(RESEARCH ARTICLE)

The Influence of the Round Robin Brainstorming Learning Model on Narrative Writing Skills in Elementary School Students

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Abstract

Writing essays is an important skill that allows individuals to effectively convey ideas and feelings. However, many students struggle to express their thoughts in a structured manner. This research proposes the round robin brainstorming (RRB) learning model as an innovative solution to enhance narrative writing skills. This model not only encourages student creativity but also creates an enjoyable learning atmosphere. The aim of this study is to analyze the impact of the RRB model on students' narrative writing abilities and to evaluate its effectiveness in increasing student motivation. The method used is a quantitative experiment, where students are divided into two groups: an experimental group that applies the RRB model and a control group that uses conventional methods. Data is collected through writing tests before and after the implementation of the model, as well as questionnaires to measure student motivation and engagement. The results indicate that the application of the RRB model leads to a significant improvement in writing skills, with an N-gain score of 0.4 (40%), which falls into the moderate category. Additionally, students reported increased motivation and creativity in the writing process. In conclusion, the Round Robin Brainstorming learning model has proven effective in enhancing students' narrative writing skills. Therefore, it is recommended that teachers integrate this model into writing instruction to improve student skills. Further research is also needed to explore the impact of this model in other learning contexts.

Keywords: Writing; Composition; Narrative; Round Robin Brainstormin

1. Introduction

The role of language is significant from the very beginning. Identified as a current necessity, there are four essential language skills commonly known as reading, writing, listening, and speaking. These four skills play a crucial role in every language learning endeavor. Moreover, they represent the pinnacle of language competence that can elevate you to a higher level. While distinct, they are closely interconnected with an inseparable bond (Sadiku, 2015). Language skills do not arise by chance; they develop through regular, structured, and repetitive practice (Tuncer & Karataş, 2022), , one of which is writing. Writing is one of the four language skills that students must master effectively. Additionally, writing is a highly complex cognitive activity, where the writer must manage various variables simultaneously. Good writing skills can enhance students' chances of success. Writing is a crucial element in language use. All students need strong writing skills to meet the demands of their education and the workforce. The process approach emphasizes the steps of writing that guide learners from the stages of idea development and information gathering to the publication of the completed text. This approach focuses on the learner, taking into account their needs, expectations, goals, learning styles, skills, and existing knowledge (Durga, S. & Rao, 2018). Students begin to learn to communicate in writing when they start interacting with others in the school environment. Writing skills are more complex than other language skills. In fact, even native speakers often face difficulties in certain situations. Fundamentally, writing skills require the

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structured, organized, and well-planned expression of ideas. Advanced writing skills are an important prerequisite for achieving better academic performance and for other activities related to written communication (Javed et al., 2013).

Writing an essay is a process undertaken by an individual to convey ideas and feelings through linguistic elements into written form, making it understandable to readers (Suastra & Menggo, 2020). However, writing is often perceived merely as a part of teaching and learning grammar and syntax, which consequently undermines its nature and importance, affecting its development. Therefore, the enhancement of this skill has garnered significant attention for its teaching and learning since the early stages of language education (Fareed et al., 2016). In line with this, Vejayan & Md. Yunus (2022) explain that essay writing is the ability of an individual to express their ideas using a structured and systematic language pattern in writing. Kusumawardhani, (2015) tates that there are four types of essays studied in writing lessons: narrative, descriptive, expository, and argumentative. One writing skill suitable for elementary school students is narrative writing. Narrative writing can be done by using experiences or events from everyday life as the source. According to Mohamed Rubiaee et al. (2019) , a narrative is a form of writing that aims to create, recount, and connect human actions within an event chronologically or occurring over a specific period. A study in Pakistan shows that students' writing skills remain very low and do not meet standards. Although the number of English speakers in the country increased dramatically to 49% in 2003, compared to just 2% in 1961 (Dar & Khan, 2015), , they still face difficulties with English, particularly in writing. This issue is often caused by weaknesses in syntax, coherence, idea development, content selection, main ideas, rhetorical conventions, mechanics, organization, as well as a lack of vocabulary and improper vocabulary use. However, further research is needed to investigate and analyze the factors negatively affecting students' writing abilities, as writing issues can be addressed more effectively if their causes can be identified (Taye & Mengesha, 2024). The study by Muskitta et al. (2023) indicates that students struggle with writing simple scientific papers because teachers in the classroom have focused more on imparting knowledge without fostering a good understanding of concepts related to scientific writing. This makes writing scientific papers difficult. Another aspect is the interference of different cultural perspectives, linking texts to the views of the scientific community, arguments, grammatical rules, and so on.

