



## Development of a Word Quest Big Book Based on the Picture and Picture Model to Significantly Improve Narrative Writing Skills

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**Abstract:** This study was motivated by the low writing skills of first-grade students at SDN 1 Gunungwuled Purbalingga. The purpose of this study was to describe the design, feasibility test, and effectiveness test of teaching materials in improving the simple text writing skills of first-grade elementary school students. The method used was Research and Development (R&D) with the ADDIE model, through observation, interviews, documentation, questionnaires, and psychomotor assessment in small-scale (n=9) and large-scale (n=22) tests. The validation results showed high feasibility, with media expert and material percentages of 91% and 93%, respectively. The average pretest and posttest scores increased from 67.05 to 90.32, with a Paired Samples t-value of 0.000 ( $< 0.05$ ) and an N-Gain score of 0.75, indicating high effectiveness. Thus, the *Word Quest Book* is deemed very feasible and effective as teaching material for first-grade students to write simple narrative texts. The development of the *Word Quest Book* theoretically increases learning enthusiasm, practically serves as an innovative alternative for teachers in combining text with image media, and demonstrates that teaching materials rich in visual stimuli and contextual elements can accelerate early grade students' independent composition of simple sentences.

**Abstrak:** Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis siswa kelas I SDN 1 Gunungwuled Purbalingga. Penelitian ini bertujuan untuk mendeskripsikan desain, uji kelayakan, dan uji keefektifan bahan ajar terhadap peningkatan keterampilan menulis teks sederhana siswa kelas 1 SD. Metode yang digunakan adalah Research and Development (R&D) dengan model ADDIE, melalui observasi, wawancara, dokumentasi, angket, dan penilaian psikomotorik pada uji skala kecil (n=9) dan skala besar (n=22). Hasil validasi menunjukkan kelayakan tinggi dengan persentase ahli media 91% dan materi 93%. Nilai rata-rata pretest dan post-test meningkat dari 67,05 menjadi 90,32, dengan Uji t Paired Sample Test sebesar  $0,000 < 0,05$  dan skor N-Gain 0,75 yang menunjukkan efektivitas tinggi. Dengan demikian, *Word Quest Book* dinyatakan sangat layak dan efektif sebagai bahan ajar menulis teks narasi sederhana siswa kelas I. Pengembangan *Word Quest Book* secara teoritis meningkatkan antusiasme belajar, secara praktis menjadi alternatif inovatif bagi guru dalam memadukan teks dengan media gambar, serta terbukti bahwa bahan ajar yang kaya stimulus visual dan unsur kontekstual dapat mempercepat siswa kelas awal dalam menyusun kalimat sederhana secara mandiri.

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## A. Introduction

Language is a fundamental aspect of human life, including in education, as it functions as a primary tool for communication across various fields such as economics, law, politics, and education (Ibda & Wijanarko, 2022). In the educational context, language learning plays a crucial role in enabling students to express ideas, thoughts, and information effectively, both orally and in written form (Putranto et al., 2023; Fitriyani et al., 2024). Among the four essential language skills, listening, speaking, reading, and writing, writing is considered the most complex because it requires the ability to organize ideas and express them coherently in written form (Fathurrahman, 2022; Fauzia et al., 2022). Writing skills are also a key indicator of students' academic success, as they reflect the ability to communicate meaning through structured language. However, mastering writing skills at the early grade level remains a significant challenge, as students are still developing foundational literacy abilities, including letter recognition, vocabulary acquisition, and sentence construction.

Empirical findings from SD Negeri 1 Gunungwuled, Purbalingga, reveal that first-grade students experience substantial difficulties in writing, particularly in composing simple narrative texts. Based on interviews with teachers, students face multiple challenges, including limited vocabulary, incomplete word formation, lack of spacing between words, inconsistent handwriting, and difficulty distinguishing similar consonants such as b and d. These issues are further exacerbated by low student engagement, as many students perceive writing activities as monotonous and uninteresting. This condition aligns with findings by Trismanto in Pratiwi et al (2022), which highlight that writing difficulties are often caused by limited vocabulary, inadequate instructional strategies, and the absence of effective learning approaches. Quantitatively, these challenges are reflected in student performance data, where the average writing score of 22 first-grade students was 67.05, below the minimum competency criterion (KKTP) of 70. Additionally, 54% of students did not meet the expected standard, indicating a critical need for instructional innovation to support early writing development.

