

THE USE OF VISUAL IMAGES TO IMPROVE ENGLISH NARRATIVE WRITING SKILL FOR GRADE FOUR BHUTANESE STUDENTS

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ABSTRACT

This study aimed to explore the effectiveness of visual images in enhancing the English narrative writing skills of Grade Four Bhutanese students and to assess their learning satisfaction with this instructional strategy. A quasi-experimental design incorporating both quantitative and qualitative approaches was employed for data collection. Quantitative data were gathered through narrative writing assessments (pretest and posttest), while qualitative insights were obtained via semi-structured interviews.

Analysis of the quantitative data using a paired sample t-test revealed significant improvement in students' posttest performance, with all participants achieving higher scores compared to the pretest. The posttest mean score ($M = 11.26$) was substantially higher than the pretest mean ($M = 6.75$), yielding a mean difference of 4.51. This difference was statistically significant at the $p < .001$ level, indicating that the integration of visual images in storytelling effectively enhanced narrative writing skills. Qualitative findings further supported this conclusion, highlighting that the use of visual images not only increased students' satisfaction with the learning process but also boosted their motivation and confidence in writing.

Keywords: Visual images, English narrative writing skill, learning satisfaction, grade four students

INTRODUCTION

In today's interconnected world, the significance of English is widely recognized, as it is the most commonly spoken language across the globe. It is also the primary second language and official language in approximately 102 countries (Dash, 2022). English, as a global language, is essential to be proficient in, both in speaking and writing (Hidayah, H., Mulyati & Suprijadi, 2019). This is because English is now widely used as a communication language by people all over the world. In many domains, such as commerce, publishing newspapers, writing books, international telecommunications, publishing scientific works, mass entertainment, diplomacy, and education, English remains the major language of communication (Deniz, Ozkan, & Bayyurt, 2016; Sriprabha & Sankar, 2016).

In the 1960s, Bhutan introduced Western-style secular education, written English, and its first economic development plan. Prior to this, Bhutan's education system was primarily monastic. However, the Third King's decision to break free changed the situation (Maxwell, 2008). The adoption of English as the medium of instruction was a strategic move aimed at fostering national development and establishing international connections (Tamang, 2019). Today, English and Dzongkha are the official languages of Bhutan's civil service, and proficiency in both is essential for employment in the formal sector (Phuntsho, 2013).

The educational system in Bhutan aims to address language deficiencies, particularly in English. English gained traction in the second half of the 20th century as the primary language of instruction, now widely used in Bhutanese society (LaPrairie, 2019). Due to the need for people to be fluent in the language, English has been selected as the language of instruction for most of the subjects taught in Bhutanese schools (English Curriculum Framework class PP-XII, 2022). Bhutan has benefited greatly from the use of English in expressing its identity and raising its profile in a number of organizations, which has increased its participation in the outside world and led to its admission to the UN. With English being the primary language of publishing, Bhutan has benefited from access to international knowledge and expertise in a number of disciplines, such as science, mathematics, medicine, and information technology (English Curriculum Framework class PP-XII, 2022). Students must be proficient in speaking, listening, reading, and writing in the English language. Writing is regarded as the most crucial skill, but all others are essential.

Writing, in particular, is considered the most demanding of the four core language skills—speaking, listening, reading, and writing—especially for students learning English as a foreign language (Saed & Al-Omari, 2014; Suganekti, 2024). When studying English as a foreign language (EFL), writing is thought to be the most difficult of the four fundamental English abilities for students to master (Suganekti, 2024). Effective writing allows learners to articulate ideas, develop arguments, and communicate meaningfully across academic and real-life contexts (Onozawa, 2010). However, transitioning from Class III to Class IV presents significant challenges for Bhutanese students due to the increased writing demands and expectations (Norbu & Thinley, 2022).

The Bhutanese education system has consistently emphasized English proficiency as a foundation for learning across subjects. Research indicates that students with strong English skills also perform well in other areas such as mathematics (BCSEA, 2013a). Despite these challenges, writing remains critical for academic achievement and overall educational quality (LaPrairie, 2014). Yet, many students struggle with writing due to limited exposure, conventional teaching methods, and a lack of engaging instructional materials (Thinley, 2013; Ningshi & Karim, 2023).

