

THE USE OF THE IMAGE STREAMING METHOD ON THE ABILITY TO WRITE SHORT STORIES IN GRADE V AT SD NEGERI 15 MARAPI

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Abstract

Learning short stories in elementary schools is one of the learning materials in the Indonesian language subject. This study aims to determine how the image streaming method is used in short story writing. This study used a qualitative method. The subjects were fifth-grade students at SD Negeri 15 Maripi. Data collection techniques used in this study included tests, interviews, and documentation. The research instrument used was a test. Documentation includes records of past events. In this study, documentation was in the form of photographs taken during the research process. Data analysis techniques were carried out using an interactive analysis model consisting of four components: data collection, data reduction, data presentation, and conclusion drawing. This research data was validated using content validity, source triangulation, and triangulation of data collection techniques. Based on the collected data, fifth-grade students at SD Negeri 15 Maripi showed an increase in short story writing skills implemented in the pre-action cycle, which showed an increase in the average score and the percentage of classical completion of students' short story writing skills. Thus, it can be concluded that short story writing skills in Indonesian language subjects improved with the use of the Image Streaming method.

Keywords: Learning Method, Image Streaming Method, and Short Story Writing Skills



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INTRODUCTION

Education is a conscious and planned business process to create a learning atmosphere and learning process so that students actively optimize their potential. One of the important aspects of learning Indonesian is the ability to write, especially writing short stories, which is able to develop students' creativity, imagination, and language skills. However, there are still many students who have difficulty expressing their ideas and ideas in the form of short story writing. According to Daryanti, in the world of education, the development of writing skills is one of the important aspects that must be mastered by students from an early age. Writing skills not only help students in expressing ideas and thoughts, but also enhance their creativity and critical thinking abilities.¹ One of the challenges in learning to write is how to make students interested and able to pour out their ideas systematically and interestingly. Currently, education in Indonesia develops students' creativity and language skills as one of the main focuses in the learning process. One of the important aspects of mastering the Indonesian language is the ability to write, especially writing short stories (short stories). Writing short stories not only trains students' imagination and creativity, but also improves their ability to express ideas in writing well and interestingly.

In Indonesian language learning, there is short story material at the grade V level of elementary school. According to Sri and Afrita, short story material is included in digital literacy learning, this can make it easier for teachers to teach short stories by using learning methods that take advantage of current technological advances.² Literacy can be simply interpreted as the ability to read and write.³ Along with the development of the times, today literacy is not only defined as the ability to write and read but also has a fairly broad meaning (multi-literacies).⁴ As stated in the School Literacy Movement Pocket Book, literacy means the ability to access, understand and use information intelligently.

The use of innovative learning media can be a solution in overcoming these problems. One of the effective and interesting media is image media. Image media has the advantage of increasing interest in learning and stimulating students' imagination, so that it can make the writing process easier. According to Arifin, visual media such as pictures are able to motivate students to be creative

¹ Daryanti Daryanti, Firman Firman, and Neviyarni Neviyarni, "Peran Media Pembelajaran Dalam Meningkatkan Kemampuan Siswa Menulis," *Jurnal Basicedu* 3, no. 4 (November 2019), <https://doi.org/10.31004/basicedu.v3i4.255>.

² Sabiqah Sri Anani and Afrita Afrita, "Literasi Digital Sebagai Media Pembelajaran Menulis Cerpen Siswa Kelas XI SMA Negeri 1 Ampek Angkek," *Jurnal Artikula* 3, no. 1 (August 2020), <https://doi.org/10.30653/006.202031.32>.

³ Sukiyanto Sukiyanto et al., "Pendampingan Gerakan Literasi Masyarakat Melalui Rumah Baca," *Aksiologi: Jurnal Pengabdian Kepada Masyarakat* 5, no. 1 (February 2021), <https://doi.org/10.30651/aks.v5i1.4250>.