Previous studies have explored various approaches to improving students' writing skills, particularly through the use of visual media and image-based learning models. For instance, Fatih (2023) demonstrated that narrative comics effectively enhance writing skills in fifth-grade students by integrating images and storytelling elements. Similarly, Desfrida (2025) found that picture books significantly improve second-grade students' writing abilities by providing visual context that supports idea generation. In addition, the picture-and-picture learning model has been widely applied in elementary education, as shown in Dewi (2025), where the use of serial picture media successfully improved third-grade students' narrative writing skills (Gustini et al., 2024; Hayati & Prima, 2023). The effectiveness of visual media is also supported by Shofa et al (2021), who argue that images can increase student engagement and responsiveness due to their attractive and stimulating nature. These findings indicate that visual-based instructional strategies play an important role in facilitating writing development by helping students generate ideas and understand narrative structures more easily.

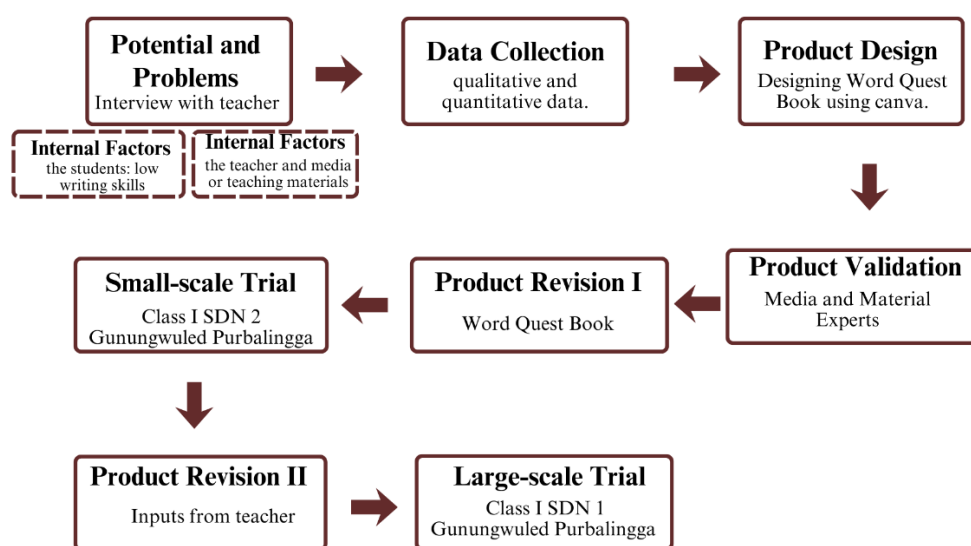
Despite the positive impact of visual media in previous studies, several limitations remain. Most existing research focuses primarily on the use of images as tools for increasing engagement and supporting idea generation, rather than as part of a structured instructional design that systematically develops writing skills. In many cases, visual media are used for passive consumption, without providing a gradual transition from recognizing images to producing written texts. Furthermore, the development of teaching materials specifically designed for early-grade students, particularly in the form of structured workbooks that integrate visual scaffolding and motor skill support, remains limited (Syamsirudin et al., 2023; Pramesti & Purwati, 2025). Existing studies also rarely incorporate local cultural contexts into instructional materials, even though contextual learning has been shown to enhance students' understanding and engagement (Purwati, 2024; Maemunah et al., 2026). This gap highlights the need for innovative teaching materials that not only utilize visual elements but also provide step-by-step scaffolding to support early writing development in a more systematic and meaningful way.

To address these limitations, this study develops the Word Quest Book, a teaching material designed in a large-format (big book) structure based on the picture-and-picture learning model. This book integrates visual stimuli with structured writing scaffolding, allowing students to progress gradually from recognizing letters, forming syllables, constructing words, and composing simple sentences to developing narrative texts. In addition, the Word Quest Book incorporates local wisdom by presenting narrative content related to students' surrounding environment, particularly the tourism context of Purbalingga, making learning more contextual and meaningful. The novelty of this study lies in the integration of three key components: (1) visual-based learning through the picture-and-picture model, (2) structured scaffolding that supports early writing development, and (3) contextual content based on local wisdom within a large-format instructional design. This combination distinguishes the present study from previous research, which tends to focus on isolated aspects of visual media without integrating them into a comprehensive instructional framework.

