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The Effect of the Picture and Picture Learning Model on the Short Story Writing Ability of 4th Grade Students in Madrasah Ibtidaiyah

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Abstract: This study aims to analyze the effect of the Picture and Picture learning model on the short story writing ability of fourth-grade students in Madrasah Ibtidaiyah. A quantitative approach with a quasi-experimental method and a Nonequivalent Control Group Design was employed. The study sample consisted of 50 students, divided into 25 students in the experimental group and 25 students in the control group. Data collection was conducted through short story writing ability tests administered before and after the intervention, evaluating aspects of content, organization, vocabulary, language use, and mechanics. The data were analyzed using descriptive statistics, normalized gain (N-Gain), the Shapiro–Wilk test for normality, Levene's test for homogeneity, and an Independent Samples t-Test. The results indicated that the mean writing score of the experimental group increased from 64.00 to 75.20 (an increase of 11.20 points), whereas the control group increased from 57.40 to 66.00 (an increase of 8.60 points). The average N-Gain score for the experimental group was 0.3196 (medium category), while the control group reached 0.1987 (low category). The Independent Samples t-Test yielded a significance value of <0.001 (alpha=0.05), indicating a significant difference in the improvement of short story writing ability between the two groups. These findings demonstrate that the Picture and Picture learning model serves as an effective instructional alternative that helps students generate ideas, organize plots, and express thoughts more systematically through visual stimuli.

Keywords: Picture and picture model, writing ability, short story, elementary school students, quasi-experiment.

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INTRODUCTION

Education is a strategic process for developing learners' holistic capabilities, encompassing knowledge, skills, and attitudes. Within this process, Indonesian language instruction plays a crucial role, as language skills serve as the foundation for students to receive, process, and convey information. Language skills comprise listening, speaking, reading, and writing, which are interconnected in supporting the development of students' communicative competence. Among these skills, writing involves a complex cognitive

process because students must be capable of generating ideas, selecting appropriate vocabulary, constructing sentences, and organizing information into a coherent text. Therefore, writing instruction at the primary education level needs to be designed through concrete, engaging learning experiences tailored to the developmental characteristics of young learners.

At the *Madrasah Ibtidaiyah* (Islamic elementary school) level, writing skills must be developed incrementally through activities that enable students to connect their experiences, observations, and imagination with written forms. Short story writing is a form of creative writing skill that demands students' ability to generate ideas, define characters and settings, arrange event sequences, and construct a cohesive narrative arc. Difficulties in writing often arise when students lack a clear mental representation of what to write or how to organize their ideas into a story. Research by Sugiharti and Oktaviana (2023) indicates that instructional models utilizing pictures can assist students in developing narrative writing skills through observation, discussion, and idea development activities.

Challenges in writing instruction are also related to students' need for scaffolding stimuli that help them develop ideas concretely. Images can serve as visual stimuli that aid students in observing objects, recognizing relationships between contexts, and structuring the sequence of events prior to translating them into written form. Within the context of the Picture and Picture model, images are not merely used as visual illustrations, but are integrated into the instructional process to help students organize information sequentially. For instance, Kelly et al. (2023) demonstrated the implementation of the Picture and Picture model for fourth-grade students in descriptive writing instruction, highlighting the model's relevance to the development of primary school students' writing skills.

The Picture and Picture model holds strong relevance for writing instruction because it provides visual scaffolding in the idea development process. By arranging images in a specific sequence, students can first identify objects and events, and subsequently synthesize these images into a connected storyline. This process helps alleviate the cognitive load associated with initiating writing from abstract concepts. Wibowo and Setyaningsih (2023) examined the use of Picture and Picture in descriptive writing instruction among elementary students, finding that the model serves as an effective instructional alternative for cultivating writing skills. These findings demonstrate that visual stimuli can be strategically integrated into writing instruction to encourage students to actively expand their ideas.

A number of other studies have also highlighted the application of Picture and Picture across various genres of writing skills. Rizona and Afnita (2023) investigated the effect of the Picture and Picture model on explanatory text writing skills and observed significant changes in students' writing performance following the implementation. Similarly, Sugiarti (2023) conducted a quantitative study using an experimental and control group design to evaluate Picture and Picture in elementary students' explanatory writing, reporting a positive effect on students' ability to structure texts after receiving the treatment. Furthermore, Sekar et al. (2023) utilized the Picture and Picture model assisted by sequential pictures in explanatory text writing instruction for primary students through a quasi-experimental Nonequivalent Control Group Design. These results indicate that picture-based models can be rigorously evaluated experimentally within language arts pedagogy.