Analyzing students' writing skills can be highly instructive as it clearly demonstrates their creativity, understanding, and situational analysis. Writing serves as a medium of communication, where language is expressed through written symbols. It is recognized as a productive skill that enables writers to articulate their perspectives and original ideas through written forms (Sophomore Talle Vacalares et al., 2023). Rohimah (2021) suggests that there are two factors that can contribute to students' low writing abilities: internal factors and external factors. Internal factors stem from the students themselves, who may perceive writing as difficult, uninteresting, boring, and burdensome (Nam Chi et al., 2024). On the other hand, external factors arise from teachers who may lack creativity in teaching writing skills, provide insufficient practice for students to become proficient in writing activities, and fail to motivate students in writing composition (Alves-Wold et al., 2024). Furthermore, Luan et al. (2024) explain that several factors contribute to the low writing skills among students. One of the most dominant factors is the insufficient role of teachers in guiding and training students to confidently express their ideas and thoughts in written form. Effective writing instruction must not only align with individual goals but also consider the target audience, norms, and conventions of the genre to enhance the quality of writing. To achieve this, teachers are expected to possess pedagogical knowledge and attitudes to teach quality writing, as well as a deep understanding of the social policy influences that affect writing instruction (Wang & Troia, 2023).

Academic writing encompasses various genres and styles used in educational settings, characterized by a formal tone, organized structure, and adherence to disciplinary norms (McGrath & Donaghue, 2025). The function of academic writing is to serve as a tool for scientific communication, facilitating the exchange of ideas, arguments, and research findings among academics and students from diverse disciplines. The hallmark of academic writing lies in its focus on critical analysis, evidence-based reasoning, and engagement with existing scientific literature (Fojkar & Berčnik, 2023) Additionally, academic writing often involves the integration of sources through citations and references, demonstrating a commitment to intellectual integrity and scholarly ethics (Howard, 1995). The increasing number of tutorial participants poses challenges for teachers regarding student attention and participation. Therefore, a new approach is needed to engage adult learners in cooperative learning, namely round robin brainstorming (RRB). A study by Anand et al. (2021) indicates that with RRB, about 90% of students experienced an increase in conceptual thinking, and 92% felt that the tutorial involved active learning. Sripradith (2019) states that Round Robin Brainstorming is a technique that helps students develop skills in sharing ideas, thoughts, and opinions among peers. Students take turns answering questions one by one, which enhances student activity and facilitates the writing process. Through the RRB model, students have equal opportunities to express their opinions and reduce the dominance of any single student when responding to questions (Delina & Refelita, 2021). Students can also explain, ask questions, and respond to answers provided by other group members. Therefore, the aim of this study is to analyze the impact of RRB on students' narrative writing skills and evaluate its effectiveness in enhancing student motivation.

2. Research Methods

2.1. Research Design

A research activity must employ a method that can be justified, as this is crucial to ensure that the research conducted can achieve its desired objectives, namely addressing the problems encountered within the context of the study. As Cooper (2022) stated, the aim is to find valid data that can be discovered, developed, and validated to establish specific knowledge, which can in turn be used to understand, solve, and anticipate problems in the field of education. Therefore, the chosen research method significantly influences the overall quality of the research. The more appropriate and suitable the research method used, the greater the likelihood that the research will successfully achieve the expected outcomes. Consequently, a researcher must possess the ability to select and apply the right research methods to ensure that the research conducted can effectively and efficiently reach the established goals. Thus, the selection of a good method will not only support the success of the research but also contribute meaningfully to the development of knowledge and practice in the field being studied.

This study adopts a pre-experimental design approach with a one-group pretest-posttest type, which is an effective method for evaluating changes in students' abilities. The research design involves two measurements of students' abilities, conducted after the implementation of the RRB learning model for fourth-grade students at Waimital Elementary School. The first measurement, known as the pre-test, is conducted to evaluate the initial condition of the sample before treatment is applied, allowing the researcher to assess students' baseline abilities prior to the implementation of the RRB learning model. This aims to provide a clear picture of students' understanding levels before they engage in the new learning process. Subsequently, the second measurement, referred to as the post-test, is conducted to evaluate students' abilities after they have participated in learning with the RRB model. In this way, the researcher can compare the results of the pre-test and post-test to assess the effectiveness of the applied learning model. This research design follows the guidelines outlined by Harris (2006), and is illustrated more clearly in Figure 1 accompanying this study. The figure provides a detailed illustration of the steps taken in this research, as well as how the measurements were conducted to achieve the established objectives.

$$O1 ---- X ---- \quad O2$$
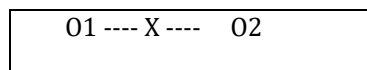
Figure 1 One Group Pretest-Posttest Design

Description:

O$_1$: Pre-test, to assess students' initial narrative writing abilities before using the RRB learning model.

