

The Effect of Perception of Learning Media and Vocabulary Mastery on Narrative Text Writing Skills (Survey at State Junior High Schools in East Jakarta)

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Abstract

This study aims to determine 1). The Influence of Perception of Learning Media on Narrative Text Writing Skills. 2) The influence of Vocabulary Mastery on Narrative Text Writing Skills. 3) The influence of Perception of Learning Media Vocabulary Mastery on Narrative Text Writing Skills in Public Junior High Schools in East Jakarta. Data were collected through questionnaires to measure Perception of Learning Media and Vocabulary Mastery, as well as writing tests to measure Narrative Text Writing Skills. Data analysis was carried out using multiple regression to test the influence of independent variables on the dependent variable. The results showed that there was a significant simultaneous influence between the independent variables Perception of Learning Media and Vocabulary Mastery on the dependent variable Narrative Text Writing Skills. This is evidenced by the significance value (Sig.) = 0.000 and the Fcount value = 48.357, which indicates that the overall regression model is significant at a significance level of 5% ($\alpha = 0.05$). Thus, H_0 is rejected and H_1 is accepted, which means there is a significant influence simultaneously between perception of learning media and vocabulary mastery on narrative text writing skills. Partially, there is an influence between Perception of Learning Media on Narrative Text Writing Skills, but the influence is not significant. This is indicated by the Sig. value = 0.002 and the calculated t value = 1.854, which is smaller than the t table value at a significance level of 5%. This means that although the Perception of Learning Media variable has a contribution, its influence is not strong enough to show statistical significance at a 95% confidence level.

Keywords: Each word/phrase is separated by a semicolon Writing Skills; Perception of Learning Media, Vocabulary Mastery; English Language Learning

Abstrak

Penelitian ini bertujuan untuk mengetahui 1). Pengaruh Perceptions of Learning Media terhadap Writing skills Narrative Text. 2) pengaruh Vocabulary mastery terhadap terhadap Writing skills Narrative Text. 3) pengaruh Perceptions of Learning Media Vocabulary mastery terhadap terhadap Writing skills Narrative Text pada Sekolah SMP Negeri di Jakarta Timur. Data dikumpulkan melalui kuesioner untuk mengukur Perceptions of Learning Media dan Vocabulary mastery, serta tes menulis untuk mengukur Writing skills Narrative Text. Analisis data dilakukan menggunakan regresi berganda untuk menguji pengaruh variabel bebas terhadap variabel terikat. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan secara simultan antara variabel bebas Perceptions of Learning Media dan Vocabulary mastery terhadap variabel terikat Writing skills Narrative Text. Hal ini dibuktikan dengan nilai signifikansi (Sig.) = 0,000 dan nilai Fhitung = 48,357, yang menunjukkan bahwa model regresi secara keseluruhan signifikan pada taraf signifikansi 5% ($\alpha = 0,05$). Dengan demikian, H_0 ditolak dan H_1 diterima, yang berarti terdapat pengaruh yang signifikan secara bersama-sama antara Perceptions of Learning Media dan vocabulary mastery terhadap writing skills narrative text. Secara parsial, terdapat pengaruh antara Perceptions of Learning Media terhadap Writing skills Narrative Text, namun pengaruh tersebut tidak signifikan. Hal ini ditunjukkan oleh nilai Sig. = 0,002 dan nilai thitung = 1,854, yang lebih kecil dari nilai ttabel pada taraf signifikansi 5%. Artinya, meskipun variabel Perceptions of Learning



Media memiliki kontribusi, namun pengaruhnya tidak cukup kuat untuk menunjukkan signifikansi secara statistik pada tingkat kepercayaan 95%.

Kata kunci: Keterampilan menulis; Persepsi Media Pembelajaran; Penguasaan kosakata, Pembelajaran Bahasa Inggris

INTRODUCTION

Education is a fundamental means for national development, especially in the era of globalization marked by the rapid growth of technology and information. A nation's success in improving the standard of living and the welfare of its people is greatly influenced by the quality of human resources (HR) capable of competing globally. According to (Djaali, 2023) seeking knowledge is an obligation for every human being, starting from birth until death. Every person is obliged to learn, whether through formal or non-formal education, in order to acquire knowledge.