Although research on Picture and Picture in writing instruction has grown, there remains a specific research gap that warrants further investigation. Prior studies have largely focused on descriptive, narrative, or explanatory text writing across varying student demographics and educational contexts. Even though Utami (2023) examined the Picture and Picture model in narrative composition among fourth-grade *Madrasah Ibtidaiyah* students, that study was conducted in the specific institutional setting of MI Hidayatut Tholibin, South Jakarta. This indicates that institutional contexts and learner

characteristics remain critical variables, as the implementation of an instructional model can yield distinct learning dynamics based on the school environment, student profile, and pedagogical needs.

Based on these considerations, the research gap in this study lies in the need to obtain empirical evidence regarding the application of the Picture and Picture model specifically to short story writing ability among fourth-grade *Madrasah Ibtidaiyah* students within the context of MIN 12 Kota Medan. While previous research has applied Picture and Picture to diverse writing genres and educational levels, the research contexts, text genres, student characteristics, and experimental designs have varied. Therefore, this study aims to address this empirical gap by focusing on the short story writing ability of fourth-grade students at MIN 12 Kota Medan, particularly in terms of idea generation, plot structuring, vocabulary usage, and narrative coherence.

The novelty of this study resides in the integration of the Picture and Picture model as a visual stimulus, short story writing performance, and the context of Indonesian language learning among fourth-grade *Madrasah Ibtidaiyah* students at MIN 12 Kota Medan. This study goes beyond viewing pictures as mere supplementary media; instead, it positions the processes of observing, sequencing, connecting, and expanding image cues as structured instructional stages that help students construct narrative ideas systematically. Additionally, employing a quasi-experimental approach with a Nonequivalent Control Group Design allows this study to rigorously compare writing achievements between the experimental group instructed via the Picture and Picture model and the control group following conventional instruction. Ultimately, this study is expected to provide targeted empirical evidence regarding the effect of the Picture and Picture learning model on short story writing ability in Islamic elementary education settings.

METHODS

This study employed a quantitative approach with an experimental methodology, specifically a quasi-experimental design. A quantitative approach was selected because the study focuses on measuring short story writing skills using numerical scores analyzed statistically. According to Creswell and Creswell (2018), quantitative research is used to test relationships or differences between variables through numerical measurement and statistical analysis. A quasi-experimental design was chosen because the researcher utilized naturally formed intact groups without random assignment of individual participants. The research design adopted was the Nonequivalent Control Group Design, involving an experimental group and a control group, both administered pretests and posttests. This design enables the researcher to compare changes in students' performance before and after the intervention while simultaneously observing outcome differences between the experimental and control groups (Creswell & Creswell, 2018).

The study was conducted at MIN 12 Kota Medan, located on Jalan Pertiwi Ujung, Bantan Village, Medan Tembung District, Medan City, North Sumatra, within the 4th-grade Indonesian language instruction context. The location was selected based on initial observations indicating that students' short story writing skills faced several constraints, particularly in idea generation, sequential plot organization, and appropriate vocabulary selection. The research population comprised all fourth-grade students at MIN 12 Kota Medan. The research sample was selected using a simple random sampling technique to designate two intact classes: Class IV-C as the experimental group and Class IV-E as the control group. Each class consisted of 25 students, yielding a total sample size of 50 students. Using experimental and control groups aimed to establish a clear baseline of comparison to identify changes in short story writing performance following the instructional model implementation.

The research execution progressed through three main stages: preparation, implementation, and evaluation. The preparation stage involved selecting the research setting and sample, developing instructional materials, designing sequential picture-based

learning materials, constructing research instruments, and testing instrument quality. The implementation stage began with administering a pretest to both experimental and control groups to determine students' baseline short story writing performance. Following the pretest, the experimental group received an intervention utilizing the Picture and Picture learning model, whereas the control group was instructed using conventional teaching methods. Upon completing all instructional treatments, both groups took a posttest featuring equivalent task prompts to assess changes in writing performance. According to Fraenkel et al. (2019), administering pre- and post-intervention measurements across experimental and comparison groups allows researchers to identify treatment-related changes in experimental research.

