

**TEACHERS' PERCEPTIONS TOWARD THE USE OF THE PICTURE AND PICTURE METHOD IN
TEACHING FRACTURED FAIRY TALES AT SMAN 2 PAMEKASAN**

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Abstrak

This study aims to explore the perception of English teachers towards the use of the Picture and Picture method in the teaching of Fractured Fairy Tales at SMAN 2 Pamekasan. The need for innovative visual-based teaching strategies has grown along with narrative learning that increasingly emphasizes creativity and critical thinking in Indonesia's independent curriculum. Preliminary classroom observations during the PLP (Introduction to School Field) program revealed that teachers often rely on conventional lecture-based methods, which leads to low student engagement and limited understanding of narrative structure. The Picture and Picture method, which uses sequential images to facilitate understanding, can provide a more interactive approach suitable for teaching modified literary texts such as Fractured Fairy Tales. This qualitative case study has involved two English teachers as participants, focusing on their experiences, perceptions, and challenges in applying the method. Data will be collected through interviews, observations, and documentation, and analyzed thematically using the Miles, Huberman, and Saldaña (2014) model. These findings are expected to reveal how teachers interpret the effectiveness of the method and to inform future training for visual-based narrative learning.

Keywords: *teacher perception, Picture and Picture method, Crack Fairy Tales, qualitative research, English teaching.*

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INTRODUCTION

English as a foreign language in high school plays an important role in developing students' literacy skills, especially reading skills. Through mastery of international languages, one of which is English, students demonstrate the ability to develop cross-cultural communication skills, expand global horizons, and build confidence in facing future challenges (Ministry of Education and Culture, 2025). One of the genres of texts taught in English learning is narrative texts. Narrative text is a type of text that serves to tell a story or event in a coherent and interesting manner with the main purpose of entertaining the reader and conveying a moral message. According to (Nabilla Muchmaina dkk., 2025), narrative texts are often used in learning because they have a storyline that can interest students. Reading narrative texts intensively helps students develop critical thinking skills and a better understanding of the content of the text. In addition, this ability strengthens students' inferential and interpretive abilities. However, in learning narrative texts, students often face obstacles, where they find it difficult to understand the text.

This problem was also found at SMAN 2 Pamekasan, especially in the tenth grade X-I, based on initial observations during PLP activities. Most students have difficulty identifying the intrinsic elements of a narrative text, such as characters, plot, and moral messages after reading the text. In addition, students often stop reading because they do not understand certain vocabulary and do not use reading strategies such as guessing the meaning of words from their context. In the learning process, students tend to be passive, rarely ask questions, and show lack of enthusiasm when the teacher delivers material using the lecture method. Some students seem unfocused, talk to friends, and just copy without understanding the content of the text. This is in line with research by (Tarigan dkk., 2021) which states that there are students who still experience difficulties in reading narrative scripts. These problems include lack of vocabulary, unfamiliar words, unfamiliarity with the text, lack of motivation to read, difficulty level of text, and lack of effective reading strategies.

Teachers in class X-I SMAN 2 also reported that students often had difficulty identifying plot elements, characters, and settings. This problem is in line with a broader trend in English Language Teaching (S&P) in Indonesia, where teachers face challenges in fostering literacy and creativity Rahmawati dkk. (2024). This situation highlights the need for more innovative, interactive, and student-centered learning strategies to support students' understanding of narrative texts while fostering their interest in learning. Therefore, teachers need to adopt an approach that helps students understand the intrinsic elements of the story, such as plot, characters, and setting, through more visual, collaborative, and contextual activities.

One form of narrative text used in schools is fractured fairy tales, which are classic fairy tales that have been modified in terms of plot, characters, point of view, setting, or ending. This type of text encourages students to think critically, compare stories, and develop creativity. According to Anggraeni & Sukmaningrum (2025), a cracked fairy tale adds a touch that changes several elements of the story. In a cracked fairy tale, learners must first understand the original or traditional fairy tale as a basic story before it is changed. Cracked fairy tales encourage learners to think critically, compare original and modified versions, and interpret narratives creatively. However, due to their modified structure, these texts can pose additional challenges for students, especially in understanding storylines and intrinsic narrative elements. Therefore, it takes critical thinking from the author, i.e. EFL learners, to decide what changes to make. For this reason, cracked fairy tales are considered relevant for English learning at SMAN 2 Pamekasan. In addition, effective instructional methods are needed to support students' understanding of fractured narratives.

