

The Implementation of Picture and Picture to Enhance Elementary School Students Writing Skills

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Abstract

Writing skills are an integral part of measuring learning. Moreover, the meaning of writing is centered on readability indicators that allow problems in language to be encountered. This happens because of the gap in imagination and the rules of the main idea of writing that is mastered. This study aims to determine the application of Picture and Picture learning model in improving students' writing skills conducted in Class IV of Insan Mulia Integrated Islamic Elementary School Kotagajah. This research is a type of Classroom Action Research (CAR). The data collection techniques used were observation, interview, and test. Based on the results of the analysis, it is known that after applying the Picture And Picture learning model for 2 cycles. The results of the action can be seen that there is an increase in learning activities by 16% in cycle I of 73% and cycle II of 84%. The results of students' writing skills in writing simple essays can be seen from the posttest results in cycle I with a completeness of 52% and the posttest results in cycle II amounted to 81%. This description reinforces the fact that picture and picture can be a solution to improve students' writing skills.

Keywords: *Implementation; Paragraph Writing Skills; Picture and Picture*



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INTRODUCTION

Writing is among the most intricate linguistic skills concerning human sensory engagement. The process of polarizing existing concepts necessitates sentences that conform to proper literary conventions (Inggriyani & Anisa Pebrianti, 2021). This engagement imposes a constraint whereby writing serves as a dependable method for establishing a cognitive framework that can be consistently conveyed to the reader. Increased writing practice correlates with enhanced writing quality (Wahyuni, 2023).

This phenomena reveals a disparity between the notion of writing requirements and the strategies employed by pupils. Interviews with fourth-grade teachers at SDIT Insan Mulia Kotagajah revealed that students encounter challenges in essay composition. This assertion is predicated on the observation that students experience pressure to promptly articulate their ideas, opinions, and thoughts. Moreover, evidence indicates that 43% of pupils have not achieved mastery in grammatical norms, inter-sentence coherence, and sentence conciseness. This phenomena may impede the attainment of the established learning objectives.

Interviews with classroom teachers indicated that students frequently encounter difficulties and limitations in articulating their ideas in accordance with the prescribed learning outcomes. These challenges encompass the difficulties of structuring the writing to provide cohesion and coherence. Gie, (2002) delineated five criteria that function as rules for essay writing: clarity, conciseness, accuracy, coherence, and relevance, serving as an exemplary reference for students. This fundamental coverage is incorporated into the framework of a comprehensive written composition.

The results are corroborated by observations made by researchers over a two-week duration (February 3-14, 2025), which demonstrated a steady trend concerning the quality standards of student writing. No efforts were observed to enhance the quality of pupils' writing content and structure during the Indonesian language classes. A tangible and pragmatic solution is required to enhance the quality of pupils' basic writing content and organization.

Given the critical importance of writing abilities in education, children must receive adequate practice and guidance from educators. The development of writing abilities significantly depends on the teacher's role and focus, as writing is one of the more intricate domains of language acquisition (Agustin, 2020). The amalgamation of concepts in textual form does not occur naturally without adherence to thorough criteria. Writing skills are intricate linguistic abilities, hence various elements contribute to pupils' challenges in writing. Factors contributing to pupils' writing difficulties encompass internal elements, like inadequate fine motor abilities and a lack of enthusiasm and drive to learn. External issues encompass insufficient instructor attention to students and the prevailing environmental conditions (Laila Qadaria et al., 2023).

An effective method to enhance the quality of content and structure in writing is the utilization of the Picture and Picture learning model. The studies by Gunaya, (2021), Anas, et al., (2023), Puteri, et al., (2023), Pancaningrum and Airlanda (2024), and Esti, Oktavia, Suwanto (2025) demonstrate that the Picture and Picture learning paradigm enhances the quality of content and structure in writing. Previous research demonstrated significant relevance, so reinforcing the assertion that the Picture and Picture learning model may address issues related to content quality and writing structure.

The picture and picture learning paradigm is defined by its active, creative, innovative, and enjoyable nature, hence engaging students' interest in learning. The picture and picture learning approach use images as the primary medium for education. Utilizing visual media can enhance students' cognitive processes, enabling them to articulate their creative concepts (Maryoto, 2022). The benefit of the picture and picture learning model in essay writing skills is that it stimulates pupils, enabling them to express their imagination through the supplied visuals.

The research pertinent to this study indicates that the Picture and Picture learning paradigm helps enhance writing skills. Muhammad Ahdar's research indicates that the Picture and Picture Model has demonstrated improvement, with a success indicator of 75% in classical learning mastery, with students surpassing the established *Kriteria Ketuntasan Minimal* (KKM) in individual mastery (Ahdar, 2022). Research by Aniati Anas et al. indicated that the implementation of the picture and picture model, utilizing visual media, can enhance poetry writing skills among 5th-grade students at MI Darul Iman (Anas et al., 2023b). Research conducted by Sindy Putri Rizona and Afrita indicates that the use of the image and picture model enhances the explanatory text writing abilities of eighth-grade students at SMP Negeri 1 Pendalian Koto (Putri Rizona & Afrita, 2023).

