



Writing Narrative Essays Using the Problem-Based Learning Model Assisted by Series Drawings in Elementary Schools

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Abstract: Students' low ability to write narrative essays is caused by several problems in the learning process. These problems include teachers not using appropriate learning models in implementing learning. Teachers also do not use appropriate learning media. Apart from that, learning is still teacher-centered which causes students to be less actively involved in learning. This research aims to improve students' ability to write narrative essays using the Problem-Based Learning (PBL) model assisted by a series of pictures. This research is Classroom Action Research (CAR) involving 18 elementary school students. The approach used in this research is a mixed method approach or a qualitative and quantitative approach. The research was carried out in 2 cycles with data collection techniques in the form of document analysis, observation, and tests. The results of the research showed an increase in: a) assessment of teaching modules in cycle I 82.14% (Good) to 92.85% (Very Good) in cycle II, b) observations on the teacher aspect of cycle I 75% (Good) to 85% (Good) in cycle II, while implementation in the student aspect of cycle I was 75% (Good) to 85% (Very Good) in cycle II, c) the assessment of students in cycle I obtained an average of 69.10 and cycle II with an average of 80.10. Based on the research results, it shows that there has been an increase in students' writing skills using the Problem-Based Learning (PBL) model assisted by a series of images.

Keywords: Narrative Essay; Picture Series; Problem-Based Learning (PBL)

Introduction

Language skills consist of four aspects, namely listening, speaking, reading, and writing (Erka, 2015). Writing is a communicative activity in the form of conveying messages or information, which focuses on developing creativity and expression as well as expressing thoughts or ideas in written form (Dou et al., 2021). Writing is a language skill used for indirect communication, not for face-to-face interaction to convey messages (information) to people in writing while using written language as a tool or medium.

Writing skills can be classified into five categories, namely narrative, description, presentation, persuasion, and argumentation (Pu et al., 2022). A narrative essay is an essay that tries to tell, create, and organize people's actions in an event or human experience from time to time, and the characters who experience conflict are arranged systematically (Abubakar et al., 2019). A

narrative is a way of telling an event or story in an orderly and coherent sequence. Writing narratives can improve students' thinking power, ability to organize thoughts, and ability to express strong feelings and emotions (Faye & Hooper, 2018). Based on this understanding, it can be concluded that narrative essays aim to convey ideas in time sequence to present before the reader's eyes a series of events that usually culminate in the main event.

The results of the observations carried out showed that there were students' difficulties in writing narrative essays. Based on the results of observations, this problem occurs due to several causes, namely (Hair et al., 2021): teachers have not explored students' schemata optimally, so students have difficulty developing ideas; learning is still teacher-centered; teachers have not used interesting learning models and; teachers have not developed innovative learning media. To overcome this problem, it is necessary to improve the learning model

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to become student-centered learning and use interesting learning media. Based on research that has been conducted (Dalila et al., 2022), shows that the use of the Problem-Based Learning (PBL) model can improve students' abilities, activities, skills, and learning outcomes (Wijayanto et al., 2023). Using the Problem Based Learning (PBL) model is expected to be able to overcome problems in students' ability to write narrative essays.

Apart from using models, it is also necessary to use appropriate learning media. One of the media that can be used in writing narrative essays is the image series media. Several studies that have been conducted (Abdulrahman et al., 2020), show that the use of a series of image media in learning to write can improve students' ability to write in a more structured and comprehensive manner. Therefore, to improve students' ability to write narrative essays, this is done by using Problem-Based Learning (PBL) steps assisted by a series of pictures which are loaded in the form of student worksheets.

Method

This research is a type of Classroom Action Research (PTK) with a qualitative and quantitative approach. Classroom Action Research is research conducted by teachers in their classes through self-observation to increase their effectiveness as teachers to improve student learning outcomes (Esparza et al., 2022). The research was carried out in cycle II involving 18 class IV students at SDN 02 Paladangan. Each cycle is carried out in four stages, namely the planning stage, implementation stage, observation stage, and reflection stage. The research was conducted in October 2023 of the 2023/2024 academic year. The subject chosen for this research is Indonesian with elements of learning to write material for writing narrative essays. Aims to improve students' ability to write narrative essays using the Problem-Based Learning (PBL) model assisted by a series of pictures.

