

## The Influence of Serial Digital Image Media on Fable Text Writing Skills in Grade VII Students of Citayam Plus Middle School

Muhammad Firdaus<sup>1</sup>, Ade Siti Haryanti<sup>2</sup>, Adi Permana<sup>3</sup>

Pendidikan Bahasa Indonesia, Fakultas Bahasa dan Sastra, Universitas Indraprasta PGRI

---

### Article Info

#### Article history:

Received: 13 March 2025

Publish: 30 March 2025

---

#### Keywords:

Fable Story Text;

Serial Digital Image Media;

Write.

---

### Abstract

*The aim of this research is to determine the effect of using serial digital image media on the skills of writing fable text in class VII students at SMP Citayam Plus. The research method used is an experimental method with a post-test only control group design. The population was 188 students, the number of samples used in the research was 60 students, using simple random sampling techniques, the instrument used in this research was an assessment sheet. The results of the research show that based on the results of the t test where  $15.48 > 1.671$  while  $t_{hitung} > t_{tabel}$ , this means that there is an influence on the use of serial digital image media on the ability to write fable text in class VII Citayam Plus Junior High School students, because serial digital image media produces a higher average of 83.9 compared to the average value of learning outcomes that did not use serial digital image media of 63.80.*

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)*



---

### Corresponding Author:

Muhammad Firdaus

Universitas Indraprasta PGRI

Email: [gwamat8@gmail.com](mailto:gwamat8@gmail.com)

---

## 1. INTRODUCTION

Learning is a process of interaction (reciprocal relationship) between teachers and students or learning and the elements in it. Learning is part of education which is supported by various elements of learning including objectives, subject matter, facilities and infrastructure, learning situations or conditions, learning media, learning environment and evaluation. All of these learning elements greatly influence the success of learning to improve student learning outcomes.

Indonesian Language Learning emphasizes four aspects of language skill acquisition that are mutually integrated. The four skills are listening, speaking, reading, and writing. Listening, speaking, and reading skills are provisions and capital in supporting writing skills, because writing skills require special attention and understanding.

Writing is one of the important aspects that underlies the learning process of each student. Writing is a language ability that involves various skills. By writing, a person can express thoughts and ideas to achieve their goals and objectives. In this regard, a writer stated that "Writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium." [1] Furthermore, as stated by H.G Tarigan [1] that writing is lowering or depicting graphic symbols that produce a language that is understood by someone, so that other people can read the graphic symbols and can understand the language and graphics. In the independent curriculum, there is one basic competency that must be achieved by grade VII students in the even semester, namely writing fable texts that are read and heard. The indicators of competency achievement in writing fable texts are that students are able to write fable

stories by paying attention to word choice, completeness of structure, and rules for using words, sentences/punctuation/spelling. Writing fables is not just writing animal stories in general, but must also pay attention to the structure of the fable, namely orientation, complication, resolution and coda and by paying attention to the elements of the fable, namely characters, language and setting with the aim of making the story presented interesting.

Fable stories are animal life stories that resemble humans. Fables are included in the type of fiction, not a story about real life. Fable stories are often also called moral stories because the messages conveyed in the fable story are closely related to moral messages. According to Yuliani, S [2] Fable story is a fictional story which tells the life of animals and contains moral values. Another opinion was expressed by Wahono [3] who explained, "Fable story text is essentially including a fairy tale, telling imagination and makes no sense. Fable texts include a type of fairy tale that uses animals as a story character to describe the character and behavior of humans". So it can be concluded that the fable text is a fairy tale that uses animals as characters that resemble and are like humans and have moral messages in it. The factors that cause the skills to write the Fables of Students in this school need to be improved, the teacher does not use learning media that excites the enthusiasm of students to learn. The story of the story book that is not illustrated makes the students become bored and the interest in learning is low. Because the use of media like this many students are less enthusiastic in learning, many of those who play around and do not pay attention when the teacher is explained so that when given the task to write the fable story of students become difficult to find ideas that will be written into a story. 3 In fact the teacher is more focused on the material taught and less creative in using learning media. Though the use of media can make it easier for teachers to deliver material and students will more easily capture the material presented.