To address these difficulties, educators are encouraged to adopt innovative strategies that promote student engagement and creativity. Research has shown that the use of multimedia, particularly

visual images, can enhance writing instruction by stimulating imagination and improving students' ability to organize and express ideas (Maghsoudi & Haririan, 2013; Yulianti, 2018). Visual prompts such as pictures, comics, and sequential images help students overcome writer's block, enrich their vocabulary, and develop narrative coherence (Wright, 1997; Eliyawati, 2020).

Visual images serve as effective scaffolds, making abstract ideas more concrete and supporting the development of storytelling skills (Sarifah & Apsari, 2020). Research shows that visual images enhance students' ability to generate ideas and creative thought, helping them visualize characters, settings, and events more effectively (Smith, 2017). Visual prompts enhance writing experiences, as students feel more connected to their narratives, according to studies by Wangchuk (2017).

In Bhutan, efforts to integrate technology and innovative teaching tools have been evident through initiatives like the Chiphen Rigphel Project and the inclusion of ICT in school curricula (MOE, 2014b). Despite connectivity challenges, especially in rural areas, teachers have increasingly used digital images and visual media to support instruction.

RESEARCH OBJECTIVES

1. Did the use of visual images improve English narrative writing skill for grade four Bhutanese students?
2. Were grade four Bhutanese students satisfied with using visual images to improve their English narrative writing skill?

EXPECTED BENEFITS

1. The implementation of the use of visual images would have a positive impact on students' writing skills satisfaction. Hence, the use of visual images was considered an alternative approach to enhance the Bhutanese students' writing skill.
2. The findings of the study were used to motivate Bhutanese English teachers to cooperate with the use of visual images to improve the student's performance in English Narrative Writing Skill.
3. The positive evidence from this study would urge educators and researchers to include the use of visual images across all subjects.

RESEARCH SCOPE

Location of the study

The study was conducted in one of the middle secondary schools in Chhukha district in the southern part of Bhutan. The school includes grades from Pre-Primary to ten.

Population and Sample

The population comprises 36 grade four students in one of the Middle Secondary schools under Chhukha Dzongkhag in southern Bhutan, since the school consists of only one section of fourth-grade. The researcher used a purposive sample involving one section of 36 grade 4 students (20 males and 16 females). The student participants were of mixed abilities, genders, and different age groups, ranging from 9 to 11 years.

Time frame

The researcher carried out eight sessions over one month, holding two classes per week from mid-May to early June. Four lesson plans were developed; each lesson plan include two 45 minutes sessions. To assess the impact of visual images on the narrative writing skills of Grade Four Bhutanese students. A pre-test and post-test were administered, using two short stories selected from the Grade Four English Reading and Literature Textbook.

LITERATURE REVIEW

Visual Images

Visual imagery has long been recognized as a powerful tool in communication, often encapsulated in the adage, “a picture is worth a thousand words.” Images can evoke ideas and emotions more effectively than text alone, offering learners a richer and more engaging context for language acquisition. In language classrooms, elements such as images, sound effects, teacher actions, and student responses can collectively create a meaningful learning environment that aids comprehension and engagement (Eliyawati, 2020). When used strategically, visual materials allow students to grasp the broader context of a new language, making learning more accessible and memorable.

Eliyawati (2020) identifies several pedagogical benefits of using images in teaching writing: they offer new insights, enrich perspectives, depict real-life objects, are easily understood, and stimulate students’ imaginations. Images function not only as visual aids but also as cognitive tools that support language development. For instance, incorporating paintings in writing instruction has been found to significantly enhance students’ narrative writing abilities. Visual prompts allow students to draw upon personal experiences or prior knowledge, encouraging them to express complex ideas more clearly and creatively.

In addition, the use of images encourages learners to experiment with language and fosters a stronger interest in writing. Wright (1997, as cited in Eliyawati, (2020) supports this view, asserting that images play a critical role in helping students recall experiences or conceptualize ideas by visually representing people, places, or objects. These visual representations enhance students’ ability to understand abstract concepts and support more effective storytelling.

Furthermore, images that allow for multiple interpretations can serve as a catalyst for diverse and original written responses. Such ambiguity fosters creativity, as students are encouraged to construct unique narratives from their personal perspectives. This process highlights the communicative function of writing and empowers students to engage more deeply with authentic writing tasks. Baso (2016) notes that learners often focus on different elements within the same image, reflecting varied interpretations and personal interests. This variability not only supports differentiated instruction but also underscores the value of images in promoting individualized, meaningful writing experiences.

