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THE INFLUENCE OF THE USE OF ANIMATION VIDEO LEARNING MEDIA ON WRITING SKILLS STUDENTS' NARRATION

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Abstract

This study explores learning media and models to examine the effect of animated video learning media on the narrative writing skills of fourth-grade students at SDN Plodongan. The objectives of this study are to determine the effect of animated video media on narrative writing skills and to examine differences in learning outcomes between students who used animated video media and those who did not. This study employed a quantitative approach with a quasi-experimental design using a non-equivalent control group format, involving 19 students in the experimental group and 19 students in the control group. Data were collected from pre-test and post-test assessments and analyzed using the Wilcoxon test, the Mann-Whitney test, and N-gain. The results showed a significant increase in the experimental group ($\text{sig. } 0.000 < 0.05$) as well as a significant difference compared to the control group ($\text{sig. } 0.000 < 0.05$). Furthermore, the average N-gain score of the experimental group (41.81%) was higher than the average N-gain score of the control group (15.74%). Therefore, animated video learning media proved effective in improving elementary school students' narrative writing skills.

Keywords: Animation Video, Narrative Writing Skills

Abstrak. Penelitian ini mengeksplorasi media dan model pembelajaran untuk menguji pengaruh media pembelajaran video animasi terhadap keterampilan menulis karangan narasi siswa kelas empat SDN Plodongan. Tujuan penelitian ini adalah untuk mengetahui pengaruh media video animasi terhadap keterampilan menulis narasi, serta melihat perbedaan hasil belajar dari hasil belajar menggunakan media video animasi dan tidak menggunakan media video animasi. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental dengan format kelompok kontrol non-ekuivalen, dengan melibatkan 19 siswa pada kelompok eksperimen dan 19 siswa kelas kontrol. Data yang dihasilkan dari penilaian pre-test dan post-test, dan dianalisis dengan menggunakan uji Wilcoxon, uji Mann-whitney, serta N-gain. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kelompok eksperimen (sig. 0,000 < 0,05) serta perbedaan yang signifikan jika dibandingkan dengan kelompok kontrol (sig. 0,000 < 0,05). Selain itu, skor rata-rata N-gain kelompok eksperimen (41,81%) lebih besar dibandingkan dengan rata-rata skor N-gain kelompok kontrol (15,74%). Oleh sebab itu, media pembelajaran berupa video animasi terbukti efektif dalam meningkatkan keterampilan menulis karangan narasi siswa SD.

Kata-kata Kunci : Video Animasi, Keterampilan Menulis Narasi

Background

The Government of Education in Indonesia includes formal, non-formal, and informal channels with the foundation of Law Number 20 of 2003 which emphasizes the importance of growing literacy and numeration culture as the basis for a knowledgeable nation. In line with that, the Law of the Republic of Indonesia number 20 of 2003 Chapter X article 37 emphasizes that Indonesian Language is a compulsory subject in the primary and secondary education curriculum, serving as an introductory language as well as a means of oral and written communication that becomes the identity of the nation. Thus, the development of the curriculum is the key to quality improvement, by placing student needs as a priority as well as involving educators and the community in their implementation (Setiyorini & Setiawan, 2023; Zamhari et al., 2023).

The teaching of Indonesian aims to enhance skills and knowledge while fostering a positive perspective toward the language (Zainuddin, 2023). Through appropriate learning materials, writing skills can be improved by enriching the learning experience, motivating students, and shaping their linguistic identity. Writing skills are a crucial component of the Indonesian language as they serve as a means of conveying ideas, thoughts, and feelings in written form (Yamtinah et al., 2021). This activity is complex, requiring the ability to organize ideas while honing critical thinking and communication skills (Yolanda et al., 2022). The quality of a text reflects the quality of the writer's ideas.

Increased student participation in learning activities, heightened attention and engagement during instruction, and greater interest and motivation throughout the learning process are indicators of improved student performance in the essay-writing process when animation, audiovisual media, or other multimedia that incorporate images and sound are used (Waningyun, 2021). The use of multimedia in learning can strengthen memory retention when verbal and visual information is presented sequentially. Simultaneous presentation of text and visuals yields better learning outcomes compared to sequential presentation, as it facilitates

understanding of complex topics; educators, media designers, and researchers can collaborate to create brief narrative-based examples, such as “mini-stories” or short real-world scenarios, by examining how these stories foster engagement in lessons so that learning achieves integrated emotion and attention to produce lasting learning effects (Merkt et al., 2026). In this context, learners will feel more at ease in approaching language communication by reducing negative emotions and fostering a more relaxed atmosphere, as well as through a flexible and adaptive environment capable of accommodating diverse student interests and characteristics (Huang & Li, 2024).