Learning is the process of changing the behavior of every individual that is carried out consciously or unconsciously obtained through his environment. According to Muawanah [4] learning is the process of understanding, applying, and mastering the material that has been learned during his life. So that in general learning is interpreted as an understanding of all individual behavior that is permanent is the result of past experience and activity with the surrounding environment and then involves cognitive. These changes are not only a matter of science but also in the form of skills, behavior, self -understanding, encouragement and motivation. The achievements achieved are based on the learning objectives that have been set. Learning is an activity of interacting a person with his environment that involves a thought activity in which it involves cognitive through the process of understanding, application, and mastery of the material and producing changes. Then according to Herawati [5] learning is a process of behavior change that occurs internally in individuals with efforts to obtain new things either in the form of stimuli, reactions or both, namely stimulation and reaction, because learning is also a human process to achieve various kinds of competencies, skills and attitudes. Learning is an internal process that changes individual behavior through efforts to obtain new things, such as stimuli, reactions, or both. This process is essential for humans in achieving various competencies, skills, and attitudes. Meanwhile, according to Parwati [6] Learning is a conscious business process carried out by individuals for a change from not knowing to knowing, from not having an attitude to being true, from not skilled to being skilled in doing something. Learning is a conscious business process carried out by individuals for a change from not knowing to knowing, from not having an attitude to being true, from being unknown to skilled to do something. Based on the understanding of some of the experts above, it can be concluded that learning learning is the process of understanding, applying, and mastering the material that has been learned throughout a person's life. This involves

understanding all individual behavior which is the result of past experience and interaction with the surrounding environment, and involves cognitive processes. These changes are not only limited to knowledge, but also include skills, behavior, self -understanding, internal encouragement, and motivation.

Language learning has been carried out by humans from baby by their parents. Language learning will continue until the level of education even to the end of life. Language learning in education starts from elementary, junior high, high school and even college. In learning Indonesian there are four skills, namely listening, speaking, writing and reading. In these four skills the teacher has the most important role in developing Indonesian language skills, teachers need to have innovation in conducting learning so that students feel motivated, improve learning outcomes, and the image of Indonesian language learning becomes good. According to Ali [7] Indonesian learning is essentially teaching students about good and correct Indonesian language skills according to their goals and functions. Learning Indonesian is basically a process of teaching students about good and correct Indonesian language skills, in accordance with the goals and functions of the learning.

Meanwhile, according to Mulyani [8] The Nature of Indonesian Learning is not only about mastering the rules of grammar and spelling, but also about developing the ability of students to think critically, communicate effectively, and respect Indonesian culture and identity. This is the foundation for the formation of skilled, creative, and cultured individuals. Indonesian language learning is not only limited to the mastery of grammar and spelling rules, but also includes the development of students' abilities in critical thinking, communicating effectively, and respecting Indonesian culture and identity. This is the basis for the formation of skilled, creative, and cultured individuals. Based on the notions that have been described above the nature of learning Indonesian is an effort to teach students about good and correct language skills, in accordance with their goals and functions. However, more than that, learning Indonesian also involves the development of students' abilities in critical thinking, communicating effectively, and respecting Indonesian culture and identity. This is the basis for the formation of skilled, creative, and cultured individuals.

Language skills include four aspects, namely: listening skills, speaking skills, reading skills and writing skills. Each of these skills is closely related to the other three skills. Although interrelated with other language activities, writing activities can be distinguished based on their characteristics. First, writing is indirect. Because writing cannot meet face to face with the reader when conveying the information obtained. The writer conveys the information he will present through a medium. The media is in the form of writing that he makes. Second, writing is expressive. This means that by writing, the writer can express something that he wants to strengthen, such as: ideas, feelings, intentions, opinions and desires. Third, writing is productive. This means that by writing the writer can produce a written work as one of the language activities. Fourth, writing is active, meaning that by writing the writer can convey and provide information in a communication, namely between the writer and the reader. According to Kiuk [9] writing is a creative process that is carried out through stages that must be carried out by deploying skills, art, and tips so that everything runs effectively. The activity of writing is likened to an architect who will build a building. A creative work system requires systematically arranged steps. The creative process requires stages that must be passed through with the application of skills, art, and strategies to achieve effectiveness. Writing activities can be likened to the role of an architect who designs the construction of a building, requiring a systematically arranged creative work system.

