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Improving Fourth-Grade Students' Narrative Writing Skills through the Picture and Picture Learning Model

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ABSTRACT

This study aimed to improve the narrative writing skills of fourth-grade students through the implementation of the *Picture and Picture* learning model. The study was motivated by students' difficulties in developing ideas, organizing coherent storylines, and constructing narrative texts with appropriate structures and language conventions. Preliminary findings indicated that all 21 students had not achieved the school-established Criteria for Achieving Learning Objectives (KKTP). This study employed Classroom Action Research (CAR) conducted in two cycles. The participants were 21 fourth-grade students. Data were collected through observation, narrative writing assessments, and documentation, and analyzed using qualitative and quantitative descriptive methods. The findings revealed consistent improvements in student engagement, teacher performance, and narrative writing achievement. Student engagement increased from 60.9% in the first meeting of Cycle I to 66.6% in the second meeting, reaching 85.6% and 93.2% in the first and second meetings of Cycle II, respectively. Similarly, teacher performance improved from 63.8% in the first meeting of Cycle I to 94.4% in the second meeting of Cycle II. Regarding writing achievement, the class average score increased from 68.9 in Cycle I to 81.47 in Cycle II, while the percentage of students achieving the minimum mastery criterion rose from 42.85% to 90.47%, exceeding the predetermined target of 85%. These improvements demonstrate that the *Picture and Picture* learning model effectively supports students in generating ideas, sequencing events logically, and developing coherent narrative texts. Therefore, this model can serve as an effective instructional alternative for improving elementary students' narrative writing skills.

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1. Introduction

In education, writing skills are crucial for improving student learning outcomes. Writing is the goal of national education is outlined in Law of the Republic of Indonesia Number 20 of 2003, which states that national education plays a vital role in developing the nation's capabilities, character, and civilization (Permendikbud, 2003).

To support the achievement of educational goals in primary schools, the curriculum plays a crucial role in the instructional process. It serves as a reference or guide for teachers in conducting teaching activities that are appropriate, systematic, organized, and continuous, while aligning with established educational objectives. The curriculum comprises a set of plans and guidelines governing the objectives and instructional content to be utilized by teachers across various educational levels (Suriani & Yanti, 2024).

Indonesian language instruction is a core subject in elementary schools, playing a vital role in honing students' ability to communicate effectively—both in writing and orally (Cole et al., 2008; Salija et al., 2018; Travis, 2008). The goal of this instruction is to build students' knowledge and language skills in alignment with Indonesian literary standards (Ali, 2020). Lessons must be carefully designed to suit the developmental characteristics of elementary students, who are at a crucial stage for developing fundamental skills. Learning is more easily grasped when material is linked to real-life contexts—making it tangible and memorable for students (Qur'ani, 2025). Writing proficiency is a central language skill that must be taught from the foundational level in elementary Indonesian language education. Writing instruction emphasizes the ability to articulate ideas—whether derived from personal experience or information from texts into logical sentences that adhere to Indonesian literary standards and are easily understood by readers (Mubin & Aryanto, 2024).

One of the writing skills taught in the fourth-grade Indonesian language curriculum is narrative writing. According to Ayumi et al. (2021), a narrative text is a type of discourse that recounts the actions or behaviors of characters based on their experiences, arranged sequentially according to a chronological timeline. Meanwhile, Dalman (2016) states that narrative texts serve several purposes: evoking a sense in the reader of having personally experienced or witnessed the recounted events; explaining the events as clearly as possible; stirring emotions and shaping the reader's feelings to stimulate imagination; and conveying information as well as implicit messages to the reader. The teaching of Indonesian writing skills is influenced by several factors, including the students themselves and the teacher's instructional approach (Ramadhan & Suklani, 2024). It is crucial for teachers to foster student interaction and engagement during the learning process, enabling students to develop the skills needed to formulate ideas for narrative writing. Consequently, teachers must recognize the importance of cultivating writing skills from an early stage to prevent poor writing proficiency. However, preliminary observations conducted by the researcher at SD Negeri 074044 Dahana Bawodesolo revealed that fourth-grade students demonstrated low writing proficiency, particularly in narrative writing. This finding was based on formative assessments administered by the teacher during previous lessons, which indicated that—prior to any remedial intervention—a number of students failed to meet the Learning Objective Achievement Criteria (KKTP) for Indonesian, which requires a passing score of 70. An analysis of the students' narrative writing revealed limitations in their ability to translate mental ideas into a storyline that aligned with the narrative title; furthermore, students struggled to structure their stories coherently covering the beginning, middle, and end due

