

# The Implementation of Discovery Learning with Sequential Picture Puzzle to Improve Elementary Students' Writing Literacy Skills

Putri Prihandini Agustin<sup>1\*</sup> , Andika Adinanda Siswoyo<sup>1</sup> , Silvi Milata Saliana<sup>1</sup> ,  
Izzatul Maulidha Rama Dhani<sup>1</sup> 

<sup>1</sup> Universitas Trunojoyo Madura, Indonesia

\* Author Correspondence

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## Abstract

Writing literacy skills is one of the essential skills that must be developed from an early age in elementary education. This study aimed to develop students' narrative writing literacy skills through the implementation of the Discovery Learning model assisted by Sequential Picture Puzzle media in Grade IV of Socah 2 Public Elementary School. The research problem addressed was the low narrative writing ability of students. The approach used was Classroom Action Research, referring to the spiral model of Kemmis and McTaggart, conducted in two cycles. The research subjects were 27 fourth-grade students. Data collection techniques included observation and documentation. Data were analyzed using descriptive quantitative methods based on seven aspects of narrative writing assessment. The results showed a significant improvement in students' narrative writing literacy skills. Classical learning mastery increased from 55.6% in Cycle I to 77.78% in Cycle II, with the average score rising from 67.81 to 72.33. The most notable improvements were found in sentence coherence and the accuracy of spelling and punctuation. The Sequential Picture Puzzle media proved to be an effective visual aid in stimulating students to organize story ideas sequentially and systematically. Therefore, the integration of the Discovery Learning model with visual media contributes positively to the development of elementary students' narrative writing literacy and serves as an innovative alternative strategy in literacy education.

**Contact :** Corresponding author  e-mail: [putriprihandiniagustin@gmail.com](mailto:putriprihandiniagustin@gmail.com)

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## Introduction

Education is a structured process aimed at creating learning environments and activities that encourage active student engagement in developing their potential (Jainiyah et al., 2023). The goal of education is to develop students' potential so they become intelligent and skilled individuals (Amaliyah & Rahmat, 2021). One of the key aspects of this development is the strengthening of literacy skills. This aligns with Maulida and Lestari (2025), who state that literacy skills are fundamental competencies that are essential for the development of students' potential. In the context of education, the Indonesian language is closely linked to literacy development. Literacy refers to the ability to comprehend, interpret, and use language effectively, encompassing a combination of knowledge, skills, and attitudes (Kusmiati & Hamzah, 2019). It plays a critical role in supporting students' cognitive abilities and academic achievement (Utami & Yanti, 2022).

Literacy includes the core competencies of reading, writing, numeracy, and speaking (Parapat et al., 2023). Writing skills involve the capacity to express ideas, opinions, and emotions in written form. As one of the essential components of literacy, writing is a complex skill that requires ongoing learning and consistent practice (Situmorang, 2018). It enables students to communicate their thoughts systematically and effectively (Hieronimus, 2017). However, due to its complexity, writing must be continuously honed through frequent engagement (Dewi & Haryadi, 2022). Among various writing genres, narrative writing is particularly significant as it allows students to articulate personal experiences, emotions, and ideas creatively and coherently (Muttaqin et al., 2024).

However, the writing skills of fourth-grade students at Socah 2 Public Elementary School remain relatively low, with 74% of students failing to meet the expected competency standards. This is concerning, as the curriculum identifies narrative writing as a key indicator of foundational literacy achievement at the elementary level (Astutik et al., 2024). This gap highlights a significant discrepancy between curricular expectations and actual classroom outcomes. Contributing factors include low student motivation, the use of ineffective instructional strategies, and the lack of supportive learning media. Students often struggle to construct sentences, choose appropriate topics, and develop coherent narratives, as they tend to rely solely on teacher-provided examples. The learning process tends to be passive and monotonous. In fact, effective learning heavily depends on teachers' creativity in selecting appropriate strategies, models, and methods (Rimahdani et al., 2023). Interactive and varied teaching approaches can better accommodate students' learning styles, thereby improving learning outcomes (Arianti, 2018). Teachers play a vital role in creating collaborative and interactive learning environments (Rosmayati & Maulana, 2021).