Without learning, no knowledge can be gained. The greater the need for knowledge, the faster the development occurs over time. The progress of a nation is measured by the advancement of knowledge and technology. The more advanced the knowledge and technology, the higher the standard of living and welfare of its people (Mubarok & SI, 2019). Education today is not only a means of delivering knowledge but also expected to bring about positive changes in life patterns, which can be seen in the improved quality of human resources (Isra'Fania et al., 2021).

According to (Tampubolon, 2016) "education is an act that enables learning and development." Meanwhile, (Abdullah, 1991) states that "education and teaching are conscious efforts systematically directed toward behavioral changes leading to the maturity of learners." In English lessons, particularly writing skills in Narrative Text, students often face difficulties. This is reflected in unsatisfactory daily test and semester exam scores. Such low results are concerning and can be considered obstacles in the teaching and learning process. These barriers stem from both internal factors such as motivation, basic ability, and independent study habits and external factors, including parental attention, the availability of learning facilities, and active participation within the family environment.

Parental attention is a significant factor in students' academic achievement. Every student is born and raised in a family environment, which forms the foundation of their first education. Therefore, parents' role in supporting learning skills, including vocabulary mastery and writing skills, is highly influential (Mustari & Rahman, 2014).

According to (Sari et al., 2019) writing Narrative Text requires a strong understanding of vocabulary and the ability to construct sentences with proper structure. Adequate vocabulary allows students to express ideas more smoothly and clearly in writing, to create engaging stories, describe characters in detail, and convey emotions effectively add that high motivation drives students to be more enthusiastic about learning English outside the classroom for instance, by reading English books or watching English movies, which indirectly enriches their vocabulary. Motivated students tend to be more independent in finding additional learning sources, using learning media outside class material, and practicing writing regularly. (Teratak, 2019) emphasizes that such learning independence is important

because independent learners can take the initiative, overcome challenges, and take responsibility for their learning outcomes.

According (Anggaraeny, 2015) further notes that besides motivation and independence, family support particularly parental attention is equally important. Parents who provide adequate learning facilities, encouragement, and motivation foster children's independence in practice. Children raised in supportive families generally have higher confidence in learning, making it easier to achieve good academic performance. Parents' involvement in guiding and monitoring their children's learning at home lays a strong foundation for developing students' potential.

However, in some cases, students who already possess high independence and sufficient learning media still face obstacles in English achievement, particularly in writing. This shows that both internal and external factors play complementary roles and are necessary to fully support students' learning success (Amelya et al., 2022). The low achievement of junior high school students in English particularly in writing indicates challenges that need to be addressed in the education system. English, as an international language, has become a key to academic and career success in the future. Students' inability to achieve satisfactory scores in writing Narrative Text can negatively affect their confidence (Waqiah, 2021). Observations conducted in an East Jakarta junior high school revealed the following problems:

1. Weak basic writing skills among middle school students.
2. Students' frequent difficulties in writing Narrative Text, as shown by unsatisfactory test and exam results.
3. Writing Narrative Text requires strong vocabulary and sentence structuring ability, which is problematic for students lacking sufficient vocabulary.
4. English achievement, particularly writing skills, remains low at the junior high school level.
5. Students' low self-confidence.

This study focuses on the importance of understanding how learning media and vocabulary mastery affect English Narrative Text writing skills. Such understanding is expected to contribute to the development of more effective teaching methods and learning strategies that help students reach their full potential. This research is highly urgent in the context of English learning, particularly writing skills, at the junior high school level. In the era of globalization and digitalization, writing ability has become an essential skill for international, academic, and professional communication. However, many studies and observations indicate that students still struggle with writing Narrative Text effectively. These challenges are mainly caused by a lack of vocabulary mastery and the low effectiveness of learning media used in teaching.