⁴ Santi Wahyuni, "Manajemen Pembelajaran Berbasis Proyek Untuk Melek Literasi," *Jurnal Isema : Islamic Educational Management* 5, no. 1 (June 2020), <https://doi.org/10.15575/isema.v5i1.5533>.

and more active in the learning process, especially in writing short stories or short stories. Writing skills are difficult language skills compared to listening, reading, and speaking skills. Short story writing skills have an important role in learning to write and read, this learning has a very important role so it must be given from elementary school. Short story material or short stories are students' ability to write and read, so the role of teachers is important in packaging short story learning in the classroom with methods that can attract students to write.

Teachers as educators who are professional in managing learning activities with methods that are seen as effective to improve students' ability to make short stories. According to Taniredja, the optimal learning method is a learning method that can achieve the desired learning results.⁵ Selection, determination, and development of learning method variables based on the analysis of the conditions of learning outcomes. The conventional method that is usually used by teachers in delivering short story material still uses the traditional approach carried out by teachers without using learning media or other learning techniques. Generally, the methods used by teachers such as short story structure, direct writing assignments, and writing training are based on themes determined by the teacher. What teachers usually do in delivering short story writing material, provide short story examples, explain the steps to make short stories, and ask students to write short stories independently in notebooks.⁶ The conventional method used by teachers is teacher-centered, the role of students is only to receive material delivered by the teacher passively. The teacher will provide an interaction and correct the results of the students' writing without using learning media in delivering the material.

This method offers advantages in terms of efficiency and speed, especially in applications that require continuous data processing, such as video surveillance systems, autonomous vehicles, and robotics. According to Lee, "Image streaming enables efficient processing of image data by minimizing latency and increasing system response speed." In addition, this method also allows for a reduction in storage and memory load as only the necessary data is processed in real-time. As technology evolves, a variety of new algorithms and approaches are being developed to optimize the image streaming process, including data compression techniques and parallel processing.

The *image streaming* method is a method that emphasizes the cognitive aspect that can help students bring out their imaginations by describing certain shadows in the brain and then pouring them into writing. So that in imagining the object, students find it easier to detail the characteristics both in the form of shape, physical, and color. The *image streaming* method is a method that can

⁵ Tukiran Taniredja, Sri Harmianto, and Evi Miftah Faridli, *Model-Model Pembelajaran Inovatif Dan Efektif* (Bandung: Alfabeta, 2015).

⁶ Lindawati Lindawati, "Penerapan Model Pembelajaran Experiential Learning Untuk Meningkatkan Keterampilan Menulis Cerpen," *Jurnal Sains Riset* 9, no. 2 (December 2019), <https://doi.org/10.47647/jsr.v9i2.112>.

motivate students and give students inspiration to pour out ideas and ideas that are in their minds so that students are easier to write short stories. This is in line with the fact that writing is an activity that requires a high level of concentration and reasoning power. Advantages of *the image streaming* method according to Ririndasari, thus this method not only trains students' writing skills but also trains in developing students' imagination.⁷ This is corroborated by Kusumawardani, that the *image streaming* method is effectively used in learning to write a descriptive essay.⁸ Based on the test results, there was an increase between the pretest and posttest results. The *image streaming* method is centered on the principles of processing information by strengthening internal impulses or information coming from oneself. Students are invited to concentrate in their minds to create a shadow to make a written sketch, after which the writing sketch is described in the form of sentences. Based on the description above, the author will conduct a research entitled "Image streaming method in short story writing skills".

Writing skills are one of the basic competencies that are very important in learning Indonesian at the elementary school level. According to Nurhadi, writing is not just about pouring words into a piece of writing, but also a creative process that involves imagination, organizing ideas, mastering vocabulary, and the ability to organize sentences and paragraphs systematically. In the context of basic education, writing short stories is a challenging form of writing because it requires the ability of students to pour their ideas and imagination creatively and systematically in order to produce interesting and meaningful works.

