture learning method improve narrative writing skills in students at SD Negeri 106 Pekanbaru?, and (2) What is the effect of the application of the Picture and Picture learning method on the narrative writing skills of students at SD Negeri 106 Pekanbaru?

This research is expected to provide both theoretical and practical benefits. From a theoretical perspective, this research is expected to enrich scientific studies in the field of elementary education, particularly regarding the application of visual-based learning methods to improve narrative writing skills. From a practical perspective, for elementary school teachers, the results of this research can be an alternative, innovative and effective learning method in teaching writing. For students, this research is expected to help improve their ability to write narrative texts in a more coherent, creative, and meaningful manner. Furthermore, for future researchers, this study can serve as a reference for developing similar research with different variables or contexts.



Although previous studies (Pramono, 2022; Abdullah, 2023; Amelia, 2025) demonstrated the effectiveness of the Picture and Picture method in improving elementary school students' narrative writing skills, most focused on improving general learning outcomes and failed to examine students' narrative thinking processes in depth. Furthermore, this method is generally used as a visual aid and has not been systematically utilized to develop pre-writing skills in constructing a coherent and logical narrative structure. Therefore, this study positions images not only as visual stimuli but also as a means of thinking that guides students in independently constructing plots, characters, and story conflicts. Based on these considerations, this study, entitled "The Effect of the Picture and Picture Method on Improving Narrative Writing Skills in Elementary School Students," is crucial.

METHOD

This study employed a quasi-experimental method, defined as an experiment that includes a treatment, impact measurement, and experimental unit, but does not use random assignment to create comparisons and conclude changes caused by the treatment (Syahroni, 2022; Abubakar, 2021; Razak, 2017; Balaka, 2012; Mahsun, 2014). This study employed a quantitative Pretest–Posttest One Group Design, a single-group research design without a comparison group. The aim was to determine the effect of the Picture and Picture method on students' narrative writing skills. The research procedure began with a pretest to determine students' initial narrative writing abilities before the treatment. Subsequently, students were given treatment in the form of narrative writing lessons using the Picture and Picture method for three meetings, followed by a posttest to determine their improvement in narrative writing skills after the treatment.

This research was conducted at Pekanbaru Public Elementary School 106, located on Jl. Mujair Raya Perumnas, Limbungan Baru, Rumbai District, Pekanbaru City, Riau Province, during the odd semester of the 2025/2026 academic year. The subjects of this study were 20 fifth-grade students

at Pekanbaru State Elementary School 106, consisting of 9 boys and 11 girls.

The research involved three main stages: preparation, implementation, and finalization. During the preparation stage, the researcher developed learning materials and research instruments, including a Lesson Plan (RPP), a narrative writing test, an assessment rubric, observation sheets, and documentation. The study also coordinated with the school administration. The implementation stage began with a pretest, followed by instruction in narrative writing through observing and arranging images, discussing the sequence of events, developing a story outline, and writing the text step by step, with teacher guidance to help students develop ideas and structure the text coherently.

The research instrument was the tool used to collect data to answer the research problem and test the research hypothesis. In this study, which employed a One Group Pretest–Posttest Design, the primary instrument was a narrative writing test. This test was administered in two stages: a pretest (before treatment) and a posttest (after treatment). The pretest aimed to determine students' initial ability in writing narrative text, while the posttest was used to determine improvement in writing skills after the learning intervention. The instrument used was an open-ended action test in the form of a narrative text writing assignment based on a series of pictures. Students were asked to construct a narrative story according to the sequence of the pictures.

This test was used to measure students' writing skills before and after being taught using the Picture and Picture method. The test instrument was developed based on narrative text writing skill indicators, which consist of two main assessment aspects. An assessment rubric was used to score students' achievement of the narrative text writing assessment indicators. This rubric was compiled based on the indicators in the instrument grid and was used to assess pretest and posttest results, with scores ranging from 1–4 according to a modified Likert scale (Budiaji, 2013; Simamora, 2022;

Razak, 2020). To maintain objectivity, assessments were conducted by two assessors (a teacher and a researcher), and the scores were then averaged. Before use, the instrument was validated by an Indonesian language expert to ensure the indicators aligned with the learning objectives.

Indikator per aspek penilaian keterampilan menulis teks naratif dideskripsikan di bawah ini.