One of the instructional models that can be effectively implemented is Discovery Learning, which encourages students to think critically and solve problems independently (Aisyiah et al., 2020). This model is advantageous as it fosters active and independent thinking, resulting in deeper and more enduring understanding. However, it requires more time and a high level of preparedness from both teachers and students (Khasinah, 2021). Discovery Learning guides students to discover concepts on their own through direct experiences (Rohmah, 2020), making the material easier to understand and retain (Putri & Koeswanti, 2023; Kusumadewi et al., 2019). The stages of Discovery Learning include: (1) stimulation, (2) problem

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statement, (3) data collection, (4) data processing, (5) verification, and (6) generalization (Mukaramah et al., 2020). In addition to instructional methods, learning media also play a crucial role in supporting learning outcomes (Andriani et al., 2024; Nurazizah, 2024). Media help students comprehend information more effectively, particularly those who struggle with verbal explanations (Sari et al., 2024). One effective medium is the sequential picture puzzle, which consists of a series of images that form a coherent story. This type of media stimulates students' visual thinking and imagination, enabling them to better understand narrative structure and organize ideas logically and critically (Oktaviani et al., 2024; Astuti & Rambe, 2024). The sequential picture puzzle is selected for its simplicity, visual effectiveness, and ability to prompt ideas and discussions without the need for technology such as videos or digital storytelling. Therefore, the integration of this model and media is not only pedagogically relevant but also strategically beneficial for teaching writing skills at the elementary level.

Based on the aforementioned explanation, the researcher considers it necessary to take action to address the writing problems faced by students. The main issue to be resolved in this study is the low narrative writing ability of fourth-grade students at Socah 2 Public Elementary School. One proposed solution is the implementation of the Discovery Learning model integrated with sequential picture puzzle media to enhance students' ability to write in a coherent and creative manner. Theoretically, this study contributes to the development of discovery-based learning strategies in improving elementary students' writing literacy. Practically, the findings of this study are expected to assist teachers in applying more effective and engaging teaching methods and media, particularly in enhancing students' narrative writing skills. Therefore, this study is conducted as a Classroom Action Research under the title "The Implementation of Discovery Learning with Sequential Picture Puzzle to Improve Elementary Students' Writing Literacy Skills".

Considering the low writing skill of students and the need for innovative learning strategies, the implementation of the Discovery Learning model combined with sequential picture puzzle media offers a comprehensive solution. The Discovery Learning model encourages students to actively construct knowledge through critical and exploratory thinking processes, while the sequential picture puzzle provides concrete visual stimuli that assist students in organizing story ideas in a coherent and creative manner. This combination is expected to foster a more interactive, enjoyable, and meaningful learning experience, thereby enhancing students' overall writing literacy. Based on this rationale, the action hypothesis proposed in this study is: The implementation of the Discovery Learning model integrated with sequential picture puzzle media in narrative writing instruction will improve the writing literacy skills of fourth-grade students at Socah 2 Public Elementary School.

## Method

This research employed the Classroom Action Research approach using the spiral model developed by Kemmis and McTaggart. The Classroom Action Research method was chosen because it is designed to directly enhance the learning process through continuous cycles of planning, action, observation, and reflection. In addition to improving the quality of learning, Classroom Action Research also plays an essential role in developing teachers' professional competence and encouraging students' active participation in the classroom (Utomo, 2024).

