

The Influence of the Picture and Picture Model on Improving Narrative Essay Writing Skills in grade IV Students at Leuwigajah Mandiri 1 state Elementary Cchool Cimahi City

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Abstract. This research was motivated by the low level of students' narrative essay writing skills in Indonesian language subjects among fourth-grade elementary school students in Cimahi City. The study examines the effectiveness of the Picture and Picture learning model in improving the narrative essay writing skills of these students. This research employs an experimental approach with a Quasi-Experimental design, specifically a pretest and posttest only design. The population for this study consists of all fourth-grade students in the first semester of the academic year. Data analysis, conducted using IBM SPSS Statistics Version 29, showed that the sample class data were both normally and homogeneously distributed, as determined by the Shapiro-Wilk test. A hypothesis test using the t-test revealed a statistically significant result, with the calculated t-value indicating a strong effect. The significance value obtained from the t-test was well below the threshold for statistical significance, confirming the rejection of the null hypothesis and acceptance of the alternative hypothesis. These findings demonstrate that the Picture and Picture learning model is effective in enhancing the narrative essay writing skills of fourth-grade elementary school students for the 2024/2025 academic year.

Keywords: Writing Skills, Narrative Essays, Picture and Picture

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INTRODUCTION

Language is a means of conversation or communication with fellow humans which is one of the characteristics of a nation, Indonesian is used as the national language. This is one of the reasons why Indonesian is taught at all levels of education, especially in elementary schools, because language is the basis of all learning. Indonesian is the 10th language recognized as an official language at the UNESCO General Conference which was held on Monday, 20 November 2023 at UNESCO Headquarters in Paris, France (Ministry of Education and Culture, 2023). This shows that the use of Indonesian can be a means of establishing relations between nations and teaching is needed from elementary school to be able to speak Indonesian well and correctly. According to Tarigan (Cahyani, Dewi & Setiawan 2021), language skills have four aspects of language skills, including listening skills, speaking skills, reading skills and writing skills.

It is very important to introduce learning to write from elementary school. This learning provides an important foundation that can influence students' writing progress in subsequent grades. Without good writing skills from the start, students may face learning challenges in the future. Writing skills are very important for students because writing is closely related to various other learning activities in class.

Writing is the ability to express language through writing which allows students to express their ideas, perceptions, thoughts and feelings in a clear and structured format. The main goal of learning to write is so that students are able to effectively develop and express ideas and main concepts through letters, sentences, paragraphs or written text (Fitriyani & Utama, 2019). Another opinion states that writing is an indirect means of communication because writing allows readers to receive messages until they understand the intended message (Annisa & Harni, 2020). Writing skills are developed through a continuous development process through practice. Understanding grammar and writing theory alone is not enough to master writing skills. These skills must be improved through systematic training. Writing skills are not something students acquire suddenly, but rather through regular practice and practice.

Writing is an activity that functions as a means of communication between writers and readers. When a message is conveyed correctly and effectively, it will be easier for the recipient of the message to understand the message. Students must be able to write texts that convey their feelings, thoughts and perceptions in a way that is acceptable to readers. First, organize your words, sentences and paragraphs and arrange them into a complete manuscript or text. All of this requires a process that is interesting, easy to understand and does not limit the space for movement and expression. Learning to write is not just about writing meaningless sentences, but about being able to express all emotions, circumstances, thoughts and desires that become messages to readers, so that information, aims and objectives can be received from pupils and students. writer. must. In this way communication occurs between the writer and the reader.

Narrative Writing is the activity of writing about a series of stories that are told, created, or arranged chronologically. The purpose of narrative is to convey ideas in a series of stories according to time and chronological order which can present an overview of the series of events read (Rahman et al., 2018). Narrative is a reading of events that readers read (Nazir & Tarmini, 2022). Story writing skills are one of the learning outcomes that students must master to be able to express all their thoughts, ideas and feelings in written form. So that other people can get information from his writing. A teacher's ability to guide the learning of narrative writing skills will support student success. Teachers can develop learning strategies using different approaches and media, or can provide input to students to maximize their writing skills.