to a lack of understanding regarding the correct structure of a narrative text. Additionally, some students' writing was untidy and contained punctuation errors.

Furthermore, the researcher identified the root cause of the issue: teachers rely on the lecture method to deliver classroom material, while students act merely as passive listeners without direct involvement in the learning process resulting in a teacher-centered learning (TCL) approach. This situation affects the quality of Indonesian language instruction, specifically regarding the development of narrative writing skills for fourth-grade elementary students. The students' low learning motivation is evident in their lack of enthusiasm, engagement, and active participation during lessons. Furthermore, students often struggle to generate ideas, sequence events in a coherent and logical manner, and translate these thoughts into structured narrative writing. This issue is also reflected in learning outcomes, as some students have yet to meet the established KKTP. Such conditions indicate that the process of teaching narrative writing has not been implemented optimally, necessitating improvements through the adoption of innovative and engaging instructional models that actively involve students. One potential approach is the "Picture and Picture" model, which utilizes visual imagery to help students develop ideas, sequence events systematically, and express their thoughts in the form of narrative text.

Given these issues, teachers should implement the "Picture and Picture" learning model, utilizing visual aids—specifically a series of engaging images arranged in a specific order to foster students' ability to think sequentially. According to Supriyadi and Ma'ruf (2023), the Picture and Picture model employs images that are paired or arranged in a logical sequence. This model uses images as the primary medium to help students develop sequential thinking skills (Anggraeni et al., 2021; Basmala et al., 2024; Krismasari Dewi et al., 2019). Through activities involving the observation and logical sequencing of images, students can more easily grasp a narrative sequence before expressing it in written form; furthermore, the model transforms abstract concepts into concrete understanding through visually arranged images that form a coherent storyline (Nabila et al., 2025; Sasiningrum et al., 2021).

Based on the background above, this study aims to analyze the student involvement in learning to write narrative texts increased through the application of the Picture and Picture learning model and investigate the improvement of fourth-grade students' narrative writing skills through the picture and picture learning model.

2. Literature Review

Narrative writing is an essential productive language skill that enables elementary school students to communicate experiences, express ideas, and organize events into meaningful and coherent stories. Developing this skill requires more than the ability to construct sentences; students must also generate ideas, establish logical relationships between events, organize storylines, and apply appropriate grammatical conventions and punctuation. However, elementary students frequently encounter difficulties in developing ideas, maintaining coherence, and arranging narrative elements systematically. These challenges indicate the importance of instructional approaches that provide concrete learning experiences and appropriate scaffolding to support the writing process. Kuo et al. (2024) demonstrated that structured story-writing activities involving visualization, peer interaction, and instructional scaffolding can improve students' creative thinking and composition skills. Their findings emphasize that writing instruction should provide

opportunities for students to explore ideas, exchange perspectives, and construct their own stories through guided learning experiences.

The use of visual media, particularly sequential pictures, provides an effective strategy for helping students overcome difficulties in generating ideas and organizing narrative structures. Through visual representations, students can identify characters, settings, actions, and relationships between events before transforming their observations into written compositions. This approach supports the development of logical thinking, imagination, and narrative coherence because students are encouraged to interpret visual information and arrange events according to a meaningful sequence. Turmudli et al.(2025) developed visual literacy-based instructional media using sequential picture panels and found significant improvements in elementary students' narrative writing skills, with an N-Gain score of 79.08%. Similarly, Rahayu et al. (2026) reported that the Picture and Picture method improved fourth-grade students' narrative writing performance by enabling them to observe, sort, and arrange pictures as the foundation for developing story ideas. These findings demonstrate that visual learning strategies can provide concrete support for students in organizing ideas and constructing coherent narrative texts.