To overcome the existing challenges and the need to support students' understanding of narrative texts in fractured fairy tales materials, innovative and visual-based learning methods are needed. The Picture and Picture Method is a learning strategy that uses a series of pictures to help students understand the storyline logically and systematically. According to (Sahren & Fatahillah, 2025), the use of the Picture & Picture method can help support students' abilities in English lessons. Therefore, the application of the Picture and Picture method is considered relevant for narrative text learning because it makes it easier for students to build the meaning of the story gradually through visual aids and supports student involvement and activities in the learning process.

In its learning practice, the application of the picture and picture method generally refers to the syntactic stages developed in visual-based cooperative learning. These stages include: (1) conveying the competencies to be achieved, (2) presenting the material as an introduction, (3) displaying or displaying images related to the material in an interactive and fun manner, (4) sorting the images logically by students in turn, (5) asking questions related to students' understanding of the order of the images, (6) instilling concepts or materials in students based

on the reason or sequence of images, and (7) jointly compile conclusions and summaries (Fatimah, 2021).

This study found that the Picture and Picture Method applied by Fatimah (2021) has the following advantages: (1) the material taught is more focused because at the beginning of the lesson, the teacher explains the competencies to be achieved and the material briefly beforehand, (2) students understand the teaching material faster because the teacher shows pictures related to the material being studied, (3) it can support students' reasoning or thinking skills, (4) it can support students' responsibility, and (5) learning is more memorable because students can directly observe the images prepared by the teacher.

Although the Picture and Picture method has various advantages in supporting students' understanding of narrative texts, its application in the classroom also faces a number of challenges. Teachers need to prepare appropriate and interesting visual media, which takes time and creativity. In addition, differences in students' ability to interpret images can affect the effectiveness of discussions in class. Time management is also a challenge, especially when students need more time to sort and explain pictures. Therefore, teacher readiness and careful lesson planning are essential for the optimal application of this method in teaching cracked fairy tales.

Several previous studies have examined the use of the Picture and Picture method in narrative learning in English materials. In a study conducted by Fauziah & Agung Prasetyo (2022) in their work entitled *The Effect of Picture and Pictures Model in Teaching Narrative Text*, they found that there is an influence on learning outcomes from narrative learning using the Picture and Picture method. Learning that uses the Image and Photo model has higher results than learning that uses the conventional model. Therefore, the Picture and Picture method has proven to be more effective than conventional methods in teaching English narrative texts, as it can significantly support students' understanding and learning outcomes.

Another study conducted by Tarigan dkk. (2021) in their study entitled *"Improving Students' Writing Skills by Using the Picture and Picture Method in Junior High School"* found that the Picture and Picture method can support students' writing skills in the English learning process. This is illustrated by the significant difference in students' writing skills after using the Picture and Picture method. Media can help, support, and develop the ability to create descriptive texts that consist of elements such as content, organization, vocabulary, and grammatical/language usage. This research confirms that the Picture and Picture method is effective in supporting students' writing skills in English learning, especially in developing content, text organization, vocabulary, and grammar.

Another study was conducted by Astutik (2025) in his research entitled *"Results of learning Indonesian language in writing fiction through the Picture and Picture method."* This research is motivated by the low learning outcomes of students in writing fiction. After applying the Picture and Picture method, the results showed a significant improvement in student learning outcomes. At the beginning of the study, the student's learning completeness score was only 74.28, which was still below the Minimum Completeness Criteria (KKM). However, after learning using the Picture and Picture method, the learning outcome score increased in the first cycle to 82.38 and increased again in the second cycle to 89.52. These results show that students' grades have exceeded the KKM as expected. Therefore, the Picture and Picture method has been shown to significantly support student learning outcomes in fiction writing.

From previous research, it can be concluded that the Picture and Picture method has a positive and significant contribution to English language learning, especially in narrative texts

and writing skills. Various studies show that this method is more effective than conventional methods in supporting students' understanding of text structure, writing skills, and overall learning outcomes. The use of visual media in the form of a series of images can help students construct the meaning of the text logically, support their reasoning skills, and encourage active involvement in the learning process. Therefore, the Picture and Picture method is suitable as an innovative learning strategy to support the learning of narrative texts, including cracked tales, at the secondary school level.