Problems in writing narrative essays were also experienced by fourth grade students at SD Negeri Leuwigajah Mandiri 1, students experienced problems in writing narrative essays. Based on tests carried out by teachers, the average score for Indonesian language learning in narrative essay writing material is still low, compared to the class average in other Indonesian language learning activities. This could be caused by low student motivation and

the use of less varied learning strategies. Therefore, various and varied learning strategies are needed to increase students' learning motivation on the material of writing narrative essays. Based on observations, there are several problems that cause students to fail or students have difficulty learning the material for writing narrative essays in Indonesian language subjects in class IV at SD Negeri Leuwigajah Mandiri 1, Cimahi City. These problems include one-way learning, passive students in learning, less varied learning strategies, teachers not using interesting media, and low student learning outcomes. The reason student learning outcomes do not improve is also because learning is not yet meaningful. Learning that is not meaningful will make students' understanding of the concept of writing narrative essays relatively low. As a result, students have difficulty expressing their ideas in writing with correct spelling.

According to Nafi'ah (2018) there are various models that can be used in learning to write. These models include: think talk and write, Picture and Picture, example non example and many others. Based on the characteristics of the students and the abilities measured, the researcher wants to use the picture and picture learning model because color image media is a two-dimensional art that is liked by elementary school students. Students are more interested in the pictures they see, the use of image media is expected to help students come up with story ideas so that they can improve students' ability to write narrative texts. The use of media is really needed, especially the use of media to improve student learning outcomes (Rohana, 2017). The Picture and Picture learning model is a learning model that uses pictures as the medium. Hidayat (2018) states that the model *Picture and Picture* using image media that is paired into a logical sequence." According to Johnson & Johnson (2004) learning model *Picture and Picture* is that learning relies on pictures as a medium in the learning process, these pictures are the main factor in the learning process, so that before the learning process the teacher prepares pictures that will be displayed either in card form or in the form of large-sized illustrated stories.

METHODOLOGY

This research uses a one-Group Pretest-Posttest Design, with the research design being carried out in one class which is the research subject. This research began by giving a pretest before treatment and giving a posttest after treatment. The researcher's aim in using this design was to determine the extent of the influence of the Picture and Picture learning model to improve the ability to write narrative essays for fourth grade elementary school students.

The following is the pre-experimental research design that will be used in this research according to Arikunto (2002).

Table 1. One Group Pretest-Posttest Experimental Research Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

Information:

O₁: Pretest

X: Treatment (using the Picture and Picture learning model)

O₂: Posttest

The experimental research instrument aims to find out whether there are differences before and after the treatment. In its implementation, to be able to find out whether there are differences or not, instruments are needed both in the learning process in the form of lesson plans, giving tests before and after treatment, assessment sheets, and observation sheets.

1. The Learning Implementation Plan (RPP) is a learning performance plan for one session. Contains an overview of learning steps and structures to achieve learning objectives. In this research, the lesson plans created are adapted to the learning model or observation learning model which is the research variable.
2. A question grid is a format that contains criteria or information that functions as a guide for creating and editing questions. This grid contains areas that are tested to match the learning objectives to be achieved.
3. Pre-Test and Post-Test Questions Assessment tools or measurement instruments are used to measure aspects of content improvement received by students. In this study, the pretest and posttest were given in the form of essay questions using a written test assessment instrument.
4. Observation Sheet The Observation Sheet functions as a tool for observing activities during the learning process in class, carried out by teachers and students and adjusted to the activities listed in the Learning Performance Plan (RPP).