Research data includes learning planning carried out in the form of assessment results sheets for Medeka Curriculum teaching modules, learning implementation in the form of observations of teacher and student activities, and assessment of learning outcomes for writing narrative essays. Data analysis begins with a review of the data collection process until all data is collected. The material is reduced according to the problem being investigated, after which the information is presented and the conclusion or confirmation is decided. This analysis step was carried out iteratively after data was collected for each activity at each data collection step.

The analysis stage is explained as follows: whether the data review activity is from the beginning, the data collected in the data research is collected by observation, carrying out the process of transcription of observation results, selecting and selecting data, for example grouping data in cycle I, cycle II. etc; Data reduction involves classification and classification. All information collected is selected and grouped based on focus. The extracted information is then selected as relevant and irrelevant. Relevant information is analyzed and irrelevant information is discarded; Information is presented by organizing reduced information. Initially, the data was isolated, but after the final Minimize step, all activity data was summarized and presented in an integrated manner, so that a unified presentation of learning to write essays was obtained which was told through a series of pictures; finding out the results of action research is the conclusion of the research. Activities are carried out by reviewing field notes, and exchanging ideas with colleagues and experienced teachers and school principals.

Result and Discussion

Planning for learning to write narrative essays using the PBL model assisted by a series of pictures in grade IV elementary school is carried out through the preparation of teaching modules by applying Problem-Based Learning steps. The chosen subject is Indonesian with elements of learning to write. Using a series of image media in implementing learning to write narrative essays. Learning Outcomes (CP) are that students can write narrative texts, with a variety of sentence sequences and more detailed and accurate information on various topics. The learning objectives are: by reading the text, students can describe the sequence of events contained in the text correctly; with the help of a series of pictures, students can write narrative essays that match the series of pictures; by writing, students can pay attention to the use of spelling (capital letters, periods, commas, and exclamations) correctly. The expected meaningful understanding after the learning process is: increasing students' ability to reduce the sequence of events in the text; and improve students' ability to write narrative essays; by writing, students can pay attention to the use of spelling (capital letters, periods, commas, and exclamations).

The learning objectives designed are as: by reading the text, students can decipher the sequence of events contained in the text correctly; with the help of a series of pictures, students can write narrative essays that match the series of pictures; By writing, students can pay attention to the correct use of spelling (capital letters, periods, commas, and exclamations). The teaching

module is structured based on the steps of the Problem-Based Learning (PBL) model, namely: Student orientation to the problem; Organizing students to study; Guiding individual or group investigations; Developing and presenting the results of the work; Analyzing and evaluating the Problem-Solving process.

In addition to compiling teaching modules based on PBL steps, a series of image media are also used to help students write narrative essays (Purtilo-Nieminen et al., 2021). The series of images are included in the Student Worksheet (LKPD) (Bachtiar et al., 2023). This aims to help and direct students in compiling and creating coherent and complete narrative essays. At the planning stage, the researcher also prepared an observation sheet for learning activities consisting of teacher activities and student activities. This observation sheet will be used by the observer when observing the actions carried out by the researcher. Apart from that, researchers also prepared assessment sheets for student learning outcomes (Andrade, 2019). The assessment used is an assessment of learning outcomes which consists of a knowledge assessment and a skills assessment (Harris & Clayton, 2019).

The implementation of learning to write narrative essays using the PBL model assisted by a series of pictures was carried out in Class IV of SDN 02 Paladangan. Cycle I was held in 1 meeting, namely on Wednesday, October 6, 2023, starting at 08.00-09.45 WIB. In implementing the action the researcher acts as a teacher. The learning implementation consists of three stages, namely preliminary activities, core activities, and closing activities. The implementation of learning to write narrative essays through a series of pictures in cycle II was carried out in Class IV of SDN 02 Paladangan. Cycle II was held in 1 meeting, namely on Tuesday, October 12 2023 starting at 08.00-09.45 WIB. In carrying out the actions the researcher acted as a teacher. The implementation of learning is divided into three stages, namely preliminary activities, core activities, and closing activities.

