



The Effect of Digital Picture Series Media on Simple Essay Writing Skills in Elementary Schools

Trisna Aulia¹; Vevy Liansari²

^{1,2}Elementary School Teacher Education, Muhammadiyah University of Sidoarjo, Indonesia

¹Corresponding Email: 198620600123@umsida.ac.id, Phone Number: 0896 xxxx xxxx

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Abstract: This study aims to determine the effect of digital series picture media on simple essay writing skills in the Indonesian language subject for third-grade students at SDN Tawangrejo II Pandaan, classified as low. The research method used in this study is quantitative with a pre-experimental design, specifically the one-group Pre-Test-Post-Test design. The subjects of this study were 32 third-grade students. The sampling technique used in this study was saturated sampling. The data collection technique used in this study was a test to measure third-grade students' simple essay writing skills. The test was conducted with a Pre-Test and a Post-Test. The test consisted of writing a simple essay based on five indicators. The data analysis technique differed significantly between the Pre-Test and Post-Test results. This was indicated by the hypothesis test using the paired sample t-test with a significance value of 0.000, which means the sig value < 0.05. Therefore, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted. The use of digital series picture media significantly affects simple essay writing skills.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh media gambar seri digital terhadap keterampilan menulis karangan sederhana pada mata pelajaran Bahasa Indonesia kelas III di SDN Tawangrejo II Pandaan yang masih tergolong rendah. Metode yang digunakan dalam penelitian ini yaitu metode kuantitatif dengan jenis penelitian pre-experimental design tipe one group Pre-Test-Post-Test. Subjek dari penelitian ini adalah siswa kelas III yang berjumlah 32 siswa. Teknik sampling yang digunakan dalam penelitian ini menggunakan teknik sampel jenuh. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu menggunakan teknik tes untuk mengukur keterampilan menulis karangan sederhana kelas III Sekolah Dasar. Teknik tes dilakukan dengan adanya tes awal (Pre-Test) dan tes akhir (Post-Test). Tes berbentuk soal perintah untuk menulis karangan sederhana dengan memperhatikan lima indikator. Teknik analisis data Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan hasil Pre-Test dan Post-Test. Hal ini ditunjukkan oleh hasil uji hipotesis menggunakan uji paired sample test dengan nilai signifikansi sebesar 0,000 artinya nilai sig < 0,05. Sehingga H₀ ditolak dan H_a diterima. Maka dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan media gambar seri digital terhadap keterampilan menulis karangan sederhana.

A. Introduction

The Constitution of the Republic of Indonesia Number 20 of 2003, Article 3, states, "National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life. It aims to develop the potential of students to become faithful and devoted individuals to God Almighty, with noble character, good health, knowledge, capability, creativity, independence, and to become democratic and responsible citizens." Education aims to shape individuals towards improvement, enabling them to contribute to the teaching of the Indonesian nation, possess a strong belief in and fear of God Almighty, possess useful knowledge, and become independent individuals.

One of the efforts that can be made to achieve educational goals is through learning the Indonesian language. The aim of Indonesian language education in lower schools, among other things, aims so that students can enjoy and use literary works to develop character, broaden knowledge of life, and improve language skills (Sholati et al., 2022). Language serves as a means of communication in daily life and consists of four skills, one of which is writing. There are four skills that must be mastered by students in learning language Indonesia, namely reading skills, writing skills, listening skills (Fauzi & Sukidi, 2019).

Writing skills enhance expressiveness by allowing individuals to communicate indirectly with others, convey messages, stimulate imagination, and foster creativity (Suroiya, 2022). Writing skills aim to convey a message, entertain, and express feelings to others through writing. In Indonesian language lessons, writing is one of the language skills that must be trained. Because writing is processing thoughts, sharpening feelings, and communicating the results of thoughts and honing in the form of writing or essays (Djumadin et al., 2020).