The research instrument consisted of an essay or performance test requiring students to compose a short story based on sequential picture prompts. Students were allotted 60 minutes with a required target length of at least 3–5 paragraphs and a maximum score of 100. Writing performance was evaluated using an analytical rubric covering content, organization, vocabulary, language use, and mechanics. Applying a rubric was essential to maintain clear and consistent evaluation criteria throughout the scoring process. Brookhart (2018) explains that rubrics articulate evaluation criteria in a structured manner, allowing student performance quality to be assessed based on predetermined indicators. Consequently, the research instrument yielded not only a final composite score but also detailed diagnostic insight into the underlying components of short story writing ability.

Prior to field administration, the instrument underwent quality testing to ensure its capacity to measure the target construct accurately. Instrument validity was established through expert judgment and empirical validity testing using the Pearson Product-Moment correlation. Validity testing verified the extent to which the instrument accurately measures the intended construct or skill. Alongside validity, instrument reliability was calculated to evaluate measurement consistency. According to Taherdoost (2016), validity addresses how accurately an instrument measures a targeted construct, whereas reliability concerns measurement result consistency. These validation steps are vital in quantitative research because instrument quality directly impacts data trustworthiness.

Data collected from pretest and posttest results were processed using SPSS software. Data analysis encompassed descriptive statistics, normalized gain (N-Gain) calculations, normality tests, homogeneity tests, and hypothesis testing. Descriptive statistics summarized writing scores before and after the intervention. The Shapiro–Wilk test was conducted for normality testing due to the sample size (n=25 per group), while Levene's test was used to examine variance homogeneity between the experimental and control groups. Provided parametric assumptions were met, hypothesis testing was conducted using an Independent Samples t-Test to identify significant differences in writing performance improvements between both groups. Utilizing t-tests in experimental research allows researchers to test whether mean score differences between two groups hold statistical significance (Field, 2018).

In addition to hypothesis testing, student writing improvement was analyzed using the normalized gain (N-Gain) index by comparing pretest and posttest scores. The N-Gain calculation evaluates the extent of student learning gains post-instruction. The N-Gain formula used is:

$$N\text{-}Gain = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Maksimum} - \text{Skor Pretest}}$$

The calculated N-Gain values provided supplementary data to describe the magnitude of change in short story writing performance for both experimental and control groups. Ultimately, the statistical analysis results served as the foundation to determine whether a significant difference existed in short story writing ability between students

taught via the Picture and Picture learning model and those instructed through conventional methods.

RESULTS

This study involved 50 fourth-grade students at MIN 12 Kota Medan, divided into an experimental group and a control group, each comprising 25 students. The experimental group received instruction using the Picture and Picture learning model, whereas the control group was instructed without this model. Short story writing ability was measured through pretest and posttest instruments, evaluating five scoring dimensions: content, organization, vocabulary, language use, and mechanics. The research instrument underwent validity and reliability testing. The validity test results demonstrated that all instrument items yielded correlation coefficients exceeding the r-table value of 0.5614, confirming that all items were valid. Reliability testing revealed Cronbach's Alpha values of 0.701 for the pretest and 0.683 for the posttest, indicating high instrument reliability.

Comparison of Short Story Writing Ability

The measurement of short story writing ability indicated score improvements across both groups following the intervention. However, the gain observed in the experimental group was greater than that in the control group. A summary of the pretest and posttest results is presented in Table 1.

Table 1. Descriptive Statistics of Short Story Writing Ability

Group	N	Pretest Mean	Posttest Mean	Improvement
Experimental	25	64.00	75.20	11.20
Control	25	57.40	66.00	8.60

Source: Research Data

Based on Table 1, the mean short story writing score for the experimental group increased from 64.00 on the pretest to 75.20 on the posttest, representing a mean gain of 11.20 points. Meanwhile, the control group's mean score increased from 57.40 to 66.00, representing an 8.60-point gain. Thus, descriptive analysis confirms writing skill gains in both groups, with a higher mean increase in the group taught via the Picture and Picture model. The data indicate that utilizing sequential images provides visual stimuli that assist students in generating ideas and constructing stories along a more structured narrative arc.

N-Gain Analysis

To examine the magnitude of improvement in short story writing performance post-intervention, normalized gain (N-Gain) analysis was performed. The results are summarized in Table 2.

Table 2. N-Gain Analysis Results

Group	N	Minimum	Maximum	Mean	Category
Control	25	0.00	0.40	0.1987	Low
Experimental	25	0.20	0.50	0.3196	Medium

Source: Research Data

As shown in Table 2, the average N-Gain score for the control group was 0.1987, falling into the low category. Conversely, the experimental group achieved a mean N-Gain score of 0.3196, categorized as medium. This disparity demonstrates that short story writing skill improvement among students instructed with the Picture and Picture model was descriptively higher than that of students in the control group. The N-Gain data subsequently served as the foundation for inferential statistical testing.