The Picture and Picture learning model is an instructional approach that emphasizes the systematic arrangement of images to develop students' understanding of concepts and their ability to construct meaningful information. In writing instruction, students are presented with a series of pictures that they must observe, discuss, sequence, and interpret before developing them into written narratives. This process encourages active participation, collaborative learning, critical thinking, and independent idea construction. Previous research by Rahmawan et al. (2023) demonstrated that the implementation of the Picture and Picture model improved elementary students' narrative writing performance, with average scores increasing from 66 before the intervention to 78 afterward. Furthermore, research by Rubi'ah et al. (2026) indicated that the model significantly improved third-grade students' narrative writing skills and systems thinking, with a significance value of 0.001. These findings support the argument that arranging pictures into logical sequences helps students understand relationships between events and develop more structured narratives. Consistent with this perspective, Alwiyah (2020) and Kaharuddin and Hajeniati (2020) emphasize the role of visual stimuli and picture sequencing in facilitating students' writing development.

Furthermore, the effectiveness of the Picture and Picture model can be understood through constructivist learning theory, which positions students as active participants in constructing knowledge through meaningful experiences, while teachers function as facilitators who provide guidance and learning support. As explained by Agustin et al. (2025), constructivist learning encourages students to develop understanding through active engagement rather than simply receiving information from teachers. In this context, the Picture and Picture model creates opportunities for students to observe visual materials, exchange ideas during group discussions, explain their reasoning, and transform their understanding into written narratives. Teacher guidance is particularly important in helping students understand narrative structures, including orientation, complication, and resolution, as well as the appropriate use of punctuation and language conventions. Kuo et al. (2024) similarly highlight the contribution of peer interaction and instructional scaffolding to children's creative composition development. Therefore, the integration of visual sequencing, collaborative activities, and teacher facilitation provides a relevant pedagogical foundation for improving narrative writing proficiency and student

engagement in elementary language learning.

3. Method

2.1 Research Design

This study employs Classroom Action Research (CAR) using a mixed qualitative and quantitative approach to improve students' narrative writing skills through the implementation of the Picture and Picture learning model (Ervina et al., 2025; Siregar et al., 2025). CAR was selected because it involves systematic and reflective cycles of intervention to address classroom learning problems and improve instructional quality and student learning outcomes (Suhirman, 2021). Qualitative data, including observations, teacher and student activities, documentation, and reflections, are analyzed descriptively, while quantitative data are obtained from narrative writing assessments and analyzed based on students' average scores, achievement of the KKTP, and classical learning mastery. The study adopts a participatory CAR design, in which the researcher collaborates with the Grade IV teacher of SDN 074044 Dahana Bawodesolo throughout the research process (Farhana et al., 2020; Ritonga et al., 2023). Specifically, it follows the Kemmis and McTaggart model (Kemmis et al., 2014), consisting of four stages in each cycle: planning, acting, observing, and reflecting (Mu'alimin & Cahyadi, 2014). These iterative cycles are expected to improve students' narrative writing proficiency and the overall quality of classroom instruction.

2.2 Research setting

This study was conducted at SD Negeri 074044 Dahana Bawodesolo during the even semester of the 2025/2026 academic year, focusing on fourth-grade students' difficulties in writing narrative texts, particularly in developing ideas into coherent storylines and applying appropriate narrative text structures. The research employed a CAR design, initially planned for one cycle, with a second cycle to be conducted if the predetermined success indicators were not achieved. The participants were 21 fourth-grade students from Class IV-A, consisting of 11 girls and 10 boys. Indonesian language instruction was allocated six lesson periods per week, with each period lasting 35 minutes. Each instructional session comprised two periods (70 minutes), and each cycle consisted of two sessions, totaling 140 minutes.