Writing skills are complex, as learners must master various components, such as spelling, vocabulary selection, effective sentence usage, and proper paragraph composition (Fitriany & Maureen, 2014). However, based on field observations, it is evident that simple essay writing skills in elementary schools still need to improve. Students need help to express their imagination in writing and often find it challenging to compose essays without external stimuli. They generally rely on what is written on the blackboard or other sources. Simple essay writing skills serve as a means to convey ideas or thoughts through written language

Composing an essay requires forming ideas into words, which then form sentences. These sentences are organized into paragraphs. Therefore, writing a simple essay requires a medium that stimulates students' imagination, vocabulary, ideas, and thoughts (Nugroho et al., 2021). Students need time to develop these skills and produce a well-structured essay. A simple essay is a person's activity of compiling ideas and conveying them using written language to ensure understanding. It is an essay arranged based on a predetermined topic.

Writing encompasses the stages of composing, writing, and arranging thoughts, feelings, and opinions in writing. Writing an essay involves stringing or composing words, phrases, sentences, and paragraphs combined with relevant topics and themes, resulting in

a final essay. A simple essay consists of sentences based on ideas or thoughts expressed (Anggraini et al., 2022). Composing a simple essay requires a medium that engages students' thought patterns, emotions, attention, and determination while listening (Mirandani & Indihadi, 2022). One such medium that can be used for simple essay writing skills is digital series image media.

Writing skills are crucial language skills to acquire due to their numerous advantages. Writing serves as a means of exploration, generating new ideas, practicing organization and clarity of concepts, cultivating an objective attitude, facilitating information absorption and processing, and promoting active thinking (Embungganda, 2020). In his book Nurudin, Bernard Percy suggests several benefits of writing, including self-expression, understanding, personal satisfaction, increased awareness of the environment, and passionate engagement (Embungganda, 2020).

Assessing the quality and quantity of essay writing results involves considering various aspects. These aspects can be tailored to the taught material. Some assessment aspects for essay writing based on image stimuli, according to Burhan Nurgiyantoro (2012: 430) in Rahmawati (2018), including compatibility with the image, spelling and writing, logical storytelling, overall story composition, and the permanence of words and sentences.

Media, derived from the Latin word "medius," means intermediary. According to Gagne, "learning is a series of planned events aimed at achieving learning outcomes." Learning media is a communication tool between teachers and students, facilitating learning and stimulating students' thoughts, feelings, attention, and interests (Nurrita, 2018). It refers to anything conveying educational content and attracting students' attention and motivation. The learning process using the media can foster enthusiasm for learning in students so that students remain active and enthusiastic. Therefore the use of media can help improve student learning outcomes for the better (Aristia et al., 2020).

This research aligns with a study conducted by Anggraini et al (2022), which utilized non-digital-based serial drawing media. The present study employs digital series drawing media to attract students' attention, facilitate teachers' use of media, and prevent student boredom by displaying the media via LCD or projector screens. Pictures serve numerous purposes in the teaching and learning processes (Firmansyah & Dewi, 2022). A picture series is a collection of images that depict ongoing events from a story with significant form. It also has many benefits, such as adding to students' id (Gayatri & Gaffar, 2023).

Digital series drawing media, utilizing the Canva application, is a modern and captivating learning medium. This media is designed attractively using the Canva application, and its application involves the use of LCD or projectors. By utilizing this digital series of drawing media, students' attention is captured, learning motivation is increased, and their skills in writing simple essays in the Indonesian language are improved (Hasan, 2022). The digital series image presentation comprises sequential images that depict the story from beginning to end. This media fosters the connection of students' imagination, aiding in vocabulary acquisition, sentence formation, and paragraph organization.

Digital picture series media serves as a medium to develop and enhance essay writing skills. Previous research by [Suroiya \(2022\)](#) supports the use of series picture media, resulting in students achieving high scores. The application of digital series picture media is essential as essay writing is a gradual and repetitive process that requires practice. Digital picture series media consists of sequential images based on predetermined themes or topics. These images evoke memories and facilitate the formation of a series of events. They stimulate imagination and assist individuals in expressing ideas or thoughts through writing or essays. With serial picture media, the teacher will easily overcome distractions that will hinder the learning process and take the attention of students in class ([Dawa, 2021](#)).

