

The Influence of Poster Media on Students' Narrative Writing Skills in Indonesian Language Learning from an Islamic Education Perspective

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ABSTRACT

The purpose of this study was to determine the effect of using poster media on Narrative Writing Skills in Indonesian Language Learning for fifth grade students at SD Negeri 61 Bengkulu Selatan. The type of research used is quasi-experimental. Quasi-experimental itself can be interpreted as research that is close to a real experiment where it is impossible to strictly control or manipulate all relevant variables, while the method used in this study is a quantitative method. The population in this study were all students of class V. while the sample was class VA and VB. Data collection techniques used are observation, tests, and documentation. Data analysis techniques using statistics with the F test, and the r product moment test. The results of the study showed that there was an effect of using poster media on the narrative writing skills of fifth grade students at SD Negeri 61 Bengkulu Selatan. The t value is compared to $dk = N1 + N2 - 2 = 17 + 17 - 2 = 32$. With $dk = 32$, and if the error rate is set at 5%, then $t_{table} = 1.81$. Thus, $t_{count} > t_{table}$ ($6.010 > 1.81$), which means that the working hypothesis (H_a) in this study is accepted, namely that there is an effect of using poster media on narrative writing skills in Indonesian language learning for class V students at SD Negeri 61 Bengkulu Selatan, while The null hypothesis (H_o) is rejected.

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license.

Introduction

Elementary education plays a fundamental role in shaping children's intellectual, emotional, social, and linguistic development. As the first level of formal education, elementary school serves as the foundation upon which students build knowledge, skills, attitudes, and habits that will influence their future learning experiences. Through elementary education, students acquire essential competencies that support their academic success and personal growth. Therefore, the quality of learning provided at this level greatly determines the quality of education in subsequent stages (Fahira: 2020).

Teachers have a central role in achieving educational goals. They are not only responsible for delivering knowledge but also for guiding, directing, motivating, and facilitating students in the learning process. According to the Indonesian Law on Teachers and Lecturers, teachers are professional educators whose primary duties include educating, teaching, guiding, directing, training, assessing, and evaluating students. To perform these

responsibilities effectively, teachers are required to possess pedagogical, professional, social, and personal competencies. One of the important competencies that teachers must master is the ability to utilize appropriate learning media that can support meaningful learning experiences

Learning media are important components in the teaching and learning process because they help convey information more effectively and make learning more engaging. Gagne states that learning media are various components in the students' environment that can stimulate and motivate them to learn. Similarly, learning media can be understood as all tools, materials, or resources used by teachers to deliver learning messages to students, thereby stimulating students' thoughts, feelings, interests, and attention. The use of appropriate learning media can create a more interactive learning environment, increase students' motivation, and improve learning outcomes (Hildayanti: 2018).

In Indonesian language learning, students are expected to master four language skills, namely listening, speaking, reading, and writing. Among these skills, writing is often considered the most complex because it requires students to organize ideas, use appropriate vocabulary, apply grammatical rules, and communicate messages clearly in written form. Writing skills are essential because they enable students to express thoughts, feelings, experiences, and opinions effectively. Furthermore, writing contributes to the development of critical thinking, creativity, and communication skills that are necessary for academic achievement and lifelong learning (Hikmawati:2015).

One of the important forms of writing taught in elementary schools is narrative writing. Narrative writing allows students to tell stories, describe experiences, and present events in a coherent sequence. Through narrative writing activities, students can develop imagination, creativity, and language proficiency. However, many elementary school students still face difficulties in producing well-structured narrative texts. They often struggle to generate ideas, organize story sequences, select appropriate vocabulary, and apply correct spelling and punctuation. These challenges can negatively affect their writing performance and reduce their interest in writing activities.

Based on preliminary observations conducted at SD Negeri 61 Bengkulu Selatan, several problems related to narrative writing skills were identified. These problems were influenced by both external and internal factors. External factors included limited use of instructional media by teachers and the dominance of conventional teaching methods such as lectures and assignments. During classroom instruction, teachers rarely utilized innovative learning media that could attract students' attention and facilitate understanding. As a result, learning activities tended to be teacher-centered, reducing opportunities for students to actively engage in the learning process.