After the data has been collected completely, the next stage is data analysis. This research is quantitative research, the data analysis technique used in this research is statistical data analysis. Two statistical data analyzes are used, namely:

1. Analysis Statistics Descriptive

Used to analyze data in a way describe or describing data that has been collected, the descriptive statistics referred to in this research are describing data on students' acquisition of narrative essay writing skills like frequency, average value (mean), middle value of data (median), mark Which occur frequently (mode), standard deviation (standard deviation), the lowest data value (minimum) and the highest value (maximum) using the Statistical Package for Social Science version 29 (SPSS_29) system

The interval category scale for writing skills essay narrative as follows:

Table 2. Guidelines for Categorizing Narrative Writing Skills

Value Interval (Numbers 0-100)	Predicate
85-100	Very good
70-84	Good
56-69	Enough
41-55	Not enough
0-40	Very less

Source: Arikunto (Suyadi, 2013)

2. Inferential Statistical Analysis

"Inferential statistical research (often called inductive statistics or probability statistics) is a statistical method used to analyze sample data and apply the results to a population." (Sugiyono, 2019, p. 207). This statistical analysis is also commonly referred to as probability or "truth" statistics. This is the possibility of falsity and truth (belief) expressed in the expression. Inference Statistical analysis aims to test the research hypothesis. Before testing the hypothesis, tests were carried out including normality tests and homogeneity tests on the initial assumed data using all data processed with the SPSS Statistics version 29 system.

Test prerequisite the data was carried out using the Data Normality Test and Hypothesis Test

a. The Normality Test is used to determine whether the data on the pretest and posttest scores are normally distributed or not. normality test Which used is test kolmogorov-Smirnov, namely non test parametric which uses the SPSS Statistics Version 29 system application. Guidelines for decision making regarding this data are distribution normal can be seen from:

- 1) If the probability value is <0.05 then the data is not normally distributed
- 2) If the probability data is > 0.05 then the data is normally distributed.

b. Hypothesis testing from pretest and posttest scores in class experiment in this research use uji paired sample t-test is used to find out whether there is a difference in the results

of the scores before (pretest) and after (posttest) using the Picture and Picture learning model as for the hypothesis that will be tested is:

- 1) Null Hypothesis (H_0): The Picture and Picture learning model does not significantly influence the narrative essay writing skills of Grade IV students at SD Negeri Leuwigajah Mandiri 1, Cimahi City.
- 2) Alternative Hypothesis (H_a): The Picture and Picture learning model has a significant influence on the narrative essay writing skills of Grade IV students at Leuwigajah Mandiri 1 Public Elementary School, Cimahi City.

The test criteria used are if sig (2-tailed) > 0.05, then there is no significant difference so that H_0 accepted where there is no influence of writing skills essay narrative of fourth grade students at Leuwigajah Mandiri 1 Public Elementary School, Cimahi City before and after implementing the Picture and Picture learning model. If sig (2-tailed) < 0.05, then there is difference significant up to H_0 rejected and H_a accepted which means there is an influence on skills write Narrative essay of class IV students at Leuwigajah Mandiri 1 Public Elementary School, Cimahi City after implementing the learning model *Picture and Picture*

RESULTS AND DISCUSSION

1. Overview of the implementation of the Learning Model *Picture and Picture*

Application of learning models *Picture and Picture* applied to the research sample, namely fourth grade students at SD Negeri Leuwigajah Mandiri 1 Cimahi City. In implementation, learning methods *Picture and Picture* with image media and learning models *picture and picture* This is done in one meeting. To find out the description and application of the learning model *Picture and Picture* Instruments used in the form of observation sheets of teacher activities and student activities in learning.

2. Description skills write student narrative essays

a. Descriptive Statistical Analysis

- 1) Pretest Descriptive Analysis Students' Narrative Essay Writing Skills can be measured using an instrument in the form of an essay test, the test is given twice, namely before and after students are given treatment. The pretest given is in the form of essay questions consisting of 2 questions after the pretest results obtained then processed using the SPSS statistics program Version 29 to find out descriptive data on the value results pretest fourth grade students. Pretest data can be seen in the following table:

Table 3. Description of Pretest Score Results for Narrative Essay Writing Skills.