The characteristics of picture series are as follows: (1) Picture series is a series of pictures that are separated from one another but have a single story sequence. (2) Serial images will be difficult to understand when they stand alone and have not been sequenced. (3) Serial pictures have meaning after being sorted according to a certain pattern or something in the order of a story. (4) Serial pictures can convey a message quickly and concisely or a person's attitude, situation or certain events ([Hidayati & Zuhdi, 2014](#)).

Image media possesses advantages such as concreteness and realism in expressing content. Composing with the aid of serial image media enhances students' imagination and creativity ([Karawasa et al., 2017](#)). The presence of a series of pictures stimulates imagination, making it easier to convey ideas or thoughts related to the predetermined theme. The proper design and utilization of image media ensure its effective function. Information and communication technology (ICT) in learning activities is necessary to support educational materials. Currently, ICT is readily available and facilitates the learning process. The Canva application is one of the technological tools employed in education, offering various templates for creating learning media, such as magazines, covers, invitations, and posters.

Interviews with a third-grade teacher from SDN Tawangrejo II Pandaan revealed that students' proficiency in simple essay writing skills was less than 50%. This research is crucial in improving students' abilities in this area. The study aims to examine the significant impact of using digital series image media on developing simple essay writing skills among grade III students at SDN Tawangrejo II Pandaan. It aims to contribute to the field of education by highlighting the use of digital series image media as a learning medium for simple essay writing skills. Additionally, it seeks to enhance teacher creativity, make the learning process more interesting and diverse, and address challenges in teaching simple essay writing skills.

The general objective of this study is to improve the ability to write simple essays in elementary schools. Specifically, it aims to determine the significant effect of digital series image media on essay writing skills. Furthermore, the study aims to expand knowledge in education, enhance teacher creativity in teaching and learning activities, make the learning process more engaging and varied, and address issues related to learning simple essay-writing skills.

B. Method

This study utilizes quantitative research methods with the type of pre-experimental research design called one group Pre-Test-Post-Test. Experimental research aims to determine the effect of specific treatments or interventions (Embungganda, 2020). This study aims to examine the influence of digital image series media on simple essay writing skills. A one-group Pre-Test-Post-Test design was employed for this study. The participants consisted of 32 third-grade students from SDN Tawangrejo II Pandaan. The sampling technique used in this study was saturated sampling, which involves selecting all population members as samples (Sugiyono, 2018). The research was conducted at SDN Tawangrejo II Pandaan.

In quantitative research, the research instruments are used to obtain valid and reliable data, while in qualitative research it is the data that is tested (Ahyar et al., 2020). Research instruments are tools used to measure and observe natural and social phenomena, referred to as research variables (Sugiyono, 2018). The instruments in this study include an expert validation assessment for materials and media, which is conducted using a Likert scale. The test sheets consist of a Pre-Test and a Post-Test using command questions to write a simple essay based on five indicators. In quantitative research, data analysis is conducted after collecting data from all respondents or other sources.

The data analysis in this study involves validation by media experts. If the media is deemed valid or suitable as a learning medium, it will receive a score of more than 51, indicating its goodness. The validation by material experts determines the validity and suitability of the material as a learning medium, with a total score of more than 51 indicating its goodness. The next step in data analysis is to test the validity of the questions using correlation validity tests, reliability tests, normality tests, and hypothesis tests with the assistance of SPSS. The following is the One-Group Pre-Test-Post-Test Design research design:

Table 1. Research Design

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

Description: :

O₁ : Pre-Test Score

X : Digital Series Picture Media Treatment

O₂ : Post-Test Score

The table above illustrates the process, which consists of two stages. The first stage involves an initial test called the Pre-Test, which assesses the ability to write simple essays before the treatment, i.e., the provision of media. In the second stage, the final test, the Post-

Test, is administered after the treatment, which involves using digital series of picture media. This stage aims to determine the final condition after receiving the treatment.