Furthermore, according to Hikmah [10], writing skills are a creative process carried out by someone to express ideas, thoughts, feelings, and knowledge into written form. Writing skills can also be used by students to record, explain or report something. Writing skills are a creative process where someone expresses ideas, thoughts, feelings, and knowledge into written form. In addition, writing skills are also used by students to record, explain, or report information. Meanwhile, according to Yusuf [11], writing is a thinking and language activity. It is called a thinking activity because writing begins with the activity of exploring ideas, thoughts, thoughts or feelings and is continued with the activity of expressing, expressing one's thoughts, ideas, and feelings through written language. Writing activities should consider a number of aspects such as content, grammar, and others so that the quality of the writing is good. The activity of expressing ideas and feelings through meaningful symbols or words by considering content, grammar, unity, and continuity so that the quality of the writing is good. Based on the descriptions above, it can be concluded that writing is a creative process that involves skills, art, and tips to express ideas, feelings, and knowledge through meaningful symbols or words. This process must be carried out systematically and consider aspects such as content, grammar, unity, and continuity so that the writing is of high quality. Writing skills are useful for recording, explaining, or reporting something.

Surastina [12], fables are fairy tales about animal life. Animals in this story can act and talk like humans. However, although the story is about the life of the animal world, and the animal characters are symbolic of human life. In fables, the choice of words chosen are simple words that are easy to understand. In addition, fables use nature as their setting. Usually the fable story is relatively short. For example, the story of the mouse deer and the crocodile, the magical goldfish, the arrogant crane.

According to Yuliani [2], fables are fictional stories that tell about animal life and contain moral values. Animals in fables have human characteristics. Fables prioritize moral values that aim to give a positive impression and message to readers. According to Filma [13] fable texts are fable stories are literary works that are spread orally that teach moral values. Moral values, for example, are related to a person's moral attitude such as actions, attitudes, obligations, manners, honesty, friendliness, and so on. These moral values can be used as life lessons that are commonly found in everyday life, so that the fable texts that are applied are useful for students. In addition to being able to increase moral values, they can also increase other values, such as social values, religious values, and so on.

Based on the definitions above, it can be concluded that fables are stories about the lives of animals that behave like humans. Fables are a type of fictional story, not a real life story. Fable stories are also often called moral stories because they display implicit messages in fable stories related to morals. Thus, fable texts can be interpreted as language expressions (written) which according to the content. Syntax and pragmatics are a short unit containing stories about the lives of animals that behave like humans.

The use of media in the learning process can actually help the smoothness, effectiveness and efficiency of achieving learning objectives and overcome conventional methods and make the learning process more lively. Media is one component that cannot be ignored in developing a successful teaching system. Even teaching that is manipulated in the form of teaching media can make students learn while playing and working.

According to Hilman [14] media as a message delivery tool in learning, has an important role in facilitating understanding and motivating students to learn. The more interesting the media used, the more it motivates students to learn. According to Hamka [15] learning media can be defined as a physical or non-physical aid that is deliberately used as an intermediary between educators and students in understanding learning materials to be more effective and efficient. So that learning materials are more quickly accepted by students in their entirety and attract students' interest in learning further.

According to Renza [16], serial image media is an image media that depicts a series of stories or events in sequence based on the topic contained in the image. The use of serial image media is one of the effective learning media by combining facts, ideas or ideas clearly from the image. Through serial image media, students can easily express ideas or ideas with words according to the sequence of images. This can help students to put words together well which can produce a complete composition. From several opinions above, serial digital image media was chosen as a solution to overcome this problem because serial digital image media has an important role in clarifying the meaning of the storyline, so that students can more easily understand the meaning of the image based on the sequence of the story contained in the image. Therefore, digital image media can also be a means for teachers to achieve learning goals. This is because images are a digital media that can be easily obtained and have various benefits to increase learning value.

## 2. RESEARCH METHOD

This study uses a test or assignment research design. Tests or assignments are data collection methods carried out to determine a person's ability in something. The test or assignment in this study is intended to measure students' knowledge and skills in writing fable texts, both before and after using a series of picture media.

The type of research used is quantitative research. Quantitative research is research with data that can be measured on a numerical scale. The quantitative research method used is the experimental method.