Although previous research has proven the influence of the Picture and Picture method in English language learning, most of this research still focuses on conventional narrative texts and writing skills. There has been no application of the Picture and Picture method in learning to read narrative texts based on cracked fairy tales. In addition, research that focuses on understanding the intrinsic elements of stories, such as plot, characters, and settings through visual approaches, has also not been widely conducted. In addition, previous researchers focused on the use of quantitative or experimental design, while this study used qualitative design. Previous studies were also conducted in different school contexts, while this study specifically focused on the local context of classes X-I at SMA Negeri 2 Pamekasan, where the teaching-learning process reflected the teacher's authentic classroom practices. Differences in geographic context, school facilities, student characteristics, and teaching styles contribute to the unique value of this study.

Therefore, this study aims to determine the influence of the application of the Picture and Picture method in supporting the ability to read the understanding of narrative fractured fairy tales among students in grades X-I SMA Negeri 2 Pamekasan.

Research Issues

1. What is the perception of English teachers about the benefits of using the Picture and Picture method in teaching Cracked Fairy Tales at SMAN 2 Pamekasan?
2. What challenges do English teachers face in applying the Picture and Picture method in teaching Fractured Fairy Tales?
3. What factors influence the application of the Picture and Picture method by English teachers in the teaching of Cracked Fairy Tales?

Research Objectives

1. To identify the perceived benefits of the Picture and Picture method in the teaching of Cracked Fairy Tales from the teacher's point of view.
2. Investigate the challenges teachers face in applying the Picture and Picture method in the classroom.
3. To examine the factors influencing the use of the Picture and Picture method by teachers in the teaching of Cracked Fairy Tales.

LITERATURE REVIEW

A. Picture and picture Methods

The Picture and Picture Method is a visual-based cooperative learning model that encourages active participation through sequential image structuring activities to support students' understanding of learning materials. In this method students have been involved in observing, analyzing, and structuring images logically to construct meaning. explained that the use of the picture & picture method makes it easier for teachers to manage the classroom and focus students on the learning process. Meanwhile, students are more enthusiastic about learning, confident in asking questions and doing percentages in front of the class. The

application of the picture and picture type cooperative learning model has been proven to help students in supporting learning outcomes.

Several researchers have highlighted the benefits of the picture and picture method in the context of language learning. Rahmawati dkk., (2024) reported that the use of image media has been proven to support reading comprehension, enrich vocabulary, and significantly support students' fluent reading. Image media facilitates the visualization of abstract concepts so that learning becomes more interesting and easy to understand. In addition, image media also plays a role in strengthening students' learning motivation and memory. In line with (Wahyuni dkk., 2025) who said that image-based media helps support motivation levels and encourages valuable cognitive and social engagement during education. Similarly, (S. Pentiani, 2025) reported that the use of image media plays an important role in helping students understand a concept of categorization, students also experienced a significant increase in processing and storing information more effectively. The images provided provide concrete examples that allow students to make connections between abstract concepts and real-world examples. Students were also found to be actively involved.

B. Cracked Fairy Tales as Teaching Materials

Fractured fairy tales are modified versions of traditional fairy tales with changes in storyline, perspective, or characters. According to (Hong & Zhan, 2025), Fructured fairy tales are adaptive rewrites of traditional stories that utilize humor, irony, and narrative innovation to reinterpret established meanings. The genre has evolved since the mid-20th century through techniques such as parody, plot reversal, and alternate endings to challenge old norms and present new interpretations. In addition to having literary value, the fairy tale is recognized as having a pedagogical contribution because it can support reading interests, creativity, critical reasoning, and language development.

The use of Fractured fairy tales in EFL classrooms encourages creativity and critical thinking by comparing between the original and adapted versions. In line with (Anggraeni & Sukmaningrum, 2025) in their research who said that the use of Fructured fairy tales based on Youtube can support the narrative writing and critical thinking skills of EFL students compared to reading texts. Furthermore, (Gustina, 2023) said that the use of fractured fairy tale materials showed significant developments in improving reading and listening skills in English during the learning process using fairy tales.

From the above research, it can be concluded that the picture and picture method encourages students' active participation through the use of visual media that helps understanding, memory, motivation, and overall learning outcomes. Teachers' perceptions are an important factor in determining teaching practices and their willingness to adopt innovative methods, so the success of implementing learning strategies is greatly influenced by teachers' beliefs and experience. In addition, the use of modified fairy tales as teaching materials has been shown to be effective in developing students' creativity, critical thinking, and interpretation skills through active interaction with the text. Thus, the combination of the right methods, supportive teacher perceptions, and innovative teaching materials can support the overall quality of the learning process.