The implementation of preliminary learning activities begins with the teacher saying hello and praying with the students. Then the teacher fills in the student attendance list. Next, students listen to the motivation and apperception given by the teacher. Then the teacher conveys the objectives and benefits of learning. Next, the core activities are carried out according to the steps of the Problem-Based Learning (PBL) model. Firstly, student orientation to the problem, at this stage the teacher provides an introduction to the problem or initial stimulation to students by asking the trigger question "How do you write a good and correct narrative essay?". Then students observe and read the narrative essay. The narrative essay displayed by the

teacher also contains a series of pictures to support students' understanding of the narrative text. The teacher also raised problems related to narrative texts. Then students are expected to be able to find solutions to these problems.

Second, organizing students to learn, at this stage students are organized by the teacher to carry out investigations according to the problems that have been found. This problem is related to narrative texts so that students obtain information to be able to create narrative essays with the help of a series of pictures. Students are divided into several groups consisting of 4-5 people. Each group gets a LKPD as a guide for conducting investigations. Third, guiding individual or group investigations, at this stage the teacher guides students to carry out investigations and complete LKPD. The LKPD that students work on involves writing a narrative essay with a story based on the series of pictures presented on the LKPD. Students are allowed to ask the teacher about things they do not understand.

Fourth, develop and present the results of their work, at this stage students are asked to present the results of their discussions in groups. Students receive appreciation and motivation from teachers. The teacher also provides further explanations about material that has not yet been fully discussed regarding narrative essays. Fifth, Analyzing and evaluating the problem-solving process, at this stage, the teacher gives appreciation to the narrative essay material that students have mastered. The teacher gives appreciation to the narrative essays that students have written based on their thoughts. Then the teacher and students discuss material that is still not understood. Then students and teachers conclude together from the material they have studied that day. Then the closing activity is carried out by working on evaluation questions. Then the teacher and students carried out an ant operation to keep the classroom clean. Then the lesson closed with a joint prayer and closing greetings from the teacher

Observations are carried out continuously from the first action to the last action. The results of these observations were then discussed with the class teacher, then reflection was held. Observations of actions are carried out by the class teacher and colleagues as observers. The class teacher is tasked with observing researchers when carrying out actions and colleagues are tasked with observing students' activities in learning. Observers are assisted in carrying out their duties by using an activity observation sheet which is filled in by marking a checklist. Observations were carried out by observers regarding the components of the teaching modules created. Observations are based on the teaching module assessment sheet which has been created by placing a tick (√) on the descriptors that appear and

determining the qualifications for each aspect observed. The following are the results of these observations: General information component, 3 descriptors emerged with the qualification Good (B). For descriptors that have not yet appeared, this is the identity of the module author; For core components, 4 descriptors have emerged with Very Good (SB) qualifications. All the descriptors have appeared; In the attachment, 3 descriptors appear with the qualification Good (B).

For descriptors that have not yet appeared, there is no enrichment or redial; Selection of learning resources, 4 descriptors with Very Good (SB) qualifications have emerged. All the descriptors have appeared; Learning method, 4 descriptors have emerged with Very Good (SB) qualifications. All the descriptors have appeared; In the learning scenario, 4 descriptors with Very Good (SB) qualifications have emerged. All the descriptors have appeared; Completeness of the instrument, 4 descriptors have appeared with Very Good (SB) qualifications. All descriptors have appeared.

Teacher Activities in Learning Activities, observation of the implementation of teacher activities in learning activities is carried out by filling in the observation sheet. The observation sheet is filled in by ticking ($\sqrt{\quad}$) the descriptors that appear and determining the qualifications for each aspect observed. The results of the observations made by the observer are as follows: Student orientation to the problem, 4 descriptors have emerged with Very Good (SB) qualifications, the teacher has implemented the four descriptors; Organizing students to study, 3 descriptors emerged with Good qualifications (B). For descriptors that have not appeared, the teacher has not explained the steps for working on the LKPD; Guiding individual or group investigations, 4 descriptors with Very Good (SB) qualifications have emerged, all descriptors have been implemented; Developing and presenting the results of the work, 3 descriptors emerged with the qualification Good (B). For descriptors that have not appeared, the teacher has not motivated other students to ask questions; Analyzing and evaluating the problem-solving process, 3 descriptors emerged with Good (B) qualifications. For descriptors that have not appeared, the teacher has not appreciated the material that the students have mastered.

