

IMPROVING STUDENTS' NARRATIVE UNDERSTANDING OF FRACTURED FAIRY TALE MATERIAL THROUGH THE PICTURE AND PICTURE METHOD IN CLASS X-I SMAN 2 PAMEKASAN

Alvin Noroniyah¹, Maimuna², Hilmalia Putri³, Lukluk Ibane⁴, Maria Ulfa⁵, Liza Agustien⁶

^{1, 2, 3, 4}Universitas Islam Madura, Jl. Pondok Peantren Miftahul Ulum Bettet, Pamekasan, Jawa Timur, Indonesia

^{5, 6}SMAN 2 Pamekasan, Jl. Jokotole No.234, Pamekasan, Jawa Timur, Indonesia

Email: alvinnuroniyah@gmail.com

Article History

Received: 26-06-2025

Revision: 05-07-2025

Accepted: 10-07-2025

Published: 14-07-2025

Abstract. This research aims to improve students' ability to interpret narrative texts, especially in fractured fairy tale materials, through the application of the picture-picture method. The subjects of this study were students in class X-I SMAN 2 Pamekasan, with a total of 36 students. The method used is class action research (PTK) which is carried out in cycle II. Each cycle consists of the following stages: planning, acting, observing, reflecting. The results of the pre-cycle stage showed that the average student score reached only 60, with a completion rate of 30%. After the actions in cycle I were implemented, the average increased to 65 with a completion percentage of 50%. In cycle II, student learning outcomes have increased significantly, with an average score of 80 and learning completeness increasing to 86.11%. This improvement shows that the picture and picture method is effective in helping students understand the content and storyline through visualization of images arranged sequentially. This method not only makes students more active and interested in the learning process, but also proven to be able to improve student learning outcomes in real terms

Keywords: Fractured Fairy Tale, Picture and Picture, Reading Comprehension, Teks Narrative, Classroom Action Research

Abstrak. Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menginterpretasi teks narasi khususnya pada materi dongeng rekaan melalui penerapan metode *picture-picture*. Subjek penelitian ini adalah siswa kelas X-I SMAN 2 Pamekasan yang berjumlah 36 siswa. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan pada siklus II. Setiap siklus terdiri dari tahapan: perencanaan, pelaksanaan, pengamatan, refleksi. Hasil penelitian pada tahap pra siklus menunjukkan bahwa nilai rata-rata siswa hanya mencapai 60 dengan persentase ketuntasan sebesar 30%. Setelah dilakukan tindakan pada siklus I, nilai rata-rata meningkat menjadi 65 dengan persentase ketuntasan sebesar 50%. Pada siklus II, hasil belajar siswa mengalami peningkatan yang signifikan dengan nilai rata-rata sebesar 80 dan ketuntasan belajar meningkat menjadi 86,11%. Peningkatan ini menunjukkan bahwa metode *picture and picture* efektif membantu siswa memahami isi dan alur cerita melalui visualisasi gambar yang tersusun secara berurutan. Metode ini tidak hanya membuat siswa lebih aktif dan tertarik dalam proses pembelajaran, namun juga terbukti mampu meningkatkan hasil belajar siswa secara nyata.

Kata Kunci: Dongeng Retak, Picture and Picture, Pemahaman Membaca, Teks Naratif, Penelitian Tindakan Kelas

How to Cite: Noroniyah, A., Maimuna., Putri, H., Ibane, L., Ulfa, M., & Agustien, L. (2025). Improving Students' Narrative Understanding of Fractured Fairy Tale Material Through The Picture and Picture Method in Class X-I SMAN 2 Pamekasan. *Indo-MathEdu Intellectuals Journal*, 6 (4), 5725-5738. <http://doi.org/10.54373/imeij.v6i4.3579>

INTRODUCTION

In the world of education, the ability to comprehend English is one of the most important skills that must be mastered by students, especially in the current era of globalization. English is not only taught as a subject, but also as an international communication tool that supports the mastery of various sciences. Comprehension is one of the important skills in learning English, especially at the high school level (Albert et al., 2023). This ability helps students to understand the content of a text, understand its implicit meaning, and respond critically to information. However, the reality is that there are still many students who struggle when asked to understand narrative texts, especially texts that require imagination and an understanding of the structure of the story. Among the different types of texts, narrative texts are typically taught at the high school level, especially in grade X. Narrative texts not only help students understand the elements of the story, but also develop their ability to infer meaning, identify moral messages, and appreciate literary works (Nurdin et al., 2023). However, some students still struggle to master the elements of narrative texts such as orientation, complications, resolution, and evaluation.