Prerequisite Tests for Data Analysis

Prior to hypothesis testing, normality and homogeneity tests were conducted on the N-Gain data. The Shapiro–Wilk test was employed for normality evaluation due to group sample sizes being less than 50 (n=25). Test results yielded significance values of 0.290 for the control group and 0.324 for the experimental group. Because both values exceeded 0.05, the N-Gain data for both groups satisfied the assumption of normality.

Table 3. Normality Test Results

Group	Shapiro–Wilk Sig.	Remark
Control	0.290	Normally Distributed
Experimental	0.324	Normally Distributed

Source: Research Data

Subsequently, a homogeneity test was performed using Levene's Test. The test based on the mean yielded a significance value of 0.183. Because this value exceeded 0.05, variance across both groups was declared homogeneous. Having fulfilled both normality and homogeneity parametric assumptions, data analysis proceeded with the Independent Samples t-Test.

Table 4. Homogeneity Test Results

Test	Levene Statistic	Sig.	Remark
Based on Mean	1.824	0.183	Homogeneous

Source: Research Data

Hypothesis Testing

Hypothesis testing was conducted using an Independent Samples t-Test on the N-Gain data from both groups. The analysis yielded a significance value (Sig. 2-tailed) of < 0.001. As this value is lower than the significance threshold of 0.05 (alpha = 0.05), the null hypothesis (H_0) was rejected, indicating a statistically significant difference in writing improvement between the experimental and control groups.

Table 5. Independent Samples t-Test Results

Comparison	Sig. (2-tailed)	α	Decision
Experimental – Control	< 0.001	0.05	H_0 Rejected

Source: Research Data

These results confirm that the difference in short story writing performance gains between both groups is not merely descriptive but statistically significant. The experimental group's mean N-Gain (0.3196) was significantly higher than that of the control group (0.1987). Thus, empirical evidence indicates that implementing the Picture

and Picture model is associated with significantly greater writing skill gains among fourth-grade students at MIN 12 Kota Medan.

Table 6. Summary of Research Findings

Indicator	Experimental Group	Control Group
Sample size (N)	25	25
Pretest mean	64.00	57.40
Posttest mean	75.20	66.00
Mean gain	11.20	8.60
Mean N-Gain	0.3196	0.1987
N-Gain category	Medium	Low
Hypothesis testing	Sig. < 0.001	Sig. < 0.001

The empirical findings demonstrate that the experimental group experienced a substantially higher writing improvement compared to the control group. The mean writing score rose by 11.20 points in the experimental group versus 8.60 points in the control group. This differential improvement is further highlighted by the N-Gain scores (0.3196 vs. 0.1987). The Independent Samples t-Test ($p < 0.001$) substantiates a statistically significant instructional effect. These findings indicate that the Picture and Picture model enhances students' capacities to generate ideas, sequence plot lines, and express thoughts through short story compositions.

DISCUSSION

The findings demonstrate that implementing the Picture and Picture model significantly relates to enhanced short story writing ability among fourth-grade students at MIN 12 Kota Medan. The experimental group's mean score increased from 64.00 on the pretest to 75.20 on the posttest (an 11.20-point gain), whereas the control group increased from 57.40 to 66.00 (an 8.60-point gain). This contrast is corroborated by the N-Gain analysis, where the experimental group achieved a medium-category gain (0.3196) compared to the control group's low-category gain (0.1987). The Independent Samples t-Test ($p < 0.001$) confirms significant differences in learning gains between students instructed via the Picture and Picture model and those following conventional instruction. These findings suggest that sequential picture prompts do not merely offer visual stimulation, but actively support cognitive organization prior to textual expression.

These empirical results align with findings by Rahayu et al. (2026), who examined Picture and Picture applications in narrative writing among fourth-grade elementary students. Their study reported a mean narrative writing score increase from 48.50 on the pretest to 60.63 on the posttest. Instructional activities involved observing, arranging, and sequencing thematic pictures to anchor idea generation. This comparison is salient because the study at MIN 12 Kota Medan similarly positioned sequential pictures as cognitive scaffolds guiding students toward structured storytelling. Consequently, the 11.20-point gain in the experimental group can be understood as sequential pictures providing visual frames that assist learners in connecting sequential narrative events.