Student Activities in Learning Activities, observations of the implementation of student activities in learning activities are carried out by filling in observation sheets. The observation sheet is filled in by ticking ($\sqrt{\quad}$) the descriptors that appear and determining the qualifications for each aspect observed. The results of the observations made by the observer are as follows: Student orientation to the problem, 4 descriptors with Very Good (SB) qualifications have emerged, all

descriptors have appeared; Organizing students to study, 3 descriptors emerged with Good qualifications (B). For descriptors that have not appeared, students have not received direction from the teacher regarding the steps for completing the LKPD; Guiding individual or group investigations, 4 descriptors with Very Good (SB) qualifications have emerged, the four descriptors have been implemented; Developing and presenting the results of the work, 3 descriptors emerged with the qualification Good (B). For descriptors that have not appeared, students have not been able to ask questions to the group that appears; Analyzing and evaluating the problem-solving process, 3 descriptors emerged with Good (B) qualifications. For descriptors that have not appeared, students have not received an appreciation for the material they have mastered.

Learning Results, based on the process assessment carried out, it is known that 17 students who were active in carrying out everything assigned by the teacher were given excellent qualifications by the observer. 3 students who actively carried out some of the tasks assigned by the teacher were given good qualifications. 7 students who dared to convey ideas and conveyed ideas correctly were given excellent qualifications, 10 students who dared to convey ideas and only partially conveyed ideas were given good qualifications, and 10 students who dared to convey opinions and ideas that were conveyed inaccurately were given good qualifications. Qualifications are sufficient for 3 people. 3 students who collaborated in revising and editing all of their friends' essays and accepted friends' suggestions were given very good qualifications, 11 students who collaborated in revising and editing most of their friends' essays and accepted friends' suggestions were given good qualifications, 11 students who collaborated in revise and edit only a small part of friends' essays and accept suggestions from friends who are given enough qualifications as many as 6 people. Students who were careful in making essay outlines and thorough in developing essay outlines were given very good qualifications by as many as 8 people, students who were less careful in making essay outlines and careful in developing essay outlines were given good qualifications by as many as 11 people, students who were careful in making essay outlines and less thorough in Developing an essay framework given sufficient qualifications is 1 person.

Reflection was held collaboratively between the researcher and the class teacher who had made observations during the learning process. Based on the results of observations that have been made, the implementation of learning to write narrative essays using the PBL model has been carried out well. The reflection carried out includes reflection on learning

planning in the form of an assessment of teaching modules and reflection on the learning process aspects of teachers and students. Reflection on learning planning in the form of an assessment of the teaching modules that have been created still contains several shortcomings. The following will explain these shortcomings: In the general information component of the teaching module, there is 1 descriptor that has not appeared, namely that there is no identity of the module author.

The components that have emerged are educational units, Pancasila student profiles, and time allocation; In the core components of the teaching module, all descriptors have appeared, namely there are learning objectives, meaningful understanding, trigger questions, and learning activities; In the attachment component there is 1 descriptor that has not appeared, namely that there is no enrichment or remedial. Meanwhile, the descriptors that have emerged are that there are LKPD, teacher and student reading materials, and a glossary; In the learning resource selection component, 4 descriptors have emerged, namely that the learning resource is in accordance with the learning theme, in accordance with the learning objectives, in accordance with the PBL model and in accordance with student characteristics; In the learning method component, 4 descriptors have emerged, namely learning methods in accordance with learning objectives, in accordance with learning material.

In accordance with the PBL model, and in accordance with student characteristics; In the learning scenario component, 4 descriptors have emerged, namely showing the beginning, core and conclusion according to time allocation, according to PBL model activities, according to the sequence or systematics of the material, and according to the learning method; In the instrument component, 4 descriptors have emerged, namely the suitability of forms, techniques and learning objectives, between forms, techniques and attitude assessment instruments, between forms, techniques and knowledge assessment instruments, and between forms, techniques and skills assessment instruments.