One type of narrative text, the fractured fairy tale, provides a creative and interesting way to introduce a story (Rozalina & Harti, 2023). Fractured Fairy Tale is a modified version of a classic fairy tale that generally has a funny plot, an unexpected ending, or a modern setting. Although these stories can engage students more effectively than traditional stories, unconventional elements in them can cause confusion, especially for students who lack background knowledge or have difficulty understanding the implicit meaning of a story.

Based on the results of observations in class X-I SMAN 2 Pamekasan on April 21, 2025, researchers found that conventional learning processes that still dominantly rely on teacher explanations and textbook readings often fail to arouse students' involvement and understanding of the material learned. So students have difficulty identifying the main idea, structuring the sequence of events correctly, and understanding the moral message contained in the modified story.

The researchers also found that most students were visual learners who were more active in responding to images, illustrations, and storytelling activities through visual media than textual or verbal explanations. To overcome this problem, the researcher chose the picture and picture method as the main method to solve the problem. (Aisyah et al., 2023a). Picture and picture is a learning model by using images that are paired or sorted into a logical sequence. It should be emphasized that image media and picture and picture are not the same. Picture and

picture refers to pictures that have not been arranged properly and will be arranged by students logically and systematically (Siregar, n.d.).

This method was chosen because it can improve students' understanding through visualization so that students understand the storyline and narrative structure better. As well as encouraging students to actively participate in the learning process. In addition, this method was chosen by researchers because it is flexible and easy to implement. It can also be adapted to different skill levels, making it perfect for diverse classroom environments. Therefore, the researcher chose to use the picture and picture method because it allows the researcher to explore innovative and diverse pedagogical approaches to students' learning needs.

A study at SMA Negeri 1 Way Serdang found that the picture and picture method was more effective than conventional learning methods in improving student learning outcomes, with a significant difference in average learning outcomes between the experimental class and the control class (Kuswanto, n.d.). according to Sari and Rahmaw Ati (2021), it was shown that the picture and picture method can improve students' understanding of narrative texts. In the study, students who were taught using this method showed a significant improvement in reading and comprehending stories (Gustini, 2022). This research emphasizes the importance of visualization in helping students associate the information they read with relevant images. Meanwhile, according to (Pebriana Sari et al., 2024a) The Picture and Picture method is able to train students to think logically and systematically, as well as help students learn to think based on the point of view of a discussion subject by giving students the freedom to argue about the images displayed. In addition, it can motivate students to learn in a better direction (Ermita, 2021). Other studies of (Kuswanto, n.d., p. 2016) revealed that the picture and picture learning model presents fun and unsaturated learning for students, because students are given pictures so that they better understand the content of the subject matter. This model gives the impression to students so that students are more motivated and eager to learn, Although there is research that shows an increase in student understanding, there has been no in-depth analysis of how student involvement in the learning process using the picture and picture method with modified fairy tale materials can affect student learning outcomes.

This research is based on the idea that visualization or image assistance can strengthen students' understanding of the material to be studied (Bloom, 2022). In addition, this study specifically analyzes the active involvement of students in the learning process using picture and picture methods that have not been widely studied in previous research. Therefore, the researcher uses the picture and picture method because it allows the researcher to explore innovative and diverse pedagogical approaches to students' learning needs. This research aims

to improve the comprehension ability of students in class X-I SMAN 2 Pamekasan in understanding narrative texts through the application of picture and picture learning methods.