Borg [17], states that experimental research is the most scientifically reliable research (the most valid), because it is carried out with strict control of interfering variables outside the experiment.

In this study, the researcher used a True experimental design research design which more precisely uses the Post-test Only Control Design. In this research design there are experimental groups and control groups. The experimental group received treatment, while the control group did not. According to Sugiyono [17], Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn. The population is divided into two, namely the target population and the accessible population. The target population in this study was all students of SMP Citayam Plus, namely classes VII, VIII, and IX with a total of 447 students.

**Table 1.** Target Population

No	Kelas	Jumlah Kelas	Jumlah Siswa
1	VII	5	188
2	VIII	4	156
3	IX	3	103
	Jumlah		447

The accessible population in this study was all 188 students of class VII of Citayam Plus Middle School, divided into 5 classes.

**Table 2.** Accessible Population

No.	Kelas	Jumlah Siswa
-----	-------	--------------

1	VII A	38
2	VII B	38
3	VII C	37
4	VII D	38
5	VII E	37
	Jumlah	188

According to Sugiyono [17] a sample is a part of the whole and the characteristics possessed by a population. Furthermore, the researcher determined the sample using probability sampling with a simple random sampling technique for five classes in class VII. From the simple random sampling technique, class VII C and class VII D were obtained with a total of 75 students as research samples, in this study the sample used was 60 students.

**Table 3. Sample**

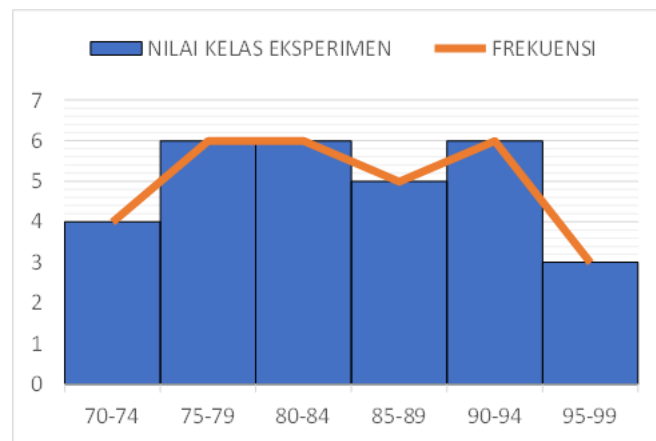
No.	Kelas	Jumlah Siswa
1	VII C	30
2	VII D	30
	Jumlah	60

The data analysis used in this study is descriptive statistics. Descriptive statistics are used to determine or test the truth of the hypothesis and explain the results of observations or experiments conducted at the research site. Martias [18] descriptive analysis is an accumulation of basic data that is only explanatory in nature without drawing conclusions or making predictions. Before the data is given to the experimental class and control class, the data is tested first. This can be done to find out whether the data used is valid or invalid. Then after the results of the data from the experimental class and control class are collected and the data is processed by calculating the mean, median, mode, range and standard deviation. Before the final stage calculation in the form of a t-test, the prerequisites will be tested first, namely the normality test and the homogeneity test.

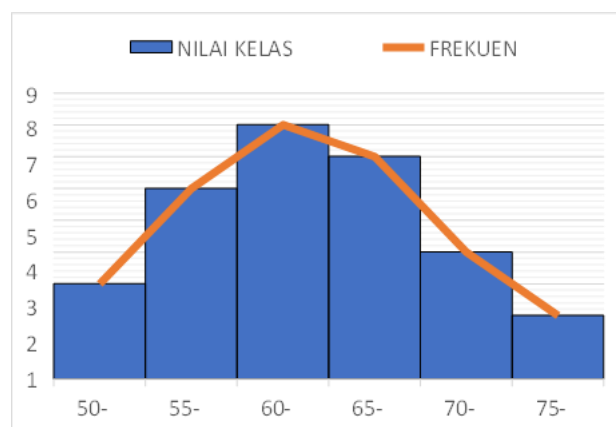
### 3. RESEARCH RESULTS AND DISCUSSION

#### 3.1. Research Result

Based on the fable text writing ability test given to students in the experimental class, the researcher obtained the following data: The experimental group respondents, consisting of 30 students who were taught using serial digital image media, obtained a maximum score of 96 and a minimum score of 72.