Internal factors originated from the students themselves. Many students demonstrated low learning motivation and limited interest in writing activities. They experienced difficulties in determining writing topics, developing ideas into coherent paragraphs, and expressing thoughts in written form. In addition, students often made mistakes in spelling, capitalization, punctuation, and sentence structure. These difficulties caused students to spend a considerable amount of time completing writing tasks and often resulted in unsatisfactory writing performance.

The findings of the preliminary observation indicate that the use of learning media in Indonesian language instruction at SD Negeri 61 Bengkulu Selatan has not been optimized. Consequently, there is a need for innovative learning strategies and media that can enhance students' motivation and support the development of narrative writing skills. Teachers are expected to design learning experiences that are more engaging, meaningful, and student-centered. One possible solution is the use of poster media in the teaching and learning process.

Poster media are visual learning tools that combine images, colors, symbols, and concise messages to communicate information effectively. Posters are attractive and easy to understand, making them suitable for elementary school students. Through visual

representations, posters can stimulate students' imagination, encourage creativity, and provide inspiration for writing activities. When students observe posters, they can generate ideas more easily, organize storylines, and develop narratives based on the visual information presented (Megawati:2017).

Previous studies have shown that visual media can significantly improve students' learning motivation, participation, and academic achievement. In writing instruction, poster media can help students overcome difficulties in generating ideas and organizing content. Posters provide concrete visual stimuli that make abstract concepts more understandable and interesting for learners. Therefore, poster media have the potential to improve students' narrative writing skills by creating a more engaging and supportive learning environment (Magdalena:2021).

Based on the problems identified and the potential benefits of poster media, this study was conducted to investigate the influence of poster media on students' narrative writing skills in Indonesian language learning at SD Negeri 61 Bengkulu Selatan. The findings of this study are expected to contribute to the development of innovative instructional practices and provide teachers with effective strategies for improving students' writing abilities, particularly in narrative writing.

Method

This research uses quantitative research methods. The definition of quantitative research according to Sugiyono is research in the form of numbers and analysis using statistics. The type of research used is quasi-experimental, which is defined as research that is close to a real experiment where it is impossible to conduct strict control or manipulation of all relevant variables, must compromise to determine internal and external validity according to existing limits. In this study, the research population will be the entire number of fifth-grade students of SD Negeri 61 Bengkulu Selatan. The sample of this study, namely 34 students of class V.A as the experimental class and class V.B as the control class. The consideration of sampling for this experimental class is because the average value of class V.A is the lowest among class V.B. While taking Class V.B as the control class because the average value of its class is closest to the average value of the experimental class. The independent variable (X) is Poster media. Variable (Y) is Narrative Writing Skills.

Results and Discussion

This research was conducted in fifth-grade students at SD Negeri 61 Bengkulu Selatan to determine the effect of poster media on narrative writing skills in Indonesian language learning. The study used two sample groups: Class VA as the experimental class, which received instruction using poster media, and Class VB as the control class, which received instruction using printed books and the teacher's usual teaching methods.

Before receiving the treatment, both classes were given a pre-test to determine students' initial narrative writing abilities. The pre-test results indicated that students' narrative writing abilities in both classes were still relatively low. Students still had difficulty determining the main idea of a story, developing a plot, choosing appropriate vocabulary, and using spelling and punctuation according to Indonesian language rules.

After the learning process, both classes were given a post-test to determine students' narrative writing skills. The results showed that the average pre-test score for the experimental class was 54.11, which increased to 76.17 in the post-test. This represents a 22.06-point increase. Meanwhile, the average pre-test score in the control class was 59.11, increasing to 73.23 in the post-test, representing a 14.12-point increase. These results indicate that students' narrative writing skills in the experimental class were significantly improved compared to those in the control class.