The literature shows that narrative text learning requires visual and interactive approaches to support student understanding and engagement. The picture and picture method has been proven to be effective in helping students construct the meaning of the story logically, support motivation, and strengthen memory through the use of visual media. Meanwhile, cracked fairy tales as a teaching material offer creative and challenging narrative texts, thus encouraging students' interest in reading, critical thinking, and interpretive skills. The

integration of the Picture and Picture method with cracked fairy tales, supported by positive teacher perceptions, is an important foundation in supporting the quality of learning to read narrative texts.

RESEARCH METHODS

This study uses a qualitative approach with a case study model. According to Wulandari dkk., (2025) In-Depth Exploration of Social Phenomena Qualitative research focuses on understanding the meaning behind social behaviors, experiences, and interactions. One of the main approaches is case studies. Wulandari dkk., (2025) also emphasized that case studies can be applied to specific individuals, groups, institutions, or events, with the aim of understanding the dynamics that occur holistically. Data collection techniques in the case study model include in-depth interviews, participatory observation, and document analysis. Data analysis is carried out thematically and continuously until a complete and deep meaning is found. In this study, the case study design allowed researchers to explore in depth how the Picture and Picture method is applied in the learning process, how teachers perceive the use of these methods, and how these methods affect student engagement and learning outcomes in a real-world classroom context. Through this approach, researchers can understand the dynamics of learning holistically, including the supporting factors and obstacles that arise during the application of the Picture and Picture method.

Qualitative research emphasizes participants' understanding of experiences, perceptions, and interpretations of a phenomenon (Creswell, 2014). This role allows researchers to gain an in-depth understanding of the learning process and teachers' experiences of classroom dynamics during the application of the Picture and Picture method. In this study, the researcher acted as an English teacher who applied the Picture and Picture method in the teaching of Fractured Fairy Tales in class X-I SMA Negeri 2 Pamekasan. This role allows researchers to gain direct and in-depth insights into classroom interactions, teaching practices, and student learning experiences in an authentic educational environment.

Data collection techniques in this case study include observation, interviews, and documentation, which are analyzed through data triangulation Miles dkk. (2014). The focus of this research lies on the learning process, teacher perception, and the dynamics of the application of the Picture and Picture method in the context of real classrooms, so that it is in line with the principles of qualitative case study research in the field of education.

Data Collection Procedure

Data was collected through observation, interviews, and documentation. The use of several data collection techniques aims to achieve data triangulation and support the credibility of the findings. The collected data were analyzed using the interactive model of Miles dkk. (2014), which consisted of data reduction, data display, and conclusion-drawn/verification.

1. Observations

Observations were carried out to directly observe the application of the Picture and Picture method in the learning process of Fairy Tales in class X-I SMA Negeri 2 Pamekasan. This observation technique allows researchers to capture authentic learning activities, including how teachers present materials, use of image media, student participation, and interactions that occur during learning activities. According to (Creswell, 2014), observation provides an opportunity for researchers to obtain direct data on participants' behavior and the context of learning that occurs naturally.

Observations focus on the stages of application of the Picture and Picture method, such as stimulation, problem identification, data collection, data processing, verification, and generalization, as proposed by Bruner (1961). Observational data was analyzed through a data reduction process by selecting relevant aspects, including teachers' responses during the teaching process of Fruitful Fairy Tales using Picture & Picture Media, student activity levels, and the use of learning media. Furthermore, data is presented in the form of structured field notes and observation tables to facilitate analysis. The verification stage is carried out by comparing observation data with the results of teacher interviews and documentation to ensure the consistency and validity of the findings.

2. Interview

An in-depth interview was conducted with English teachers in class X-I SMA Negeri 2 Pamekasan. The interview aims to explore participants' perceptions, experiences, and reflections on the use of Picture and Picture design in Structural Fairy Tale materials. Interviews are an effective technique in qualitative research to reveal participants' views and meanings that cannot be directly observed (Miles dkk., 2014)

The interview process was conducted to see how the Pictures and Picture method in the learning of Fruitful Fairy Tales provides a space for teachers to reflect on their teaching experiences during the learning process. Interview data analysis is carried out in three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction was carried out by selecting information that was relevant to the focus of the research, especially related to teachers' perceptions of the application of the Picture and Picture method in learning. The subtracted data is then presented in the form of thematic descriptions, such as the teacher's view of the effectiveness of the method and the constraints in its application. Furthermore, conclusions are drawn by identifying patterns and themes that emerge from the interview results.