**Histogram 1.** Experimental Class

Based on the fable text writing ability test given to students in the control class, the researcher obtained the following data: Respondents in the control group, consisting of 30 students who were taught without using serial digital image media, obtained a maximum score of 78 and a minimum score of 54.

**Histogram 2.** Control Class

Data normality test can be done by testing whether the data to be analyzed is normal or not. The normality test for this research data was carried out using the Chi Square test.

**Table 4.** Experimental Class Normality Test

Interval kelas	Fo	Tepi Kelas	Zi	Z tabel	F(Zi)	Li	Fe	X2 hitung
		69,5	-1,907	0,4713	0,0287			
70-74	4					0,0788	2,364	1,132
		74,5	-1,245	0,3925	0,1075			
75-79	6					0,1735	5,205	0,131
		79,5	-0,582	0,2190	0,2810			

80-84	6					0,2469	7,407	0,267
		84,5	0,079	0,0279	0,5279			
85-89	5					0,2424	7,272	0,709
		89,5	0,741	0,2703	0,7703			
90-94	6					0,1489	4,467	0,526
		94,5	1,403	0,4192	0,9192			
95-99	3					0,0616	1,848	0,718
		99,5	2,066	0,4808	0,9808			
$\Sigma$	30							3,473

From the results of the experimental class calculations, the results obtained are  $X^2_{hitung} = 3.473$  while  $X^2_{tabel}$  for  $\alpha = 0.05$  and degrees of freedom ( $dk = 6 - 1 = 5$ ) is 11.07 because  $X^2_{hitung} < X^2_{tabel} = 3.473 < 11.07$  then  $H_0$  is accepted and  $H_1$  is rejected. Thus it can be concluded that the data comes from a normally distributed population.

**Table 5.** Control Class Normality Test

Interval kelas	Fo	Tepi Kelas	Zi	Z tabel	F(Zi)	Li	Fe	$X^2_{hitung}$
		49,5	-2,005	0,4796	0,0204			
50-54	3					0,0764	2,292	0,218
		54,5	-1,304	0,4032	0,0968			
55-59	6					0,1774	5,322	0,086
		59,5	-0,603	0,2258	0,2742			
60-64	8					0,2617	7,851	0,002
		64,5	0,098	0,0359	0,5359			
65-69	7					0,2493	7,479	0,030
		69,5	0,799	0,2852	0,7852			
70-74	4					0,1480	4,440	0,043
		74,5	1,500	0,4332	0,9332			
75-79	2					0,0529	1,587	0,107
		79,5	2,201	0,4861	0,9861			
$\Sigma$	30							0,486

From the calculation results of the control class, the result is obtained  $X^2_{hitung} = 0.486$  while  $X^2_{tabel}$  for  $\alpha = 0.05$  and degrees of freedom ( $dk = 6 - 1 = 5$ ) is 11.07 because  $X^2_{hitung} < X^2_{tabel} = 0.486 < 11.07$  then  $H_0$  is accepted and  $H_1$  is rejected. Thus it can be concluded that the data comes from a normally distributed population. The value of  $F_{tabel}$  is known from  $dk = n + n - 1 = 30 - 30 - 1 = 59$  so for  $F_{tabel}$  59 is 2.37. Based on the calculation, the results obtained are  $F_{hitung} < F_{tabel}$ ,  $1.12 < 2.37$ . So, it can be concluded that the data sample has homogeneous variance. From the



t distribution table for  $\alpha = 0.05$  dan  $dk = n_1 + n_2 - 2 = 58$  the value of *ttabel* is 1.671, so the result is  $15.48 > 1.671$  or *thitung* > *ttabel*. So it can be concluded that *H1* is accepted, meaning that there is an influence on the use of digital media serial images on the ability to write fable story texts in class VII students of SMP Citayam Plus.