Narratives

Narratives play a central role in storytelling and communication. They shape how we understand the world, help build connections across cultures, and serve to preserve history—from traditional legends and myths to modern novels and digital media (Ryan, 2007). A narrative is more than a simple story; it is an organized sequence of events that expresses meaning, emotion, and human experience (Herman, 2009). Whether used in education, literature, journalism, or personal sharing, narratives are vital in shaping both personal and shared identities (McAdams, 2013).

Narrative Writing Skill

Narrative writing is a crucial skill that enables students to express their thoughts, emotions, and experiences in a structured manner (Smith, 2020). Narrative writing involves clearly telling a sequence of events in a way that the reader can understand and follow. To do this effectively, one must learn how to tell stories and organize information using the proper writing structure (Alabama Department of Archives & History, 2009).

Storytelling enhances creativity while also developing critical thinking, language proficiency, and communication skills (Jones, 2019). Brown (2018) highlights that narrative writing supports cognitive development in young students and involves key elements such as character, setting, plot, conflict, and resolution to craft a strong story. According to Wells (2009), this aspect of storytelling enables students to structure their ideas coherently, enhancing both their academic writing and personal expression. Fisher (2015) notes that through constructing narratives, students learn to organize their thoughts and engage in higher-order thinking processes such as analysis, synthesis, and evaluation. Similarly, Williams (2015) states that narrative writing enhances language development by encouraging the use of advanced grammar, diverse sentence patterns, and an expanded vocabulary.

According to Bhutan Echoes (2023), storytelling allows young students to not only express themselves but also connect with their cultural roots and personal experiences. Furthermore, Jones (2019) explains that narrative writing supports social and emotional development by providing opportunities for students to share their emotions, explore different perspectives, and engage with moral or ethical issues through characters and storylines.

Narrative Writing Using Visual Images

Visual imagery plays an essential role in improving narrative writing skills. Research indicates that incorporating visual aids such as illustrations and pictures can enhance students' imagination and creativity (Listyani, 2019). When visual prompts are used in teaching narrative writing, students tend to show marked improvement in their writing abilities. Studies have shown that basing stories on images encourages imaginative thinking and supports students in understanding the structure of narratives (Baso, 2016). Visual cues help learners to organize their thoughts more clearly, resulting in more coherent and engaging stories. For instance, using sequences of images allows students to visualize the flow of a story, helping them structure their narratives more effectively (Rayo, 2015).

Visual imagery is particularly beneficial for younger learners who may struggle with abstract thinking or generating ideas on their own (Kress & Van Leeuwen, 2006). Vygotsky (1978) emphasized the importance of tools and symbols in cognitive development within sociocultural contexts, and visual images can serve as such tools. According to Adams and Smith (2017), visuals not only trigger idea generation but also help students create more vivid and detailed depictions of settings, characters, and events, thereby improving the quality of their narratives. For example, Anderson and George (2018) found that students given picture prompts prior to writing tasks produced stories with richer descriptions and greater emotional depth. This is attributed to the sensory engagement promoted by visual stimuli, which enhances students' ability to convey imagery and emotion in their writing (Lhamo, 2020). Specifically, for Bhutanese students, visual prompts can simplify complex concepts, making writing tasks more approachable and engaging (Wangdi, 2019).

Furthermore, visual elements can make writing more appealing and evoke emotions. They can draw readers into the narrative, increasing its impact and memorability. This is especially helpful for young learners who may find it challenging to articulate their thoughts without visual references (Stallings, 2023). Visual aids can also foster a positive attitude toward writing. When students can relate to the images presented, they often feel more inspired and enthusiastic about writing tasks (Agustina & Nur, 2018).

Use of Short Stories as a Learning Materials in English Narrative Writing Skill

According to Baldick (2008), a short story is a fictional prose narrative that, while variable in length, is generally too brief to be published independently as a book. Unlike novels, which often explore broad social contexts and multiple characters in depth, short stories typically concentrate on a single event involving one or two characters. This literary form is particularly advantageous in enhancing the narrative writing skills of EFL learners due to its concise nature and the richness of its structural elements (Adam, 2015). Writing remains one of the most difficult skills for ESL students to master, often leading to disinterest and discouragement.