In this study, the independent variable (X) is the utilization of digital picture series media, while the dependent variable (Y) is the skill of writing simple essays. The following is the chronological flow of the research conducted from beginning to end.

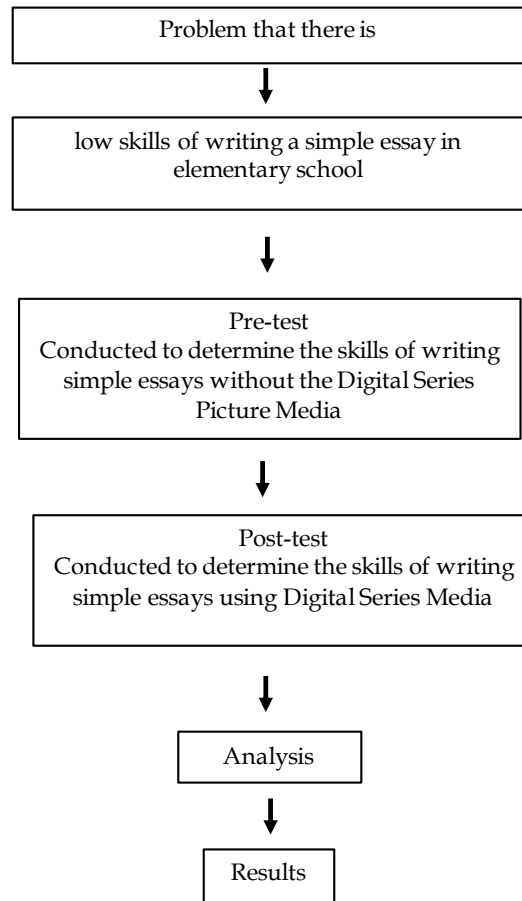


Figure 1. Research Flow

The flow of this study involves several stages. In the initial stage, a Pre-Test is conducted without serial drawing media. After the Pre-Test, the researcher will provide treatment using digital serial drawing media. Then, a Post-Test is administered using the same set of questions as the Pre-Test. The results of the Post-Test and Pre-Test are then analyzed to identify any differences contributing to the study's findings.

C. Result and Discussion

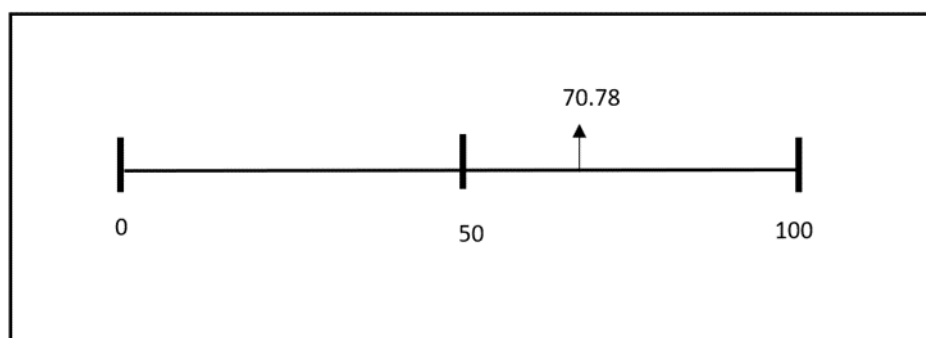
Result

At the initial stage, a Pre-Test was conducted without any treatment to assess the ability to write a simple essay before introducing the digital image series media. The Pre-Test and Post-Test data will be analyzed to determine if there is a significant change and whether the intervention has a positive impact. Here are the Pre-Test score data:

Table 2. Student Pre-Test Scores

No	Item	Score
1	The Highest Score	85
2	Lowest Value	55
3	Mean	70.78
4	Mode	70
5	Median	70
6	Standard Deviation	6.852
7	Standard Error	1.211

The table above displays the Pre-Test score data, with the highest score being 85 and the lowest being 55. The mean of the Pre-Test data is 70.78, the mode is 70, and the median is 70. The standard deviation is 6.852, and the standard error is 1.211.