This research's originality is demonstrated through a comparison with various pertinent prior studies. Experimental research by Siti Aminah indicated that the utilization of the picture and picture learning paradigm for instructing procedural text writing was deemed effective. The pupils' competencies or average scores have attained the required passing grade of 75.00% in the learning process (Aminah, 2020). The picture and picture learning paradigm can be utilized not only in elementary and high schools but also at the university level. Previous research conducted by Wiwik Yuli Widyawati at the university level demonstrated a beneficial impact of the picture and picture learning model on enhancing recount text writing proficiency. The picture and picture learning paradigm is highly successful in enhancing writing skills (Widyawati, 2019).

The examination of several research findings reveals originality in this study concerning the identification of research subjects and the methodologies employed. The researchers have opted to implement the Picture and Picture learning approach in the upper classes, notably Class IV. This is a notable distinguishing characteristic in contrast to prior pertinent studies, which more frequently employed the Picture and Picture paradigm at the secondary and tertiary education levels.

Consequently, the research aims to furnish a comprehensive grasp of the Picture and Picture learning model's use in enhancing writing skills at the elementary writing level. This research reinforces the idea that the Picture and Picture learning model is an effective approach for enhancing students' writing abilities.

METHODS

This study employs a qualitative methodology utilizing a classroom action research framework grounded in the Kemmis and Taggart model. This study employs a reflective spiral methodology of four stages: design, action, observation, and reflection, executed in two collaborative cycles, with the objective of improving the quality of the classroom learning process (Tanjung, 2024). The participants in this classroom action research consist of 21 students from class IV B at SDIT Insan Mulia Kotagajah. The focus of this research is the writing proficiency of students. This study aims to enhance students' essay writing skills through the use of the picture and picture paradigm.

This study employed observation and examinations presented to the students as data gathering strategies. The researcher employed observation to gather data on teacher and student interactions during the implementation of the picture and picture learning paradigm. Furthermore, the author employed a performance assessment method through students' written compositions. The testing methodology was implemented subsequent to the use of the picture and picture learning model in each study cycle. The evaluation of essay writing proficiency in this study was aligned with the fundamental characteristics of essay composition as outlined by Liang Gie, including clarity, precision, conciseness, and coherence. To assess the proficiency of pupils in essay writing utilizing the picture and picture learning methodology.

RESULTS AND DISCUSSION

The study employed Classroom Action Research (CAR) using the students of class IV B as participants. Consequently, the researcher partnered with the homeroom instructor of class IV B in an observational capacity. This study aimed to enhance student learning outcomes in Indonesian language subjects for class IV B at SDIT Insan Mulia Kotagajah. Researchers developed a learning framework utilizing the picture and picture learning model with image-assisted media to enhance writing proficiency. Learning activities occur in two cycles, each comprising three meetings. The data acquired from the educational activities include: identifying the roles of teachers and students in the learning process as documented on observation sheets, and assessing the competence level of students evaluated through performance exams administered in Cycle I and Cycle II.

Observations are performed during the execution of learning activities. The activities noted in Cycle I encompassed both instructor and student engagement during the learning process utilizing the Picture and Picture approach. Learning activities were monitored via a designated observation sheet. The observation occurred during meetings 1 to 3 of cycle I while the Picture and Picture paradigm was being implemented in the learning process. The observation sheet indicates that the teacher has executed the learning phases,

comprising introductory activities, core activities, and concluding activities, while employing the Picture and Picture paradigm during the instructional process. The outcomes of the observation of educator actions during instructional sessions utilizing the Picture and Picture learning approach are presented in the subsequent table.

Table 1. Observational Outcomes of Educator Activities in Cycle I

No.	Observed Aspects	Meeting		
		1	2	3
1.	The instructor commenced the lesson with a greeting, proceeded with a collective prayer and attendance verification, and subsequently engaged in an aperception regarding the content to be examined.	3	4	4
2.	The teacher organized groups by iterative counting and directed each group to arrange themselves in a circle to facilitate the observation of teamwork.	2	2	3
3.	The instructor distributed a worksheet to every group.	3	3	3
4.	The teacher elucidated the group assignment aligned with the picture and picture learning approach.	3	3	3
5.	The instructor offers a chance to deliberate and finalize the group assignments that have been elucidated.	3	3	3
6.	The instructor afforded each group the chance to present their work and offered evaluation and validation for the students' outcomes.	3	3	3
7.	The instructor encourages the students to contemplate.	2	2	2
8.	The instructor requested the pupils to describe the lesson before concluding it.	3	3	4
Total		22	23	25
Maximum Score		32	32	32
Average		2,75	2,88	3,13
Percentage		69%	72%	78%