Writing activities are a language skill that is used to communicate indirectly. Writing can be used as a medium to communicate and exchange messages without having to be face-to-face. In addition to being related to messages, writing activities are also closely related to works in the form of fiction and non-fiction. Writing skills must be possessed by students to pour their ideas and ideas in written form.⁹ Through writing activities, students can pour ideas, ideas, thoughts and all forms of emotions into a writing. Writing skills can be used as a benchmark for students in language. Students have difficulty developing ideas and ideas that are in their minds.

⁷ Ririndasari, Dina Ramadhanti, and Yulia Pebriani, "Pengaruh Penggunaan Metode Image Streaming Terhadap Kemampuan Menulis Cerita Pendek Siswa Kelas XI SMA Negeri 1 Hulu Kuantan," *ALINEA: Jurnal Bahasa, Sastra Dan Pengajarannya* 3, no. 1 (April 2023), <https://doi.org/10.58218/alinea.v3i1.466>.

⁸ Siska Kusumawardani, Gunawan Santoso, and Isna Masrurrotun, "Peningkatan Keterampilan Menulis Deskripsi Dengan Metode Image Streaming Siswa Kelas Iii Sdn Pondok Pinang 10," *Prosiding Seminar Nasional Penelitian LPPM UMJ*, October 7, 2020, h. 4, <https://jurnal.umj.ac.id/index.php/semnaslit/article/view/8879>.

⁹ Herman Wijaya and Zul Fikri, "Pengaruh Problem Based Learning (PBL) Terhadap Kemampuan Menulis Puisi Siswa Kelas VII MTS. Hizbul Wathan Semaya," *Bahasa: Jurnal Keilmuan Pendidikan Bahasa Dan Sastra Indonesia* 1, no. 3 (October 2019), <https://doi.org/10.26499/bahasa.v1i3.7>.

Short stories are fictional works in the form of prose that are read in "one sitting". Short stories are not just short stories. Short stories are one of the works of fiction that have a distinctive story that distinguishes them from other forms of prose fiction.¹⁰ If you look at the number of pages, there are 3 types of short stories. First, short stories. In Indonesia, this type of short story only consists of one page or even half a page of typed folio. Second, short stories consist of 4 to 15 folio pages. Third, long short stories. This short story usually consists of 20 to 30 folio pages.¹¹ Short story *cosasi* (short story) is a story that according to its physical form has a short story. The size of the short length of a story is indeed relative.¹² However, in general, short stories are stories that are read in about 10 minutes or half an hour. Short stories generally have a simple theme and the number of characters is limited. The storyline is simple and the setting covers a limited space of the environment. This research was carried out to enrich the activities that can be carried out in the learning process in order to develop students' abilities. In particular, this research aims to provide insight and describe learning methods that can be used in learning to write.

Another reason why researchers chose to use this method is because the Image Streaming method has the benefit of streaming shadows that can cause parts of the brain and mind to work together faster and more closely so that thinking can be faster and increase intellectual power. In addition to developing one's learning abilities, it is also beneficial for rapid learning improvement, helping to improve to find creative solutions. All Einstein and Post-Einstein techniques deal with the flow of shadows, including the core thinking method (Thinktank) and developing rapidly, independent observation skills, objectivity and personal character. Based on this background, the author raised the theme "Image Streaming Method in Short Story Writing Skills".

RESEARCH METHODS

This study uses a qualitative approach. This research was conducted at SD Negeri 15 Marapi. The time for this research will be carried out in March 2025. The subjects used were class V students at SD Negeri 15 Marapi, which amounted to 20 people. The data collection techniques used in this study are by using tests, interviews and documentation. The research instrument used is a test. Interviews are used to reinforce the students' answers submitted. In this study, interviews are conducted with a structure that contains questions that can be asked by the interviewer, namely questions that have been structured will be given more in-depth information to obtain more information so that the information obtained covers all aspects of variables in a complete, accurate,

¹⁰ Eko Sugiarto, *Mahir Menulis Cerpen: Panduan Bagi Pelajar* (Yogyakarta: Suaka Media, 2014), h. 37.