METHODS

This research is a class action research conducted in class X-I SMAN 2 Pamekasan using the Class Action Research (CAR) approach developed by Kemmis, S. & R. Mc Taggart, (1981) in (Rijal & Rohaniyah, n.d., p. 2020). designed to enhance learning practices through a systematic cycle consisting of planning, action, observation and reflection. As stated below:

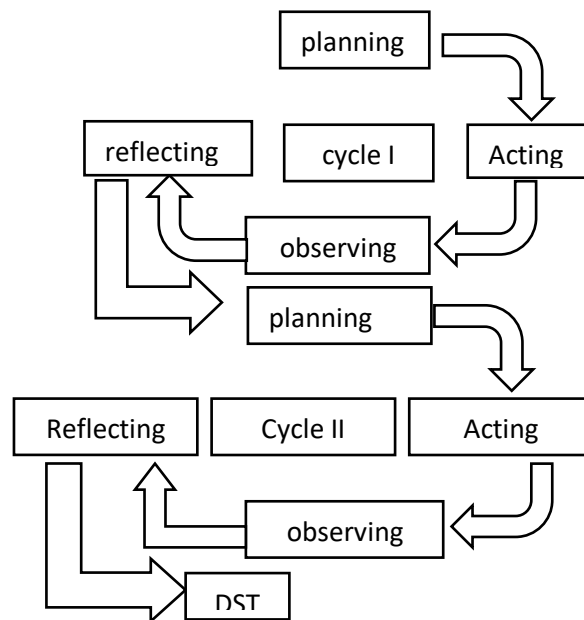


Figure 1. Stages of the PTK Cycle

Classroom action research (PTK) is one of the approaches in educational research conducted by teachers or practitioners in the classroom. The main goal of PTK is to improve and improve learning practices directly, based on real problems faced in the classroom (Mufidah, 2021). The general structure of PTK usually consists of four main stages: planning, acting, observing and reflecting (Syaifudin, 2021). These four stages are interconnected and form a full cycle. Once one cycle is completed, the researcher can decide whether it is necessary to do the next cycle with specific improvements, or whether the goal of improvement has been achieved. In its implementation, PTK continues to prioritize scientific principles, such as clarity in formulating problems, the use of appropriate data collection instruments and systematic data analysis. Even though it is carried out on a small scale, PTK is able to produce findings that have a direct impact on improving the quality of learning (Darmadi et al., 2024). Therefore, the researcher chose This approach is because the researcher wants to see firsthand the changes

that occurred in class X-I SMAN 2 Pamekasan after the application of the picture and picture learning method to fractured fairy tale material.

Preliminary study

This research was conducted in class X-I SMAN 2 Pamekasan, with 36 research subjects. This class was chosen based on the results of discussions with the subject teacher, who said that most students still have difficulty understanding narrative texts in English. Therefore, the researcher provides pre-cycle questions to find out students' initial abilities in fractured fairy tale material.

Cycle I

- **Planning;** In this process, the researcher prepares fractured fairy tale material and a series of drawings according to the picture and picture method, pre-test sheets and observation instruments.
- **Acting;** At this stage, the researcher explains the meaning of fractured fairy tale with the help of pictures. Then, students immediately conduct a pre-test that has been given by the researcher to find out the extent of students' understanding of the material that has been studied.
- **Observation;** During the learning process, the researcher is assisted by subject teachers and observers to observe student activities. Observations were made to record how students responded to the use of images in understanding stories, how active they were in class, and how they solved pre-exam questions.
- **Reflection;** After the entire series of activities is completed, the researcher reflects on the process that has been carried out. The results of the pre-test show that students' understanding is still relatively low. While pictures help grab students' attention, not all students can relate the picture to the content of the story as a whole.

Based on these findings, the researcher concluded that improvements need to be made in cycle II to further improve students' understanding of the material that has been studied in cycle I.