Based on the identified problems and research gaps, this study aims to develop and evaluate the effectiveness of the Word Quest Book in improving first-grade students' narrative writing skills. Specifically, this study addresses the following research questions: (1) how is the Word Quest Book designed using the ADDIE model, (2) how feasible is the developed teaching material based on expert validation; and (3) how effective is the Word Quest Book in improving students' narrative writing skills. Theoretically, this study contributes to the development of visual-scaffolded instructional design in early literacy learning by demonstrating the integration of visual and contextual elements with structured writing guidance. Practically, it provides an innovative teaching material that can assist teachers in facilitating writing instruction more effectively, particularly in early-grade classrooms. Furthermore, this study offers insights into the importance of combining visual media, scaffolding strategies, and local context to enhance students' writing competence in primary education.

## B. Method

This study employed a Research and Development (R&D) design, which is a process of developing new products or improving existing ones (Okpatrioka, 2023). It integrated both qualitative and quantitative approaches to validate and develop the product. According to Sugiyono (2023), research and development aims not only to test the effectiveness and validity of an existing product but also to refine or create new products. The product developed in this study is a teaching material in the form of a book (Kosasih, 2021). The development process followed the ADDIE model, a widely used instructional design framework consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation, as explained by Sugiyono (2023), based on the model proposed by Dick and Carey.



**Figure 1.** Research Flow Diagram of the Word Quest Book

This study was conducted through two stages of trials: small-scale and large-scale at two different elementary schools to ensure the objectivity of the product development results. The population consisted of all first-grade students in Gunungwuled Purbalingga, while the sample was selected using purposive sampling based on equivalent academic characteristics. SD Negeri 2 Gunungwuled was chosen for the small-scale trial, and SD Negeri 1 Gunungwuled for the large-scale trial, as both schools have comparable curriculum implementation and learning facilities.

The small-scale trial involved 9 students representing high, medium, and low achievement levels to identify initial product weaknesses and obtain qualitative feedback. The large-scale trial involved 22 students to evaluate the product's effectiveness quantitatively. Data were collected through observation, interviews, documentation, expert validation questionnaires, and psychomotor assessments. Content validity was ensured through expert judgment, while reliability was measured using inter-rater reliability. Data

analysis included feasibility and effectiveness testing using the Shapiro-Wilk normality test ( $p > 0.05$ ), paired sample t-test (Sig.  $< 0.05$ ), N-Gain, and Cohen's d (0.2 = small, 0.5 = medium, 0.8 = large) to determine the significance and magnitude of improvement.

### **C. Result**

The results of the research and development of the Word Quest Book teaching material using the picture and picture model to improve simple text writing skills will be explained below. The results are presented in terms of the design, feasibility, and effectiveness of the Word Quest Book teaching material using the picture and picture model.

#### **Potential and Problems**

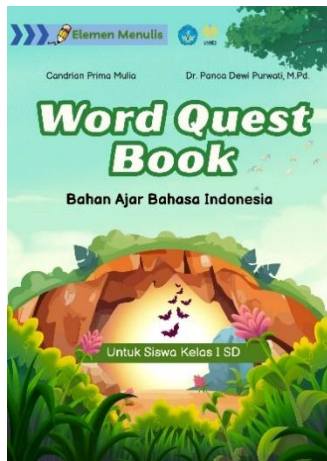
The data obtained showed that students had difficulty writing simple texts, especially narrative texts. This was evidenced by the average Indonesian language score for the writing element, which was only 67.05, still below the KKTP (Learning Objective Completion Criteria).

#### **Data Collection**

The researcher collected various pieces of information to support the development of the product. This was done to ensure the researcher's product aligned with user needs. Data collection through needs analysis was the objective of this research phase. Data collection began with observation, interviews, and documentation. In the next stage, the researcher began to determine the product design for the research.