From an educational perspective, this research is important to understand how students' perceptions of learning media can influence motivation and learning effectiveness, especially in writing. If learning media are well-designed and engaging, students are expected to be more enthusiastic in developing their writing skills. From a linguistic perspective, the study highlights the critical role of



vocabulary mastery in Narrative Text writing. Limited vocabulary hampers idea expression and creativity, which in turn lowers the quality of writing. From a curriculum and teaching perspective, this research can serve as a basis for teachers to develop more innovative, student-centered learning methods. By understanding how learning media and vocabulary mastery contribute to writing skills, educators can design more effective strategies to improve students' English writing competence.

METHOD

This study employs a survey method with a regression approach, which is part of correlational quantitative research, aimed at analyzing the relationship between variables within a selected sample of junior high school students in East Jakarta. The research design includes one dependent variable, students' narrative text writing skills (Y), and two independent variables, perceptions of learning media (X₁) and vocabulary mastery (X₂). The population consists of 750 students from three public junior high schools, and using Krejcie's sampling table with a 5% margin of error, a representative sample of 254 students was selected through proportional random sampling. Data collection was carried out using questionnaires to measure students' perceptions of learning media and tests to assess vocabulary mastery and narrative text writing skills. The questionnaires employed a Likert scale to convert qualitative responses into quantitative data, while tests were designed to evaluate vocabulary knowledge and writing performance (Rukminingsih & Latief, 2020). The research procedure included school observations, questionnaire distribution, test administration, and statistical analysis of the collected data to determine the interrelation of the studied variables.

RESULTS AND DISCUSSION

Descriptive Analysis

The Results and Discussion section of a research article presents the findings of the study and provides an interpretation. Descriptive statistical analysis was conducted to obtain a general overview of the data obtained from 254 respondents on three research variables, namely narrative text writing skills (Y), perception of learning media (X₁), and vocabulary mastery (X₂). All variables had no missing data, so that all data could be used in further analysis. Data were calculated using the SPSS 25.0 application. The data are presented in the form of tables and histograms.

Tabel 1 Descriptive Analysis

		Statistics		
		Perception Learning Media	Of Vocabulary Mastery	Writing Skills
N	Valid	254	254	254
	Missing	0	0	0



Mean	33.1732	33.3583	35.0276
Median	33.0000	33.0000	36.0000
Mode	30.00	30.00	36.00
Std. Deviation	4.20445	4.56503	6.31480
Minimum	12.00	13.00	12.00
Maximum	47.00	46.00	56.00

The statistical analysis involved 254 valid data points with no missing values for the three measured variables: perception of learning media, vocabulary mastery, and writing skills. The mean scores were relatively close, with perception of learning media at 33.17, vocabulary mastery at 33.36, and writing skills slightly higher at 35.03. The median values for both perception of learning media and vocabulary mastery were 33, while the median for writing skills was 36, which also matched the mode, indicating a concentration around this score. In contrast, the modes for perception of learning media and vocabulary mastery were both 30. The distribution of scores showed some variability, with standard deviations of 4.20 for perception of learning media, 4.57 for vocabulary mastery, and 6.31 for writing skills, suggesting that writing skills had greater dispersion compared to the other two variables. The minimum scores ranged from 12 to 13, while the maximum scores reached 47 for perception of learning media, 46 for vocabulary mastery, and 56 for writing skills, indicating broader performance ranges across the students.

Prerequisite Analysis Test Normality Test

Testing the normality of the data for each sample was carried out using the following hypothesis:

H_0 : The data in the sample is normally distributed.

H_1 : The data in the sample is not normally distributed.

Calculations are carried out with the help of a computer through the SPSS application program 25. According to the provisions in the program, the p value (Sig.) is 0.05, so H_0 is accepted, meaning that the data in the sample is normally distributed. The p value (Sig.) is the number found in the Sig column in the table of output results of the normality test calculation by the SPSS 25 program. In this case, the Kolmogorov-Smirnov method is used.

Table 2 Normality test

Negative	-
Test Statistic	.042
Asymp. Sig. (2-tailed)	.065
a. Test distribution is Normal.	.101 ^c
b. Calculated from data.	
c. Lilliefors Significance Correction.	