Kirkgoz (2012) highlights that incorporating short stories into the classroom setting can effectively address students' writing challenges. Short stories offer abundant content and introduce learners to new

ideas, perspectives, and characters, making the learning process more stimulating and meaningful. By reflecting on their own emotions, thoughts, and past experiences, students are motivated to write with purpose. As Kirkgoz further explains, short stories immerse readers in imaginative worlds, helping them connect with characters and diverse topics, which increases student engagement.

Narrative writing refers to the composition of stories or accounts based on actual or imagined events and personal experiences (Baldick, 2008). Because it revolves around storytelling, narrative writing is especially appealing to EFL students, encouraging them to write about topics they find personally interesting. This genre also enables learners to express their emotions and ideas more freely (Adam, 2015).

He also emphasizes that narrative writing is a crucial skill for English majors, given its central role in academic and creative expression. The use of visual stimuli has been recognized as a powerful strategy to support narrative writing development, as it enhances clarity and creativity. Visuals are commonly used in performance-based assessments and serve as an effective mode of communication. Bruner (2007) argues that narrative writing offers multiple advantages, supporting both linguistic and cognitive development. Its primary goal is to convey stories that reflect either real-life experiences or fictional scenarios. According to Sue (2007), narratives are generally structured around three essential elements: setting, characters, and plot:

1) Introduction: This part demonstrates how effectively the writer introduces the topic, offers an overview, and emphasizes the main elements of the story.

2) Body: It includes the behavioral indicators that shape the narrative, guiding the sequence of events toward a conclusion that delivers a meaningful lesson.

3) Conclusion: This final sentence provides a clear and logical resolution to the story's central conflict or issue.

Several scholars suggest that short stories can support the development of writing skills. Pardede (2011) asserts that short stories are both motivating and impactful, making them useful frameworks for creative writing activities that help ESL students enhance their writing proficiency. Similarly, Truong et al. (2020) found in their study that participants believed incorporating short stories into writing practice not only boosted their overall writing skills but also encouraged more expressive and imaginative language use.

The Value Of Using Images To Help Students Learn Better

In this study, visual images mean real things, pictures, and PowerPoint slides. These can help students become better at writing (Boerma, Mol, & Jolles, 2016). Pictures are often used in English classes to help students understand and remember ideas. They are very helpful for students who find it hard to understand difficult or abstract things.

Munadi (2008) says that students learn better when they see pictures instead of just listening to a teacher talk. Looking at pictures helps students talk more, share ideas with friends, and think of new ideas. Visual images make learning more fun and help students remember things better. This can also help them do better in school (Shabiralyani, Hasan, Hamad, & Iqbal, 2015).

Hypothesis

The grade four Bhutanese students' English narrative writing skill would be improved after using visual images.

Conceptual Framework

his study focused on two variables: the use of visual images (independent variable) and students' narrative writing skills and students' learning satisfaction (dependent variables). It was conducted in a Middle Secondary School in Bhutan, where students showed low performance in narrative writing. To improve their skills, the researcher used two stories from the Class Four English Reading and Literature textbook. Visual images helped students by providing suitable vocabulary, correct tenses, and story sequence, making it easier for them to generate ideas and write narrative texts.

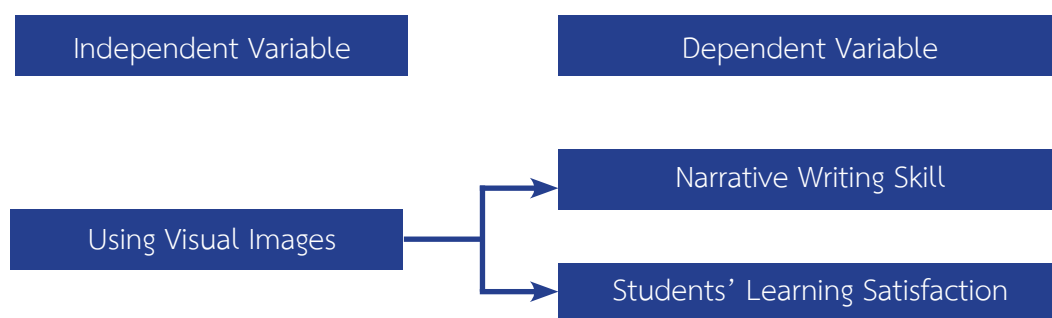


Figure 1 Conceptual Framework

Methodology Materials

Sileyew (2019) explains that the purpose of a research design is to provide an appropriate structure for a study. Selecting a research approach is a crucial part of this process, as it determines the method by which necessary data will be collected. To collect quantitative data, the researcher used a pretest before using the use of visual images on the research participants and a posttest after the lessons are completed with the use of visual images as treatment. For collecting the qualitative data to determine learning satisfaction, the researcher used semi-structured interviews after the use of visual images represented in figure below.