### 3.2. Discussion

Based on the data analysis above, the author concludes that there is a significant difference between the ability to write fable story texts in classes that use digital learning media with serial images and classes that do not use digital learning media with serial images in class VII students of SMP Citayam Plus. The average value obtained by variable *X1* (Experimental Class) is 83.9. This figure is categorized as good on the assessment scale, because it is in the range of 79-89, meaning that the ability to write fable story texts using digital learning media with serial images in class VII students of SMP Citayam Plus is good. The average value obtained by variable *X2* (Control Class) is 63.80. This figure is categorized as less on the assessment scale, because it is in the range of 57-67, meaning that the ability to write fable story texts before using digital learning media with serial images in class VII students of SMP Citayam Plus is less. Based on the t-test, the value of *thitung* > *ttabel*  $15.48 > 1.671$ , then *H1* is accepted, meaning that there is an effect of using digital learning media with serial images on class VII students of SMP Citayam Plus. The average value of the experimental class using digital learning media with serial images is higher than the average value of the control class not using digital learning media with serial images. Digital learning media with serial images can prevent students from getting bored with the learning process at school. So, students better understand a definition to expand their understanding of deeper concepts of fable story text material through digital images, students can build concepts and be more critical, and can express opinions personally. While the control class does not use digital learning media with serial images, students cannot build concepts or think critically in understanding the material, so the time needed is longer because they feel bored with the learning media used. Learning by using digital learning media of serial images has an influence on students' fable story writing skills in Indonesian language learning in the classroom. The use of digital learning media of serial images contributes to the acquisition of better fable story writing skills. Thus, digital learning media of serial images is one of the factors in achieving better fable story writing skills in schools.

## 4. CONCLUSION

Based on the results of the study conducted by researchers in class VII of SMP Citayam Plus, it can be concluded that there is a positive and significant influence in the use of digital learning media in the form of serial images on the ability to write fable story texts. This can be seen from the rejection of *H0* and the acceptance of *H1*. The average ability to write fable story texts using digital learning media in the form of serial images got a score of 83.93, which means it is higher than those who did not use digital learning media in the form of serial images which got an average score of 63.6. In addition, the average value of the ability to write fable story texts in the experimental class using digital learning media with serial images can exceed the Minimum Completion Criteria (KKM) given by SMP Citayam Plus, which is  $83.93 > 75$ . This positive influence is shown by the results of the t-test where  $15.48 > 1.671$  while *thitung* > *ttabel*.

Educators or teachers should adjust the use of learning media that will be used. One of the effective and interesting learning media for Indonesian language learning activities is digital learning media with serial images.

It is hoped that with the existence of digital learning media with serial images, students can be more focused, creative and more active in the learning process. Researchers suggest that digital learning media with serial images can be used and even updated, in order to increase students' ability to write fable story texts in Indonesian language learning. Providing freedom and increasing student activity so that they can achieve the learning goals expected by the school. Memberikan pernyataan bahwa apa yang diharapkan, seperti yang tertera pada bab “Pendahuluan” pada akhirnya dapat menghasilkan bab “Hasil dan Pembahasan”, sehingga terjadi kecocokan. Selain itu juga dapat ditambahkan prospek pengembangan hasil penelitian dan prospek penerapan penelitian selanjutnya (berdasarkan hasil dan pembahasan).

## 5. ACKNOWLEDGEMENT

The researcher would like to express his deepest gratitude to Dr. Ade Siti Haryanti, as the main supervisor and the researcher would also like to thank Dr. Adi Permana, as the second supervisor for his guidance, input, and support in completing this research. kan ucapan terima kasih kepada sponsorship artikel yang ditulis dan penelitian.