The purpose of this study was to improve the narrative writing literacy of fourth-grade students at Socah 2 Public Elementary School, located in Kamal Subdistrict, Bangkalan Regency, by implementing the Discovery Learning model supported by sequential picture puzzle media. The research subjects consisted of 27 fourth-grade students in the 2024/2025 academic year, comprising 13 male and 14 female students, who were selected based on preliminary observations indicating low narrative writing skills. The study was conducted from March 17 to May 5, 2025, through two research cycles. Each cycle included structured phases: planning, implementation, observation, and reflection, aimed at ensuring continuous improvement in the learning process. Data were gathered using observation and documentation techniques. Observation sheets were employed to monitor students' participation and writing development, while documentation involved students' writing scores and worksheets from both cycles. The analysis centered on seven components of narrative writing: idea organization, narrative text structure, sentence cohesion, accuracy in spelling and punctuation, vocabulary usage, neatness of handwriting, and alignment between content and picture sequence. The instruments used included observation sheets, writing skill assessment rubrics, and documentation. Quantitative descriptive analysis was applied to measure progress based on average scores and the percentage of students achieving mastery, while qualitative reflective analysis was conducted to evaluate each cycle's implementation, identify encountered challenges, and plan for improvements in the following cycle.

## Results and Discussion

### Results

The implementation of classroom action research in this study was carried out in two cycles, aiming to improve students' narrative writing literacy skills through the application of the Discovery Learning model assisted by a series-picture puzzle. The learning process began with a pretest to assess students' basic abilities, followed by the implementation of actions in Cycle I and Cycle II sequentially. Cycle I marked the initial phase of the classroom action implementation, intended to enhance students' narrative writing literacy skills using the Discovery Learning approach. The learning process was conducted in two sessions, beginning with a pretest to measure students' initial abilities, and then continued with the implementation of actions in Cycle I. During the planning stage, the researcher and the teacher prepared modules, worksheets, instructional materials, and a fable-themed series-picture as a learning stimulus. Success was measured by a minimum target of 75% of students achieving a score of  $\geq 70$ .

The implementation of each cycle followed the six stages of the Discovery Learning model. The learning process began with introductory activities such as greetings, checking on students' well-being, a group prayer, delivering the learning objectives, and presenting a trigger question related to narrative texts. The lesson then proceeded through the six stages of Discovery Learning. The first stage was stimulation, where a fable-themed series of pictures was presented to build students' initial understanding. The second stage was problem statement, in which students observed the pictures and identified problems or moral messages in the story. The third stage, data collection, was conducted through reading and group discussions to record story elements such as characters, setting, plot, and moral values. The fourth stage, data

processing, involved students composing a narrative based on the discussion results and writing it on the group worksheet. The fifth stage was verification, where students presented their narratives, received feedback from other groups, and revised the content and structure of their writing. The final stage, generalization, consisted of teacher-student collaboration in summarizing the lesson and reinforcing students' learning outcomes. The activity concluded with an individual evaluation to assess writing skills, along with a reflection session to identify challenges encountered during the learning process. In addition, the teacher provided motivational reinforcement and extra guidance for students who were still struggling with sentence construction and word choice. Throughout this process, learning activities were conducted collaboratively, allowing each student to express opinions and discuss ideas that emerged based on the presented picture series.

In Cycle II, the learning process was conducted with refined strategies aimed at optimizing student learning outcomes. The steps of the Discovery Learning model were implemented more systematically to provide students with a deeper and more meaningful learning experience. These efforts were expected to enhance students' achievement, particularly in the areas of idea development, text structure organization, sentence coherence, and appropriate language use. During the implementation of both Cycle I and Cycle II, observations were carried out using activity assessment sheets and student work evaluations to monitor student engagement and the progression of narrative writing literacy skills. The results of both cycles are summarized in Figure 1, which illustrates the improvement in key aspects measuring narrative writing literacy from the first to the second cycle.