3. Documentation

Documentation is used to support and reinforce data obtained from observations and interviews. The documents analyzed included lesson plans (RPP), student worksheets (LKPD), and learning notes related to the application of the Picture and Picture method. According to Bowen (2009), document analysis is a systematic procedure for reviewing and evaluating documents to gain meaningful insights and make triangulation research findings.

Documentation data is analyzed through data reduction by selecting documents that are relevant to the focus of the research. The data is presented in the form of tables and descriptive summaries, and verification is carried out by cross-checking the findings of the documentation with observation and interview data to ensure the validity of the data.

Data Analysis

Thematic analysis has been used according to the view Miles dkk. (2014), which consists of three stages:

1. Data reduction

Select and focus on relevant data obtained from observations, interviews, and documentation. This process is carried out continuously throughout the study to ensure that only relevant data answers the research questions being analyzed.

2. Data presentation

Organize the findings into thematic categories in the form of tables and descriptive narratives. Tables are used to present key findings in a systematic manner, while

descriptive narratives are used to explain and interpret data in relation to the implementation of Picture & Picture Learning in the teaching of Structural Fairy Tales.

3. Draw conclusions and verify
Interpret themes to answer research questions arising from the data presented. Verification is carried out through triangulation of data across all sources of observations, interviews, and documentation to ensure the reliability and credibility of the research findings.

FINDINGS

This study explores teachers' perceptions of the use of the Picture and Picture method in teaching Fractured Fairy Tales at SMAN 2 Pamekasan. Based on the results of observations, interviews, and documentation, it was found that the application of this method follows the syntax of visual-based cooperative learning in a systematic manner.

1. Teacher Perceptions and Challenges

Based on the results of the interviews, the teachers gave a positive perception but also noted some significant challenges in the application of this method.

Yes	Category	Theme	Summary of findings
1.	Benefits	Increased motivation	The picture and picture method creates a more interactive and engaging classroom atmosphere, supporting student motivation and participation during the learning process.
2.	Benefits	Visual effectiveness	Teachers argue that the use of images helps students understand abstract narrative concepts more easily, especially storyline development and story modification in Fractured Fairy Tales.
3.	Challenge	Time management	The process of compiling pictures and holding discussions often takes longer than planned, so time management becomes a challenge during classroom activities.
4.	Challenge	Media creativity	Teachers report that preparing or designing appropriate and engaging visual media requires extra time, creativity, and effort.
5.	Challenge	Interpretation by students	Differences in students' ability to interpret images sometimes lead to misunderstandings or less effective group discussions.

Benefits of Picture and Picture Methods

1. Visual Effectiveness

Based on the results of interviews and observations, One of the most prominent benefits felt by teachers is the visual effectiveness of the Picture and Picture method in supporting students' understanding of narrative elements. Teachers report that the use of sequential images helps students understand the structure of abstract stories more easily, especially in identifying the development of plot, characters, and settings in Fractured Fairy Tales. This is in accordance with what was said by Teacher^A who said *"The pictures really help students understand the storyline faster, rather than just listening to my explanation. The students also looked confused when I explained. So I think the use of pictures & pictures is very effective for the Fructured Fairy Tales Lesson"*.

Similarly, another teacher emphasized that visual media supports students who have difficulty with reading comprehension, this is in line with Teacher B's perception that *"Some students find it difficult to understand long texts. When images are used, they can follow the story more easily and identify key events."*

Observations in the classroom also show that students are more confident in putting together the sequence of stories and explaining the narrative elements when images are provided. These findings show that the Picture and Picture method effectively transforms abstract narrative concepts into concrete visual representations, facilitating students' understanding of fractured narratives.

Increased Student Motivation and Participation

Another benefit identified by teachers is increased student motivation and learning participation. The Picture and Picture method transforms the classroom atmosphere from a teacher-centered approach to a more interactive and student-centered learning environment. Students become more actively involved in crafting images, participating in discussions, and expressing their opinions about the storyline. As stated by Teacher A who stated

"Students become more active when they are asked to set up pictures. They are more willing to discuss and share their ideas compared to conventional teaching".