However, many elementary school students are reluctant to write because they feel untalented, have difficulty determining topics, or experience obstacles such as vocabulary limitations, difficulty composing sentences and paragraphs (Agusti et al., 2021), lack understanding grammar, and low motivation. This condition is worsened by learning that is still centered on teachers and the lack of use of interesting media (Simanjuntak et al., 2019), making it increasingly difficult for students to write demanding the prosecution of events (Siki et al., 2024). These obstacles are influenced by concrete operational cognitive stages that limit abstract thinking, limitations of Indonesian language communication, and difficulty expressing ideas due to lack of reading and speaking skills. As a result, students need supporting resources to express ideas. The low ability to write is also related to traditional teaching methods, difficulty producing ideas, limitations in Indonesian language well, weak word selection, and inability to define topics and compose paragraphs (Mardhotillah et al., 2020).

Based on the results of a class teacher's interview on Indonesian Language learning at Class IV of Plodongan Elementary School, Sukoharjo District, Wonosobo Regency, various obstacles were found in the learning process. Artificial writing skills are still challenging, including difficulty developing ideas, organizing ideas, and coherent writing. Lack of interest, motivation, and limited vocabulary further impedes students' writing skills. They tend to be more interested in learning involving visual aspects than just writing text directly. Learning media that supports writing skills are still limited, even though the Merdeka Curriculum with deep learning emphasizes meaningful learning, mindful learning, and joyful learning. Therefore, this research is important to examine the extent to which the use of video animation media can improve the writing ability of grade IV elementary school students, while providing clear and useful input to teachers in implementing proper learning media.

The use of animated videos in Indonesian language learning shows educational developments that utilize technology to provide innovation and ease student understanding (Muzaki et al., 2025). The animated video features characters, plots, and backgrounds in an interesting way that creates a pleasant learning atmosphere and helps elementary school students develop creativity and writing interests.

According to a study conducted by Han and McLaren involving 450 Asian students, dynamic visuals can reduce cognitive load and enhance the learning process for students, supporting similar applications in digital literacy in developing countries (Hamlin et al., 2023). Findings regarding improvements in writing skills through animated videos are based on Mayer's principles of multimedia learning (Ginevra et al., 2021). To verify the effectiveness of animation as narrative scaffolding, this study was conducted. Previous studies have shown that animated videos supported by e-books have a significant impact on students' writing abilities and learning outcomes (Muzaki et al., 2025). Thus, the research aims to examine the influence of pure animated video media on skills, motivation, and learning outcomes at earlier stages of cognitive development, while enriching the empirical evidence in the field of learning.

With a deeper understanding of the impact of animated video media on creativity, writing structure, and idea communication capabilities, this research is expected to provide effective insights and solutions. The research results are expected to make it easier for teachers to apply more interesting and applicative teaching methods so that students can not only write well, but also be happy, full of ideas, and able to develop the communication skills needed to deal with modern challenges.

Method

The type of research conducted was a quantitative study using quasi-experimental design using a nonequivalent control group design type. According to Sugiyono (2019), this design is a form of experimental quasi that is often used. In this design, the selection of experimental groups and control groups is not random (random). In the Nonequivalent control group design, a pre-test can be performed that aims to determine the difference between the control group and the experimental group before treatment. The design of the experimental quasi-research was used as follows:

Table 1. Nonequivalent Control Group Desain

Group	Pre-test	Treatment	Post-test
Experiment	Y_1	X	Y_2
control	Y_1	-	Y_2

This design includes the type of design that uses control groups and the presence of pre-test; post-test, the description of the symbol in this design is Y_1 means preliminary test, Y_2 means no treatment, while X denotes treatment of the group. The pre-test or post-test will be performed using test data collection techniques. A test is a set of questions that are given directly to respondents to obtain an answer with a final result in the form of a score, and a test selected for research is a written test in which answers will be obtained in writing (Soesana et al., 2023).