- 1) Character Introduction
 - a. Names the main characters and supporting characters according to the picture.
 - b. Describes the character's character or role consistently with the story.
- 2) Setting Introduction:
 - a. Explains the time and place of the event based on clues from the picture.
 - b. Relates the setting to the story's atmosphere (e.g., morning, school, or happy atmosphere).
- 3) Conflict Presentation:
 - a. Presents the main problem that occurs in the sequence of images.
 - b. Explains the causes and effects of the conflict depicted.
- 4) Problem Solving:
 - a. Provides a logical solution to the conflict that aligns with the storyline.
 - b. Concludes the ending of the story based on the final image in a coherent manner.

- 5) Punctuation Assessment:
 - Uses correct spelling and punctuation.
- 6) Complete Diction:
 - a. Uses varied vocabulary that is appropriate to the context of the image.
 - b. Avoids unnecessary repetition.
 - c. Chooses words that accurately describe the character's emotions or actions.
- 7) Character Introduction:
 - a. The character introduction is complete and supports the orientation.
 - b. Clearly shows the relationships between the characters, as shown in the first image.
- 8) Setting Introduction:
 - a. A complete sentence that accurately describes the time and place.
 - b. Includes background details that help the reader understand the context of the story.
- 9) Conflict Conveyance:
 - a. A logically structured sentence that describes the main problem.
 - b. Uses verbs and adverbs that clearly describe events.
- 10) Problem-Solving Sentence:
 - a. A sentence that presents a complete and logical resolution to the problem.
 - b. Shows the change in the situation from conflict to a clear conclusion.

Table 2
 Rubric for Assessing Narrative Writing Skills

No.	Aspect	Score-1	Score-2	Score-3	Score-4
1	Emphasis on Content	No characters are featured in the story	Characters are present, but their roles are unclear	The character exists, but the character description is incomplete	Characters are described clearly consistently, and appropriately to the storyline
2	Setting Introduction	There is no time or place background	The setting is mentioned but is unclear or inappropriate	The time and place setting is there, but it is incomplete or not coherent enough	The setting is complete, coherent and explains the atmosphere of the story well



3	Conflict Presentation	No conflicts written	Conflicts are written but are illogical or irrelevant	Conflict exists, but its development is less coherent	The conflict is logical and explained in a coherent manner
4	Problem Solving	No solution provided	The solution does not fit the conflict or is not logical	There is a solution but the explanation is not yet coherent	The solution is clear logical, fits the storyline, and has an ending
5	Punctuation Assessment	The use of punctuation is very wrong	Numerous punctuation errors and inconsistent use	Punctuation is quite correct, there are still some minor errors	The use of punctuation is precise, consistent and in accordance with writing rules
6	Complete Diction	Vocabulary is very limited and not appropriate to the context	Simple and frequently repetitive vocabulary	Vocabulary is quite varied and contextual, although there is still some repetition	The vocabulary is rich, precise, and clearly describes the characters' emotions and actions
7	Character Introduction	There are no sentences that introduce the characters	The character introduction sentence is incomplete or inappropriate	The sentence is quite complete and supports the orientation	Sentences are complete, clear, and clearly explain the relationships between characters
8	Setting Introduction	There are no sentences that describe the setting	The setting sentence is incomplete or inappropriate	The sentence is quite complete, but the setting details are unclear	Sentences are complete, clear, and help readers understand the time and place of the story
9	Conflict Conveyance	There are no conflict sentences	The conflict sentence is incomplete or inappropriate	The conflict sentence is quite complete but does not describe the event clearly	Conflict sentences are complete, logical and clearly describe the events
10	-Problem Solving Sentence	There are no resolution sentences	The resolution sentence is incomplete or inappropriate	The resolution sentence is quite complete but is not yet complete	Resolution sentences are complete, logical and clearly describe the ending of the story

The narrative writing skill assessment score is obtained by accumulating the scores for each indicator, assessed on a scale of 1–4. With ten assessment indicators, the minimum score a student

can achieve is 10 and the maximum score is 40. The total score is then classified into assessment categories to facilitate interpretation. A score of 10–17 is considered poor, a score of 18–25 is con-

sidered adequate, a score of 26–33 is considered good, and a score of 34–40 is considered excellent. This classification allows for a more objective and structured description of narrative writing skill levels.