Reflection on the implementation of teacher learning activities (Huizinga et al., 2019). Based on the results of observations made by observers, the implementation of learning to write narrative essays using the PBL model assisted by a series of pictures has been carried out well. However, there are still several shortcomings which can be explained as follows: Student orientation to the problem, at this stage practitioners as teachers have carried out activities well.

This is a good start for teachers to carry out further activities. The implementation of student orientation activities on problems well will provide students with

readiness to continue learning; Organizing students to study, at this stage the teacher has not explained the steps for working on the LKPD. This was caused by the teacher immediately distributing the LKPD and asking students to read and understand the activity steps independently. As a result, students have difficulty working on LKPD. However, by reading the instructions on the LKPD, students are expected to be able to understand the steps in the LKPD activities; Guiding individual or group investigations, this stage has been carried out well by the teacher so that students can carry out investigations well. The teacher has helped students in carrying out investigations. This has a positive influence on students' ability to complete the given LKPD; Developing and presenting the results of the work, at this stage the teacher has not motivated other students to ask questions. This is because teachers are too focused on students presenting in front of the class.

As a result, students do not have the motivation to ask questions or be actively involved in class discussions; Analyzing and evaluating the problem-solving process, at this stage the teacher does not yet appreciate the material that the students have mastered. This happens because the teacher is too focused on learning material that has not been mastered and what he wants to achieve, so he forgets to give appreciation to students for the learning that has been mastered. As a result, students become less confident in the material they have understood, students become doubtful and less confident in their understanding.

Reflection on the implementation of student learning activities (Veine et al., 2020). Based on the results of observations made by observers, the implementation of learning to write narrative essays using the PBL model assisted by a series of pictures has been carried out quite well. However, there are still several shortcomings which can be explained as follows: Student orientation to the problem, at this stage students have carried out activities well. This is a good start for students to carry out subsequent activities. The implementation of student orientation activities on problems well will provide students with readiness to continue learning; Organizing students to study, at this stage students have not received an explanation about the steps for working on the LKPD.

Students find it difficult to work on LKPD. This is caused by teachers directly distributing LKPD and asking students to read and understand the activity steps independently. However, by reading the instructions on the LKPD, students are expected to be able to understand the steps in the LKPD activities; Guiding individual or group investigations has been carried out well. Students have been accompanied by teachers in carrying out investigations. This has a

positive influence on students' ability to complete the given LKPD; Developing and presenting the results of their work, at this stage students are not yet able to ask questions to the group that appears.

This is due to students' lack of courage in expressing their opinions and practitioners not providing enough motivation to students (Coman et al., 2020). As a result, students are not actively involved in class discussions. With help from the teacher, it is hoped that students will have more courage to ask questions; Analyzing and evaluating the problem-solving process, at this stage students do not yet have an appreciation for the material they have mastered. This happens because practitioners are too focused on the learning material they have not mastered and what they want to achieve, so they forget to give appreciation to students for the learning they have mastered (Rodgers & Raider-Roth, 2006). As a result, students become less confident in the material they have understood, students become doubtful and less confident in their understanding.

Teaching modules are learning tools or learning designs used in the independent curriculum. Teaching modules can hone teachers' abilities to think and innovate and have a role in supporting teachers in designing learning (Könings et al., 2021). The planning designed by the teacher is in line with Davis's suggestion (Chaipidech et al., 2022), which states that in designing learning planning there are several stages including: determining the status of the teaching system, formulating teaching objectives, planning and carrying out evaluations, describing and reviewing assignments, implementing learning principles.