#### **Product Design**

After conducting observations and interviews regarding the issues faced by students and teachers, the next step is to design the product. This begins by determining the learning objectives aligned with the learning outcomes, namely writing simple narrative texts about oneself and the environment. This is followed by determining the book's content. After determining the book's content, the design was created on an online graphic design platform. Bright, cheerful colours were used, as research indicates that vibrant visual elements positively influence students' short-term memory and engagement (Mahmud et al., 2025; Basiroen et al., 2025; Ramadhani et al., 2025; Yasa et al., 2024), and the font type and size were chosen to suit first-grade students, making it more attractive and comfortable for them. The book was also designed to be larger, measuring 29.7 x 42 cm.



Cover Design



Table of Contents Design



CP and TP



Illustrated Narrative Text "Golaga"



Book content: combining words



Psychomotor Assessment

Figure 2. Word Quest Book Design

In accordance with the table of contents that has been designed, this book begins with recognizing or reviewing letters, then on the next page, a picture narrative story is presented, highlighting the local wisdom of tourism in the area where the students live, with the title "Golaga," which is *Goa Lawa* or Bat Cave. This text was deliberately chosen because its name is short and easy for students to remember. The theme of the narrative text aims to provide a fun learning experience that is close to the students' real lives. The "Golaga" narrative text also focuses on the letters that are the main focus of this book: the vowels and consonants that students still struggle to distinguish, namely b, d, p, m, n, and w. Next, there are sections 1-6 and the author's profile.

### Validation Assessment

The feasibility of the product in this study was assessed by two experts or validators, both experts in their fields: media and material experts. Media expert was carried out by Mr.

Abtadi Tris Hamdani, S.Pd., M.Pd., and material expert was carried out by Mrs. Dr. Sri Sukasih, S.S., M.Pd. This validation process was carried out to determine the feasibility of the media, in the form of the Word Quest Book, for Indonesian language lessons, especially the element of simple narrative writing skills. This validation was conducted by having the experts complete a questionnaire. The data is presented in the following table.


**Table 1.** Results of Expert Media and Material Validation

Expert	Validation Results		
	Score	Percentage	Category
Media Expert	106/116	91%	Very Feasible
Material Expert	93/100	93%	Very Feasible

Based on the assessment by media experts of the Word Quest Book above, a score of 106 out of 116 was obtained, with a 91% rating in the "Very Feasible" category. The assessment by subject matter experts received a score of 93 out of 100, with a 93% placing it in the "Very Feasible" category, and is suitable for use in trials.

After undergoing validation by several experts, several suggestions and inputs were incorporated as product revisions. The Word Quest Book product was revised based on input from media expert validators. The following are the improvements made before and after, based on expert input.

**Table 2.** Design of the Word Quest Book Before and After Validation Testing

No.	Before Revision	After Revision
1.		

The text color for the Golaga narrative title was not sufficiently contrasting with the background, so the font color was changed to white. The university logo was removed.

No.	Before Revision	After Revision
2.		

The author's profile does not need to mention the place and date of birth, so this information has been omitted and replaced with other, more relevant details.

Improvements from expert validators were made to make the developed teaching materials more appropriate and usable. The revised product can be used in small-scale trials. However, researchers also need feedback from teachers regarding the teaching materials after they are used on a large scale.

### Product Effectiveness Test

The effectiveness test results are from the implementation, in which the researchers conducted small- and large-scale trials of the Word Quest Book development product. The book development used in the small-scale trial was the result of the book after being assessed and revised by expert validators. The small-scale trial was conducted on Wednesday, January 14, 2026, with 9 first-grade students at SD Negeri 2 Gunungwuled Purbalingga. The trial began with seven learning steps, as outlined in the picture and picture learning model. After going through the seven learning steps, the students were directed to begin working on psychomotor assessment questions involving writing simple texts.



The psychomotor assessment indicators for writing simple narrative texts included connecting dots to form letters and words; completing syllables, words, and sentences; combining words into sentences; and creating simple narrative texts by completing four words into sequential and complete sentences according to the pictures. The perfect score for psychomotor writing of simple narrative texts is 100. The KKTP is 70. The scores obtained by students in the small-scale pilot test, comprising 9 students, are presented in the following table.