Based on statistical analysis using a t-test, the calculated t value was 6.010. This value was then compared with the t-table value of 1.81 at a 5% significance level and 32 degrees of freedom (df). The calculation results showed that the calculated t value was greater than the

t-table value ($6.010 > 1.81$). Therefore, the working hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. This indicates a significant effect of poster media use on the narrative writing skills of fifth-grade students at SD Negeri 61 Bengkulu Selatan.

The results also showed that students who learned using poster media were more active and enthusiastic during the learning process. Students appeared to understand the material presented by the teacher more easily because poster media presented attractive images, colors, and information, which helped them generate ideas for writing. In addition, students are more confident in developing stories and conveying ideas in written form compared to before using poster media.

1. The Effect of Poster Media on Narrative Writing Skills

The results of the study indicate that the use of poster media had a significant effect on the narrative writing skills of fifth-grade students at SD Negeri 61 Bengkulu Selatan. This effect was evident from the improvement in the learning outcomes of students in the experimental class who received instruction using poster media. Based on the post-test results, the average score of students in the experimental class increased more significantly than that of students in the control class, who were taught using conventional teaching methods. These findings demonstrate that poster media can serve as an effective instructional tool in helping students develop their narrative writing abilities.

Narrative writing is one of the language skills that requires students to express ideas, experiences, and imagination in a coherent and systematic written form. In practice, many elementary school students experience difficulties in generating story ideas, organizing plot structures, and developing the content of their writing. These challenges often result in written work that lacks organization and attractiveness. Therefore, learning media that can assist students in generating ideas and developing stories are needed.

Poster media is one alternative that can be used to address these problems. Posters present a combination of images, colors, and information that can attract students' attention. Through the images displayed on posters, students gain a more concrete understanding of events or situations that can be used as inspiration for writing narrative texts. As a result, students no longer experience significant difficulties in finding initial ideas to begin their writing.

Based on observations conducted during the study, students in the experimental class showed greater enthusiasm than those in the control class. When the teacher presented posters, students actively observed the images and discussed the content of the posters with their classmates. These activities helped students understand the learning topics more deeply and prepared them to express their ideas in written form.

In addition to helping students generate story ideas, poster media also facilitated the organization of narrative plots in a logical sequence. The images presented in the posters provided clues about the sequence of events that could be developed into a story. This support enabled students to identify the beginning, middle, and ending of their narratives more easily, resulting in better-organized writing. The ability to construct a coherent plot is one of the key indicators of narrative writing proficiency.

The use of poster media also helped students enrich the content of their stories. Students were able to develop various details based on the objects, characters, and situations depicted in the posters. With these visual stimuli, students found it easier to expand their imagination and creativity in writing. Consequently, the narratives they produced became more complete, engaging, and coherent.

The findings of this study are consistent with the view of Apriyanto and Iswatiningsih, who stated that poster media can help students arrange events chronologically and improve their narrative writing skills. Posters provide visual support that enables students to better understand story content and develop ideas more systematically. Therefore, the use of poster media can be considered a solution to overcome the low writing skills commonly found among elementary school students.

The results of this study are also supported by the research conducted, which found that

the use of poster media had a positive effect on elementary school students' narrative writing skills. The study explained that poster media improved the quality of students' writing in terms of content, organization, and language use. The similarity between these findings and the present study suggests that poster media consistently demonstrates effectiveness in writing instruction.

From a learning theory perspective, the findings of this study are in line with Gagne's theory, which explains that instructional media function as stimuli that facilitate the learning process. As a visual medium, posters are capable of attracting students' attention and making it easier for them to receive information. When students' attention increases, the learning process becomes more effective, allowing learning objectives to be achieved more optimally.

Overall, the results of this study demonstrate that poster media have a significant effect on the narrative writing skills of fifth-grade students at SD Negeri 61 Bengkulu Selatan. This effect is reflected in students' improved ability to generate ideas, organize story plots, develop written content, and produce more systematic and engaging compositions. Therefore, poster media can be recommended as an effective instructional tool for improving narrative writing skills in Indonesian language learning at the elementary school level (Pasaribu:2021).