2.3 Research Procedure

This study employs the CAR model developed by Kemmis & McTaggart (Kemmis et al., 2014), implemented through a cyclical process comprising four stages: planning, action, observation, and reflection (Mu'alimin & Cahyadi, 2014). The researcher conducts a minimum of two cycles to draw conclusions from the study; a third cycle is undertaken only if necessaries to meet the success indicators established at the outset.

2.4 Data collection technique

In this study, the researcher used several data collection techniques in accordance with the research objective, namely improving narrative text writing skills through the PNP model. The data collection techniques used included observation, narrative text writing assessment through image-based performance description tests, and documentation (Darmayanti et al., 2024).

2.5 Data Analysis Techniques

The data analysis techniques in this CAR employ two approaches: quantitative and qualitative data analysis. The use of these two techniques aims to provide a comprehensive overview of the process and outcomes of implementing the Picture and Picture learning model to enhance the narrative writing skills of fourth grade students.

Quantitative data analysis was used to process observational data and student learning outcomes obtained through the narrative writing test assessment rubric. Quantitative data in the form of assessment scores was used to determine the improvement in students' speech writing skills after the intervention was administered, and percentage data was used to determine the level of implementation of the intervention in the observation.

Qualitative data analysis is employed to process non-test data obtained through the observation of teacher and student activities and documentation gathered during the learning process. This analysis aims to identify changes in learning behavior, levels of participation, and student learning dynamics during the implementation of the Picture and Picture model.

4. Results

This section contains the results of the classroom action research (CAR) conducted in two cycles. Each cycle consists of planning, action implementation, observation, and reflection.

Cycle I

The implementation of the first cycle was carried out over two meetings, with a time allocation of 2 x 35 minutes per session. The first session took place on Thursday, April 2, 2026, and the second session on Thursday, April 9, 2026. In this cycle, the learning activities employed the Picture and Picture learning model for narrative text writing.

Based on the analysis of data regarding students' narrative writing assessments, the class average score was 68.9%. This figure falls below the established KKTP of 70. Out of the 21 students, 9 achieved a score of 70 or higher, while 12 did not meet the mastery requirement, resulting in a class mastery rate of 42.85%. This falls short of the established target of at least 85%.

This indicates that the students' ability to write narrative texts remains low. These findings are based on assessments revealing difficulties in developing ideas, fully structuring the narrative, and organizing the storyline in a logical and coherent manner. Furthermore, some students still struggle to follow the stages of narrative writing specifically, taking a sequence of images and developing them into a coherent storyline.

Therefore, corrective measures are required in the subsequent cycle to achieve improvement and meet the established targets, particularly regarding students' narrative writing skills. This necessitates teacher guidance to provide reinforcement and in-depth instruction addressing the students' errors and weaknesses in writing narrative texts, thereby enabling them to understand their mistakes and improve in future sessions.

Based on the reflection, this situation arose because the students were not yet accustomed to learning via the "Picture and Picture" model. Furthermore, observations indicated that the teacher did not manage time optimally across the various stages of the lesson particularly when implementing the Picture and Picture model resulting in some stages not being fully realized. There were also shortcomings in explaining the structural

elements of narrative writing and in providing instructions for the image-sequencing activity; consequently, some students failed to grasp the teacher's explanations and felt confused while participating in the Picture and Picture lesson. Additionally, the teacher did not provide intensive guidance to all students especially during group discussions focused on sequencing images and writing narratives leaving some students lacking direction and remaining passive during group tasks.