N		254
NormalParameters ^{a,b}	Mean	.0000000
	Std.Deviation	5.36519328
MostExtremeDifferences	Absolute	.065
	Positive	.065

Based on the results of the One-Sample Kolmogorov-Smirnov Test for Unstandardized Residual, the Asymp. Sig. (2-tailed) value is 0.101, which is greater than 0.05. This indicates that H₀

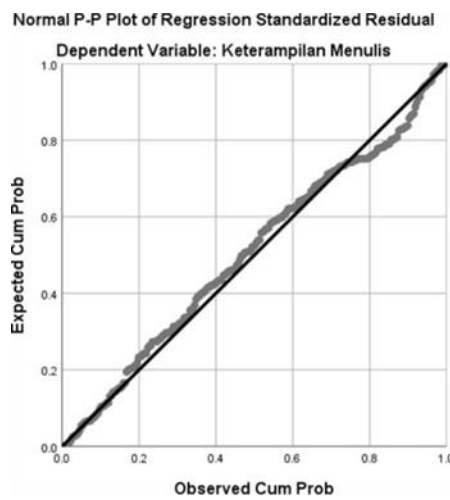


Figure1
NormalityTest

Linearity Test of the Regression Line Linearity Test of Students' Perceptions of Learning Media on Narrative Writing Skills.

The following is the table presenting the results of the regression linearity test, conducted using the SPSS version 25 program.

Table 3 Linearity of the Regression Equation of Students' Perceptions of Learning Media on Narrative Writing Skills

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Perceptions of Learning Media * Writing Skills	Between Groups	(Combined) Linearity	1595.152	35	45.576	3.453	.000
			510.209	1	510.209	38.657	.000
		Deviation from Linearity	1084.943	34	31.910	2.418	.000
	Within Groups		2877.226	218	13.198		
	Total		4472.378	253			

Based on the results of the Deviation from Linearity test, it is found that the Sig. value for the regression model of Writing Skills is 0.000. Since the Sig. value is smaller than 0.05, H_0 is accepted, which means that there is a significant relationship between students' perceptions of learning media and writing skills. Therefore, it can be concluded that the regression equation of students' perceptions of learning media has an influence on writing skills.

Linearity Test of Vocabulary Mastery on Narrative Writing Skills

The following is the table presenting the results of the regression linearity test, conducted using the SPSS version 25 program.

Table 4 Linearity of the Regression Equation of Vocabulary Mastery on Narrative Writing Skills

ANOVA Table							
			Sum of		Mean		
			Squares	df	Square	F	Sig.
Vocabulary on m a s t e r y * Writing skills	Between Groups	(Combined)	2318.015	35	66.229	4.887	.000
		Linearity	1414.384	1	1414.384	104.366	.000
		Deviation from Linearity	903.631	34	26.577	1.961	.002
Within Groups			2954.382	218	13.552		
Total			5272.398	253			

Based on the results of the Deviation from Linearity test, it is found that the Sig. value for the regression model of Writing Skills is 0.002. Since the Sig. value is smaller than 0.05, H_0 is accepted, which indicates that there is a significant relationship between vocabulary mastery and writing skills. Therefore, it can be concluded that the regression equation of vocabulary mastery has an influence on writing skills.

Multicollinearity Test

The multicollinearity test can be carried out using the Tolerance Value (TOL) method and the Variance Inflation Factor (VIF) method. A low TOL value corresponds to a high VIF value (Ghozali, 2018:107).

- If $VIF > 10$ and $TOL < 0.1$, then multicollinearity is present.
- If $VIF < 10$ and $TOL > 0.1$, then multicollinearity is not present.

The results of the multicollinearity test using IBM SPSS version 25 can be seen in the following table:

Table 5 Multicollinearity Test

Model	Coefficients ^a	
	Tolerance	VIF



1	Perceptions of Learning Media	.766	1.306
	Vocabulary mastery	.766	1.306
a. Dependent Variable: Writing skills			

Based on the results of the multicollinearity test shown in the table above, the Tolerance value for both Perceptions of Learning Media and Vocabulary Mastery is 0.766, while the Variance Inflation Factor (VIF) value for both variables is 1.306. Since the VIF values are smaller than 10 and the Tolerance values are greater than 0.1, it can be concluded that there is no multicollinearity problem between these variables. Thus, the two independent variables do not exhibit excessive correlation with each other in influencing Writing Skills as the dependent variable.