Cycle II

- **Planning;** At this stage, the researcher creates a customized plan by adding small discussion activities and managing images with a clearer sequence of stories. The researcher prepared a post-test question with the same level of difficulty so that the comparison was valid.
- **Acting;** In this section, the researcher repeats the material and displays a new image that is more concise and directed. Then the researcher divided the students into several discussion groups to tell the flow of the images that had been shown. Furthermore, the researcher gave post-test questions to students to remeasure students' comprehension abilities from the previous cycle.
- **Observing;** During the learning process in cycle II, the researcher again made observations with subject teachers and observers. Observations were focused on students' involvement in group discussions, students' understanding of storylines, and their ability to connect images with text content. The results of the observations showed that students were more active, dared to ask questions, and were able to connect images with text effectively.
- **Reflecting;** Furthermore, the researcher reflected on the learning results of cycles I and II. The results of the study show that there is a very significant increase compared to the previous cycle. The combination of visual methods and small discussions has been shown to improve student understanding.

From the results of this reflection, the researcher concluded that the actions taken in cycle II succeeded in increasing students' understanding of fractured fairy tale material.

Data analysis

To find out the extent of students' understanding of the fractured fairy tale material, the researcher used data from the pre-test results given before the action and the post-test given after the action. This data is analyzed by calculating the average class and the percentage of learning completion.

$$\text{ketuntasan (\%)} = \frac{\text{jumlah siswa yang tuntas}}{\text{jumlah seluruh siswa}} \times 100$$

Criteria of Success

This research is considered successful if it meets the following two criteria:

- The grade point average increases from pre-test results to post-test results
- At least 80% of students managed to achieve KKM (score ≥ 75) in the post test

These criteria are set to ensure that the picture and picture method is truly effective in improving students' understanding of the material being taught. If the results do not meet the criteria, then it is necessary to make improvements or further actions

RESULTS

Preliminary study

Before the application of the method, the researcher provided questions to measure students' initial understanding of the fractured fairy tale material.

Table 1. Pre-cycle values

No	Score	Kualifikasi	Percentage Of Grades	Criteria
1	95-100	Excellent		
2	90-94			
3	85-89			
4	80-84	Good		
5	75-79		30,55%	Achieve targets
6	70-74	Fair	25%	Fail
7	65-69		22,22%	
8	60-64		22,22%	
Total Percentage Score Improved Score		60,0	100%	

Table 1 shows the average pre-test score is 60, with only 30% of students achieving a score of ≥ 75 (KKM). This shows that students' understanding is still low, both in the ability to understand the content and the ability to conclude the storyline.

From the data above, the researcher tried to solve problems in the classroom using the picture and picture method. And continues in cycle I.

Cycle I

In this session, the researcher carried out four steps, namely planning, implementation, observation, and reflection (Machali, 2022). In the planning stage, the author plans materials and methods based on the problems faced by students. The material discussed is fractured fairy tales, especially in narrative text material. Meanwhile, the method used in this study is picture and picture learning.

Planning

At this stage, the researcher prepares a learning plan based on the basic competencies and learning objectives to be achieved. The material used is fractured fairy tale, with a focus on understanding the content of the text. The researcher also prepared media in the form of images related to the storyline, as part of the application of the picture and picture method (Ahdar & Nurdiansyah, 2022). In addition, the researcher made student worksheets, pre-test and post-test instruments, and observation sheets to record the course of the learning process.

Acting

In this process, the researcher provides an explanation of what a fractured fairy tale is, including its characteristics and simple examples. This explanation is assisted by image media to help students visually understand the plot and content of the story. After the researcher finished explaining, the researcher gave a pre-test to the students. This test aims to measure the extent of students' understanding of the fractured fairy tale material after being explained. The pre-test questions consist of several questions that test students' understanding of the story that has been discussed through pictures.

Observing

During the learning process, the researcher is assisted by subject teachers and observers to observe student activities. Observations were made to record how students responded to the use of images in understanding stories, how active students were in the classroom, and how they solved pre-test questions. From the results of the pre-test, it can be seen that most of the students showed interest when the pictures were displayed. However, there were some students who seemed confused and passive when asked to re-explain the content of the story. The average score obtained increased only slightly from the previous test to 65, and the completeness of learning has not increased significantly.