After reflecting on the results of the actions implemented in Cycle I, a plan for Cycle II was formulated to improve the procedures for that stage. Essentially, the instruction remained the same as in Cycle I utilizing the Picture and Picture model but incorporated specific developments and improvements to address issues identified previously:

1) The researcher needed to be better prepared, particularly regarding the implementation of the Picture and Picture model, techniques for presenting images, facilitating group discussions, and encouraging students to articulate the reasoning behind their chosen image sequences.
2) The researcher needed to provide a more in-depth explanation of correct narrative writing and offer simple examples of how to write a narrative based on the image sequences arranged by the students.
3) The researcher needed to guide students throughout the narrative writing process, specifically focusing on narrative text structure (orientation, complication, and resolution) and the correct use of punctuation.
4) The researcher needed to boost student confidence and motivation by acknowledging and appreciating students whenever they actively participated in the lesson.

Cycle II

Activities in Cycle II were conducted over two sessions, each allotted 2 x 35 minutes. The first session took place on Friday, April 10, 2026, and the second on Wednesday, April 15, 2026. In this cycle, the learning activities employed the picture and picture model for writing narrative texts.

Based on the data analysis regarding narrative text writing, the class average score was 81.47, thereby meeting the established KKTP of 70. Out of 21 students, 19 achieved a score of ≥ 70, while 2 did not meet the mastery requirement, resulting in a classical mastery rate of 90%. These results indicate that classical learning mastery has been achieved, as the outcome met and even exceeded the established criterion of a minimum of 85%.

Observations indicate that the teacher successfully implemented all instructional steps in accordance with the "Picture and Picture" model—ranging from stating learning objectives, presenting images, and guiding group discussions to providing reinforcement and conducting evaluations. The teacher played an active role in guiding students to develop ideas based on the sequence of images, resulting in a more focused learning process.

Meanwhile, student engagement also showed significant improvement. Students appeared enthusiastic about the lesson, actively observing and sequencing images, participating in group discussions, and expressing their opinions; they were also able to transform the sequence of images into a narrative text. Furthermore, the majority of students demonstrated confidence when presenting their discussion results to the class.

Overall, the assessment results for narrative text writing indicate that the majority of students achieved a good rating. This is evidenced by their ability to develop ideas clearly

through activities involving the logical sequencing of images high were then organized into a narrative plot and by their adherence to a coherent narrative text structure (orientation, complication, and resolution).

These findings are reinforced by the results of the narrative writing assessment, which show significant progress in the writing process. Students demonstrated the ability to follow writing stages systematically, correct errors, and show increased awareness regarding the quality of their writing.

Thus, it can be concluded that the implementation of the Picture and Picture learning model during the second meeting of Cycle II was highly successful in improving students' narrative writing skills. This success is marked by the achievement of class-wide mastery, improved writing quality, and the development of students' reflective abilities. Therefore, the intervention is deemed successful.

5. Discussion

Based on the results of the CAR conducted over two cycles, it can be concluded that the implementation of the "Picture and Picture" learning model effectively increases student engagement in narrative text writing lessons. In Cycle I, the researcher carried out several stages: presenting the learning competencies, introducing the material, forming groups, presenting images, having students sequence the images, and facilitating discussions on developing the image sequence into a storyline to be written as a narrative text. Each stage was designed to help students understand how to transform a sequence of images into a coherent narrative composition.

Observations of student activity across the sessions revealed a consistent improvement from Cycle I to Cycle II. In the first session of Cycle I, the average level of student engagement in learning activities was 60.9%; this indicated that some students were not fully involved in the process, placing the result in the "sufficient" category. Subsequently, in the second session of Cycle I, the average level of active student participation rose to 66.6%. Although this remained within the "sufficient" category, it signaled a reduction in the number of passive students, thereby demonstrating a gradual increase in overall student engagement. Reflection on these results suggested that the situation stemmed from the students' unfamiliarity with the "Picture and Picture" learning model. Consequently, the teacher planned corrective actions for the next cycle, focusing on providing clearer instructions, enhancing guidance for each group, and offering motivation to boost student confidence.