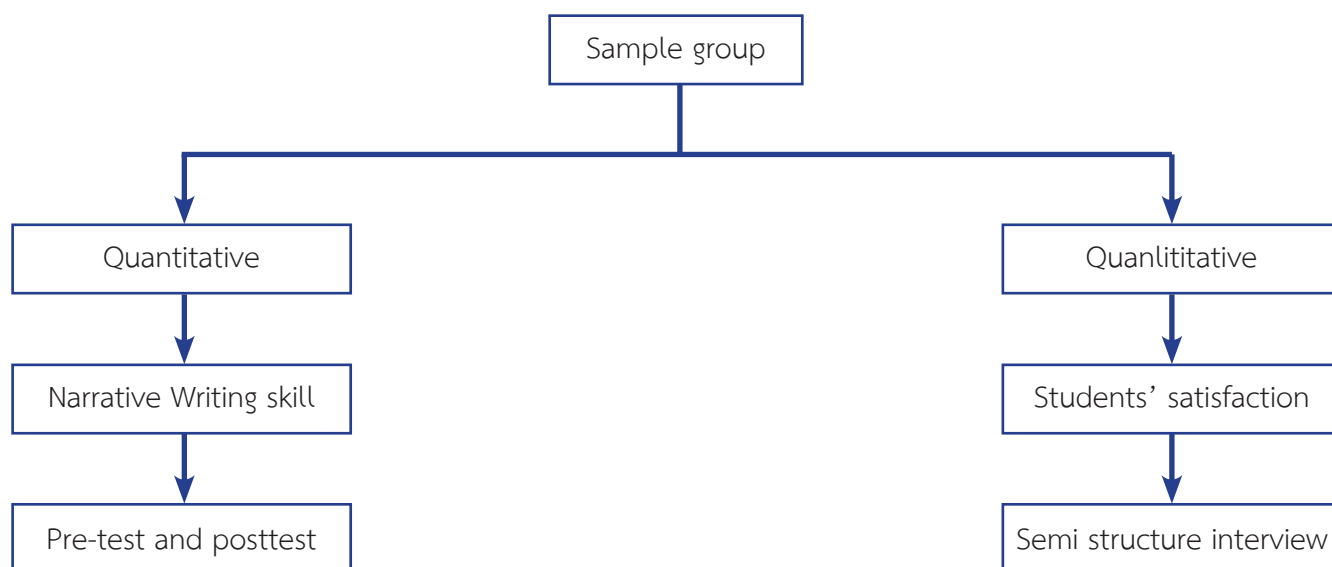


Figure 2 Illustration of Research Design

POPULATION AND PARTICIPANTS

This study was carried out at one of the middle secondary schools in the southern Bhutanese district of Chhukha. There are 463 pupils and 31 teachers at the school as of the 2025 school year. The school offered from pre-primary to tenth grade. In Bhutan, the majority of grade levels usually consist of one or three sections, with about equal numbers of boys and girls in each section. The study included 36 four grade students, evenly divided between 20 boys and 16 girls. Because the school had only one four-grade class, all the students in that grade participated in the research. The students had diverse learning abilities ranging in age from 11 to 14 years.

Instruments

Lesson Plans

The researcher designed four lesson plans of 90-minute to teach Grade 4 students four stories from their prescribed English Reading and Literature textbook. Two of the stories—"Bully Bill" by T. Albert and "The Giving Tree" by Shel Silverstein—were taught twice a week over four weeks. Visual images were incorporated to enhance the students' English narrative writing skill. These plans underwent validation by four experts to ensure content validity. The scores on the Index of Item Objective Congruence (IOC) for lesson plans were rated +1 by all three experts, which indicated that all the items were in line with the objectives of the study and hence valid.