## 6. BIBLIOGRAPHY

- [1] M. P. Dr. H. Dalman, *Keterampilan Menulis - Rajawali Pers*. PT. RajaGrafindo Persada, 2021. [Online]. Available: <https://books.google.co.id/books?id=3-cdEAAAQBAJ>
- [2] S. Yuliani, G. SMP Negeri, and P. Kelapa Bengkulu Tengah, “PENINGKATAN KEMAMPUAN MENULIS TEKS FABEL DENGAN PEMBELAJARAN BERBASIS PORTOFOLIO PADA SISWA KELAS VIII SMP NEGERI 1 PONDOK KELAPA BENGKULU TENGAH,” 2016.
- [3] L. Ulfatun, S. Udin, and M. Sholehuddin, “PENINGKATAN KETERAMPILAN MENULIS TEKS CERITA FABEL DENGAN METODE DISCOVERY LEARNING MELALUI MEDIA GAMBAR BERSERI,” 2020.
- [4] E. I. Muawanah and A. Muhid, “JIBK UNDIKSHA Strategi Meningkatkan Motivasi Belajar Siswa Selama Pandemi Covid-19 : Literature Review,” *Jurnal Ilmiah Bimbingan Konseling Undiksha*, vol. 12, no. 1, pp. 90–98, 2021, doi: 10.23887/XXXXXX-XX-0000-00.
- [5] Herawati, “MEMAHAMI PROSES BELAJAR ANAK,” 2018.
- [6] M. P. Dr. Ni Nyoman Parwati, S. P. M. P. I Putu Pasek Suryawan, and S. P. M. S. M. P. Ratih Ayu Apsari, *Belajar dan Pembelajaran*. Rajagrafindo Persada, 2023. [Online]. Available: <https://books.google.co.id/books?id=dzvdEAAAQBAJ>
- [7] M. Ali, “PEMBELAJARAN BAHASA INDONESIA DAN SASTRA (BASASTRA) DI SEKOLAH DASAR,” 2020.
- [8] A. S. Mulyani, L. Nurishlah, and L. F. Br. Tarigan, “Implementasi Pembelajaran Bahasa Indonesia Berbasis Karakter Kerja Sama,” 2021.
- [9] Kiuk, I. G. W. Suputra, and L. D. S. Adnyani, “Upaya Meningkatkan Kemampuan Menulis Melalui Strategi Please,” *Indonesian Gender and Society Journal*, vol. 2, no. 1, pp. 10–17, 2021, [Online]. Available: <https://ejournal.undiksha.ac.id/index.php/IGSJ>
- [10] S. N. A. Hikmah, “PENGEMBANGAN INSTRUMEN ASESMEN KETERAMPILAN MENULIS TEKS EKSPOSISI,” *Jurnal Tarbiyatuna*, vol. 2, no. 1, 2021.
- [11] Y. Yusuf, R. Ibrahim, and D. Iskandar, *Keterampilan Menulis: Pengantar Pencapaian Kemampuan Epistemik*. Syiah Kuala University Press, 2017. [Online]. Available: <https://books.google.co.id/books?id=ewXQDwAAQBAJ>

- [12] Dr. Surastina, *Pengantar Teori Sastra*. 2018.
- [13] Filma, “PENINGKATAN KEMAMPUAN MENULIS TEKS FABEL MENGGUNAKAN METODE DISCOVERY LEARNING SMP NEGERI 8 PONTIANAK,” 2019.
- [14] I. F. Zuhroh, “Pengembangan Media Gambar Berseri Melalui Aplikasi Smart Apps Creator PENGEMBANGAN MEDIA GAMBAR BERSERI MELALUI APLIKASI SMART APPS CREATOR (SAC) UNTUK KETERAMPILAN MENULIS TEKS NARASI PESERTA DIDIK KELAS IV SEKOLAH DASAR,” 2024.
- [15] S. Nurfadhillah, *MEDIA PEMBELAJARAN Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran, dan Cara Penggunaan Kedudukan Media Pembelajaran*. CV Jejak (Jejak Publisher), 2021. [Online]. Available: <https://books.google.co.id/books?id=zPQ4EAAAQBAJ>
- [16] M. A. Renza, L. H. Affandi, and H. Setiawan, “Pengembangan Media Gambar Berseri Pada Materi Keterampilan Menulis Teks Narasi Siswa Kelas IV,” *Jurnal Ilmiah Profesi Pendidikan*, vol. 7, no. 2, pp. 445–451, May 2022, doi: 10.29303/jipp.v7i2.562.
- [17] M. S. Priadana and D. Sunarsi, *METODE PENELITIAN KUANTITATIF*. Pascal Books, 2021. [Online]. Available: <https://books.google.co.id/books?id=9dZWEAAAQBAJ>
- [18] L. D. Martias, “STATISTIKA DESKRIPTIF SEBAGAI KUMPULAN INFORMASI,” *Fihris: Jurnal Ilmu Perpustakaan dan Informasi*, vol. 16, no. 1, p. 40, Jun. 2021, doi: 10.14421/fhrs.2021.161.40-59.