An improvement was observed during the first meeting of Cycle II, where the average student engagement reached 85.6% (categorized as "very good"). Even better results were achieved in the second meeting of Cycle II, with average student engagement rising to 93.2% (also categorized as "very good"). Overall, the data indicates increased student engagement in the learning process through the instructional model implemented by the researcher. This is evidenced by the reflection on the teacher's improved actions, which showed students becoming more active in observing images, discussing with group members, arranging images in sequence, presenting discussion results, and writing narrative texts that corresponded to the image sequence; furthermore, the learning atmosphere became more enjoyable.

The following is a comparison of the observed student activity results, progressing from Cycle I through Cycle II.

1) Student observation results

a) Cycle I, Meeting I : 60.9% (Adequate)
b) Cycle I, Meeting II : 66.6% (Good)
c) Cycle II, Meeting I : 85.6% (Very good)
d) Cycle II, Meeting II : 93.2% (Very good)

The diagram below visualizes the consistent increase in student activity from Cycle I to Cycle II.

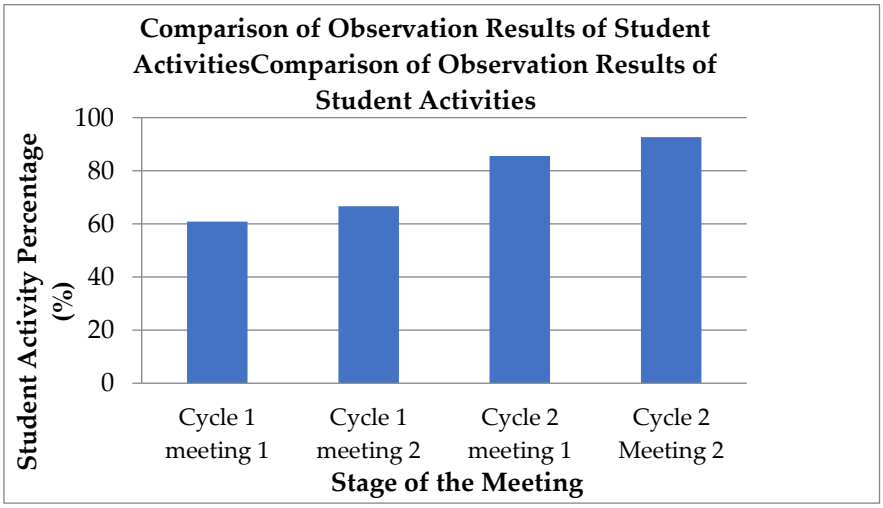


Figure 1. Percentage of Student Activity Observation Results

The following is a comparison of the observation results regarding the teacher/researcher's activities from Cycle I to Cycle II:

2) Observation results of Teacher/Researcher activities

a) Cycle I, Meeting I : 63.8% (Adequate)
b) Cycle I, Meeting II : 72.2% (Good)
c) Cycle II, Meeting I : 88.8% (Very Good)
d) Cycle II, Meeting II : 94.4% (Very Good)

The diagram below visualizes the comparison of observation results for the teacher/researcher's activities, demonstrating a consistent improvement in the researcher's activities from Cycle I to Cycle II.