Based on the results of the reflection on learning planning in cycle I in the form of teaching modules which have been described previously, there are several shortcomings in the teaching modules created, namely: In the general information component of the teaching module there is no identity of the module author, only educational units, Pancasila student profiles and time allocation; In the core components of the teaching module there are learning objectives, meaningful understanding, trigger questions and learning activities; In the attachment component there are no enrichment and remedial components, as well as a glossary, but there are LKPD and reading materials for teachers and students; In the learning resource selection component, it is in accordance with the learning theme, in accordance with the learning objectives, in accordance with the PBL model and in accordance with student characteristics; The learning method component is not yet in accordance with student characteristics, but the learning method is in accordance with the learning objectives, in accordance with the learning material, and in accordance with the PBL model; The learning scenario

component displays the beginning, core and conclusion according to the time allocation, according to the PBL model activities, according to the sequence or systematics of the material, and according to the learning method; In the instrument components, the forms, techniques and attitude assessment instruments are not appropriate, however, the suitability of the forms, techniques and learning objectives, between the forms, techniques and knowledge assessment instruments, and between the forms, techniques and skills assessment instruments are appropriate. The results of the teaching module assessment in cycle I only obtained a score of 23 out of 28 maximum scores with a percentage of 82.14% with good qualifications. This shows that there are still deficiencies in learning planning in Cycle I and will be corrected in Cycle II to improve the learning process and learning outcomes obtained by students.

It can be concluded that there are still many shortcomings in the teaching modules in cycle I. These deficiencies will certainly have an impact on the learning process provided. Therefore, creating learning designs in the form of teaching modules needs to be adapted to student characteristics and developed in more detail and systematically. As stated by (Almusaed et al., 2023), if the teaching module is not well designed, it can be ensured that the delivery of content to students is not systematic so that learning is not balanced between teachers and students because teachers tend to be more active and learning becomes less interesting. Then the learning planning in the form of teaching modules in cycle II is not much different from the learning planning in cycle I, namely that it still uses learning activity steps according to the syntax of the Problem Based Learning (PBL) model and with the help of series image media.

Planning in cycle II has improved compared to cycle I. This can be seen from the components of the teaching module which are almost perfect. Improvements found in cycle II include adding a glossary, learning methods that are appropriate to student characteristics, and that forms, instruments, techniques, and attitude assessment instruments are appropriate. In the future, researchers will try to further complete the teaching modules created, namely by including the name of the module author, as well as making enrichment and remedial measures. The teaching module assessment has obtained a score of 26 out of 28 maximum scores with a percentage of 92.85% Very Good (SB) qualifications.

Based on research that has been carried out, the Problem-Based Learning (PBL) model can increase student activity and learning outcomes (Ananda et al., 2023). If learning using the PBL model can be implemented well then student learning outcomes will

also improve. Other research shows that the Problem-Based Learning model will increase student learning activities so that students are actively involved in acquiring knowledge (Zulkarnaen et al., 2022). Therefore, using the right model in learning is very important to improve students' writing abilities. Apart from using media models, it is also very necessary to improve students' ability to write narrative essays. The media used in this research is a series of images. Series images are loaded in LKPD form. Previous research (Wibowo et al., 2020), shows that the use of a series of image media in learning can improve students' ability to write essays. Therefore, apart from using models, teachers need to use media in learning, one of which is using a series of picture media so that students' ability to write essays can improve. The results of observing teacher aspects in cycle II have obtained a score of 17 out of 20 maximum scores with a percentage of 85% Good (B) qualifications. Previously, they only got a score of 15 out of 20 maximum scores with a percentage of 75% Good (B) qualifications in cycle I.

Based on the shortcomings that still exist in the implementation of learning in cycle I in the student aspect, students are less active in learning which also has an impact on the ability to write narrative essays and student learning outcomes. Through the Problem-Based Learning (PBL) model, student learning outcomes can be improved because in PBL students are actively involved in learning activities (Nirwana & Rochman, 2018). Apart from that, using picture series learning media can help improve students' ability to write narrative essays. Then, the implementation of the student aspect of learning in cycle II is not much different from the implementation of the teacher aspect of learning in cycle I, namely that it still uses learning activity steps according to the syntax of the Problem-Based Learning (PBL) model (Aristawati et al., 2021). The implementation of these PBL steps is also supported by the use of series image media. The implementation of learning seen from the student aspect in cycle II has improved compared to cycle I. This can be seen from the descriptors implemented which have increased and are good. Improvements found in cycle II included that students had read and identified problems, and students dared to ask questions. It can be concluded that there has been an increase in the implementation of learning in the student aspect from cycle I to cycle II.