Learning Achievement Test questions (Pretest and Posttest)

To assess and compare the narrative writing skill of Grade 4 Bhutanese students before and after the use of visual images, the researcher administered a narrative writing test. The test included four components: 1) 4 marks for writing based on an image, 2) 6 marks for rearranging picture sequences

to create a story, 3) 6 marks for writing a paragraph about a given picture, and 4) 4 marks for answering short questions worth 20 marks related to the stories “The Giving Tree and Bully Bill”. A pretest was conducted prior to the intervention, and the same test items were used in a posttest afterward to maintain consistency in evaluation. The test was designed in accordance with the guidelines of the Bhutan Council for School Examination and Assessment (BCSEA) and based on Bloom’s Taxonomy. The researcher developed a learning achievement test questions (pretest and posttest) for 20 marks.

Qualitative Data Collection Instrument (Semi-Structured Interview Questions)

A semi-structured interview is one qualitative research technique for gaining detailed knowledge about a respondent’s thoughts and feelings about a specific subject (Heath,2023).

The questions was created to explore students’ attitude toward the use of visual images in narrative writing skill which was adopted from Listyani. (2019) and Myhill. et al. (2023). To investigate grade four Bhutanese students’ learning satisfaction towards using visual images to improve narrative writing skill, the researcher conducted a face-to-face interview with all the students after intervention.

Validity and Reliability of the Instruments

Validity

For this study, the validity of the research instruments—including lesson plans, test items and semi-structured interview questions was assessed by 3 experts in English language teaching and education two experienced English teachers from Bhutan and a professor from Rangsit University in Thailand. The Item-Objective Congruence (IOC) indices of the instruments were calculated to ensure alignment with the study’s objectives. As a result, all instruments were validated with the scores of 0.67-1.00. showing that they were valid for further use.

Reliability

To assess the reliability of narrative writing test questions, a reliability test was conducted with 46 students (20 boys and 26 girls), grade five students of the same school where the researcher carried out the study. experiment. The researcher used the Kuder-Richardson formula (KR-20) to find out the learning achievement test’s reliability coefficient. Eventually, it was found that all items were reliable for further use in the data collection process.

Data Collection Procedures

Approval and Ethical Consideration

Since ethical standards help researchers finish their work quickly and effectively,

following them throughout the research process was important for ensuring both the success of the study and the quality of the work (Nazmul Hasan et al,2021).To conduct this study, the researcher obtained an approval letter from Research and Development Institute of Rangsit University, followed by an approval letter from the Ministry of Education and Skills Development in Bhutan. The researcher further sought consent from the principal, class teacher, subject teacher, and the research participants

before collecting the data. Since research participants are below the legal age, parents/guardians were requested to read, understand, and sign the consent letters.

Anonymity and Confidentiality of Participants

The research participants' details, views, and opinions were kept confidential and anonymous throughout the study by using numbers. To maintain confidentiality, research participants were referred to as student 1 (Std 1), student 2 (Std 2), and so on.

Data Collection and Analysis

The researcher structured the data collection process during the first semester during the academic year. Throughout this period (4 weeks 8 lesson plans), students actively participated in various writing activities aimed at enhancing their English narrative writing skill. The aim was to assess the suitability of the lesson plans, the classroom setting, the availability of learning materials, and the effectiveness of time management during lessons. Based on this evaluation, all tools and materials were revised before the actual implementation. The researcher conducted pretest and posttest on narrative writing using visual images. In order to assess the satisfaction of learners with the use of visual images approach, a semi-structured interview was employed to collect the data.

Data analysis

English Narrative Writing Test (Quantitative Data Analysis)

To test the hypothesis, a paired sample t-Test was used for quantitative analysis to assess any changes in students' English narrative writing skills. This statistical technique enabled a direct comparison of scores from before and after the introduction of visual images, providing meaningful insights into the impact of the teaching intervention. Regarding the hypothesis, mean and standard deviation calculations were employed to evaluate student attitudes toward the method.

Semi-Structured Interview (Qualitative Data Analysis)

The researcher conducted a semi-structured interview with all 30 participants, posing five specific questions. To ensure the reliability and the accuracy of the data, participant's responses were recorded as students were given the liberty to choose a language of their choice to respond to the questions. Each student's response was later translated and transcribed by the researcher into English. The collected data were then coded, categorized, and analyzed using thematic analysis into five distinct themes: emotional engagement, creative process and engagement, improve creativity, personal experience, and motivation.