The design of the research to be carried out requires two groups to be divided into a control class and an experimental class, and the design of the research class to be carried out. and group selection was done using purposive sampling techniques taking into account the equality of learning characteristics and conditions as research was not directed towards widespread generalization of large populations. The samples used were two schools, namely SDN Plodongan as an experimental class with treatment using video animation media and SDN Sempol as a control class in which learning was conducted conventionally or not given special treatment with academic ability considerations, student characteristics, as well as relatively equivalent early learning outcomes.

In this study, data analysis was conducted using inferential statistics including normality tests, homogeneity tests, and hypothesis tests to determine the effect of animation media on the narrative writing skills of Grade IV students at Plodongan Elementary School. The normality test aims to determine whether the pre-test and post-test data in the experimental class and the control class are normally distributed by following normal or abnormal patterns to determine the use of parametric tests or nonparametric tests, while homogeneity tests are used to determine the similarity of the variances of the two groups as a prerequisite for the use of parametric tests (Nuryadi et al., 2017).

If the data are found to be normally distributed and homogeneous, then hypothesis testing is performed with the Paired Sample T-Test to determine the difference in narrative writing ability before and after the treatment of each group. In addition, N-Gain's calculations are used to determine the degree of improvement in narrative writing skills after being treated. Independent Sample T-Test is used to determine the difference in the average post-test results between the experiment class and the control class.

However, if the data are not normally distributed, nonparametric tests are used as an alternative. The Wilcoxon test was used as a replacement for the Paired Sample T-Test to analyze differences in pre- and post-treatment capabilities in one group, while the Mann Whitney test was used as a replacement for the Independent Sample T-Test to determine differences in post-test results between experiment class and control class (Kishore & Jaswal, 2022).

Result and Discussion

Result

The influence of video animation on 4th grade students who use different elementary schools, namely the 4th grade of Plodongan State Elementary School as an experimental group that will be treated using learning media in the form of video animation media, is also the result of video animation. and the 4th grade of Sempol State Elementary School as a

control group that will use conventional media in the form of serialized image media. Each class received 8 learning objectives with 4 meetings, as well as the use of the same learning model, Problem Based Learning (PBL).

The first meeting, pre-testing the two groups to identify the students' initial ability to write narration. Continuation of the learning process in both groups was carried out in accordance with the syntax of the problem based learning model, at the beginning the learning was given problem orientation as a lighter for the learning material. Later, the 3rd student syntax was given media adjusting classes, for experimental classes would be given media in the form of animated videos, and for control classes would be shared media drawing animations to determine the meaning of narrative text and existing structures.

In the second and third meetings, the experiment class and the control class will be given the same treatment, but with different material each meeting and media with different themes. For the second meeting, the two classes will analyze the elements of the narrative text and present the results of the study of the elements from the available media. Next, for the third meeting, they will study the types of narrative texts and analyze the types of narratives from the media provided.

The last meeting, learning activities are directed at individual tasks, after understanding the steps of writing good and correct narrative texts by bringing up the first learning to the third learning. Afterwards, students were tasked with compiling the narrative text in a complete and structured manner. The use of animated video media in experimental groups has been shown to facilitate students to pour ideas in a more structured manner, and to expand vocabulary more variably. In the final stage of learning activities, both groups were given post-test as a form of evaluation to determine the extent to which narrative text writing skills were improved after each learning treatment was performed.

The results of students' abilities through narrative writing skills in experimental classes and control classes will be analyzed using descriptive statistics with the help of the SPSS version 27 application. The research data were collected through pre-test and post-test execution in both classes, namely experimental class and control class.

A normality test is conducted to determine whether the data distribution of the control class and the experimental class follow normal patterns or not. The normality test will be conducted using the Shapiro Wilk test with the determination of the significance level (Sig.). if it's a Sig. If the data is greater than 0.05, then the data is declared normal. On the contrary, if Sig scores. If the data is less than or equal to 0.05, then the data is declared non-normal. This test is a measure that determines whether the data meet the requirements for a parametric test or should be analyzed using a nonparametric test (Kaharuddin, 2024). The results of the

normality test of 4th-grade students' writing skills in experimental class and control class are shown in table.

Table 2. Data Normality Test Result

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre control	.976	19	.884
Post control	.875	19	.017
Pre experiment	.867	19	.012
Post experiment	.934	19	.204

Based on table 2 of the results of the normality test presented, a control group pre-test significance value of 0.884 where the data are normally distributed and a control group post-test significance of 0.017 where the data are not normally distributed was obtained. A pre-test significance value of the experimental group was 0.012 indicating that the data were not normally distributed and a post-test of the experimental group was 0.204 indicating that the data were normally distributed. It can thus be concluded that not all narrative writing skills data in this study are normally distributed, so subsequent data analyses need to use nonparametric statistical tests.