Reflecting

Based on the observation results, the researcher concluded that the implementation of learning using the picture and picture method was successful even though it did not reach the minimum target. The table below is the data:

Table 2. Pre-test scores

Score range	kualifikasi	Number of students	Percentage	Criteria
≥ 75	Conclusion	17	47,22%	Reaching or exceeding the MOH
< 75	Incomplete	19	52,78%	Has not reached the MOH
Total		36	100%	
Average score				65

The data above shows that the results of student assessments have increased from the pre-cycle, with 47.22% of students achieving the target (17 students) and 52.78% (19 students) not. From the results of this study, the researcher decided to proceed to the second cycle to achieve success indicators.

Cycle II

Planning

Based on the results of the reflections from cycle I, the researchers adopted a more targeted plan to help students better understand the fractured fairy tale material. In this second cycle, the researcher still uses the picture and picture method but with some adjustments. The researcher prepared a more concise and easy-to-understand picture, as well as added small group discussion activities so that students could exchange understandings (Rahman, 2019). In addition, the pre-test questions are arranged with a level of difficulty that is in accordance with the material that has been studied in cycle I.

Acting

At this stage, the researcher briefly explains what a fractured fairy tale is and the structure of a narrative story. Then, the researcher presented a new image that represented another storyline that still falls into the category of fractured fairy tales. After students discuss the pictures with their groups, the researchers ask them to retell the content of the story based on the images that have been shown. This activity aims to strengthen students' verbal understanding before entering the assessment stage (Sri Mulatsih et al., 2018). After that, students work on a post-test to measure the extent to which students' understanding improves after studying.

Observing

During the learning process in cycle II, the researcher again made observations with subject teachers and observers. Observations were focused on students' involvement in group discussions, students' understanding of storylines, and their ability to connect images with text content. The observation results showed a significant improvement. Post-test scores increased, an average of 80 with 85% of students passing, an increase from the KKM score (≥ 75). Students looked more active, many dared to ask questions, and group discussions were more lively than in the previous cycle.

Reflecting

After all the activities are completed, the researcher reflects on the learning results. Pre-test scores showed a significant improvement compared to the pre-test results in cycle I. In addition, students appeared more confident and began to get used to understanding the text through the help of pictures. The picture and picture method has proven to be more effective when combined with group discussions because students can complement each other's understanding (Pebriana Sari et al., 2024). The following are the data from the results of the assessment cycle II.

Table 3. Post-test scores

Score range	Kualifikasi	Number of students	Percentage	Criterion
≥ 75	Conclusion	31	86,11%	Reaching or exceeding the MOH
< 75	Incomplete	5	13,89%	Has not reached the MOH
Total		36	100%	
Average score				80

Table 3 of the results of cycle II shows a significant improvement. A total of 31 out of 36 students with a percentage of 86.11% have reached the KKM, while only 5 students with a percentage of 13.89% have not passed. The average score also increased to ≥ 80 . This shows that the consistent application of the picture and picture method can help improve students' understanding of fruitful fairy tale material, as well as achieve the success indicators that have been determined in the research. From these findings, it can be seen that the use of visual media such as images greatly supports the English learning process, especially in students' reading and comprehension skills. (Wahda et al., 2024). This approach can be an interesting alternative for teachers in teaching reading texts, especially narrative one

DISCUSSION

After analyzing the data, the researcher will discuss improving students' narrative comprehension skills in fractured fairy tale material through the picture and picture method in class X-I SMAN 2 Pamekasan. From the preliminary study to cycle II is summarized in the following diagram:

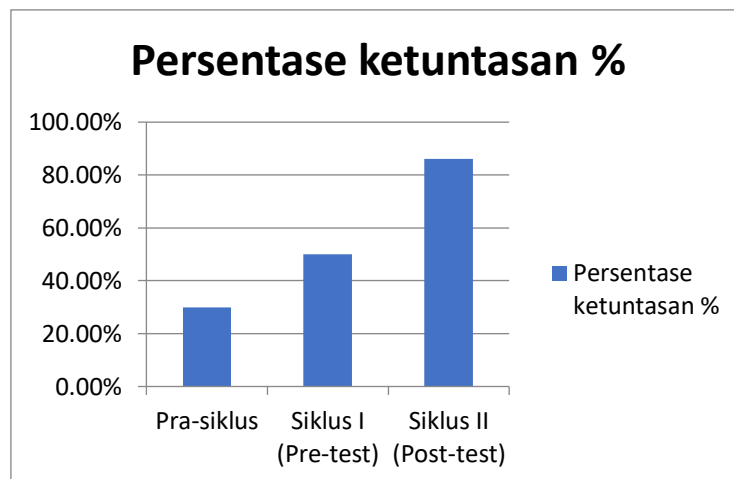


Figure 2. Completeness diagram

From the data in the diagram above, Shiva's average pre-cycle value is 60. Only 30% of students achieved a KKM score of 75, indicating that most students did not understand the material well. In the next stage, namely the first cycle, the average student pre-test score is 65. There is an increase from pre-cycle yield to 50%. Then the post-test results in the second cycle showed an increase from the pre-test results in the first cycle, namely the average student score increased to ≥ 80 with a percentage of 86.11%. Meanwhile, only 5 students have not graduated with a percentage of 13.89%.

The results of this study show that the picture and picture method, especially when combined with group discussions, is very effective in improving students' understanding of fractured fairy tale material (Yusni Arni, 2023). Similar studies by (Purba et al., 2023) Based on his findings, it shows that the picture and picture model affects student learning outcomes. Moreover (Sadli, 2022) reported that based on the results of the research that has been conducted, the picture and picture learning model can improve student learning outcomes. The application of the picture and picture model is combined with the right media so that it can increase learning outcomes to the maximum (Ikromah, 2020). Students can see firsthand how lesson ideas affect real society with the help of pictures. This method also makes students' learning more meaningful because it helps them understand the broader and relevant context of the material they are learning (Aisyah et al., 2023b).

This research reinforces the dual-coding theory that the combination of images and words improves memory and comprehension (Pajriah & Budiman, 2017). (Mubarok et al., 2023) It also shows that graphs or pictures in reading learning have a moderate positive effect. Moreover (Witriyastuti, 2022) concludes that image-based teaching strategies are able to significantly increase student engagement and understanding. Other studies by (Huda et al., 2023) demonstrated through quasi-experimental design that the Picture and Picture technique significantly improved the understanding of descriptive texts. All of these findings support that the picture and picture method, plus interactive activities such as discussions, are able to improve students' reading comprehension of narrative texts

CONCLUSION

Based on the results of research that has been conducted in class X-I SMAN 2 Pamekasan, the researcher concluded that students' understanding of fractured fairy tale material increased significantly after the application of the picture and picture method. This can be seen from the results of the pre-test and post-test which show an increase in the average, as well as more and more students who have succeeded in achieving the minimum completeness criteria (KKM). In addition, during the learning process, students seem more interested and active in following the lessons. The picture and picture method has proven to be effective in helping students understand narrative texts because the visual approach makes it easier for students to follow the storyline and understand the content of the text more concretely. The pictures used in the learning make the material feel more vivid and memorable. Compared to conventional methods that tend to be monotonous, this method provides a more enjoyable and meaningful learning experience for students.

RECOMMENDATION

As a suggestion, the researcher suggested that teachers use visual media and learning methods that more often involve student participation. Schools must also support teachers by providing supporting facilities such as visual devices and innovative learning training. For future researchers, this picture and picture method can be explored further, for example applied to other language skills or different levels of education, so that the results can be compared and expanded