X : Treatment, the implementation of learning activities established using the RRB learning model.

O$_2$: Post-test, to evaluate students' narrative writing abilities after the RRB learning model has been applied.

2.2. Population and Research Sample

According to Banerjee & Chaudhury (2010), a population is defined as a group of individuals, objects, items, or entities that share common characteristics or attributes. In statistical terms, a population does not solely encompass human subjects. In the context of this research, the population of focus is all fourth-grade students at SD Negeri I Wamital SBB. In other words, this population includes all students enrolled in that class, who share similarities in terms of educational level and learning environment. In this study, the sample consists of the entire fourth-grade population at SD Negeri 1 Kairatu, totaling 36 students. This number includes 16 male students and 20 female students. The selection of this sample is important because it can provide a good representation of the larger population, allowing the research results to be generalized. By involving all students in the fourth grade, the researcher can ensure that the data collected accurately reflects the actual conditions and characteristics of the population. This also enables the researcher to conduct more in-depth analyses and gain more comprehensive insights into the phenomenon being studied. Therefore, the understanding gained from this sample is expected to make a significant contribution to the advancement of knowledge, particularly in the field of education.

2.3. Research Variables

Theoretically, a variable can be defined as an attribute of a person or an object that exhibits variation between one individual and another or between one object and another. These attributes show variation among different objects. A

variable is a concept, construct, condition, or attribute that can take on multiple values. The characteristics and attributes exhibit diverse variations among different objects (Giri, 2024). This study involves two variables: the independent variable and the dependent variable. The independent variable is the one that influences or causes changes in the dependent variable, making it a free variable (X). In contrast, the dependent variable is the one that is affected or results from the presence of the independent variable (Andrade, 2024). This variable is also referred to as the bound variable (Y), where changes in this variable are caused by the independent variable. In this study, the independent variable is the application of the RRB model, while the dependent variable is the ability of fourth-grade students at SD Negeri I Waimital SBB to write narrative compositions. The application of the RRB model (X) and the ability to write narrative compositions by fourth-grade students at SD Negeri I Waimital (Y) are examined. The influence between the variables in this study can be seen in Figure 2.
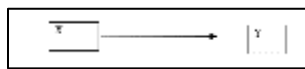
Figure 2 The Influence Between Variables X and Y

2.4. Research Instruments

The research instrument is a scientifically and systematically designed tool used to collect, measure, and analyze data related to the interests and alignment of the research (Oben, 2021). The research instrument used in the study "The Effect of the RRB Learning Model on the Narrative Writing Ability of Fourth-Grade Students at Waimital Elementary School" is a test in the form of essay questions (composition). The test is used to determine the results of the students' narrative writing after the RRB model has been applied.

2.5. Data Collection Techniques

The data collection techniques that will be used by the researcher in this study are the pre-test and post-test. The steps (procedures) for data collection are as follows: 1) Pre-test: The pre-test is conducted before the treatment is given. It aims to assess the abilities of the students before the RRB learning model is applied in teaching narrative writing to fourth-grade students; 2) Treatment: The researcher applies the RRB learning model in teaching narrative writing to fourth-grade students; 3) Post-test: After the treatment, the next step is the post-test to evaluate the learning outcomes of reading comprehension among fourth-grade students using the RRB learning model.

2.6. Data Analysis Techniques

To analyze the data obtained from the research results, descriptive and inferential statistical analyses are used. The collected data consists of pre-test and post-test scores, which are then compared. The comparison of these two scores poses the question, "Is there a difference between the pre-test and post-test scores?" The difference in scores is only tested against the means of the two scores, and for this purpose, a technique called the t-test is used. The decision-making rule or significance criterion is determined as follows: If the calculated t value is greater than the table t value, then the hypothesis is accepted, meaning that the RRB learning model has an effect on the narrative writing ability of fourth-grade students at Waimital Elementary School. This leads to a conclusion on whether the use of the RRB learning model influences the narrative writing ability of fourth-grade students at Waimital Elementary School.