The teacher's engagement in the learning process utilizing the Picture and Picture model during cycle 1 was 69% in meeting 1, 72% in meeting 2, and 78% in meeting 3, culminating in an average of 73%. Certain factors that failed to fulfill the criteria were the teacher's inadequate facilitation of group formation among students, insufficient encouragement for student reflection, and a misalignment of the learning process with the designated time allocation. This corresponds with Shofa's (2021) assertion that a prevalent limitation encountered when utilizing picture-in-picture is the disparity in learning models employed prior to the intervention's implementation. Moreover, it was discovered that educators continue to struggle with instructing kids who have not yet grasped group division through repetitive counting. The instructor has not fully utilized class reflection due to suboptimal time management for learning. Rahmayani et al. (2025) asserted that reflection is essential for monitoring and enhancing the quality of future lessons. Consequently, this can serve as an impetus for enhancements to be implemented in the subsequent cycle. The observer utilized observation sheets to assess student learning activities within the first cycle's instructional material. The proportion of student engagement is illustrated in the subsequent table.

Table 2. Observational Outcomes of Student's Activities in Cycle I

No.	Observed Aspects	Meeting			Average
		1	2	3	

1.	Student readiness to begin learning.	81%	85%	81%	82%
2.	Student engagement in the learning process with the picture and picture instructional approach.	62%	71%	76%	70%
3.	Student activity when participating in group learning.	100%	76%	100%	92%
4.	Student activity in completing the LKPD.	81%	90%	81%	84%
5.	Student activity when finishing lessons by praying and replying to welcomes.				
Average		77%	78%	82%	

Based on the data acquired above, it can be shown that the general average of student activity features observed from the first to the third meeting has grown. The overall average proportion of all student activities in Cycle I was 78%. Student writing skills connected to the use of the picture and picture learning model in Indonesian language classes for 4th grade SDIT Insan Mulia Kotagajah were examined to determine the success of the teaching and learning process that had been carried out. As for the research data on writing skills in cycle I, it may be seen in the accompanying table.

Table 3. Student Writing Skills Results in Cycle I

No.	Indicator	Test Value	
		<i>Pretest</i>	<i>Posttest</i>
1.	Average	49,76	65,00
2.	Highest Score	75	90
3.	Lowest Score	30	40
4.	Completion Rate	29%	52%
5.	Incomplete	71%	48%

Based on the table above, it can be seen that after one cycle of learning with three meetings, only 29% or 6 students finished the pretest, and only 52% or 11 students completed the posttest. Regarding the interview that has been conducted, it was determined that in the first indicator, clarity, students were not yet able to convey the primary concept in their writing. However, in the writing skills assessment administered in Cycle I, students were extremely adept of tailoring the substance of their writings to the prescribed visuals. The average clarity indicator score was 2.74.

For the second indicator, accuracy, the majority of students said in the interview that they understood punctuation, yet in the assessment of their writing skills, some students still employed punctuation inappropriately. The average score for the accuracy indicator was 2.36. For the second signal, conciseness, students were still uncertain about picking the proper diction, and certainly, in the assessment of writing skills, the diction they picked was still quite simple. The average score for the conciseness indication was 2.43. For the fourth sign, coherence, in the interview, students only comprehended simple conjunctions like "and," "or," "then," and certainly, in the assessment of writing skills, students' writings still employed the same conjunctions. The average score for the coherence indicator was 2.12.

For the fifth sign, cohesiveness, students claimed in the interview that they were not yet able to arrange words in a structured and clear manner, and indeed, in the writing skills research, the majority of students' work was still unorganized. The average cohesiveness indicator was 1.83. This is certainly not yet in line with the expected percentage, so improvements need to be made in the second cycle.

Based on the data above, it can be seen that after one cycle of learning with three meetings, the percentage of students who finished the pretest activity was 29% and the posttest activity was 52%. This is

not yet in conformity with the required percentage, thus a second cycle is needed. After reflecting on the implementation of cycle I, cycle II was then carried out. The stages in cycle II are the same as in cycle I, namely planning, action implementation, observation, and reflection. In cycle II, the teacher worked on enhancing the findings of the cycle I reflection. The outcomes of observing instructor activity in learning activities using the Picture and Picture learning paradigm in cycle II may be observed in the following table:

Table 4. Observational Outcomes of Educator Activities in Cycle II

No.	Observed Aspects	Meeting		
		1	2	3
1.	The instructor commenced the lesson with a greeting, proceeded with a collective prayer and attendance verification, and subsequently engaged in an apercption regarding the content to be examined.	4	4	4
2.	The teacher organized groups by iterative counting and directed each group to arrange themselves in a circle to facilitate the observation of teamwork.	3	4	4
3.	The instructor distributed a worksheet to every group.	3	3	3
4.	The teacher elucidated the group assignment aligned with the picture and picture learning approach.	3	4	4
5.	The instructor offers a chance to deliberate and finalize the group assignments that have been elucidated.	4	3	3
6.	The instructor afforded each group the chance to present their work and offered evaluation and validation for the students' outcomes.	3	3	3
7.	The instructor encourages the students to contemplate.	3	3	3
8.	The instructor requested the pupils to describe the lesson before concluding it.	3	3	4
Total		26	27	28
Maximum Score		32	32	32
Average		3,25	3,38	3,50
Percentage		81%	84%	88%

Teacher activity in learning with the use of the Picture and Picture model in the second cycle in the first meeting was 81%, in the second meeting it was 84%, and in the third meeting it was 88%, resulting in an average of 84%. Aspects that were previously not yet ideal have improved. These aspects include the teacher being able to give instructions that are easy for students to understand, thus guiding students to form a group; and the teacher being able to manage time efficiently so that reflection activities can be carried out to the maximum even with a tight learning schedule.

Student activity in the second cycle of learning was observed using a pre-prepared observation sheet. The percentage of student activity can be observed in the following table:

Table 5. Observational Outcomes of Student's Activities in Cycle II

No.	Observed Aspects	Meeting			Average
		1	2	3	

1.	Student readiness to begin learning.	90%	86%	90%	89%
2.	Student engagement in the learning process with the picture and picture instructional approach.	67%	71%	76%	71%
3.	Student activity when participating in group learning.	76%	86%	86%	83%
4.	Student activity in completing the LKPD.	100%	76%	100%	92%
5.	Student activity when finishing lessons by praying and replying to welcomes.	86%	95%	100%	94%
Average		84%	83%	90%	86%

Based on this data, it can be shown that the general average of observed student activity features from the first to the third meeting has grown. The aggregate average percentage of all student activities in cycle II is 86%. The research results for writing skills in cycle II may be found in the following table.

Table 6. Student Writing Skills Results in Cycle II

No.	Indicator	Test Value	
		<i>Pretest</i>	<i>Posttest</i>
1.	Average	67,86	75,00
2.	Highest Score	85	95
3.	Lowest Score	50	55
4.	Completion Rate	57%	81%
5.	Incomplete	43%	19%

Regarding the implementation of improvements in the second cycle, it was found that for the first indicator, clarity, in the writing skills assessment conducted in the first cycle, students were quite capable of aligning the content of their essays with the predetermined images, and this improved further in the second cycle. The average score for the clarity indicator was 3.33.

For the second indicator, accuracy, in Cycle I, some pupils still had inaccurate punctuation, but this improved in Cycle II. The average score for the accuracy indicator was 2.88. For the second signal, conciseness, in the Cycle I writing skills evaluation, the diction used was still quite simple, but it began to improve in Cycle II. The average score for the conciseness indicator was 2.95. For the fourth criteria, coherence, in the Cycle I writing skills assessment, students' essays still used the same conjunctions, but this improved in Cycle II. The average score for the coherence indicator was 2.72. For the fifth indicator, cohesion, in the Cycle I writing skills assessment, most students' writing was still disorganized, but it began to improve in Cycle II. The average score for the cohesiveness indicator was 2.41. The achievement of students' writing skills mastery in this second cycle is inseparable from the large rise in student participation.

Based on the table above, it can be seen that after learning activities were carried out during Cycle II with three sessions, the number of students who finished the pretest was 57% or 12 students, and in the posttest, it was 81% or 17 students. It can be shown that 81% of students who achieved a score ≥ 70 , which falls into the category of comprehensive learning. The achievement of mastery in students' writing skills in this Cycle II is inseparable from the students' willingness to listen to and understand the teacher's directions in forming groups, as well as to listen to the instructions given by the teacher to complete the task before carrying out other obligations. Thus, learning can be tailored to the predetermined time allocation.

CONCLUSION

The adoption of the picture and picture learning model can improve easy essay writing skills in Indonesian language learning for narrative text content. At the outset of the study, just 29% of students met the learning objective mastery requirements. After adopting the picture and picture learning approach in Cycle I, the proportion of student group mastery reached 51%. Then, in Cycle II, it increased to 81%.

The results of learning observations showed that streamlining the delivery of language instructions to students and more efficient time management were major variables in boosting students' writing skills. The outcomes of this study provide further insight that picking a model integrated with students' writing skills has tangible urgency. Thus, the advice generated from this research, namely the picture and picture model, can be employed as an effective alternative approach to improve students' basic narrative essay writing skills. Additionally, when employing the picture-in-picture paradigm, it's vital to consider the linguistic complexity, both verbal and nonverbal, during instruction to achieve optimum knowledge transfer.

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