Data collection techniques in this study included tests, observation, and documentation. Tests served as the primary instrument to measure students' narrative writing skills through pretests and posttests of equivalent format and difficulty level. Observations were conducted to record student activity, engagement, and responses during the learning process using the Picture and Picture method. Documentation served as secondary data to supplement and strengthen the research data, including learning materials, student work, and documentation of the learning process.

Data analysis was conducted quantitatively using descriptive and inferential statistics. Before testing the hypothesis, the data were analyzed through normality and homogeneity tests as prerequisite tests for statistical analysis. Furthermore, the hypothesis was tested using a paired sample t-test to determine the differences in students' narrative writing skills before and after the treatment. In addition, the N-Gain test was used to determine the level of improvement in students' narrative writing skills after the implementation of the Picture and Picture method. The results of the N-Gain analysis were then interpreted into high, medium, or low categories to describe the level of improvement in students' writing skills more clearly. Thus, this series of data analyses was used to provide a comprehensive picture of the changes and improvements in students' narrative writing skills after the implementation of the Picture and Picture method.

- 1) $> 0,70$ high
- 2) $0,30 - 0,70$ medium
- 3) $< 0,30$ low

RESULT

1. Pretest

A pretest was conducted to determine students' initial narrative writing skills before implementing the Picture and Picture method. At this stage, 20 fourth-grade students at Pekanbaru State Elementary School 106 were asked to write narrative texts independently based on a predetermined theme without the aid of images, books, or specific teacher guidance. The pretest instrument was designed according to the basic competencies of narrative writing and was supplemented with an assessment rubric used by the teacher and researcher. During the pretest, students wrote stories based on their experiences or imaginations within a predetermined timeframe, while the teacher and researcher monitored the test to ensure an orderly and objective process. Students' writing was then analyzed based on indicators of characterization, setting, conflict, problem solving, and linguistic aspects.

The analysis showed that students' narrative writing skills were still limited. Most students were unable to clearly introduce characters and settings, their stories tended to consist of a series of events without a developing conflict, and the resolution of the stories was not presented logically. From a linguistic perspective, errors in punctuation, limited vocabulary, and incomplete sentence structure were still found. Quantitatively, the average pretest score for students was 48.50, which is in the moderate category, indicating that students' initial narrative writing skills still need to be improved through directed learning.

Table 3
Pretest Descriptive

Descriptive Statistics				
Pretest				
N	Minimum	Maximum	Mean	Std. Deviation
20	34	70	48,5	9,386



2. Treatment

The learning activities were carried out in three sessions using the Picture and Picture method, with each session using a different but interconnected theme. In each session, students were directed to observe, sequence, and develop a story based on a series of images as the basis for writing narrative text.

In the first session, with the theme "Healthy Lifestyle Habits," the activities focused on introducing narrative text and the basic elements of a story, particularly characterization and setting. The teacher randomly displayed images depicting healthy living activities and then guided students in arranging the images according to the storyline. Through this activity, students began to recognize the characters and setting in the story, although development was still limited and the story did not yet clearly present the conflict.

In the second session, with the theme "The Importance of Maintaining Health," the activities focused on developing the storyline, particularly understanding the conflict. The teacher presented images depicting the characters' health-related problems and then guided students in discussing and sequencing the images. At this stage, students began to present conflict as the core of the story, although the resolution was not yet optimally developed.

In the third session, with the theme "Gotong Royong," the activities focused on compiling a complete narrative text. The teacher displays a series of pictures depicting a complete story from beginning to end. Students independently arrange the pictures and write a narrative text, paying attention to all elements of the story. At this stage, students show significant improvement in constructing a coherent story, presenting conflict and problem resolution, and using better language.

3. Posttest

The posttest was conducted after the entire series of lessons using the Picture and Picture method was completed to measure students' nar-

rative writing skills. At this stage, 20 students were asked to write narrative texts independently based on a predetermined theme without the aid of images or additional guidance. The assessment instruments and rubric used in the posttest were the same as those used in the pretest to allow objective comparison of results.

During the posttest, students wrote stories based on their own experiences or imaginations within a specified timeframe, while the teacher and researcher monitored the test to ensure an orderly and conducive environment. All student writing was then analyzed based on indicators of characterization, setting, conflict, problem resolution, and linguistic aspects.