2. The Role of Poster Media in Enhancing Students' Motivation and Creativity

The results of the study indicate that the use of poster media not only influenced students' narrative writing skills but also had a positive impact on their learning motivation and creativity throughout the learning process. During lessons that incorporated poster media, students appeared more active, enthusiastic, and engaged in learning activities. This condition differed from previous learning situations, which were primarily dominated by lectures and written assignments, causing students to become passive participants in the classroom.

Learning motivation is one of the most important factors determining students' success in achieving learning objectives. Students with high levels of motivation tend to participate more actively in learning activities, pay closer attention to instructional materials, and demonstrate a stronger willingness to complete assigned tasks. In this study, the use of poster media was proven to increase students' motivation because it provided a more engaging and enjoyable learning experience.

The presence of attractive images, colors, and designs in the posters successfully captured students' attention from the beginning of the lesson. Once students' attention was focused on the learning materials, the learning process became more effective. Students showed greater interest in observing the posters and understanding the messages conveyed through them. This interest encouraged them to ask questions, participate in discussions, and express their opinions more actively during classroom activities.

In addition to attracting students' attention, poster media also created a more interactive learning environment. Teachers were no longer the sole source of information; instead, students actively participated in discovering and interpreting the information presented in the posters. Students' active involvement in the learning process reflected an increase in intrinsic motivation, encouraging them to learn independently and take greater responsibility for their own learning.

The increase in learning motivation observed during the study had a positive impact on students' writing abilities. Students who had previously been reluctant to write became more enthusiastic about completing narrative writing tasks. They appeared more confident in expressing their ideas and no longer felt significant difficulties when asked to compose a story. This finding suggests that high learning motivation can contribute substantially to overall academic achievement.

The findings of this study are consistent with Sardiman's view that motivation serves as a driving force that encourages students to engage in learning activities optimally. The higher the level of motivation possessed by students, the greater the effort they make to achieve

academic success. Therefore, the use of poster media as an instructional tool can be considered an effective strategy for increasing students' learning motivation.

In addition to enhancing learning motivation, poster media was also found to foster students' creativity in narrative writing. Creativity refers to an individual's ability to generate new and original ideas, thoughts, or products that differ from existing ones. In writing activities, creativity is essential because it enables students to create interesting, original, and imaginative stories.

The images and information displayed on posters provide visual stimuli that can stimulate students' imagination. When observing posters, students gain various ideas that can serve as the foundation for constructing stories. They can imagine characters, settings, and events related to the images they observe. This process helps students develop creative thinking skills and produce more varied written work than they had previously achieved.

The observation results showed that students were able to develop a single image into different stories based on their individual perspectives and experiences. This finding demonstrates that poster media does not limit students' creativity; rather, it provides opportunities for them to develop ideas freely. By allowing students to interpret images in their own ways, poster media encourages them to become more creative in processing information and transforming it into narrative texts.

The findings of this study are supported by the research of Prasetia (2022), who argued that visual media can enhance students' creativity in writing by helping them gain inspiration and develop their imagination. Restian (2020) explained that the use of visual media in instruction can improve students' creative thinking skills through observation, interpretation, and idea development processes. Therefore, it can be concluded that poster media plays an important role in increasing students' learning motivation while simultaneously fostering creativity, thereby making a positive contribution to the success of Indonesian language learning, particularly in narrative writing instruction.

3. The Effectiveness of Poster Media in Indonesian Language Learning

Based on the results of the study conducted with fifth-grade students at SD Negeri 61 Bengkulu Selatan, poster media was proven to be effective in Indonesian language learning, particularly in improving narrative writing skills. This effectiveness was demonstrated by the results of the hypothesis test, which produced a calculated t-value of 6.010, while the critical t-value at the 5% significance level with 32 degrees of freedom (df) was 1.81. Since the calculated t-value was greater than the critical t-value ($6.010 > 1.81$), the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. These results indicate that the use of poster media had a significant effect on improving students' narrative writing skills.