Heteroscedasticity Test

In the context of a regression model, the heteroscedasticity test aims to determine whether there is an inequality of variance between one residual observation and each of the other residual observations. The following are the criteria for heteroscedasticity:

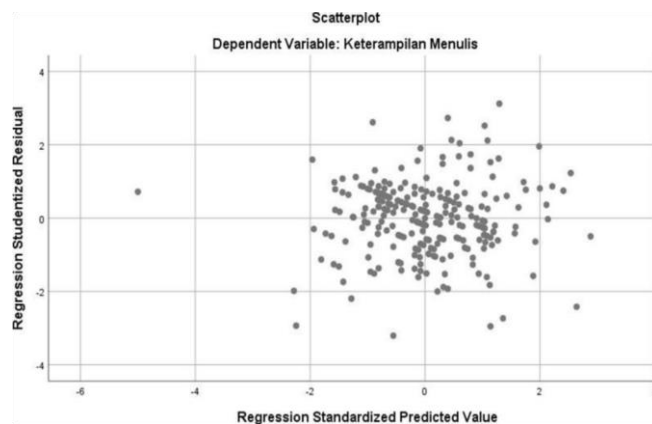


Figure2
Heteroscedasticity

It can be observed that the points are randomly scattered without forming any clear pattern, and are distributed both above and below the value of 0 on the Y-axis. This indicates that heteroscedasticity does not occur in the regression model. Therefore, it can be concluded that the data in this study exhibit homoscedasticity. Accordingly, the variables of perceptions of learning media and vocabulary mastery in relation to narrative writing skills do not show heteroscedasticity problems, which means that the residual variances remain relatively constant across the range of predictor values.

Hypothesis Testing

Hypothesis testing was carried out in accordance with the procedures described at the end of Chapter III. The results of the calculations and testing can be seen in the table below:

Table 6 Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.527 ^a	.278	.272	5.38653

a. Predictors: (Constant), Vocabulary mastery , Perceptions of Learning Media
 b. Dependent Variable: Writing skills

Table 7 Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2806.126	2	1403.063	48.357	.000 ^b
	Residual	7282.681	251	29.015		
	Total	10088.807	253			

a. Dependent Variable: Writing skills
 b. Predictors: (Constant), Vocabulary mastery, Perceptions of Learning Media

Table 8 Coefficient

Coefficients ^a							
Model	Unstandardized Coefficients	Std. Error		Standardized Coefficients			
	B		t	Beta	Sig.		
1	(Constant)	8.005	3.012		2.657	.008	
	Perceptions of Learning Media		.171	.092	.114	1.854	.065
	Vocabulary mastery	.640	.085		.463	7.553	.000

a. Dependent Variable: Writing skills

1. The Influence of Perceptions of Learning Media on Narrative Text Writing Skills

H0: $\beta_1 = 0$ and $\beta_2 = 0$

H1: $\beta_1 \neq 0$ and $\beta_2 \neq 0$

H0: There is no significant influence of Learning Media on narrative writing skills.

H1: There is a significant influence of Learning Media on narrative writing skills.

To test the above hypotheses, multiple regression analysis was conducted with two independent variables: Perceptions of Learning Media and Vocabulary Mastery, both tested to determine their effect on Narrative Text Writing Skills. The data used



in this study involved 254 respondents who completed a questionnaire regarding their perceptions of learning media and their level of vocabulary mastery.

The regression coefficient calculations shown in Tables 4.10 and 4.12 indicate that Perceptions of Learning Media has a regression coefficient of 0.171 with a Std. Error = 0.092. The resulting Beta value = 0.114 suggests that the influence of Perceptions of Learning Media on Writing Skills is relatively small. However, the significance test for this coefficient shows $t = 1.854$ with Sig. = 0.065, which is greater than 0.05. Therefore, H_0 is accepted, meaning there is no significant effect of Perceptions of Learning Media on Writing Skills at the 5% significance level.