The posttest results showed that students' narrative writing skills had improved compared to the initial test. Students were better able to introduce characters and settings clearly and consistently, present conflict as the core of the story, and construct a logical resolution. Furthermore, linguistic aspects also showed improvement, indicated by the use of more varied diction, more complete sentence structures, and a reduction in punctuation errors. Quantitatively, the average posttest score increased to 60.63, indicating that learning using the Picture and Picture method had a positive impact on improving students' narrative writing skills.

Table 4
Posttest Descriptive

Descriptive Statistics				
Post-test				
N	Minimum	Maximum	Mean	Std. Deviation
20	40	90	60,63	12,061

4. Data Analysis: The Effect of the Picture and Picture Method on Elementary School Students' Narrative Writing Skills

Homogeneity Test

A homogeneity test was conducted to determine the similarity of variance in the data on stu-

dents' narrative writing skills before and after the implementation of the Picture and Picture method. Therefore, the data were suitable for analysis using parametric statistical tests.

Table 5
Homogeneity Test

Test of Homogeneity of Variances				
Pretest				
	Levene Statistic	df1	df2	Sig.
Based on Mean	0,255	1	38	0,617
Based on Median	0,221	1	38	0,641
Based on Median and with adjusted df	0,221	1	31,695	0,641
Based on trimmed mean	0,229	1	38	0,635

Based on the homogeneity test results, a significance value (Sig.) of 0.617 (Sig. > 0.05) was obtained, indicating no significant difference in variance in the data on students' narrative writing skills. Tests based on the median, median with adjusted df, and trimmed mean also showed significance values above 0.05. Thus, the data on students' narrative writing skills were deemed homogeneous and qualified for hypothesis testing using a paired sample t-test to determine the effect of the Picture and Picture method on improving elementary school students' narrative writing skills.

Normality Test

A normality test was conducted to determine whether the pretest and posttest data on students' narrative writing skills were normally distributed, which was the basis for selecting a statistical test. This study used the Shapiro–Wilk test because the sample size was less than 50 students, making this test more accurate. The test criterion is that data are normally distributed if the significance value (p) is > 0.05. The test results showed that the pretest and posttest significance values were greater

than 0.05, indicating that the data were normally distributed. Thus, the data is suitable for analysis using parametric statistical tests, namely the paired sample t-test.

Table 6
Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretet	0,139	20	,200 [*]	0,962	20	0,59
post-test	0,148	20	,200 [*]	0,955	20	0,456

Based on the Shapiro–Wilk test, a significance value of 0.590 was obtained for the pretest data and 0.456 for the posttest data. Both values are greater than 0.05, indicating that the pretest and posttest data are normally distributed. This indicates that the data on students' narrative writing ability are fairly evenly distributed, thus meeting the requirements for analysis using a parametric test, namely the paired sample t-test.

Hypothesis Testing

Hypothesis testing was conducted to determine the difference in pretest and posttest results after implementing the Picture and Picture method using a Paired Sample t-test with IBM SPSS Statistics version 25. The analysis results showed a mean difference of –12.125, meaning the posttest scores increased by 12.125 points compared to the pretest. The calculated t-value of –5.264 with df = 19 and a significance level of 0.000 (Sig. < 0.05) indicates that the difference is significant. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, indicating that the Picture and Picture method significantly improved students' narrative writing skills.



Table 7
 Hypothesis Test

	Paired Samples Test				
	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
pretest-posttest	-12,125	10,301	-5,264	19	0,000

Table 8
 N-Gain Test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	20	0,02	0,83	0,2342	0,1793
Valid N (listwise)	20				

The N-Gain test was used to measure the level of improvement in students' narrative writing skills after learning with the Picture and Picture method compared to their initial abilities. Of the 20 students analyzed, the minimum N-Gain value of 0.02 indicated very low improvement in some students, while the maximum value of 0.83 indicated high improvement in other students. The average N-Gain of 0.2342 was categorized as low, indicating that overall improvement in skills was still limited and uneven. The standard deviation of 0.179 indicated moderate variation in improvement between students. These findings confirm that although the Picture and Picture method improves narrative writing skills, its effectiveness varies and is not uniform across students.