Table 1 Score difference between pretest and posttest

Std. no	Pretest	Posttest	Improved score	Improved Percentage
1	2	3	1	5
2	3	4	1	5
3	0	5	5	25
4	9.5	18.5	9	45
5	1.5	5	3.5	17.5
6	11	13	2	10
7	12	18	6	30
8	16.5	18	2	7.5
9	11	14	3	15
10	12.5	18.5	4.5	30
11	0.5	5	4.5	22.5
12	6	8	2	10
13	0	3	3	15
14	8	11	6	15
15	6	12	7	30
16	0	7	6	35
17	19	20	1	5
18	5	17	8	60
19	9	17	8	40
20	2	6	4	20
21	0.5	3	2.5	12.5
22	0.5	4	3.5	17.5
23	1	10	9	45
24	11	14	3	15
25	8.75	19	10.25	51.25
26	10	16.5	6.5	32.5
27	2.5	9.5	7	35
28	7.5	18	10.5	52.5
29	2.5	8	5.5	27.5
30	0	2	2	10

Table 1 (to)

Std. no	Pretest	Posttest	Improved score	Improved Percentage
31	15.5	20	4.5	22.5
32	16.5	19	2.5	12.5
33	0	3	3	15
34	15.5	16	0.5	2.5
35	5	7	2	10
36	11.75	13.5	1.75	8.75
$\bar{X}$	6.75	11.26	4.46	22.57

RESULTS CONCLUSION AND DISCUSSION

Research Results

1. Analysis of English narrative Writing Skill

Test Scores

The table 1 represents the pretest scores and posttest scores of the participants. The pretest score showed that only oneparticipant scored the highest score 10 points. However, the posttest scores indicate that participants showed obvious improvement in their narrative writing skill after the intergration of the use of visual images. The highest score reached 20 points, while the lowest remained at 2 points.

Pretest- Posttest comparision

Table 2 presents the analysis of the scores using a paired sample t-Test onstudents narrative writing tests before and after the implementation of the use of visual images. The analysis revealed that the mean score on the pretest was 6.75 with a standard deviation of 5.78, while the posttest had a mean score while the mean score of 11.26 with standard deviation of 6.15. The mean differences of 4.51, with a significance value of 0.01, indicated an improvement in participants' narrative writing skill following the intergration of the sue of visual images.

Table 2 Paired Sample T-test

Group	Pretest		Posttest		Mean Difference	t	Sig. (2 -taied)
Sample group	Mean	SD	Mean	SD	11.26 - 6.75	-8.90	.001
					= 4.51		
	6.75	5.78	11.26	6.15			

Significance level (p): < 0.05- significant

Figure 3 illustrates the comparison of mean scores between the pretest and posttest.

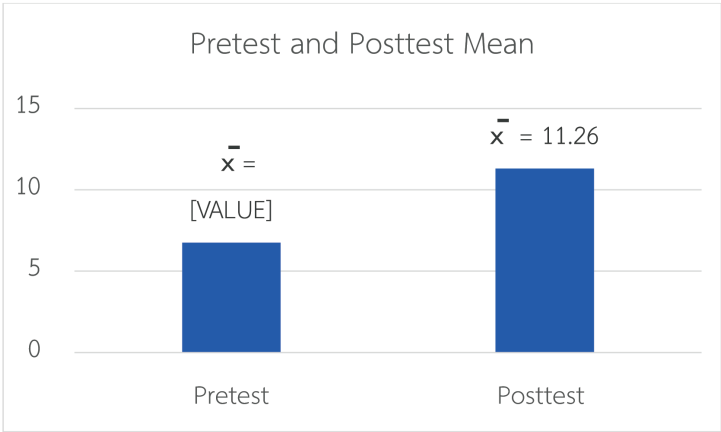


Figure 3 Graphical representation of Pretest and Posttest Mean

2. Analysis of Semi-structured Interview

A semi-structured interview was conducted to examine students’ learning satisfaction with the use of visual images with a situational teaching method in English-narrative writing lessons. The interview questions were designed around five main themes: emotional engagement, creative process and engagement, improve creativity, personal experience, and motivation.