REFERENCES

- Ahdar, A., & Nurdiansyah, N. (2022). The Application Of Picture And Picture Media In Strengthening History Learning At Smk Negeri 2 Taluk Kuantan. *Tsaqifa Nusantara: Journal Of Learning And Social Issues*, 1(2), 156. <https://doi.org/10.24014/Tsaqifa.V1i2.16558>
- Aisyah, N., Ijudin, I., Marliyana, C., & Nurlaeni, W. (2023a). Analysis Of The Picture And Picture Method In The Learning Process Of Islamic Cultural History (Ski). *Journal Of Islamic Religious Education*, 2(1), 104. <https://doi.org/10.52434/Jpai.V2i1.2889>
- Aisyah, N., Ijudin, I., Marliyana, C., & Nurlaeni, W. (2023b). Analysis Of The Picture And Picture Method In The Learning Process Of Islamic Cultural History (Ski). *Journal Of Islamic Religious Education*, 2(1), 104. <https://doi.org/10.52434/Jpai.V2i1.2889>
- Albert, A., Sanjaya, M., Chandra, K., Theng, B. P., & Benny, B. (2023). English Language Training For Students Of Dharma Bakti High School Medan. *Journal Of Societal Civilization*, 3(1), 15–18. <https://doi.org/10.55182/Jpm.V3i1.223>
- Darmadi, Rifai, Muh., Rositasari, F., & Haryati, N. (2024). Analysis Of The Application Of Classroom Action Research (Ptk) In Schools. *Maras: Journal Of Multidisciplinary Research*, 2(1), 261–266. <https://doi.org/10.60126/Maras.V2i1.161>
- Ermita, E. (2021). Application Of The Picture And Picture Learning Method To Improve Geography Learning Outcomes In Class Xi Iis 1 Sma Negeri I Koto Besar Dharmasraya. *Journal Of Education And Entrepreneurship*, 9(1), 85–100. <https://doi.org/10.47668/Pkwu.V9i1.149>
- Gustini, D. (2022). The Use Of The Picture And Picture Model To Improve The Reading Ability To Read The Text Of Fable Stories Of Elementary School Students. *Didactic : Pgsd Scientific Journal Stkip Subang*, 8(2), 2138–2149. <https://doi.org/10.36989/Didaktik.V8i2.515>
- Huda, E. A., Helda, T., & Satini, R. (2023). *The Effect Of The Use Of The Picture and picture Learning Method On The Ability To Write Explanatory Texts Of Grade Xi Students Of Sman 2 Lintau Buo*. 3(2).
- Ikromah, N. (2020). Efforts To Improve Student Learning Outcomes Through The Picture And Picture Model With The Use Of Card And Picture Media. *Jp3 (Journal Of Education And Educator Profession)*, 6(2). <https://doi.org/10.26877/Jp3.V6i2.7329>
- Kuswanto, H. (N.D.). *Faculty Of Teacher Training And Education, University Of Lampung, Bandar Lampung, 2016*.
- Machali, I. (2022). How To Conduct Classroom Action Research For Teachers? *Indonesian Journal Of Action Research*, 1(2), 315–327. <https://doi.org/10.14421/Ijar.2022.12-21>
- Mawarti, T. (2022). Visualization To Improve Understanding Of Mathematics Story Questions In Class Vi Mi Negeri 1 Yogyakarta. *Indonesian Journal Of Action Research*, 1(1), 57–61. <https://doi.org/10.14421/Ijar.2022.11-09>
- Mubarok, Y., Sudana, D., & Nurhuda, Z. (2023). The Use Of Image Media In Improving The Reading Ability Of Children Aged 6-7 Years. *Journal Of Obsession: Journal Of Early Childhood Education*, 7(6), 6843–6854. <https://doi.org/10.31004/Obsesi.V7i6.5555>
- Mufidah, L. (2021). The Urgency Of Classroom Action Research In Improving Learning Praxis. *At-Tajdid : Journal Of Islamic Education And Thought*, 4(02), 168. <https://doi.org/10.24127/Att.V4i02.1426>
- Nurdin, N., Adinda, I., Adinda, I., Misbahillah, A. K. N., & Misbahillah, A. K. N. (2023). Building Student Character Through Narrative Story Texts At Smk Al Hasra Depok. *Acitya Bhakti*, 3(1), 28. <https://doi.org/10.32493/Acb.V3i1.24257>