Descriptive Statistics	Statistical Value
Number of Samples	30
Lowest Value	65
The highest score	80
Rate-rate (Mean)	72.83
Standard Deviation	4.06
Median	74
Modus	70

The descriptive statistical analysis of the data reveals the following results. The sample consists of 30 participants. The lowest score recorded is 65, while the highest score is 80. The mean score of the sample is 72.83, with a standard deviation of 4.06, indicating a moderate level of variation around the mean. The median, representing the middle value of the dataset, is 74, and the mode, which reflects the most frequently occurring score, is 70

Table 4. Statistics Description of Pretest Score Results and Posttes by SPSS 29

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	narrative essay pretest	72.8333	30	4.06060	.74136
	narrative essay posttest	81.9667	30	5.06157	.92411

Based on the data above which was processed with SPSS Statistics version 29, the mean obtained was 72.83. The average is determined based on the value of a sample size of 30 people. Based on the determined mean (average), the pretest standard deviation (standard deviation) is 4.06. This means that the standard deviation obtained is smaller than the mean. This shows that if the standard deviation is smaller than the mean then the pre-test data can be said to be good. Standard deviation can represent how much variation a set of data values has. Therefore, if the standard deviation value is smaller than the mean, then the mean can be used as a representation of the entire data. The frequency distribution of pretest score results for students in the experimental class can be seen in the histogram graph below.

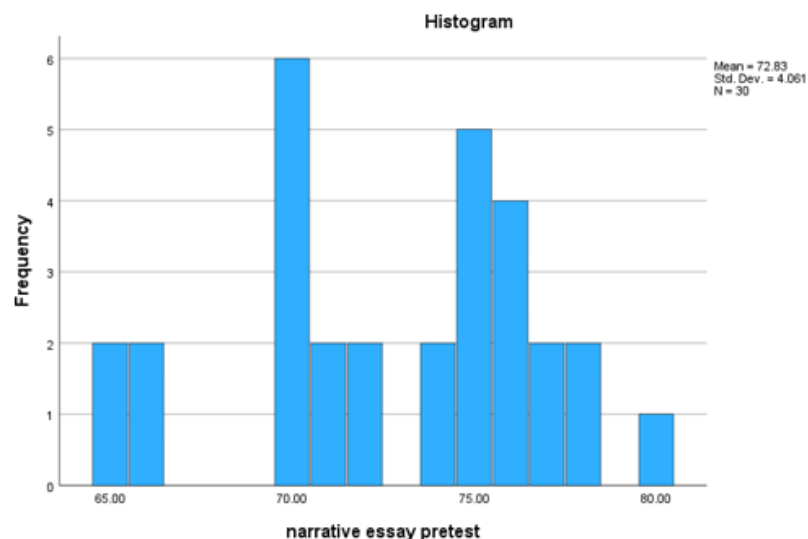


Figure 1. Histogram graph of the Narrative Essay pretest results

Based on histogram graphs on, it is known that in the pretest activity there were 4 people present category enough and 26 students are on category OK, and no students are on category Very good. This is caused by the pretest being given before the learning process using the method *Picture and Picture*.

2) Posttest Descriptive Analysis of Students' Narrative Essay Writing Skills Posttest of students' narrative essay writing skills was carried out after treatment or learning using a learning model *Picture and Picture*. The purpose of this test is to determine the difference in students' narrative essay writing skills before and after treatment. The post-test consists of essay questions, which are given in 2 questions. After obtaining the post-test results, they were then processed using the SPSS Statistics version 29 program so that data was obtained that described the post-test results of class IV students. The data generated after testing is shown in the following table.

Table 5. Description Results Pretest Score for Narrative Essay Writing Skills.

Descriptive Statistics	Statistical Value
Number of Samples	30
Lowest Value	70
The highest score	95
Rate-rate (Mean)	81.96
Standard Deviation	5.06
Median	80
Modus	80

Based on the table above for data processed with SPSS Statistics version 29, the mean (average) of is 81.96. Meanwhile, the average student score on the pretest is or 72.83. The

student's lowest post-test score is 70 and the lowest pre-test score is 80. The maximum post-test score is 95 points, while the maximum pre-test score is 85 points. Based on the average (mean) and the standard deviation in the post-test is 5.06, while the standard deviation in the pretest is 4.06. This means that the standard deviation obtained is smaller than the mean of. This shows that if the standard deviation is smaller than the mean value then the post-test data can be said to be good. Standard deviation can represent how much variation a set of data values has. Therefore, if the standard deviation value is smaller than the mean, then the mean can be used as a representation of the entire data.