In the first cycle assessment, the learning outcomes obtained by students were an average score of 69.1 with the predicate Need Guidance (PB). Student learning outcomes experienced an increase in the second cycle, namely obtaining an average score of 80.1 with the predicate Good (B). Thus it can be concluded that there has been an increase in student learning outcomes.

Based on the data explained above, student learning outcomes in writing narrative essays using the Problem-Based Learning (PBL) model assisted by a series of pictures have increased from cycle I to cycle II. This is caused by the planning and implementation of the learning process which has been carried out well. Have used steps that are by the syntax of the Problem-Based Learning (PBL) model. This statement is in line with the opinion of (Nurhidayah et al., 2021) that this PBL model focuses on students (student-centered) which involves students actively in the learning process so that it has a good influence on improving student learning outcomes.

Learning is said to be successful and of high quality if all or most (80%) of the students are active, physically, mentally, and socially in the learning process, in addition to showing high enthusiasm for learning, great enthusiasm for learning and self-confidence (Burić & Moè, 2020).

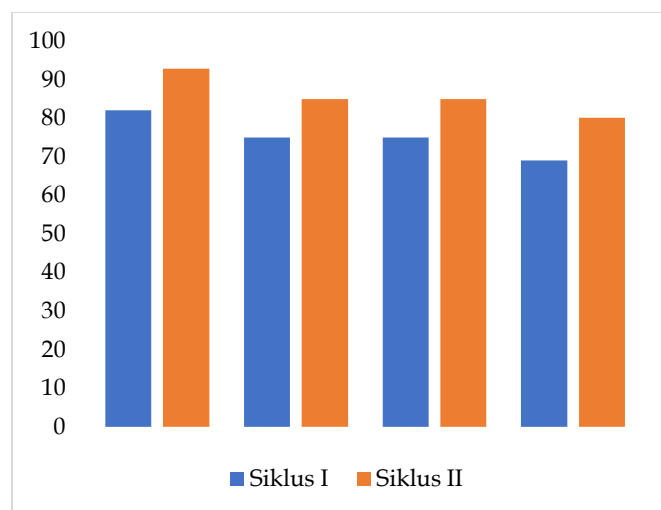


Figure 1. Improved learning outcomes for writing narrative essays using the Problem-Based Learning (PBL) model assisted by a series of pictures.

Conclusion

Based on the research data and discussions presented in Chapter IV, conclusions can be drawn from the implementation of learning to write narrative essays using the Problem-Based Learning (PBL) model assisted by a series of images: Planning in the form of a teaching module for learning to write narrative essays using the Problem-Based Learning model (PBL) assisted by serial images experienced an increase from cycle I to cycle II. Based on the assessment sheet, the teaching module obtained a percentage of 82.14% in cycle I with Good (B) criteria. Experienced an increase in cycle II to 92.85% with Very Good (SB) qualifications; The implementation of learning to write narrative essays using the Problem-

Based Learning (PBL) model assisted by a series of pictures is carried out using the Problem-Based Learning (PBL) model syntax according to the Ministry of Education and Culture with the steps, namely: student orientation to the problem; organizing students; guiding individual and group research; develop and present work results; analyze and evaluate the problem-solving process; The results of observations of the implementation of learning to write narrative essays using the Problem Based Learning (PBL) model assisted by series of pictures experienced an increase in cycle I to cycle II. Obtained a percentage of 75% in cycle I with Good (B) criteria for teacher and student activity observation sheets. Then for the teacher and student activity observation sheet in cycle II, a percentage of 85% was obtained with Good (B) criteria; Improving student learning outcomes in writing narrative essays can be improved through a series of pictures in Class IV of SD N 02 Paladangan. In cycle I, the average score for student learning outcomes was 69.10 with the Need for Guidance (PB) qualification. In cycle II it increased to 80.10 with Good (B) qualifications. So, it can be seen that student learning outcomes have increased from cycle I to cycle II in learning to write narrative essays using the Problem-Based Learning (PBL) model assisted by a series of pictures.

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Author Contributions

Conceptualization; A. V., E. S., methodology.; A. V., validation; E. S., formal analysis; A. V., investigation.; E. S., resources; A. V., data curation; E. S., writing – original draft preparation.; A. V., writing – review and editing; E. S., visualization: A. V. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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