Similarly, Teacher B said: *"The atmosphere in the classroom during the learning process becomes more lively, students are more enthusiastic in designing and retelling stories from pictures."*

Teachers observe that students show greater enthusiasm and engagement during learning activities, especially when working collaboratively in groups. This interactive process encourages students to participate more confidently and reduces the passive behavior commonly found in conventional-based teaching.

Further observational data revealed that students were more engaged during lessons that incorporated visual sequencing activities, especially when discussing changes in the fractured storyline. These findings suggest that the Picture and Picture method plays an important role in supporting students' motivation and active engagement in narrative learning.

Picture and Picture Method Challenges

1. Media Preparation and Creativity

Despite the perceived benefits, teachers also reported some challenges in implementing the Picture and Picture method. One of the main challenges is the preparation of appropriate and attractive visual media. Teachers point out that choosing or designing images that fit the learning objectives and the fractured storyline of the fairy tale takes additional time and creativity. Teacher B states:

"Preparing the images takes time. We also need to make sure that the images created really fit the story or not. Because otherwise, students might misunderstand and be confused by the plot."

Another teacher added: *"Sometimes it's very difficult to find a suitable image, especially for a modified story. We have to be creative, and that can be challenging with limited resources."* (Teacher A)

This statement highlights that while this method is effective, media preparation can support teachers' workloads and be a barrier to consistent implementation.

2. Time Management During Class Activities

Time management was also identified as a significant challenge. Teachers have difficulty scheduling discussion and image sorting sessions because these activities take longer than expected. Statement in accordance with the teacher who says:

"This method is good, but sometimes time is limited. Students need time to organize pictures and explain their reasons." (Teacher A) Another teacher also affirmed:

"This method is actually good, but the time often feels limited because almost all groups take a long time to compile the images and explain the reason for the sequence" (Teacher B)

From this statement, it shows that time constraints are the main challenge in the application of the Picture and Picture method. Although this method is considered effective and interesting, the process of discussion, image sorting, and explanation from each group of students takes a relatively long time, making it difficult for teachers to manage learning time optimally.

3. Differences in students' interpretation of images

Another challenge felt by teachers is the variation in students' ability to interpret visual images. Some students struggle to connect the images logically to the storyline, which leads to misunderstandings during group discussions. As one teacher put it:

"In some groups, students tend to only pay attention to pictures and rely on their group members without trying to develop their own stories, so group discussions don't always go smoothly"

In line with this statement, other teachers also expressed similar views. Teacher B states:

"The difference in students' ability to interpret images makes not all members of the group active. There are students who only follow the results of their friends' discussions without really understanding the relationship between the image and the storyline."

The statements of these two teachers show that differences in visual interpretation skills between students are a challenge in learning, because they can affect the quality of group discussions and student involvement equally.

The findings of the study show that the Picture and Picture method is effective in supporting the learning of Fractured Fairy Tales through the use of visual media that helps students understand the narrative structure, supports motivation, and encourages active participation in learning. The use of sequential images makes it easier for students to identify modified story elements and build a more concrete understanding. However, the application of this method also faces challenges, especially in visual media preparation, classroom time management, and differences in students' ability to interpret images. Therefore, the effectiveness of the Picture and Picture method is highly dependent on the teacher's readiness to design media, manage time, and facilitate discussions so that learning takes place optimally.

DISCUSSION

The Effectiveness of Picture and Picture Methods in Teaching Crack Fairy Tales

The findings of this study show that the Picture and Picture method is effective in supporting students' understanding of Cracked Fairy Tales, particularly in identifying intrinsic elements such as plot, characters, and setting. Teachers consider that the use of visual media helps students understand the structure of abstract narratives more easily. These findings support (Fatimah, 2021), who states that visual-based learning makes teaching materials more focused and easy to understand. In the context of Fractured Fairy Tales, where the storyline is modified from the traditional version, visual sequencing plays a crucial role in helping students follow the narrative changes logically and systematically.

(Acela dkk., 2022) said that the application of the picture & picture method made the learning atmosphere more active, students reduced undisciplined actions such as chatting in class, students also appeared more enthusiastic and happy to follow the lesson. In group activities, students also participated more actively and contributed to problem solving in their groups.