3. Results

It can be explained that the aim of this research is to determine the effect of the RRB learning model on the narrative writing ability of fourth-grade students at Waimital SBB. Referring to the stated research objectives, the initial step taken is to analyze the effect of the RRB learning model, followed by analyzing the improvement in narrative writing ability using N-gain. The first step involves describing the results of the pre-test and post-test on narrative writing ability.

3.1. Description of Pretest and Posttest Results

The initial step taken was to conduct a pretest to measure students' baseline abilities in writing narrative compositions. After the pretest, the RRB learning model was applied according to its instructional steps. Subsequently, a posttest was conducted.

Table 1 Descriptive statistics of pretest and posttest for writing narrative compositions

Test	N	Min	Max	Mean	Std.Deviation
Pretest	36	57	69	62,67	3,48
Posttest	36	73	83	77,53	2,72

Based on Table 1, the results of the pretest and posttest from 36 students show that the average score for the pretest was 62.67, while the average score for the posttest was 77.53. The minimum score for the pretest was 57 and for the posttest was 73, while the maximum scores were 69 for the pretest and 83 for the posttest. The standard deviation for the pretest (3.48) was greater than that for the posttest (2.72), indicating that the scores for the pretest were more varied than those for the posttest.

3.2. Analysis of the Effect of the RBB Learning Model on Students' Ability to Write Narrative Compositions

To analyze the effect of the RBB learning model on students' narrative writing abilities, a dependent t-test was conducted using a paired sample t-test. Before conducting the test, prerequisite analyses were performed, including normality and homogeneity tests.

3.3. Normality and Homogeneity Tests

The purpose of the normality test is to determine whether the data follows a normal distribution. The normality of the data was tested using SPSS Version 23. The criteria for the test were set such that if the significance value is less than 0.05 (5%), the data is not normally distributed; conversely, if the significance value is greater than 0.05, the data is normally distributed. The same criteria apply to the homogeneity test. Table 2 presents the results of the normality and homogeneity tests.

Table 2 Normality and homogeneity tests

Test	Normality Test		Homogeneity Test	
	Kormolgrof -Smirnov Test	Description	*Levene Test*	Description
	Significance Value		**Significance Value**	
Pretest	0,200	Normal	0,100	Homogeneity
Postest	0,200	Normal		

Table 2 shows that the significance value (0.200) is greater than 0.05, indicating that the data is normally distributed, while the posttest significance value (0.200) is also greater than 0.05. The results of the Kolmogorov-Smirnov test indicate that the prerequisites are met since both pretest and posttest data are normally distributed. Another test conducted was the homogeneity test, which aims to determine whether the variances among students in the class are relatively similar. The results of the Levene test showed a significance value of 0.100, which is greater than 0.05, leading to the conclusion that the data is homogeneous.

3.4. Paired Sample t-Test

confirming that the pretest and posttest data met the testing requirements, the next step was to conduct the paired sample t-test. Prior to testing, the research hypotheses were established:

Ho : There is no difference in narrative writing ability before and after the application of the RBB learning model.

H_1 : There is a difference in narrative writing ability before and after the application of the RBB learning model.

Once the research hypotheses were established, the paired sample t-test was conducted. Table 3 presents the results of the testing.

Table 3 Paired Sample T-test

Test	Sig. (2-tailed)
pretest – posttest	0.000

Referring to Table 3, the significance value (2-tailed) is 0.000, which is less than 0.05, leading to the rejection of H_0 and acceptance of H_1. This indicates that there is a difference in narrative writing ability before and after the application of the RBB learning model. This difference suggests that the RBB learning model has an effect on the narrative writing ability of fourth-grade students at SD Waimital SBB.

3.5. Analysis of Improvement in Narrative Writing Ability

One analysis that needs to be conducted after identifying the effect of the RBB learning model on narrative writing ability is to analyze the improvement. To assess whether there is an improvement in narrative writing ability, the N-gain was used. Table 4 presents the N-gain results.