¹¹ Sugiarto, *Mahir Menulis Cerpen: Panduan Bagi Pelajar*.

¹² E. Kosasih, *Dasar-Dasar Keterampilan Bersastra*, Edisi 1 (Bandung: Yrama Widya, 2012), h. 34.

and detailed manner.¹³ Documentation includes a record of events that have passed. In the research conducted, documentation is in the form of photos during the research process. The data analysis technique was carried out using an interactive analysis model consisting of four components, namely data collection, data reduction, data presentation, and conclusion drawn.¹⁴ The data of this study was validated using content validity, source triangulation and data collection technique triangulation.

RESULTS AND DISCUSSION

Learning Indonesian in elementary schools is still considered difficult and boring by students. According to Azhiza and Yamin, Indonesian language lessons at the elementary school level are still considered as difficult subjects to learn and understood as boring lessons for students.¹⁵ So to overcome this problem, it is necessary to have more interactive and varied learning methods, so that the abilities or skills of students will make it easier for students to learn Indonesian language learning. Learning to write is one of the important competencies in education, especially at the elementary level, because it is able to develop students' creativity, imagination, and language skills. According to Nurhadi, good writing skills can improve communication skills and express ideas effectively. However, in reality, many students have difficulty in writing short stories, especially in pouring their ideas and imagination into an interesting and systematic form of writing.

Writing skills need to be developed in the world of education to train students to think critically in response to something, therefore to be able to master writing skills, you must continue to practice and practice. A skill will not be quasi-understood if you only study theory, but it requires practice and practice that is carried out continuously. Writing skills must be trained from an early age to get used to writing.¹⁶ One of the writing activities that can train students to think critically is to write short stories.

Efforts to improve the ability to write short stories, the use of image media has a very important role. Image media is a visual media that is able to stimulate students' thinking and imagination directly through interesting and easy-to-understand visualizations. According to Aisyah, image media is able to help students understand the structure of stories, enrich vocabulary,

¹³ Aunu Rofiq Djaelani, "Teknik Pengumpulan Data Dalam Penelitian Kualitatif," *Majalah Ilmiah Pawiyatan* 20, no. 1 (2013).

¹⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2019).

¹⁵ Khairin Rahma Azhiza and Yamin Yamin, "Pengaruh Media Gambar Berseri Terhadap Hasil Belajar Menulis Karangan Deskripsi Bahasa Indonesia Siswa Kelas IV," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 4, no. 4 (June 2022), <https://doi.org/10.31004/edukatif.v4i4.3360>.

¹⁶ Herman Wijaya, "Meningkatkan Kemampuan Menulis Puisi Melalui Penerapan Strategi Pembelajaran Konstruktivis Siswa Kelas V," *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran* 4, no. 02 (2014), <https://doi.org/10.25273/pe.v4i02.314>.

and generate unlimited creative ideas. This media is also able to make the learning atmosphere more fun and not boring, so that students are more enthusiastic in participating in writing activities. In fact, writing is not an easy thing, there are still many students who have difficulty in expressing their feelings and thoughts in the form of writing. This is influenced by the learning process that does not guide students in writing, as a result of which students have difficulty in expressing their feelings and thoughts.¹⁷ Therefore, the learning goals are not achieved, especially learning the Indonesian language. This research was carried out to enrich the activities that can be carried out in the learning process in order to develop students' abilities. In particular, this research aims to provide insight and describe learning methods that can be used in learning to write.