The frequency distribution of posttest results on narrative essay writing skills for class IV students can be seen in the following histogram graph:

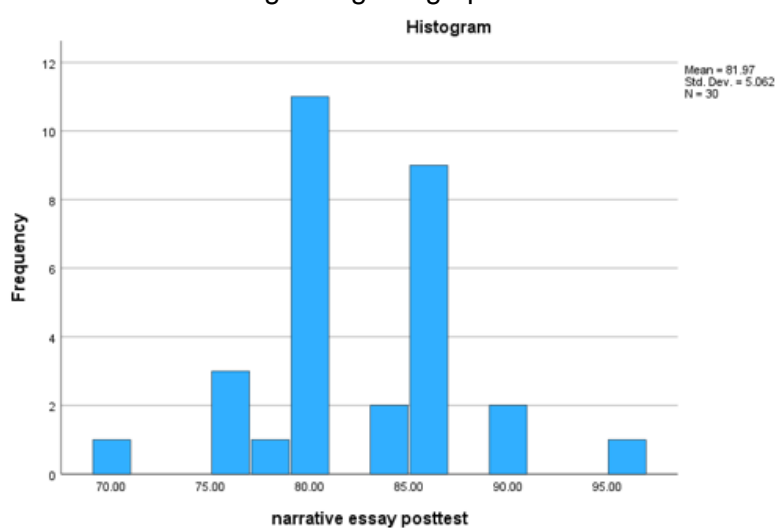


Figure 2. Histogram graph of the Narrative Essay post-test results.

Based on the histogram graph of the frequency of posttest scores for students' narrative essay writing skills, there are 16 students category good and 14 students are on category very well, this shows that the students' posttest scores increased from the pretest scores, the students' skills in writing narrative essays increased due to the treatment or treatment on learning using methods *Picture and Picture* so that students are able to write narratives according to the elements or indicators assessed in the narrative essay.

3. The influence of the Picture and Picture Learning Model on Skills Writing Student Narrative Essays

a. Inferential Statistical Analysis

The influence of the Picture and Picture learning model on students' ability to write narrative essays can be seen from the results of statistical inference analysis. Inferential statistical analysis consists of testing assumptions and testing hypotheses on data. A more detailed explanation is as follows:

1) Prerequisite Test

The results of inferential statistical analysis must answer the formulated research hypothesis. Before testing the hypothesis, the data assumptions are first tested, namely the normality test and homogeneity test.

2) Normality Test

The Normality Test is carried out to find out whether the data is normally distributed or not. Normality Test processing was carried out using the SPSS statistics program Version 29. The Normality Test in this study used Kolmogorov-Smirnov. Data is said to be normally distributed if the probability value is in the output Kolmogorov-Smirnov test greater than value α specified, namely 5% or (0.05). A summary of the data from the pretest and posttest normality test results can be seen in the following table.

Table 6. Normality Test Results of Student Pretest and Posttest Scores

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
narrative essay pretest	.170	30	.027	.939	30	.085
narrative essay posttest	.185	30	.011	.931	30	.054

Based on the table above, the data obtained using SPSS Statistics Version 29 were analyzed. Since the sample size consists of thirty participants, which is less than one hundred, the Shapiro-Wilk test was used for normality testing. However, if the sample size exceeds one hundred, the Kolmogorov-Smirnov test can be applied. The results of the Shapiro-Wilk test indicate that the pretest and posttest data are normally distributed. This conclusion is supported by the normality test results, where the probability values for both data sets are greater than 0.05. Therefore, it can be concluded that the pretest and posttest data are normally distributed.