The homogeneity test aims to find out whether or not the control group and experimental group on the research data have the same variance. The variance homogeneity test is performed using the Levene test with the decision-making criteria if the Sig scores. more than 0.05 is homogeneous. The results of homogeneity tests on control groups and experimental groups are presented in table.

Table 3. Data Homogeneity Test

	Levene statistic	Sig.
Based on Mean	10.051	.003
Based on Median	8.954	.005

Based on the homogeneity test results presented, significance values were obtained by mean of 0.003 and by median of 0.005. Both scores did not reach the significance level (Sig.) because they were less than 0.05, so it can be concluded that the narrative writing skills data in students of the control group and the experimental group had non-homogeneous variance. Thus, the hypothesis test used to test the differences between the control group and the experimental group is a non-parametric test, the Mann-Whitney test, because parametric tests (such as the t-independent test) require homogeneous data.

The Wilcoxon Signed Rank Test was applied to analyze the differences in students' narrative text writing skills between pretest and post-test scores in groups. The use of this test is based on normality test results which show that there are non-normal distributed data, so

the analysis continues with nonparametric statistical techniques. The basis for decision-making in the Wilcoxon Signed Rank Test was determined based on significance values (Sig.). If it's Sig. The difference between pre-test and post-test values can be inferred from the difference between pre-test and post-test values. On the contrary, if Sig scores. There is no significant difference between the two values, if more than or equal to 0.05. The results of Wilcoxon test data are presented in table.

Table 4. Wilcoxon Test

Components	Control	Experiment
Negative ranks	2	0
Positive Ranks	15	19
Ties	2	0
Total	19	19
Z	-2.748	-3.827
Sig. (2-tailed)	.006	<.001

Based on Wilcoxon's test results, it can be concluded that animation video learning media has a significant influence on writing skills by 4th grade students of Plodongan Elementary School. It can be seen that in the experimental class 19 students experienced improved narrative writing skills (positive jerks). Meanwhile, the control group at SDN Sempol has increased writing narration with 2 students falling (negative ranks), and 2 students have not changed (ties).

Wilcoxon's test results showed that the value was significant (Sig. 4). (viii) 0.006 for the control group and <0.001 for the experimental group. Since the significance score for both groups was less than 0.05, it was concluded that the application of animated video learning media proved effective in improving students' ability to write narration.

Subsequent tests aimed to identify differences in narrative writing skills between students in control groups and experimental groups. This analysis was conducted to compare the learning outcomes of two independent groups. Based on the prerequisite test, it is known that some data are not normally distributed, so hypothesis testing is conducted using a nonparametric statistical test, the Mann–Whitney test. The results of Mann–Whitney's test of student poetry writing skills in both groups are presented in table below.

Table 5. *Mann-Whitney U Test*

Components	Value
Mann-Whitney U	107.500
Z	-2.145
Sig. (2-tailed)	.032

Based on the Mann-Whitney test results presented in table 5, it shows a Mann-Whitney value of 107,500 with a Z value of -2,145 and a significance value (Sig. 107,500). 2-tailed) <

0.032. The significance value was less than 0.05, so it can be concluded that there was a significant difference between the skill of writing narration in the students of the control group and the experimental group. This test identified that the assisted treatment of animation media in the experimental class was more effective and helpful in improving students' abilities than the media used in the control class.

N-Gain analysis was conducted to determine the degree of influence of narrative writing skills on control groups and experimental groups after learning treatment. This analysis is used to describe the magnitude of the student's improvement in learning outcomes by considering the difference between pre-test and post-test values. The calculation of N-Gain scores was conducted for each group as supporting data in assessing the effectiveness of the applied learning. The results of the N-Gain test of poetry writing skills in control groups and experimental groups are presented in table 6 below.

Tabel 6. Value N-gain

N-gain	Control	Experiment
N-gain percent	15,74%	41,81%

Based on the results of the N-gain analysis presented in the table above, it is apparent that the average N-gain value in the experimental group is higher than that of the control group. This shows that the influence of narrative writing skills on the experimental group is far more optimal than that of the control group. These differences in N-gain score indicate that the use of animation media is more effective in improving students' writing skills.