Previous studies such as those conducted by Fajar have shown that the use of visual media in teaching writing, such as drawings, can significantly improve students' writing skills, especially in terms of the development of ideas and creativity. Image media can present information visually that is able to attract students' attention, facilitate understanding, and stimulate students' imagination and creativity in writing. The use of image media in learning to write short stories can help students understand storylines, character development, and other elements in short story writing. The image strimming method or known as image-based brainstorming is one of the approaches that utilizes image media to stimulate students' ideas and ideas before they write. With this method, it is hoped that students will be able to pour out their ideas more creatively and systematically, so that the ability to write short stories can improve. As Kumar and Sharma explain, "The implementation of the image streaming method in modern image processing systems opens up new opportunities in the development of applications that require fast and accurate data analysis." Thus, this method is one of the important innovations in the field of image processing that is able to meet the demands of the increasingly dynamic digital world.

Learning media has an important role in increasing the effectiveness of the teaching and learning process. One of the media that is quite effective and easy to use is image media. Image media is one of the effective visual media in learning. This media is able to stimulate students' imagination and creativity by displaying interesting and easy-to-understand visualizations. According to Aisyah, image media can increase students' interest in learning and help them understand the material better. In addition, image media can make it easier for students to build storylines, enrich vocabulary, and stimulate their imagination so that they are able to produce more creative and diverse written works. The use of image media in the learning process of writing short stories is in line with the theory of constructivism which emphasizes the importance of direct

¹⁷ Rahimi Rahimi and Salamuddin Selian, "Pengembangan Bahan Ajar Menulis Berbasis Model Pembelajaran Kolaboratif Untuk Meningkatkan Keterampilan Menulis Siswa Kelas SMP," *JRTI (Jurnal Riset Tindakan Indonesia)* 7, no. 2 (April 2022), <https://doi.org/10.29210/30031680000>.

experience and visualization in the learning process. This media is also able to help students overcome obstacles in expressing ideas and accelerate their creative process in writing. An innovative and fun learning ethos is indispensable to improve student motivation and learning outcomes. One of the methods that can be applied is the image streaming method. This method integrates the use of images or visuals as the main medium to stimulate students' imagination and creativity in writing. According to Johnson, the use of visual media in the learning process can improve students' memory and creativity, so that they are easier to pour ideas into writing. Especially in the context of writing short stories, the image streaming method can help students build a clear mental picture, so that the story ideas they develop become more lively and structured. Thus, the writing process becomes more fun and does not burden students. According to Brown, the use of images as a stimulus in the writing process can improve students' ability to express ideas more creatively and systematically. This is in line with research conducted at SD Negeri 15 Marapi, related to the lack of innovation from teachers in preparing coding learning media in the classroom.

So applying *the image streaming* method or known as image-based *brainstorming* is one of the approaches that utilizes image media to stimulate students' ideas and ideas before they write. With this method, it is hoped that students will be able to pour out their ideas more creatively and systematically, so that the ability to write short stories can improve. The use of images or visual media in stimulating students is minimally used, so that students experience difficulties in the process of developing students' ideas and creativity in writing. According to (Arifin, 2018) this conventional method has many weaknesses in the application process in short story learning in elementary school. One of the methods of learning short stories is using *the image streaming method*. As Kumar and Sharma explain, "The implementation of the image streaming method in modern image processing systems opens up new opportunities in the development of applications that require fast and accurate data analysis." Thus, this method is one of the important innovations in the field of image processing that is able to meet the demands of the increasingly dynamic digital world.

This research was conducted at SD Negeri 15 Maripi which is located in Manokwari District, Manokwari Regency, West Papua Province. In the research process, the researcher first conducts initial test observation activities. In the initial condition, students' short story writing ability was still low, many students still obtained scores below $KKM \geq 70$. This is evidenced by the results of the pre-action test, namely out of 37 students, only 12 students got a score above $KKM \geq 70$ while the other 25 students got a score below $KKM \geq 70$. Based on the student's assignment score, some students have not reached the predetermined KKM, which is 70. Of the 37 students who have not completed as many as 25 students or 67.6% and students who have completed are 12 students or students who can achieve the predetermined KKM. The lowest score in the pre-action

is 40 while the highest score is 75. The value of learning outcomes of students' poetry writing skills in the first cycle has increased. Because it can be seen from the number of students who have met the KKM has increased. In cycle I, the lowest score was 52.5, while the highest score was 85.