**Table 3.** Result of the Small-Scale Trial Assessment

No.	Criteria	Total Students	Total Score	Category
1.	90-100	5	487	Very Good (A)
2.	80-89	1	88	Good (B)
3.	70-79	1	76	Fair (C)
4.	0-69	2	119	Insufficient (D)
Average			85,56	

Based on Table 3 above, the number of students who received an A grade was five, one student received a B grade, one student received a C grade, and two students received a D grade. Thus, the average score of the nine students was 85.56. Following the completion of the small-scale trial study, the researcher requested feedback from the first-grade teacher at SD Negeri 2 Gunungwuled to evaluate and provide input and suggestions regarding the media or Word Quest Book. Several suggestions were received that could be used to improve.

**Table 4.** Improvements to the Word Quest Book by Teacher

Before Improvement (Small-Scale Trial)	After Improvement (Large-Scale Trial)
	

This improvement was made in section 4 regarding images that were ambiguous for students and led to different assumptions, so the images were replaced to make them easier for students to understand.

Based on the teachers' feedback in the small-scale test, the researcher improved the Word Quest Book before it was used in the large-scale trial. Thus, the improved Word Quest Book that was then used for the large-scale trial was the third version. The large-scale trial was conducted on Thursday, January 15, 2026, at SD Negeri 1 Gunungwuled, Purbalingga, with a total of 22 students. The large-scale trial was also conducted based on the steps in the Picture and Picture learning model. After all the learning steps were completed, the students worked on psychomotor assessment of simple narrative texts, as in the small-scale test. The following is an excerpt from a student's writing before and after.



**Figure 2.** Student Writing Before and After

Previously, students still wrote sentences with unnecessary letters and did not fully understand when to use capital letters. Afterwards, students were able to write capital letters at the beginning of a sentence.

The psychomotor assessment indicators for writing simple narrative texts in the large-scale test were the same as in the previous test. The perfect score for psychomotor

writing of simple narrative texts was 100, with a passing score of 70. The scores obtained by the 22 students in the large-scale trial are presented in the table below.

**Table 5.** Results of the Large-Scale Test Assessment

No.	Criteria	Total Students	Total Score	Category
1.	90-100	11	966	Very Good (A)
2.	80-89	9	770	Good (B)
3.	70-79	2	154	Fair (C)
4.	0-69	0	0	Insufficient (D)
Average			90.32	

Based on Table 5 above, the overall average score for the psychomotor assessment of writing simple narrative texts in the large-scale trial test was 90.32. This score is higher than the previous class average of only 67.05.

### Normality Test

The normality test results for the regular class scores before and after the use of teaching materials on a large scale were conducted using the Shapiro-Wilk test with SPSS version 25. The score results show that the normality test value before the application of teaching materials was  $0.320 > 0.05$ , and the normality test value after the use of teaching materials was  $0.115 > 0.05$ . This indicates that the data is normally distributed.

### Paired Sample T-test

After the normality test, a t-test was conducted to determine whether writing skills increased before and after using the Word Quest Book teaching materials. After conducting the Paired Sample T-test, the researcher could see the t-value and the t-table; if the t-value  $\leq$  the t-table, then  $H_0$  was accepted. Conversely, if the t-count value  $\geq$  t-table, then  $H_0$  was rejected. Furthermore, if the paired-samples t-test is based on significance results, and the sig value is  $< 0.05$ , then  $H_0$  is rejected. Conversely, if the sig value is  $> 0.05$ , then  $H_0$  is accepted.

**Table 6.** Paired Sample Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - post_test	-23,273	7,929	1,691	-26,788	-19,757	-13,766	21	0,000