**Figure 2.** Outstanding Pre-Test Average Score

In the second stage, a Post-Test was conducted after administering the treatment of digital picture series media. This aimed to assess the ability to write simple essays following the treatment. The following table presents the Post-Test score data.

Table 3. Student Post-Test Scores

No	Item	Score
1	The Highest Score	90
2	Lowest Value	65
3	Mean	76.72
4	Mode	75
5	Median	75
6	Standard Deviation	5.904
7	Standard Error	1.044

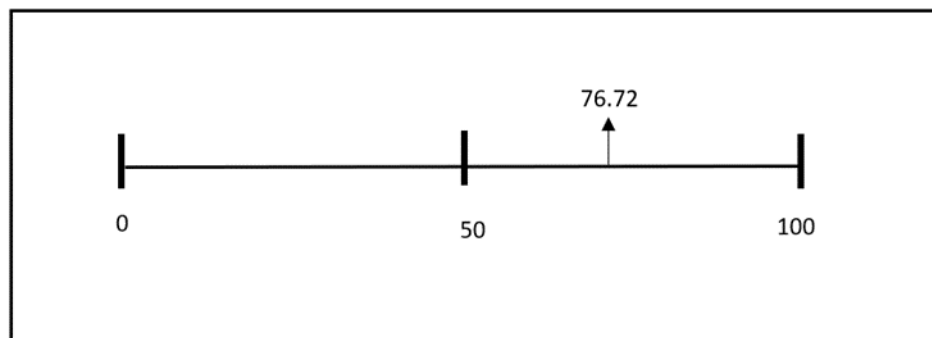


Figure 3. Outstanding Post-Test Average Score

The table above shows that the highest Post-Test score is 90, while the lowest is 65. The mean score for the Post-Test data is 76.72, with a mode of 75 and a median of 75. The standard deviation is 5.904, and the standard error is 1.044.

Based on the information provided, the average position of the Pre-Test and Post-Test can be described as follows.

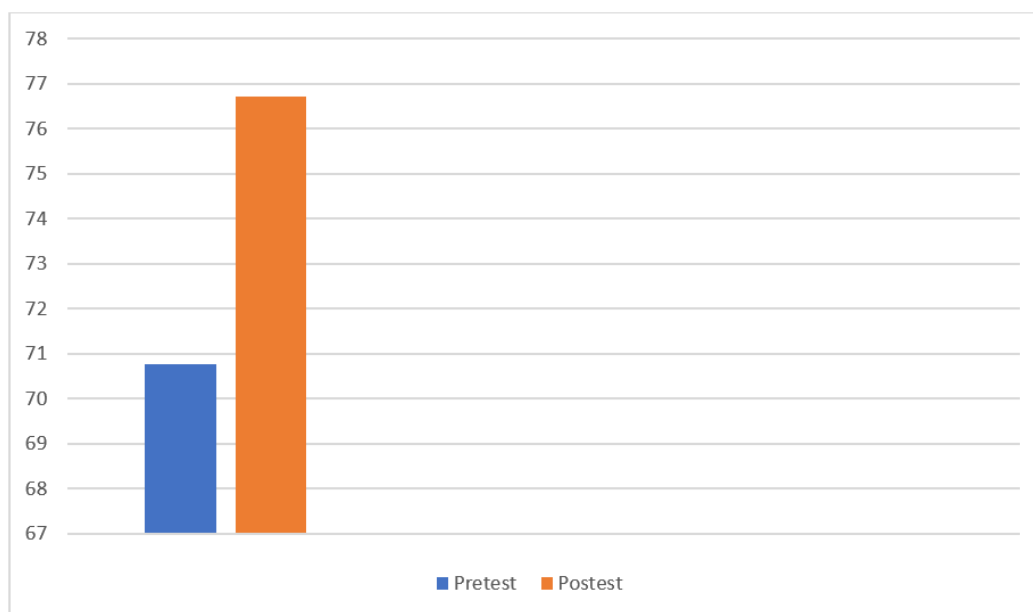


Figure 4. Position of Pre-Test and Post-Test

The average results of the Pre-Test and Post-Test data indicate that the average Pre-Test score is 70.78, while the average Post-Test score is 76.72. This suggests that the use of digital series picture media has improved students' essay writing abilities.