Discussion

In general, the results of this study indicate that the use of animated video learning media has a more positive impact on learning compared to sequential image media. The implementation of learning using a constructivist approach to assess narrative writing skills can be considered very effective, as evidenced by improved scores from Cycle 1 to Cycle 2 (Agusti et al., 2021). Furthermore, the findings regarding the use of animated video learning media combined with the Problem-Based Learning (PBL) model have proven to be more effective in enhancing the creativity and narrative writing skills of fourth-grade elementary school students. This is because students are actively involved in the process of observing, listening, analyzing, and expressing ideas through the imagination they develop.

The results of this study also indicate clear and significant differences in narrative writing skills between students in the control group and the experimental group. Students who received the intervention involving the use of animated video learning media achieved better writing results compared to students who did not receive the intervention but instead used sequential images. Essentially, a narrative is a retelling of actions, events, and occurrences

involving one or more characters in a specific sequence. Such stories aim to provide information or entertain (Vicol et al., 2024). Thus, animated video learning media have proven to be more effective in supporting the development of students' narrative writing skills. These differences are influenced by the following factors.

Digital media is already used in 80% of classrooms (Ningsih et al., 2025), as its use has essentially been gradually implemented through online learning (Ibrahim et al., 2024). Digital media in the form of videos can guide students to better improve and develop story ideas, enhance the flow of the narrative, foster creativity, and improve language use. Because an important component of the Indonesian language focuses on language skills for conveying ideas, thoughts, and feelings in written form, some students struggle to express their ideas independently, especially when they are not provided with engaging and contextual stimuli (Yamtinah et al., 2021). In conventional learning using sequential images in the control class, students tended to be active but did not understand the sequence of events well or correctly. In contrast, in the experimental class, which used animated video media, students were more active, clearly enthusiastic, and able to follow instructions well and correctly. Therefore, the use of video as a learning medium can enhance the inspiration that arises during the viewing process and stimulate students' imagination, ensuring that their language development does not decline due to boredom or the monotonous nature of learning.

The use of video-based learning materials allowed students, when assigned the task of writing a narrative essay, to visualize the elements of their stories in written form (Triswanti et al., 2023). Several things were evident from how students demonstrated an excellent response during the lesson, including their enthusiasm for actively participating in the learning process. Active engagement is evident when interactive media is provided; students appear highly focused, and the learning process feels more structured and calm because they pay closer attention to the moving visuals accompanied by audio that explains the scenes in the story, as per the theory (Iku-silan et al., 2023). During practical application, students reported that using animated video media made it easier for them to write narrative compositions aligned with the predetermined theme. Students visualize these elements by imagining them and expressing them in a more coherent written form, as well as crafting a complete story in accordance with proper Indonesian language structure. Thus, changes in student development can facilitate and assist teachers in more carefully selecting media for the learning process to foster the development of students' critical thinking and creativity.

Thus, animated media is effective for use in learning that requires a high degree of creativity as well as in daily lessons with various variation (Prandika & Nuroh, 2023). Based on the results shown during the study, animated video media significantly supports students' creativity and productivity in actively engaging in learning focused on narrative writing skills.

Given this evidence, the motivation to use this medium in other learning contexts will make it possible to achieve better and more varied learning outcomes. The advantages of using this medium will also align with the ongoing learning patterns and be consistent with the objectives to be achieved in accordance with the previously established learning objectives. By adapting to the available facilities and focusing on the learning objectives, these goals will be achieved through the use of this medium.

Conclusion

The results of research and data analysis, it can be concluded that the medium of animated video learning on narrative writing skills has a significant effect on the improvement of writing skills of 4th grade students at Plodongan Elementary School. The test results show that the data are abnormal so nonparametric tests are used, with the variance of the two groups not homogeneous. The significance values of the Wilcoxon test in the experimental group were <0.001 (<0.05), and the control group was 0.006 (<0.05), and the significance values of the Mann-Whitney test were 0.032 (<0.05) indicating both tests had increased. Strengthening the Wilcoxon and Mann-Whitney test results, the average N-gain of the experimental group (41.81%) was higher than the control group (15.74%). Thus, it is proven that animation video media is effective because it is able to enrich children's imagination, help draw up sustainable storylines, develop according to structures, and enrich creative and new vocabulary.

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