The Role of Visual Media in Increasing Student Motivation and Engagement

Another significant finding of this study is the positive impact of the Picture and Picture method on student motivation and engagement in the classroom. Teachers observe that students become more active, enthusiastic, and confident in participating during learning activities. The interactive nature of arranging pictures and discussing story sequences changes the classroom atmosphere from teacher-centered learning to student-centered learning.

These findings are in line with (Siregar dkk., 2021) and (R. Rahmawati dkk., 2023), who found that picture based learning increases student motivation and active participation. Furthermore, Halifah dkk., (2023) stated that the visual cooperative learning model increases students' confidence in expressing ideas and presenting their understanding. In this study, students were encouraged to explain their reasoning behind the sequencing of images, which fosters critical thinking and collaborative learning. This supports Rosenblatt's Reader Response Theory Woodruff & Griffin, (2017), which emphasizes that learners construct meaning through active interaction with texts and supporting media.

Teacher Perception as a Key Factor in Method Implementation

The teacher's positive perception of the Picture and Picture method plays an important role in the successful implementation. According to Robbins, (2013), teachers' perceptions influence their teaching behavior and instructional decisions. This study confirms Ajzen's Theory of Planned Behavior Bandura, (1991), which states that positive attitudes increase an individual's willingness to adopt innovative practices. Teachers who believe in the effectiveness of visual learning are more motivated to apply the method, regardless of the challenges they face.

In addition, (Borg, 2003) explains that teachers' beliefs and previous experiences shape classroom practice. The findings suggest that teachers' experiences during the implementation process affect how they adapt the method to their classroom context. This shows that professional development and continuous training are essential to strengthen teachers' confidence and competence in implementing innovative teaching methods.

Challenges in Implementing Picture and Picture Methods

Despite the benefits, the study also revealed some challenges in applying the Picture and Picture method. One of the main challenges is media preparation, as teachers need additional time and creativity to design appropriate visual materials. These findings support (R. Rahmawati dkk., 2023), who notes that innovative teaching methods often require extra preparation and resources. Limited access to ready-to-use visual media increases teacher workload, which can affect the sustainability of method implementation.

Time management is another challenge identified in this study. Interactive activities such as picture arranging and group discussions often exceed the allotted lesson time. These findings are consistent with (Fatimah, 2021) who highlights that cooperative learning methods require careful planning to balance interactions and instructional objectives. Without effective time management, some stages of learning can be rushed, reducing the depth of discussion.

In addition, differences in students' ability to interpret images pose challenges during class activities. Some students need more guidance to understand visual cues and relate them to the storyline. This shows that visual media alone is not enough; Teacher scaffolding remains important to ensure effective understanding. Teachers need to provide clear instructions and guiding questions to support students with different levels of interpretation skills.

Implications for the Teaching of Narrative Texts in Local Contexts

The findings of this study have important implications for the teaching of narrative texts, especially Fractured Tales, in the local context of SMAN 2 Pamekasan. The Picture and Picture method offers an effective alternative to conventional lecture-based teaching by promoting active learning, visual engagement, and critical thinking. However, successful implementation requires teacher readiness, creative media preparation, and effective time management.

Therefore, schools must support teachers by providing training and resources related to visual-based learning methods. With the right support, the Picture and Picture method can be optimally applied to improve students' reading comprehension and engagement in learning narrative texts.

CONCLUSION

This study explores teachers' perceptions of the use of the Picture and Picture method in teaching Fractured Fairy Tales at SMAN 2 Pamekasan. The findings revealed that the Picture and Picture method was perceived positively by English teachers, especially in supporting students' understanding of narrative texts. The use of visual media helps students understand abstract story elements such as plot, characters, and settings more effectively, especially in narratives with modified storylines such as Fractured Fairy Tales.

In addition, this method contributes to increased student motivation and engagement during classroom activities. The interactive process of composing pictures and discussing the sequence of stories encourages active participation and fosters critical thinking skills. Teachers are also aware that this method creates a more student-centered learning environment compared to conventional lecture-based teaching.

However, despite the benefits, the application of the Picture and Picture method also presents some challenges. Teachers face difficulties related to media preparation, time management, and differences in students' ability to interpret visual images. These challenges show that while this method is effective, its successful implementation requires careful planning, sufficient resources, and strong teacher facilitation.

Overall, the study concludes that the Picture and Picture method is a suitable and effective instructional strategy for teaching Cracked Fairy Tales in a high school context, especially if supported by a positive perception of the teacher and adequate instructional preparation.

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