Distribution of Grade I is known that students who obtained scores above KKM were 25 students or 67.6% and 12 students who obtained scores below KKM or 32.4%. Based on the average of cycle I, the performance indicators of cycle I have not been achieved, which is 87% and has increased compared to before the action. Therefore, the research needs to be continued to cycle II. The value of the learning outcomes of short story writing material in cycle II showed an increase in the learning outcomes of short story writing skills. Student learning outcomes have increased and have reached a performance indicator of 87%. The researcher ended the action cycle in learning Indonesian short story writing material. The stage before taking action, the researcher conducted a pretest of short story writing skills on grade V elementary school students. The results obtained were 34.2% or only 12 students out of 37 students who met the KKM, which was ≥ 70 . The average score obtained is also still low, namely 56.9. The data shows that the short story writing skills of grade V students of SD Negeri Makamhaji 03 are still low. The compulsion of learning by applying the Image Streaming method in cycle I, and cycle II students experienced an improvement in short story writing skills.

The application of the Image Streaming method can develop students' own ideas to make short stories. Silberman said that Imagine is very important because through visual imaginary, students can create their own ideas. Imagination is effective as a creative supplement to collaborative learning. The Image Streaming method also helps students to be actively involved in all writing processes, students learn from friends through group work and discussions to help find mistakes, give suggestions and input on friends' writing. The results of the study show that the improvement of short story writing skills in each cycle shows that *the Image Streaming method* has been successful. In addition to being able to improve short story writing skills, *the Image Streaming* method can also improve teacher performance and student activities in learning because each student can get the opportunity to pour out ideas as imagined. The advantages of *the Image Streaming* method itself are that it can concentrate students' concentration, stimulate students to practice memory and develop it based on their experience/knowledge, sharpen students' five senses, train students to learn independently, stimulate creativity to think quickly and object problems. This can be evidenced by the increase in students' short story writing skills. The results of this study are in line with research from Sari, related to the effect of the use of *the Image Streaming* method on the ability to write short stories for grade V students with research results showing a significant increase in short story writing compared to students using conventional methods. According to the results of Dewi's research, related to research on the application of *the Image Streaming method* to

increase the creativity and ability to write short stories for grade V students, with research results that are able to increase motivation and creativity in writing short stories for students, with the application of *the Image Streaming* method effectively used in learning to write short stories at the elementary school level. Another study that supports this research is a study from Aminah, showing that the use of *the Image Streaming* method after being applied, the average score was 60 before and after the application of this method increased to 78. This shows that the application of *the Image Streaming method* is effectively applied in short story materials which are the basis of students' writing skills in elementary school.

CONCLUSION

Based on the score data that has been taken, in grade V elementary school students there is an increase in short story writing skills that are carried out in pre-action, cycles that show an increase in average scores and the percentage of completeness in classically student short story writing skills. The average score of short story writing skills before the action was 56.9 with classical completeness of 32.4%. The average score of students' short story writing skills in the first cycle was 70.2 with classical completeness of 67.6%, the average score of students' short story writing skills in the second cycle was 79 with classical completeness of 91.9%. This method helps students to be more creative, able to express ideas more quickly, creatively, and enrich the content of the stories made by students. With this method, it is used in learning to compose short stories in improving writing skills. Therefore, it can be concluded that the improvement of short story writing skills in Indonesian subjects increases by using *the Image Streaming method*. The use of research methods that meet the needs of children with the current developments of the times is needed by teachers in delivering short story learning in elementary schools. Provide training and development of Indonesian language learning methods in elementary schools on a regular basis to classroom teachers. The author's hope is that the next research can research more deeply related to the application of *the Image Streaming method*.

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