Tabel 4 N-gain Results

No	N-gain	N-gain Percentage	Improvement Category
1	0,42	42%	Moderate
2	0,44	44%	Moderate
3	0,41	41%	Moderate
4	0,42	42%	Moderate
5	0,39	39%	Moderate
6	0,45	45%	Moderate
7	0,47	47%	Moderate
8	0,41	41%	Moderate
9	0,41	41%	Moderate
10	0,43	43%	Moderate
11	0,40	40%	Moderate
12	0,40	40%	Moderate
13	0,39	39%	Moderate
14	0,39	39%	Moderate
15	0,39	39%	Moderate
16	0,41	41%	Moderate
17	0,41	41%	Moderate
18	0,41	41%	Moderate
19	0,38	38%	Moderate
20	0,39	39%	Moderate
21	0,39	39%	Moderate
22	0,39	39%	Moderate
23	0,41	41%	Moderate

24	0,38	38%	Moderate
25	0,38	38%	Moderate
26	0,38	38%	Moderate
27	0,38	38%	Moderate
28	0,38	38%	Moderate
29	0,39	39%	Moderate
30	0,39	39%	Moderate
31	0,38	38%	Moderate
32	0,38	38%	Moderate
33	0,38	38%	Moderate
34	0,40	40%	Moderate
35	0,37	37%	Moderate
36	0,37	37%	Moderate
Average Percentage		40%	Moderate

4. Discussion

Referring to Table 4, it is evident that there is an improvement in the ability to write narrative essays, with an average percentage increase of 40%, categorized as moderate. The analysis results indicate that the improvement in narrative essay writing skills in the low category is 0%, in the moderate category is 100%, and in the high category is 0%. The enhancement in narrative essay writing skills is attributed to the effective use of the RBB learning model. The RBB model provides equal opportunities for each student to express their ideas, thoughts, and feelings quickly, effectively, and efficiently. Before conducting the test using the Paired Sample t-test, prerequisite tests for normality and homogeneity of the data were performed. The results showed that the pretest and posttest data were normally distributed and homogeneous, allowing for parametric statistical testing. Based on the results of the Paired Sample t-test, it was found that there is a difference in students' narrative essay writing skills before and after the implementation of the RBB learning model, leading to the conclusion that the RBB learning model has a positive impact on improving students' narrative essay writing skills.

After conducting tests and finding that the RBB model has an impact on narrative writing skills, an effectiveness test of the learning model was subsequently performed. To assess the effectiveness of the model, N-gain was used. The results showed an improvement in narrative writing skills, categorized as moderate, with an average increase of 0.40 or 40%. This improvement is attributed to the effective use of the RBB model. The RRB model is a learning approach that actively involves students in exchanging ideas in turns. In the context of narrative writing, students take turns presenting their story ideas, including characters, events, or settings. This model is very effective in stimulating students' creativity and enhancing their ability to develop story ideas. The impact of RRB on students' narrative writing skills affects several aspects: (1) It enhances creativity, as each student has a different perspective; thus, when sharing ideas in turns, a variety of unique and interesting story ideas emerge. The RBB model can encourage students to develop their imagination and discover new ideas that they had not previously considered; (2) It boosts confidence, as each student has an equal opportunity to express their ideas, leading to an increase in their confidence when speaking in front of the class.

As stated by Cox (2020) , brainstorming is one of the methods often used by teachers to help students generate new ideas. This technique has proven effective as it fosters critical thinking while encouraging student engagement in the learning process. Many educators utilize the brainstorming approach to create a collaborative learning atmosphere. Traditionally, brainstorming is conducted in large groups, where the teacher allows students to raise their hands and share their ideas. Unfortunately, this setting often prevents some students from expressing their opinions. To address this issue, the round robin discussion strategy serves as a solution by providing equal opportunities for each group member to speak. The main advantage of this strategy is that it ensures fair chances for every student to contribute. Discussions are usually facilitated by one person, and then all group members take turns sharing their views. In some situations, a student is designated as a note-taker to document the ideas that arise (Hashempour et al., 2015). If a student

tends to speak out of turn, the teacher can implement the talking chips method, where students hand over one chip each time they speak. In the classroom, tables are arranged to form several discussion groups that run simultaneously. When time is up or the teacher gives instructions, each group moves to a different table with a new topic. This process continues until all groups have had the opportunity to discuss all available topics. After that, the round robin activity is considered complete. Another study by Bahar (2023) explains that not only does RBB assist in writing, but it also enhances students' mathematical abilities, as the brainstorming approach demonstrates better mathematical connection and metacognitive skills compared to students who undergo expository learning. Additionally, the use of the brainstorming approach plays a role in improving students' mathematical connection and metacognitive abilities, and there is a relationship between mathematical connection skills and metacognitive skills.