3) Hypothesis Testing

Table 7. Paired Sample T-Test Results of Student Pretest and Posttest Scores

Paired Samples Test							
Paired Differences						Significance	
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	Df	One-Sided p	Two-Sided p

				Lower	Upper				
Pair 1	narrative essay pretest - narrative essay posttest	- 9.13333	6.03286	1.10144	-11.38604	-6.88063	- 29	<,001	<,001
							8.292		

This analysis was carried out by testing the pretest and posttest results using the SPSS Statistics Version 29 program. The data requirement is said to be significant if the probability value is smaller than 0.05. This analysis aims to determine the differences in students' narrative essay writing skills before being given treatment and after being given treatment. The following are the results of the paired sample T-test value pretest and student posttest.

Based on The table above obtained from data processed using SPSS Statistics version 29 shows that the probability value is smaller $0.01 > 0.05$ so it is known that there is a significant difference in students' narrative essay writing skills before and after given treatment.

Based on the research results above, this research uses two data analysis methods: data processing using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is processed to state the frequency distribution of results from respondents or to describe students' narrative essay skills before and after treatment. The results of the inferential statistical analysis amounted to then answered the formulated research hypothesis amounted to. Before carrying out a hypothesis test, a data assumption test is first carried out, namely a normality test to check whether the data is normally distributed.

This is because students receive treatment through the application of the learning model *Picture and Picture*. This learning model is a learning model that uses a collection of random images as the main media. Using images when writing narrative essays helps students develop stories. This is in line with Nafi'ah's (2018) opinion that writing or composing is a complex skill that needs to be trained regularly and carefully. Elementary school students are basically not able to abstract their thoughts well, so the use of media can improve students' writing skills. Therefore, media is needed to help students express the contents of their ideas in written form. Learning how to write narratives at elementary school level is not easy because students are not yet able to abstract their thoughts so they have difficulty developing a story. Therefore, real media is needed to provide direct experience to students. This is in accordance with Piaget's cognitive theory that elementary school children's thinking enters the operational thinking stage specifically, namely the stage of mental activity where the child focuses attention on real objects. Concrete media is easier to understand.

The analysis carried out next consists of inferential statistical analysis consisting of data assumption tests and hypothesis tests. First, a prerequisite test or normality test is carried out

on the data. Testing the normality of students' narrative essay writing skills before and after the test using the Kolmogorov-Smirnov test. As a result, we found that all data was normally distributed because the probability value obtained was greater than 0.05. Normally distributed data meets the requirements for hypothesis testing. Hypothesis testing was carried out using a paired difference test (paired sample t-test) to determine whether there was a difference between the pretest and posttest of students' narrative essay writing skills. Paired Sample T-Test The test results used showed that there were differences between the pre-test and post-test results regarding students' narrative essay writing skills.

This shows that the therapeutic use of photo and image learning models in the learning process has an effect on students' narrative essay writing skills. Based on inferential statistical testing, namely preliminary data testing and hypothesis testing, it shows that the application of images and image models has a significant influence on students' narrative essay writing skills. The results of testing the hypothesis are determined by comparing probability values. Statistical results using the paired sample t test carried out via SPSS Statistics version 29, obtained a probability value ($0.001 < 0.05$) so that H_0 rejected and H_a accepted, so based on the results of research conducted by researchers that the learning model *Picture and Picture* has a significant influence on the narrative essay writing skills of class IV students at SD Negeri Leuwigajah Mandiri 1, Cimahi City.

CONCLUSION

Conclusion on the application of the learning model *Picture and Picture* has a significant effect on the development of narrative essay writing skills. This is proven by the results of research that has been carried out using the one group quasi-experimental method, the learning model *Picture and Picture* can improve the ability to write narrative essays. Students' writing ability at Leuwigajah Mandiri 1 Public Elementary School, Cimahi City using a model *Picture and Picture*. In this case the learning process supported by image media can be said to be successful.

Students' narrative essay writing skills have increased. This can be seen in the average student pretest and posttest scores, which increased from 72.83 to 81.96. This can be concluded based on descriptive analysis that there is an influence on the application of the learning model *Picture and Picture* towards narrative essay writing skills.

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