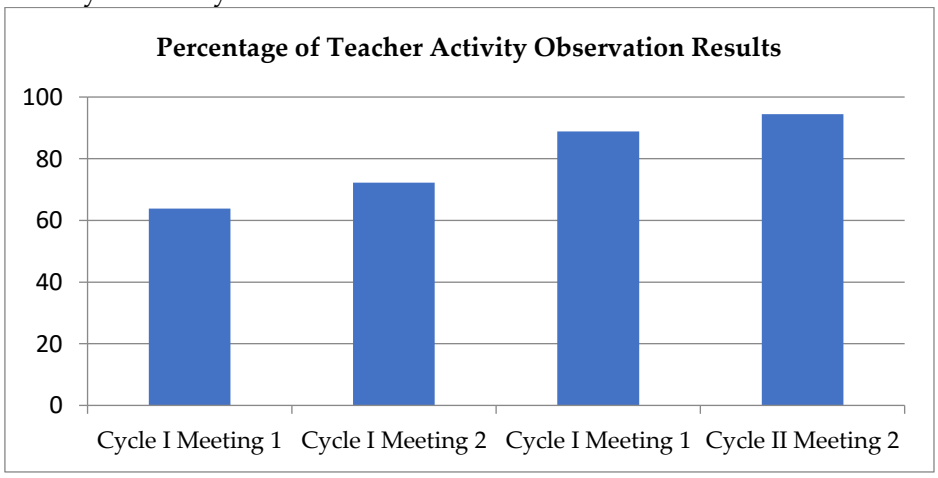


Figure 2. Percentage Diagram of Teacher Activity Observation Results

Observations of teacher activity across the sessions reveal a consistent improvement from Cycle I to Cycle II. In the first session of Cycle I, a score of 23 out of an ideal 36 (63.8%) was recorded, indicating that the implementation of instruction was not yet fully optimal. Subsequently, in the second session of Cycle I, the score rose to 26 out of 36 (72.2%) placing it in the "good" category which signaled an improvement in the application of the Picture and Picture learning model steps. Further improvement occurred in the first session of Cycle II, with a score of 32 out of 36 (88.8%) falling into the "very good" category, and even more optimal results were achieved in the second session of Cycle II, with a score of 34 out of 36 (94.4%) also in the "very good" category. Overall, the data demonstrate that the teacher's ability to implement the Picture and Picture model for narrative writing instruction effectively enhances students' capacity to write narrative texts that are coherent and adhere to Indonesian language conventions.

a. Is there an improvement in the narrative writing skills of fourth-grade students at SDN 074044 Dahana Bawodesolo following the implementation of the "Picture and Picture" learning model?

   Based on the research conducted over two cycles regarding narrative writing instruction for fourth-grade students at SD Negeri 074044 Dahana Bawodesolo, it is concluded that the implementation of the "Picture and Picture" learning model significantly improved students' learning outcomes in writing narrative texts correctly. Presented below are the diagrams showing the improvement in narrative writing assessment scores and the percentage of learning mastery achieved across Cycle I and Cycle II.

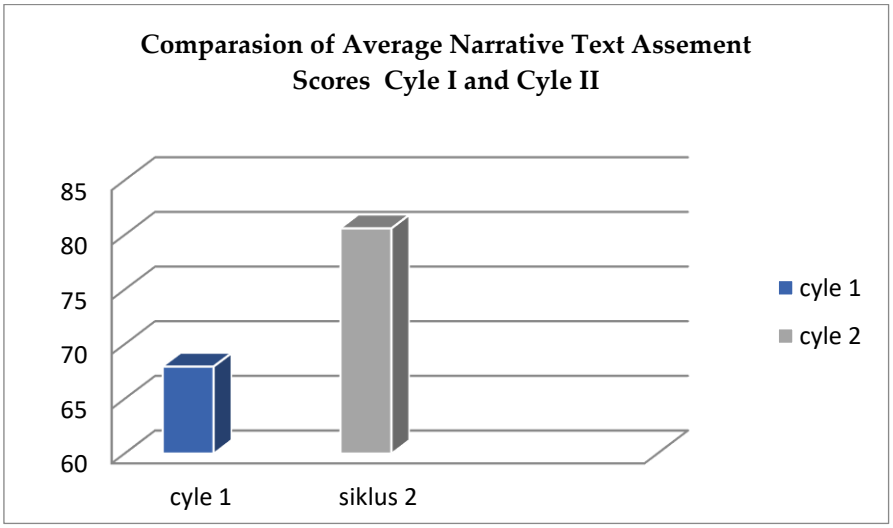


Figure 3. Comparison of average narrative text assessment scores across cycles

In Cycle I, the students' average learning outcome reached 68.9%, with a classical mastery rate of 42.85%. This figure remained below the established minimum mastery criterion of 85%. These results indicate a need for improvement, particularly regarding the initial implementation of the Picture and Picture model and the guidance provided to students in interpreting images, sequencing them into a meaningful story, and developing that story into a narrative text that adheres to the proper narrative writing structure.