The effectiveness of poster media can also be observed through the improvement in students' learning outcomes after the treatment was administered. In the experimental class, the average pre-test score of 54.11 increased to 76.17 in the post-test. This improvement of 22.06 points demonstrates that poster media was able to help students achieve better learning outcomes. Although the control class also experienced an increase in scores, the improvement was not as substantial as that of the experimental class. This difference indicates that poster media made a significant contribution to the success of the learning process.

The success of poster media in this study was not only measured through improvements in students' academic achievement but also through changes in their learning behavior during the instructional process. Students became more active in classroom activities, more confident in expressing their opinions, and more enthusiastic about completing writing tasks. These improvements in learning engagement serve as indicators that poster media can create a more attractive and effective learning environment.

Poster media possesses visual characteristics that help students understand learning materials more easily. The images, colors, symbols, and information presented on posters are capable of attracting students' attention, enabling them to focus more effectively on the

lesson content. As students' attention increases, the process of receiving and processing information becomes more optimal. This condition positively affects students' ability to understand concepts and develop ideas when writing narratives.

The effectiveness of poster media is also evident in its ability to help students overcome learning difficulties. Prior to the implementation of poster-based instruction, some students experienced difficulties in determining themes, developing story plots, and organizing paragraphs coherently. After poster media was introduced, students received visual support that helped them understand story contexts and identify relevant ideas to develop into narratives. As a result, the writing process became easier and more structured.

The findings of this study are consistent with Gagne's learning theory, which states that instructional media function as stimuli that help students receive, understand, and process information more effectively. In the context of this study, posters served as visual stimuli capable of attracting students' attention while simultaneously facilitating their understanding of the learning materials. The more effective the stimulus provided, the greater the opportunity for students to achieve optimal learning outcomes.

In addition to supporting Gagne's theory, the results of this study are also in line with constructivist learning theory, which emphasizes that students construct knowledge through interaction with their learning environment. Through poster media, students did not merely receive information passively; instead, they actively observed, interpreted, and connected the information presented with their prior experiences. This process enabled students to develop deeper and more meaningful understanding of the learning materials.

The effectiveness of poster media in this study is further supported by previous research. Tyas (2020) concluded that visual learning media can improve elementary school students' narrative writing skills by helping them generate ideas, organize written content, and use language more appropriately. These findings support the results of the present study, which indicate that poster media can improve the quality of students' writing in terms of content, structure, and creativity.

Furthermore, various studies on the use of visual media in Indonesian language learning have shown that students tend to understand instructional materials more easily when information is presented visually rather than solely through verbal explanations. Visual media can reduce the abstract nature of learning materials, allowing students to connect concepts with their real-life experiences more effectively. Therefore, poster media can be considered an effective instructional alternative for improving the quality of Indonesian language learning in elementary schools.

Overall, the findings of this study demonstrate that poster media is an effective instructional tool for improving students' narrative writing skills. Its effectiveness is reflected in improved learning outcomes, increased student motivation and participation, enhanced creativity in writing, and the creation of a more active and enjoyable learning environment. Given these advantages, poster media can be recommended to teachers as an innovative instructional resource for improving the quality of Indonesian language learning, particularly in teaching narrative writing.

Conclusion

Based on the results of research on class V.A students as an experimental class that uses poster media in its learning, the t-test value was obtained with $t_{dk} 32 (1.81)$, then compared with the calculated t value, namely $t_{hitung} > t_{tabel} (6.010 > 1.81)$ which means the working hypothesis (H_a) in this study is accepted, namely there is an influence of poster media on narrative writing skills in Indonesian language learning for students in class V at SD Negeri 61 Bengkulu Selatan, while the null hypothesis (H_o) is rejected. It is known that the average value of the pre-test learning outcomes of the Experimental class is (54.11) and the post-test (76.17) so there is an increase of 22 points while the average value of the pre-test learning outcomes of the Control class is (59.11) and the average value of the post-test learning outcomes is (73.23) so there is an increase of 14 points. Which means that the narrative

writing skills in learning Indonesian for students in class V.A with learning using poster media are better than the narrative writing skills in learning Indonesian for the control class which only uses printed books as learning media.

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