- Pajriah, S., & Budiman, A. (2017). The Effect Of The Application Of The Dual Coding Learning Model On Improving Student Learning Outcomes In History Subjects (Quasi-Experimental Research Study On Grade Xi Students At Sma Informatika Ciamis). *Journal Of Artifacts*, 4(1), 77. <https://doi.org/10.25157/Ja.V4i1.737>
- Pebriana Sari, Suryatik, Ismi Yulizar, & Muhammad Zulham Munthe. (2024a). The Application Of The Picture And Picture Learning Method To Improve Student Learning Outcomes In Social Science (Ips) Learning At Sdn 01 Rantau Selatan. *Cemara Education And Science*, 2(2). <https://doi.org/10.62145/Ces.V2i2.91>
- Pebriana Sari, Suryatik, Ismi Yulizar, & Muhammad Zulham Munthe. (2024b). The Application Of The Picture And Picture Learning Method To Improve Student Learning Outcomes In Social Science (Ips) Learning At Sdn 01 Rantau Selatan. *Cemara Education And Science*, 2(2). <https://doi.org/10.62145/Ces.V2i2.91>
- Purba, F. S., Napitupulu, R. P., & Simanjuntak, M. M. (2023). The Influence Of The Picture And Picture Learning Model On Student Learning Outcomes In Grade Iii. *Edu Cendikia: Scientific Journal Of Education*, 3(02), 487–498. <https://doi.org/10.47709/Educendikia.V3i02.3078>
- Rahman, R. (2019). Increasing Understanding Of Regency/City And Provincial Governments In Pkn Subjects Through Group Discussion Methods For Grade Iv Students Of State Elementary School 008 Academic Year 2017/2018. *Journal Of Edu Research*, 8(1), 29–39. <https://doi.org/10.30606/Jer.V8i1.804>
- Rijal, S., & Rohaniyah, J. (N.D.). *Improving Learners' Reading Ability On Introduction To Linguistics Class Through Two-Stay Two-Stray (Ts-Ts) Technique*. 5(2).
- Rozalina, M., & Harti, S. (2023). Types Of Superior Narrative Texts According To The Assessment Of Grade Xi Students Of Sma Negeri 5 Jambi City. *Journal Of Language And Literature Learning*, 2(2), 265–272. <https://doi.org/10.55909/Jpbs.V2i2.256>
- Sadli, S. (2022). Efforts To Improve The Learning Outcomes Of Students' Civic Education With A Picture And Picture Model. *Eureka: Journal Of Educational Research*, 1(1), 13–17. <https://doi.org/10.56773/Ejer.V1i1.1>
- Siregar, S. (N.D.). *The Influence Of The Picture And Picture Type Cooperative Learning Model On The Creative Thinking Ability Of Students Subtheme 1 Rukun In Differences In Class Vi Uptd State Elementary School 122368 Pematangsiantar*.
- Sri Mulatsih, Y. L., Suharno, S., & Anitah, S. (2018). Improving The Ability To Retell The Content Of The Story Through Series Drawing Props At Kindergarten Negeri Pembina Sragen Regency. *Jpud - Journal Of Early Childhood Education*, 12(1), 190–200. <https://doi.org/10.21009/Jpud.121.16>
- Syaifudin, S. (2021). Classroom Action Research: Theory And Its Application To Arabic Language Learning. *Borneo: Journal Of Islamic Studies*, 1(2), 1–17. <https://doi.org/10.37567/Borneo.V1i2.440>
- Wahda, H., Laili, M., & Arifiyanti, N. (2024). The Impact Of Visual Media On The Motivation And English Comprehension Of Students Of Sdn Gili Barat. *Journal Of Linguistics And Social Studies*, 1(1), 20–32. <https://doi.org/10.52620/Jls.V1i1.15>
- Witriyastuti, L. (2022). Efforts To Improve The Learning Outcomes Of Ppkn Lesson Content On The Meaning Of Images Of State Emblems Through The "Picture And Picture" Learning Model For Grade Iii Students. *Kalam Scholars: Scientific Journal Of Education*, 10(2), 442. <https://doi.org/10.20961/Jkc.V10i2.65760>
- Yusni Arni. (2023). The Effectiveness Of Learning Through The Medium Of Illustrated Stories And Discussions On The Material Understanding Of Elementary School Students. *Joel: Journal Of Educational And Language Research*, 2(11), 1247–1256. <https://doi.org/10.53625/Joel.V2i11.5976>