The first data analysis shows that the material validity assessment, conducted through a Likert scale assessment sheet and evaluated by a validator from the Department of Primary School Teacher Education at Muhammadiyah University of Sidoarjo, yielded an average score of 83. This indicates that the material is considered very good and valid, making it suitable for reference in the research conducted in Class III at SDN Tawangrejo II Pandaan.

The second data analysis pertains to the media validity assessment, also conducted using a Likert scale assessment sheet and evaluated by a validator who is an expert in media from the Department of Primary School Teacher Education at the Muhammadiyah University of Sidoarjo. The results obtained an average score of 97, indicating a good and valid rating. Consequently, the media can be effectively used as a learning medium.

The validity test results were obtained using the product-moment correlation method with the assistance of SPSS. Here are the results of the validity test:

Table 4. Validity Test Results

Indikator	Pearson Correlation	Kesimpulan
1	0,877	Valid
2	0,875	Valid
3	0,746	Valid
4	0,821	Valid
5	0,742	Valid

The table provided above is utilized to determine the validity of test results for each question. The question can be considered valid if the computed correlation coefficient value (r count) is greater than the critical value from the table (r table). In the table, Indicator 1 has a value of 0.877, indicating its validity. Indicator 2 has a value of 0.875, also demonstrating validity. Indicator 3 has a value of 0.746, indicating its validity. Indicator 4 has a value of 0.821, signifying validity. Lastly, Indicator 5 has a value of 0.742, denoting validity as well. Based on these results, the critical value of r with a sample size (n) of 32 is 0.349. As observed from the data above, the computed correlation coefficients for Indicators 1-5 are greater than the critical value, thus confirming their validity.

Table 5. Reliability Test Results

Cronbach's Alpha	N of Items
.850	5

The table provided above is utilized to determine the reliability values. It is essential to have a valid and reliable instrument in order to obtain accurate and dependable research results. If the reliability value is greater than 0.6, it is considered reliable. The reliability value in the table above is 0.850, which indicates that it is greater than 0.6 and therefore deemed reliable.

The normality test determines whether the data follows a normal distribution. The table below presents the results of the normality test using the Shapiro-Wilk test:

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.142	32	.099	.935	32	.053
posttest	.177	32	.012	.940	32	.077

a. Lilliefors Significance Correction

Figure 5. Normality Test Results

The image provided above is used to determine the normality test results using the Shapiro-Wilk test. The Shapiro-Wilk test results for the Pre-Test data indicate a value of 0.053, which is greater than 0.05. Similarly, the Post-Test data shows a normality test result of 0.077, greater than 0.05. Based on the explanation and the data presented, it can be concluded that the data follows a normal distribution.

The paired sample test in this study was conducted to assess the differences between the Pre-Test and Post-Test values, representing the data before and after the treatment, to determine whether significant changes occurred. The following table displays the results of the paired sample test using SPSS:

Pair		Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)	
				Std. Error	95% Confidence Interval of the Difference				
									Mean
1	pretest - posttest	-5.937	2.675	.473	-6.902	-4.973	-	31	.000
									12.555

Figure 6. Results of Paired Sample Test

The results of the paired sample test showed a significance value of 0.000, indicating that the sig value is less than 0.05. Therefore, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted. Consequently, there is a significant effect of using digital picture series media on simple essay writing skills in elementary school.