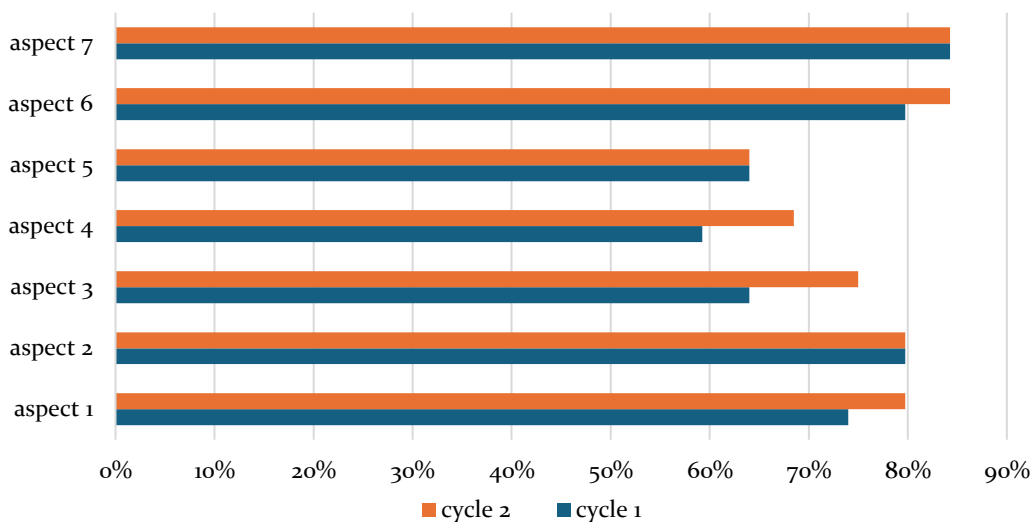


Figure 1. Progress in Aspects of Writing Literacy Skills

The results of the writing literacy evaluation in Cycle I showed varied levels of achievement across different aspects. In the first aspect, 74% of students successfully developed story ideas in a systematic and logical manner, indicating that the use of picture series media was effective in stimulating their imagination. In the second aspect, the success rate reached 79.75%, with most students able to structure narrative texts clearly and coherently. However, achievements in the third and fourth aspects remained relatively low, at 64% and 59.25%



respectively, suggesting challenges in sentence coherence as well as the correct use of spelling and punctuation. These findings are in line with Wijayanti and Utami (2022), who emphasize that sentence cohesion and spelling accuracy are critical indicators in writing. The students' low performance in punctuation and sentence cohesion can be attributed to a lack of foundational knowledge and the teacher's inability to select an appropriate instructional model (Inggriyani & Febrianti, 2021). These results further reinforce the assumption that the teacher's role as a facilitator is essential, particularly during the verification and generalization stages, to ensure that students consistently strengthen their mechanical writing skills.

Achievement in the fifth aspect was also relatively low (64%), indicating that students' vocabulary use remained limited despite the support of picture series media. This finding contradicts Hasan (2022), who stated that picture series can enrich students' vocabulary. In contrast, the sixth and seventh aspects showed relatively high results, reaching 79.75% and 84.25% respectively. These outcomes indicate that most students were able to write neatly and organize their stories according to the sequence of images, reflecting coherence in the content of their writing. To further support these findings, a summary of students' writing literacy mastery in Cycle I is presented below.

In Cycle II, there was a significant improvement compared to the previous cycle. In Aspect 1 (the ability to formulate story ideas in a logical and sequential manner), achievement increased from 74.00% to 79.75%. This indicates that the picture series, as a visual stimulus, effectively supported students in developing clearer and more focused story ideas. In Aspect 2 (constructing a complete narrative structure: orientation, events, and resolution), achievement remained stable at 79.75%. This consistency shows that students had already mastered the basic structure of narrative writing from the beginning, and the reinforcement provided in Cycle II successfully maintained that level of performance. Although no further improvement was recorded, the relatively high result reflects the effectiveness of the instructional approach in guiding students to develop coherent story frameworks. In Aspect 3 (sentence coherence), there was a notable increase from 64.00% to 75.00%. This suggests that the instructional enhancements in Cycle II effectively helped students better understand the logical connections between sentences. Meanwhile, in Aspect 4 (correct application of spelling and punctuation), achievement rose from 59.25% to 68.50%. Although this figure had not yet reached the expected maximum, the improvement was meaningful and indicated that students were becoming more attentive in their writing and increasingly aware of the importance of language conventions in written communication.