DISCUSSION

This study was conducted to determine the effectiveness of the Picture and Picture model in improving narrative writing skills in fifth-grade students at SDN 106 Pekanbaru. Learning to write narrative text through this model is designed to help students develop a storyline, construct narrative structure, use

time conjunctions, and express ideas coherently and systematically based on the sequence of images presented. The results of this study indicate an improvement in children's narrative writing skills, seen from the aspects of characterization, setting, conflict, problem solving, punctuation, and completeness of diction. Analysis of narrative writing skills was assessed by teachers and researchers, as listed in the appendix. It should be emphasized that both the pretest and posttest were conducted without the aid of Picture and Picture media, so that posttest results reflect students' writing abilities after participating in the Picture and Picture method. The Picture and Picture method in this study functions as an action or treatment in the learning process, providing students with a structured learning experience before they write during the posttest.

Overall, the contribution of the Picture and Picture method in this study is not as a testing tool, but rather as a treatment that trains students to develop systematic narrative thinking patterns. This method helps students understand the structure of narrative text, develop story ideas, and construct a coherent plot. The sequential presentation of images serves as a guide for students' thinking in understanding the relationships between events, eliminating difficulty in determining the beginning, middle, and end of a story. This is evident in the students' writing on the posttest, which was more systematic, logical, and complete compared to the pretest results, which tended to be less coherent and lacked idea development. These research findings align with research (Pramono & Damayanti, 2022), which found that the Picture and Picture method improves students' ability to develop story ideas, construct a logical plot, and enrich vocabulary in narrative writing. Similarly, students in this study demonstrated improvement in constructing more coherent stories and better connecting paragraphs after using sequential images. These similar results indicate that the Picture and Pic-

ture method is effective in helping students translate abstract ideas into concrete written form.

This research has advantages that can be examined from the perspective of data analysis, particularly through the use of learning outcome analysis based on indicators of narrative writing skills. Indicator-by-indicator analysis allows researchers to more specifically identify aspects of writing skills that improved after implementing the Picture and Picture model, such as storyline development, characterization, and narrative organization. This approach aligns with findings by Maryani et al. (2021) and Swari et al. (2024), which confirm that the use of picture sequences in writing instruction not only improves final scores but also significantly impacts the structure and coherence of students' narrative texts. Therefore, detailed aspect-by-aspect analysis provides a more in-depth interpretation of the research results than simply analyzing average scores.

Furthermore, the strength of this study lies in the suitability of the learning model to the characteristics of elementary school students, who are still at the concrete thinking stage. The integration of visual media in the form of sequential images serves as a trigger for imagination and guides story ideas, making it easier for students to express their ideas in coherent and logical writing. This finding is supported by (Izah & Cahyaningtyas, 2025), who stated that integrating visual media in writing lessons can improve descriptive skills and develop story details in elementary school students, especially when the media is used consistently and in a structured manner across multiple sessions. Despite its strengths, this study also has limitations. In terms of sample size, the study only involved one class without a control group, so the results are contextual and cannot be broadly generalized. Furthermore, in terms of analytical clarity and number of variables, this study focused only on one independent variable, the Picture and Picture model, without considering other variables such as learning motivation or students' initial writing abilities.

Thus, the use of the Picture and Picture model in narrative text learning has proven effective in improving the writing skills of fifth-grade students at SD Negeri 191 Pekanbaru. This model provides a thinking structure that helps students organize stories systematically, while also providing visual stimuli that make it easier for them to generate ideas.

CONCLUSION

Furthermore, the strength of this study lies in the suitability of the learning model to the characteristics of elementary school students, who are still at the concrete thinking stage. The integration of visual media in the form of sequential images serves as a trigger for imagination and guides story ideas, making it easier for students to express their ideas in coherent and logical writing. This finding is supported by (Izah & Cahyaningtyas, 2025), who stated that integrating visual media in writing lessons can improve descriptive skills and develop story details in elementary school students, especially when the media is used consistently and in a structured manner across multiple sessions. Despite its strengths, this study also has limitations. In terms of sample size, the study only involved one class without a control group, so the results are contextual and cannot be broadly generalized. Furthermore, in terms of analytical clarity and number of variables, this study focused only on one independent variable, the Picture and Picture model, without considering other variables such as learning motivation or students' initial writing abilities.

Thus, the use of the Picture and Picture model in narrative text learning has proven effective in improving the writing skills of fifth-grade students at SD Negeri 191 Pekanbaru. This model provides a thinking structure that helps students organize stories systematically, while also providing visual stimuli that make it easier for them to generate ideas.



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