The RBB model can also enhance collaborative skills, where students are encouraged to work together in building a story. They learn to appreciate the opinions of others and to unify ideas into a coherent narrative. Through discussions, students learn to communicate effectively, convey ideas clearly, and listen to others' perspectives. They are also trained to improve critical thinking skills by analyzing emerging ideas, selecting relevant ones, and developing them into engaging stories that can solve problems. Silalahi's findings (2020) indicate that with the RBB learning model, students can apply the round-robin brainstorming technique, which fosters critical and systematic thinking from planning, executing, observing, to reflecting. The RBB model creates a pleasant atmosphere in the learning process, boosts motivation, and enhances students' thinking skills. Research results also show that the RRB model fosters a fun and engaging learning environment, making students more motivated to write and think creatively. Furthermore, findings by Paulus et al. (2023) suggest that learning using the RBB model encourages students to express creative ideas and think more critically to answer posed questions. Sharing ideas in groups is beneficial as it can generate potential solutions, foster a sense of cohesion, and enhance commitment to addressing issues. The high productivity of some group members can stimulate others to be more active and increase competition levels. Thus, it highlights the cognitive, motivational, and social benefits of sharing ideas within a group. To explore ways to enhance group brainstorming and overall group creativity, several researchers have developed more detailed models regarding the cognitive, motivational, and social factors that influence group brainstorming and creativity (Paulus & Yang, 2000).

The improvement of narrative writing skills among students is not something that occurs by chance; rather, it can be realized through various interconnected supporting factors (D'Souza, 2021). These factors, as explained by Listyani (2019), are as follows: (1) Thorough and optimal teacher preparation, where the teacher not only prepares engaging topics or themes that align with students' experiences and interests but also provides quality examples of narrative writing, enabling students to have a concrete understanding of how a good narrative should be written; (2) A well-planned and effectively implemented learning activity structure, which includes systematic organization of activities ranging from group assignments, clear writing task instructions, to providing discussion space for students to exchange ideas and enrich their perspectives before writing; (3) Teacher flexibility in managing learning, which refers to the ability to adjust each stage of activities to meet the needs, understanding levels, and interests of students, especially when using the RBB learning model, thereby making students feel more actively involved and motivated; and (4) Regular evaluation by the teacher, which not only serves to assess students' writing outcomes but also acts as a means to monitor the development of narrative writing skills over time, while providing constructive feedback so that students can continuously improve the quality of their writing. A study conducted in Sweden with fifth-grade students aged 10-12, where each lesson was structured around themes such as reader perception of texts, event sequencing, ways to begin a story, ways to conclude a story, and text editing, found that students wrote four texts during the intervention. The quality of these texts was assessed by a panel of trained evaluators. Additionally, language capacity, reading comprehension, and working memory were tested. The results indicated that the average text quality had significantly improved by the end of the intervention, and this improvement was moderated by reading ability and language comprehension. However, three months later, the quality of the texts significantly declined (Grenner et al., 2020).

5. Conclusion

Referring to the research findings obtained, several significant conclusions can be drawn regarding the effectiveness of the RBB Learning Model in enhancing the narrative writing skills of fourth-grade students at Waimital Elementary School in West Seram Regency (SBB). First, this study demonstrates that the RBB Learning Model has a clear positive impact on improving students' narrative writing abilities. This is evident from the data showing a significant increase in students' learning outcomes after the implementation of this model. In other words, students engaged in learning through the RBB model exhibited noticeable progress in their writing skills. Second, the research results also indicate that the RBB Learning Model can effectively enhance narrative writing abilities. This is evidenced by an N gain score of 0.4, which corresponds to a 40% improvement. This increase is categorized as moderate, suggesting that while there has been good progress, there is still room for further improvement. This indicates that the model is not only effective but also has the potential for further enhancement and development in the learning context. Third, the RBB model has

great potential to improve the narrative writing skills of fourth-grade students. By actively involving students in the learning process, this model can stimulate their creativity and boost their confidence in expressing their ideas through writing. The interactive and enjoyable learning process makes students more enthusiastic and motivated to learn, allowing them to be more open to trying and experimenting with their writing. Thus, not only does their writing ability improve, but they also have a more positive learning experience. Overall, the application of the RBB Learning Model in teaching narrative writing is expected to significantly contribute to the development of students' literacy skills and prepare them to become better writers in the future. This also emphasizes the importance of using innovative and engaging teaching methods in education, particularly in developing fundamental skills such as writing.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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