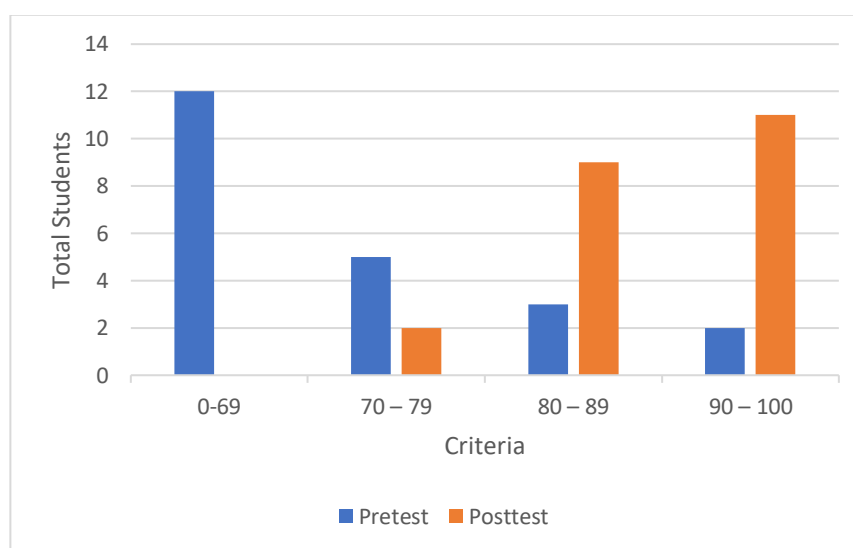
Based on the calculations that have been carried out, the Sig value of the Paired Sample T-test is 0.000. It can be seen that the two-tailed probability (significance) value on a

large scale is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted, meaning that the Word Quest Book teaching material is used effectively in learning to improve students' writing skills.

### Cohen's d

After the paired-samples t-test, the means and standard deviations of the pretest and post-test were obtained. This analysis was followed by calculating the effect size using Cohen's d to determine the strength of the treatment effect. The results of the paired sample test were  $M_1 = 67.05$ ,  $M_2 = 90.32$ ,  $SD_1 = 13.347$ ,  $SD_2 = 7.39$ . Thus, Cohen's d was 2.157, indicating a very large effect size.

This indicates that intervention through the Word Quest Book not only produced statistically significant improvements but also had a substantial effect on students' writing skills. Therefore, the Word Quest Book effectively supports learning in simple narrative text writing for first-grade elementary school students. The following graph illustrates the increase in pretest and post-test scores.



**Figure 3.** Graph of Pretest and Post-test Score Increases

Based on Figure 3, the Graph of Pretest and Post-test Score Increases shows a significant increase, with no students remaining in the low score category or in category 0-69 after the treatment. The next graph shows that many students improved their scores. These data empirically and statistically support the successful use of Word Quest Books for first-grade elementary school students, particularly in writing skills.

### N-Gain Test

The N-Gain or Normalized Gain test is a comparison value between the actual increase in value and the maximum possible increase in value. N-Gain is used to determine and measure the extent of improvement in understanding or skills after a treatment is given.

**Table 6.** N-Gain Test

	N	Minimum	Maximum	Mean	Deviation
N-Gain Skor	22	0,47	1,00	0,7513	0,16679
N-Gain Persen	22	46,88	100,00	75,1345	16,67856

There are several criteria for N-Gain values, with an N-Gain coefficient interval of  $< 0.3$  being low, an interval of  $0.3 \leq \text{N-Gain} < 0.7$  being moderate, and an interval of  $\text{N-Gain} \geq 0.7$  being high. The result is 0.7513, which falls into the high category based on the large-scale N-Gain findings.

#### D. Discussion

The findings indicate that the Word Quest Book significantly improved first-grade students' simple narrative writing skills, as reflected by an N-Gain of 0.7513 (high category) and a significance value of  $0.000 < 0.05$ . These results suggest that the intervention was not only statistically significant but also educationally meaningful in strengthening early writing competence.

This improvement can be explained through the Not-So-Simple View of Writing (Jiménez et al., 2024), which posits that writing development involves transcription, executive functions, and text generation. The structured progression in the Word Quest Book from letter recognition to narrative construction facilitates the gradual automation of transcription while simultaneously supporting idea organization and text production. This is consistent with Jiménez et al (2024), who found that transcription and executive functions are key predictors of early writing productivity.

From a cognitive perspective, the effectiveness of the intervention is also supported by Dual Coding Theory (Mayer, 2024), where visual and verbal information are processed through complementary channels. The integration of images enables students to construct meaning before translating it into written language, which aligns with findings by Astuti & Rambe (2024) and Rodríguez et al (2025) regarding the role of visual support in enhancing writing quality. Additionally, the structured and simplified design reflects Cognitive Load Theory, as it reduces extraneous cognitive demands and allows students to focus on essential writing processes.