It was evident that the implementation of the use of visual images represented a significant shift in learning. In the past, students were not acquainted with this strategy, and this study served as their initial exposure to the use of visual images in their educational journey. During the interview sessions, face-to-face group interview was conducted with all 30 research participants. During the interview, all students expressed that they had never used visual images before, and it was their first experience learning to use this strategy.

RESULTS CONCLUSION AND DISCUSSION

Discussion

The research results indicated that utilizing the use of visual images approach significantly improved the English narrative writing skill of fourth-grade students in Bhutan. Furthermore, the students demonstrated a high satisfaction level with this approach. To reinforce these conclusions, the subsequent sections offer a thorough explanation of the students' learning achievement and their contentment with the implementation of the use of visual images approach.

The study revealed a remarkable progress in students' learning achievements, supported by a substantial rise in posttest mean scores compared to pretest mean scores. These results demonstrated that using visual images with stories was an effective strategy to develop English narrative writing skill, and this finding was in line with by Eliyawati (2020), following the use of an image in a narrative writing exercise, she came to the conclusion that the use of pictures greatly enhances students' narrative writing abilities. She also found that students' writing skills, including vocabulary, syntax, organization, and content, have dramatically improved.

This study also corroborated the findings presented by Wijayasir and Astuti (2025), using picture series not only improves students' writing skills but also aids their understanding of key elements in narrative texts, such as the storyline, characters, and overall concept. Each image within the sequence represents a specific part of the story, helping students interpret and build a coherent and developing plot. Overall, this study's making of serial picture learning materials improved participants' ability to write narratives in grade IV elementary school. The result of this study also demonstrated that, following the intervention, children loved writing stories and were able to read fluently and comprehend the material.

According to Desitawardhani (2014), Sudaryo (2013), and Hasanah (2009), who found that using visual images helps students become better writers. According to their research, visual images can help students become better writers. In the same way, students can understand the topics better when they use visual images and drawings to illustrate, imagine, and interpret what they have learned. As a result, this gave the students more confidence in themselves. These findings were linked with Harmer (2004), who supported that pictures clearly and directly bring the outside world into the classroom.

These results corroborated the findings of (Febrian, 2024), who claims that visual images are useful in helping students come up with ideas for sentences in the target language. Additionally, the images offer visual stimuli that might be unique to students' interests and inspire their creativity. Learning a language can become more memorable and pleasurable as a result of this collaboration.

Conclusion

The study on the implementation of the visual images demonstrated significant improvement in narrative writing skill and overall learning satisfaction for fourth-grade Bhutanese students.

Utilizing the use of visual images with extended class time, incorporating images, and offering personalized teacher support could lead to enhanced learning outcomes. Therefore, the study strongly recommends for the incorporation of visual images as a highly effective teaching approach to significantly enhance students' narrative writing skill. As education continues to evolve, embracing innovative strategies like visual images is important for creating more holistic and impactful learning experiences across all levels of learners.

Suggestions and Recommendation

This section offers practical recommendations for classroom instruction and suggestions for future research, aiming to broaden the application of visual images in enhancing English narrative writing skills.

1. English teachers are encouraged to integrate visual images into narrative writing instruction, as this approach has been shown to enhance writing abilities. It stimulates students' imagination, nurtures their creative expression, and most importantly, deepens their understanding of meaning beyond the written text.

2. To make lessons more engaging and effective, educators can utilize visual images when teaching other English topics. This strategy not only enriches the learning experience but also caters to diverse learning styles, thereby improving students' comprehension and retention of the subject matter.

3. The use of visual images can also be extended to the teaching of different literary genres, such as poetry and essays, across various grade levels, allowing students to better connect with and interpret different forms of writing.

4. This study was limited to 36 Grade Four students in Bhutan. Future research could explore different grade levels and subjects, and extending the study duration may yield more comprehensive and meaningful findings.

5. Additional research could investigate the effectiveness of using visual images in teaching other genres, such as poetry and essays.

6. Similar studies could also be applied to other academic subjects, including Science, Mathematics, Dzongkha, and Social Studies.

The findings of this study provide strong evidence that incorporating visual images enhances students' narrative writing skills and also acts as a motivational tool for learning. Insights from the semi-structured interviews suggest that, with proper planning and teacher guidance, the use of visual images in narrative writing can significantly improve student learning outcomes.

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