Aspect 5 (the use of accurate and varied vocabulary) remained unchanged at 64.00%. This indicates that despite instructional improvements, students continued to face difficulties in enriching their word choices when writing. This aspect requires more targeted interventions, such as vocabulary enrichment activities and exercises on using appropriate synonyms within the context of the story. Aspect 6 (neatness of handwriting) showed an increase from 79.75% to 84.25%, indicating that students were becoming more accustomed to writing neatly and were increasingly attentive to the visual presentation of their work. Improvement was also observed in Aspect 7 (alignment between content and the sequence of the picture series), which remained stable at 84.25%, but continued to be the highest-performing aspect. This finding reinforces the effectiveness of picture series media in helping students comprehend visual context and express

it in a systematic and structured written form. The success in this aspect aligns with Hasan (2022), who stated that picture series serve as a powerful tool for enhancing students' overall narrative writing abilities. The improvements across these writing skill aspects had a direct positive impact on students' overall learning mastery, as presented in Table 1.

**Table 1.** Results of Cycle I and Cycle II

No	Learning Stage	Minimum Score	Maximum Score	Average Score	Students Achieving $\geq 70$	Mastery Percentage
1	Pretest	30	83	52,00	6 students	22,22%
2	Cycle I	61	85	67,81	15 students	55,56%
3	Cycle II	68	89	72,33	21 students	77,78%

The table provides an overview of the development of students' narrative writing literacy skills at each stage of learning, starting from the pretest to Cycle I and Cycle II. In general, students' narrative writing performance in Cycle I showed an improvement compared to the pretest condition, where the mastery level was only 22% with an average score of 52. However, this result did not meet the expected success target of at least 75% of students achieving mastery. Out of 27 students, only 15 achieved scores of  $\geq 70$ , resulting in a classical mastery percentage of 55.56%. The highest score obtained was 85, the lowest was 61, and the class average was 67.81. Although an improvement was observed compared to the pre-intervention stage, the learning process in Cycle I was not yet optimal. The limited achievement was attributed to time constraints and the suboptimal implementation of the instructional model. This aligns with Khasinah (2021), who stated that the Discovery Learning model requires a considerable amount of time, well-prepared teachers, and a supportive learning environment. Nevertheless, the implementation of Discovery Learning in Cycle I yielded promising results. Students began to demonstrate the ability to identify problems, develop ideas, and collaborate effectively in groups. However, some difficulties remained, particularly in constructing complete and well-structured narratives.

In Cycle II, the learning outcomes demonstrated a more significant improvement compared to the previous cycle. A total of 21 students (77.78%) successfully met the minimum standard for writing literacy proficiency, while only 6 students (22.22%) had yet to achieve this standard. The highest score increased to 89, the lowest score rose to 68, and the class average improved to 72.33. When compared to the results of Cycle I, there was a notable increase both in the number of students achieving mastery and in the average class score. In Cycle I, only 55.56% of students met the minimum writing literacy standard, whereas in Cycle II this percentage rose to 77.78%. This improvement indicates that the reinforcement strategy through structured writing practice, along with the use of sequential picture media, contributed positively to students' writing abilities. The pedagogical implication of this finding suggests that visual stimuli not only support idea development in writing but also help students better understand the logical flow of their compositions. The achievement in Cycle II surpassed the predetermined minimum classical completeness threshold of 75%. This improvement confirms that the remedial strategies implemented after Cycle I—including the optimized use of the Discovery Learning model—had a positive impact on student learning outcomes. The increase

in both the highest and lowest scores further supports the indication that the learning process in this cycle was more effective and evenly distributed.