Furthermore, the results are consistent with literature review findings by Muthi and Widad (2024), which highlighted Picture and Picture models in fostering elementary

narrative writing skills. They emphasized that narrative writing entails developing creativity, imagination, and cognitive elaboration, where students frequently face difficulties translating thoughts into text. This conceptual relationship is observed in the current study: post-intervention score improvements reflect developmental progress when supported by picture-based learning. The Picture and Picture model offers concrete entry points for students to identify storytelling themes and build narrative sequences, reducing reliance on purely abstract ideation when initiating writing tasks.

The findings are further reinforced by Amelia and Adiwijaya (2025), who investigated Picture and Picture implementation in primary education settings. Their study demonstrated that two cycles of model application increased student learning engagement from 73% to 84%, while writing mastery rose from 52% in Cycle I to 81% in Cycle II. These outcomes show that picture integration relates not only to composition scores but also to student classroom engagement. In the MIN 12 Kota Medan context, the experimental group's higher mean gains indicate that visual stimuli deliver targeted learning experiences during composition processes. However, as this study did not explicitly measure affective variables like motivation, such psychological gains cannot be directly inferred from the dataset.

Additionally, a systematic literature review of 15 studies (2014–2024) by Azzahra et al. (2025) indicated that the Picture and Picture model consistently improves elementary descriptive writing performance. Their review identified recurring instructional hurdles, such as topic comprehension difficulties, weak sentence cohesion, limited vocabulary choice, and monotonous teaching methods. These insights align with evaluation parameters in this study (content, organization, vocabulary, language use, and mechanics). While sequential pictures primarily assist initial idea organization, linguistic dimensions still require explicit teacher feedback regarding word selection, sentence syntax, spelling, and punctuation.

Consistency with broader literature is further reflected in Maryani et al. (2021), who evaluated Picture and Picture effects on fictional story writing using a quasi-experimental design addressing low baseline ideation skills. Similarly, Syatriana et al. (2018) employed a quasi-experimental Nonequivalent Control Group Design to examine Picture and Picture effects on descriptive composition, reporting calculated t-values ($t = 4.83$) exceeding critical table values ($t = 2.0198$). Thus, the empirical findings at MIN 12 Kota Medan corroborate existing experimental evidence supporting picture-based instructional models in language arts education.

From a pedagogical process perspective, Picture and Picture mechanisms explain why the experimental group outperformed the control group. Sequentially ordered images offer concrete representations of characters, settings, actions, and temporal sequences. Learners utilize these cues to establish main themes, build plot developments, and construct logical transitions between sentences. Research on picture sequences by Swari et al. (2024) similarly demonstrated narrative writing improvements, where students achieving proficient performance tiers increased from 35% at baseline to 78% post-intervention. These findings support the interpretation that image sequences function as visual scaffolding during writing, particularly when learners struggle to initiate or expand narrative plots.

In summary, this study presents a consistent empirical pattern: the experimental group achieved a higher mean score gain (11.20 points) and N-Gain (0.3196) compared to the control group (8.60 points; N-Gain 0.1987), with statistical significance ($p < 0.001$). These findings accord with experimental and action research literature documenting writing performance gains post-picture stimulus interventions. This study contributes empirical evidence specifically testing Picture and Picture effects on fourth-grade short story composition within a quasi-experimental control group framework. Nevertheless, an N-Gain score of 0.3196 reflects moderate improvement magnitude. Consequently, implementing Picture and Picture models should be coupled with explicit linguistic

instruction, sustained writing practice, and targeted teacher feedback to ensure progress across syntactic accuracy and mechanical mechanics alongside organizational gains.

CONCLUSION

Based on the research findings, implementing the Picture and Picture model demonstrates a positive effect on the short story writing performance of fourth-grade students at MIN 12 Kota Medan. This is evidenced by the experimental group's mean score increase from 64.00 to 75.20 (an 11.20-point gain), compared to the control group's increase from 57.40 to 66.00 (an 8.60-point gain). The experimental group's mean N-Gain of 0.3196 (medium category) exceeded the control group's N-Gain of 0.1987 (low category), with Independent Samples t-Test results indicating statistical significance ($p < 0.001$). These findings imply that the Picture and Picture model serves as an effective instructional alternative in writing pedagogy, as sequential images assist students in generating ideas and structuring story plots. However, this study is limited to 50 students within a single institutional setting and did not conduct sub-component analyses across individual writing dimensions or measure process variables such as student motivation and learning behavior. Future research should involve broader, multi-site sample populations, analyze sub-scores (content, organization, vocabulary, language use, mechanics) independently, and combine quantitative measures with qualitative observations or interviews for a more comprehensive understanding of writing development.

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