Furthermore, Cycle II showed a highly significant improvement; the students' average learning outcome rose to 81.47%, with the classical mastery rate reaching 90.47%. This

achievement surpassed the previously established mastery target. This improvement indicates the effectiveness of the refinements made during the second cycle specifically, providing better guidance during group discussions on arranging images in a logical sequence and acting as a facilitator to help students understand the storyline within the image series and transform it into a coherent narrative composition. Therefore, it can be concluded that the implementation of the "Picture and Picture" learning model successfully improved the narrative writing skills of fourth-grade students at SD Negeri 074044 Dahana Bawodesolo. Presented below are the diagrams illustrating the improvement in students' narrative writing assessment results and learning mastery percentages across Cycles I and II.

The research findings align with constructivist theory, which posits that teachers act not merely as transmitters of information but as facilitators who provide students with opportunities to construct their own knowledge through learning experiences (Agustin et al., 2025). In the Picture and Picture learning model, this principle is implemented through activities involving the observation, sequencing, and logical interpretation of images prior to the students writing a narrative text. Rather than being directly provided with answers or the story's content by the teacher, students are given the opportunity to discover the storyline themselves based on the series of images presented. Throughout this process, students engage in discussions, express their opinions, and organize their ideas into a narrative text based on their own understanding.

Furthermore, Alwiyah (2020) posits that the Picture and Picture learning model can enhance students' writing skills by guiding them to develop their writing abilities through the use of images as stimuli and tools for idea generation. Additionally, Kaharuddin and Hajeniati (2020) revealed that this model relies heavily on displaying images to capture students' attention during the lesson; students are given the opportunity to take turns arranging or sequencing these images according to the subject matter to form a narrative flow, which is subsequently written out as a narrative text based on the established sequence.

Therefore, the Picture and Picture learning model enables students to actively construct knowledge, generate their own ideas using visual media, develop logical thinking skills, and produce narrative texts through meaningful learning experiences, rather than merely receiving information passively from the teacher.

6. Conclusion

To sum up, the improvement in narrative writing skills was evidenced by increased student engagement during learning activities across each cycle. In Cycle I, student involvement was already apparent, reaching a level of 66.6%. Students were able to arrange a series of images into a logical sequence and construct a storyline that could be developed into a narrative text. However, some students struggled to adapt to the learning process, as constructing a storyline based on a sequence of images was a novel experience for them. Nevertheless, Cycle II saw a significant improvement in student ability, with the engagement rate reaching 93.2%. This was demonstrated by the students' ability to logically sequence images and develop them into a coherent narrative storyline that adhered to the proper narrative text structure.

Furthermore, the improvement in narrative writing skills is demonstrated by the increase in both the average narrative writing test scores and the percentage of students achieving mastery. In Cycle I, the average test score was 68.9, and the percentage of students

achieving mastery was 42.85%. Meanwhile, in Cycle II, the average test score reached 81.6, and the percentage of students achieving mastery was 90.47%

Overall, this study demonstrates that the implementation of the Picture and Picture learning model can create an interactive learning environment and effectively improve the narrative text writing skills of fourth-grade students at 074044 Dahana Bawodesolo.

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Conflict of interest
The authors declare that there is no conflict of interest.

Authors' contribution
Mutiara Zendrato: Conceptualization, Data curation, Formal analysis, Funding acquisition, Investigation, Methodology**,** Writing – original draft, Writing – review & editing
Aprianus Telaumbanua: Investigation, Methodology, Supervision, Validation, Writing – original draft
Eka Periaman Zai: Investigation, Methodology, Supervision, Validation.
Noveri Amal Jaya Harefa: Investigation, Methodology, Supervision.

Statement of the use of AI
The authors declare that, during the process of writing this paper, they used generative AI to refine the grammar, readability, and language; however, all research outputs and content were reviewed and verified by the authors.

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