These findings are in line with previous studies showing that visual-based instructional media improve writing skills (Septarianti et al., 2021; Wahyudi et al., 2021; Mahisah, 2023; Fatih, 2023). However, unlike prior research that predominantly targets higher-grade students, this study focuses on first-grade learners, where transcription remains the primary cognitive challenge (Jiménez et al., 2024). Furthermore, while Rachmawati et al (2022) emphasized the role of big books in improving literacy engagement, this study extends those findings by demonstrating direct improvement in writing performance. Similarly, the findings support Kim et al (2021), who highlighted the effectiveness of structured writing instruction, but this study contributes empirical evidence from real classroom implementation.

Despite these positive results, several factors should be critically considered. The large effect size (Cohen's  $d = 2.157$ ) may be influenced not only by the intervention but also by contextual variables such as teacher guidance, student motivation, and the novelty of the learning materials. The absence of a control group and the relatively small sample size limit the ability to establish strong causal claims. As noted by Bingham & Gerde (2023), instructional practices play a crucial role in early writing development, suggesting that the effectiveness of the Word Quest Book is partly dependent on implementation quality.

Overall, this study demonstrates that integrating visual scaffolding with structured writing instruction is effective for early-grade learners. The findings highlight the importance of aligning instructional design with cognitive development stages, particularly in supporting transcription and text generation processes. However, further research using experimental designs, larger samples, and longitudinal approaches is needed to confirm the generalizability and long-term impact of these findings.

### **E. Implication**

This study contributes theoretically to the development of visual-scaffolded writing materials by demonstrating that the integration of visual cues with systematic scaffolding effectively bridges the gap between early literacy acquisition and expressive writing skills in young learners. Practically, the developed Word Quest Book provides a structured instructional framework that simplifies complex writing tasks into manageable steps, enabling teachers to facilitate writing instruction more effectively while reducing students' initial learning anxiety. Furthermore, this study highlights the importance of incorporating local wisdom into instructional materials, suggesting that aligning learning resources with students' cultural contexts within the Kurikulum Merdeka framework can enhance engagement and increase the meaningfulness of writing instruction.

### **F. Limitation and Suggestion for Further Research**

This study has several limitations that need to be considered when interpreting the results. In terms of research design, this study did not include a control group, so the influence of external variables on student learning outcomes could not be fully controlled. The research sample was also limited to first-grade students at public elementary schools in Rembang Subdistrict, Purbalingga, so generalizing the results to a wider population should be done with caution. In addition, the duration of the Word Quest Book intervention was relatively short, so it cannot yet describe the comprehensive impact of learning. This study also did not measure students' long-term retention of the writing skills they developed after using the product.

Given these limitations, further research is recommended to use an experimental design with a control group to obtain stronger, more scientifically accountable evidence of effectiveness. The sample coverage also needs to be expanded across subdistricts and districts to improve the generalizability of the findings. In addition, a longitudinal study is

needed to assess the sustainability and long-term retention of improvements in students' writing skills, given that writing skills in lower grades require continuous monitoring as students age and their skills develop.

## G. Conclusion

This study concludes that the development of the Word Quest Book based on the Picture and Picture model is both feasible and effective in improving first-grade students' simple narrative writing skills. The findings demonstrate a significant improvement in students' writing performance, as indicated by high N-Gain scores and a very large effect size, confirming that structured, visually supported instructional materials can enhance early writing development. The effectiveness of this intervention lies in its integration of visual stimuli, systematic scaffolding, and gradual progression from basic transcription to narrative construction, which aligns with cognitive and developmental principles of early literacy learning.

Beyond its practical application, this study contributes to the field of early literacy by providing empirical evidence that visual-scaffolded instructional design is particularly effective for beginning writers, who are still developing foundational writing skills. The integration of local context further strengthens the relevance and engagement of learning, highlighting the importance of culturally responsive materials in primary education. However, the findings should be interpreted with caution due to the absence of a control group and the limited sample size. Therefore, future research is recommended to employ more rigorous experimental designs, larger and more diverse samples, and longitudinal approaches to examine the sustainability and generalizability of the intervention's impact.









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