Discussion

This study aimed to examine the impact of digital image series media on the development of simple essay writing skills among Class III students at SDN Tawangrejo II Pandaan. The researchers selected digital image series media due to its ability to capture students' attention, prevent boredom, facilitate media design and implementation for teachers, and align with current technological advancements. Learning media serves as a communication tool between teachers and students, and its presence greatly aids students' comprehension of taught materials (Ulfa & Nasryah, 2020). Engaging in learning media enhances the enjoyment and effectiveness of teaching and learning activities, increasing students' concentration and interest.

Digital image series media presents a sequential and continuous story through a laptop or LCD, aiming to enhance students' essay writing skills by stimulating their imagination (Gayatri & Gaffar, 2023). This media utilizes a series of images that correspond to predetermined topics or themes. The researchers employed a one-group Pre-Test-Post-Test experimental design for this study. The research process involved administering initial tests to students before exposing them to digital image series media treatment, followed by a final test after the treatment. Statistical analysis of the data, based on a sample of 32 students, revealed that the lowest Pre-Test score was 55, the highest Pre-Test score was 85, the lowest Post-Test score was 65, and the highest Post-Test score was 90. The average Pre-Test score was 70.78, while the average Post-Test score was 76.72.

After conducting the research at SDN Tawangrejo II Pandaan, it was observed that each student experienced an improvement in expressing their ideas and thoughts, which had previously been challenging for them. Learning outcomes refer to the skills and knowledge students acquire through the learning process. The comparison of learning outcome categories indicated that, on average, students showed enhanced performance in the Post-Test compared to the Pre-Test. The frequency distribution of Pre-Test results displayed an average score of 70.78, with a maximum score of 85 and a minimum score of 55. Meanwhile, the Post-Test scores had an average of 76.72, a maximum score of 90, and a minimum score of 65. Consequently, applying digital image series media significantly improved students' learning outcomes. The paired sample test yielded a significance value of 0.000, indicating that the sig is less than 0.05.

The research hypotheses were formulated as follows:

H_0 : Simple essay writing skills remain unchanged after using digital image series media.

H_a : There is a change in simple essay writing skills after using digital image series media.

The analysis resulted in the rejection of H_0 and the acceptance of H_a . Thus, using digital image series media significantly affects the development of simple essay writing skills among Class III students at SDN Tawangrejo II Pandaan.

The findings support the conclusion that was implementing series picture media positively influences simple essay writing skills, as evidenced by the data analysis results. These findings align with previous research conducted by Suroiya (2022), where the class utilizing digital-based serial image media achieved exemplary scores, indicating a significant improvement in simple essay writing skills. Similar findings were reported by Anggraini et al (2022), who also observed improved simple essay writing skills due to the use of serial image media. Additionally, Fitriany & Maureen (2014) concluded that serial image media effectively enhances essay writing skills in the Indonesian language subject. There is also research conducted by Herawati (2016) which shows that there is an increase in the use of serial image media in writing simple essays in grade III elementary school. The last research conducted by Putra (2014) showed that the use of serial image media can be improve the ability to write narrative essays for class IV students in learning Indonesian.

D. Conclusion

The research and discussion above indicate that simple essay writing skills in elementary school are relatively low and require the implementation of digital image series media to enhance them. This study examines the influence of digital image series media on improving simple essay writing skills in elementary school. Therefore, digital image series media has a positive impact on enhancing simple essay writing in elementary school.

Digital image series media can present a sequential and continuous story, which facilitates developing and improving essay writing skills. By utilizing digital image series media, the skills in writing simple essays, which are initially low, can be improved. Learning media serves as a valuable communication tool between teachers and students, facilitating better comprehension of the taught material. Engaging and interesting learning media make teaching and learning activities more enjoyable and increase students' concentration and interest.

This study has yielded positive outcomes for both students and teachers. With the implementation of digital image series media, students can easily express their imagination through written language. Furthermore, teachers find it easier to utilize digital image series media, as it can be created using applications like Canva and displayed through LCD screens or projectors.

For future research, it is suggested to explore the use of digital-based image series media with enhanced and more captivating variations. By incorporating digital image series media, students will likely exhibit increased interest and enthusiasm, leading to continuous improvements in their simple essay writing skills in elementary school.

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