Furthermore, to determine the extent of improvement in students' writing literacy skills following the implementation of the Discovery Learning model assisted by sequential picture, an effectiveness calculation was carried out using the normalized gain (N-gain) formula. The results of the N-gain calculation are as follows:

**Table 2.** N-Gain Scores of Students' Writing Literacy Skills

Total Participants	Average Pretest Score	Average Posttest (Cycle II)	Score	Maximum Score	N-Gain	Category
27	52	72,33		100	0,4235	Moderate

Based on the table, the N-Gain score was found to be 0.4235, which falls into the moderate category. This indicates that the Discovery Learning model assisted by sequential picture puzzles had a reasonably effective impact on improving students' narrative writing literacy skills. This finding demonstrates that the difference in learning outcomes before and after the intervention is statistically significant and not merely due to chance. The implementation of the Discovery Learning model aligns with constructivist theory, which emphasizes the importance of direct experience in constructing new knowledge. The activity of observing sequential picture stimulates the development of schemata and visual associations that help students organize their story ideas more systematically. Group discussions foster social interaction that enriches perspectives, while the verification and presentation stages encourage reflective attitudes and critical thinking skills. This finding is consistent with the view of Inggriyani & Febrianti (2021), who argue that the selection of appropriate media and the application of effective instructional models are key factors in improving writing literacy. Therefore, it can be concluded that the Discovery Learning model supported by sequential picture puzzles is significantly effective in enhancing elementary school students' writing literacy skills.

## Discussion

Based on the research findings, the implementation of the Discovery Learning model supported by sequential picture puzzles proved to be effective in enhancing the narrative writing literacy skills of fourth-grade students at Socah 2 Public Elementary School. This approach fostered active student engagement in the learning process through activities such as observing, discussing, and composing narratives based on picture sequences. The results indicated a significant improvement in classical completeness (from 55.6% to 77.78%) and the average score (from 67.81 to 72.33), along with notable progress in sentence cohesion, spelling and punctuation accuracy, and writing neatness. These findings are consistent with the study by Sahnó (2022), which demonstrated that the use of sequential picture media can improve students' writing abilities by helping them understand narrative flow and organize ideas logically and structurally. Similarly, research by Kusuma and Mustari (2023) revealed that the Discovery Learning model is effective in enhancing students' critical thinking and writing skills, as it involves independent exploration and discovery.



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However, the study also found that improvement in vocabulary selection was not as pronounced as in other aspects. Therefore, additional reinforcement through vocabulary enrichment activities and contextual writing practice is necessary to support more optimal learning outcomes. Other challenges identified include time constraints during each cycle, variations in students' initial abilities, and the uneven distribution of individual guidance. Nonetheless, the findings confirm that the Discovery Learning model assisted by sequential picture puzzles remains effective in improving writing literacy. It can be concluded that the integration of Discovery Learning with sequential picture media creates a more meaningful and interactive learning experience, fostering comprehensive development in students' writing literacy skills. This approach not only improves quantitative learning outcomes but also enhances students' quality of thinking and their ability to express ideas in a systematic and creative written form.

### **Conclusion**

The implementation of the Discovery Learning model supported by sequential picture puzzle media has proven effective in enhancing the narrative writing literacy of fourth-grade students at Socah 2 Public Elementary School. This approach actively engages students through activities such as observing, discussing, and composing narratives based on images, thereby facilitating their understanding of text structure and the sequential development of ideas. There was an increase in classical completeness from 55.6% to 77.78%, and the average score rose from 67.81 to 72.33. Significant improvements were also observed in sentence cohesion (from 64% to 75%), spelling and punctuation (from 59.25% to 68.5%), and handwriting neatness (from 79.75% to 84.25%). Vocabulary selection remained at 64%, while content alignment with the image sequence remained consistently high at 84.25%, indicating the effectiveness of visual media in supporting systematic idea expression. Overall, this approach not only improved learning outcomes but also encouraged students to think critically, creatively, and independently in expressing their ideas in writing. These findings offer practical implications for teachers as an alternative, engaging instructional strategy to enhance writing literacy. Moreover, the results may serve as a consideration for policymakers in designing curricula that support the integration of visual media and discovery-based learning approaches at the elementary level. For future research, it is recommended to conduct similar studies with a broader scope, different types of learning media, or a specific focus on vocabulary development and other language components to further optimize learning outcomes.

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## Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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