From these results, it can be concluded that Perceptions of Learning Media do not significantly influence Narrative Text Writing Skills in English. This may be due to several factors, such as respondents not finding the learning media effective enough in helping them improve writing skills. Even though their perception of the media is not negative, the effectiveness of the media in enhancing writing skills may not be optimal.

Several reasons may explain why Perceptions of Learning Media do not significantly affect Writing Skills:

2. The Influence of Vocabulary Mastery on Narrative Text Writing Skills

$H_0: \beta_1 = 0$ and $\beta_2 = 0$

$H_1: \beta_1 \neq 0$ and $\beta_2 \neq 0$

H_0 : There is no significant effect of vocabulary mastery on narrative text writing skills ($\beta_2 = 0$).

H_1 : There is a significant effect of vocabulary mastery on narrative text writing skills ($\beta_2 \neq 0$).

Based on the regression analysis shown in Table 4.12, the result for Vocabulary Mastery is $B = 0.640$, with Std. Error = 0.085. The Beta = 0.463 indicates that vocabulary mastery has a greater effect compared to Perceptions of Learning Media. The significance test for this coefficient shows $t = 7.553$ with Sig. = 0.000, which is smaller than 0.05. Therefore, H_0 is rejected, meaning Vocabulary Mastery has a significant effect on Narrative Text Writing Skills.

This finding strongly aligns with linguistic theory, which states that the broader a person's vocabulary, the better their writing ability, especially in constructing clear, accurate, and varied sentences and paragraphs. A strong vocabulary allows writers to select precise and varied words, thereby improving the quality of the text.

In other words, students with a larger and more varied vocabulary tend to write more complex and engaging narrative texts. They can not only construct coherent sentences but also use diverse word choices that make their writing more vivid and easier to understand.

Furthermore, vocabulary mastery is directly related to reading comprehension, which in turn influences structured and meaningful writing.

Students with broader vocabulary are generally more confident in writing because they have more options for expressing their ideas.

CONCLUSIONS

1. The Influence of Students' Perceptions of Learning Media on Narrative Writing Skills

The results of the regression analysis demonstrate that students' perceptions of the learning media exert an influence, but this influence is not statistically significant in relation to narrative writing skills at the 5% significance level. This conclusion is supported by the regression coefficient of 0.171, the significance value of 0.002, and the obtained t-value of 1.854. These findings suggest that even though respondents showed positive perceptions toward the learning media employed in the teaching process, such perceptions were not strong enough to result in a measurable or significant improvement in their ability to write narrative texts in English. This situation may be explained by several contributing factors, such as the insufficient active engagement of students in interacting with the media, the limited ability of the media to facilitate writing practice effectively, and the lack of integration between the media and structured writing activities.

According to (Pribadi, 2017) in the theory of Multimedia Learning, instructional media can increase students' comprehension and learning performance when designed appropriately. Similarly, (Baudrillard, 2001) highlights in the Cognitive Theory of Multimedia Learning that media should align with students' perceptions and comprehension abilities in order to enhance learning outcomes. Previous studies (Teratak, 2019) also reveal that interactive digital media can indeed influence students' writing skills, but the effect highly depends on how students perceive its usefulness and usability.

When students hold positive perceptions, their motivation and writing practice improve. Conversely, if they view the media as inappropriate or difficult to use, the expected benefits remain limited.

2. The Influence of Vocabulary Mastery on Narrative Writing Skills

Unlike the variable of perceptions of learning media, vocabulary mastery was found to have a very strong and statistically significant influence on students' narrative writing skills. The regression analysis shows a coefficient of 0.640, a significance value of 0.000, and a t-value of 7.553, confirming that vocabulary mastery is a decisive factor in students' ability to write narrative texts effectively. Students who possessed a wider and richer vocabulary were better able to express their ideas clearly and accurately, as well as to produce narratives that are coherent, detailed, and engaging. This finding is consistent with Cognitive Load Theory developed by (Pribadi, 2017), which explains that a broad vocabulary reduces the cognitive burden during the writing process. When students are not hindered by a lack of vocabulary, they can more easily select appropriate words to convey their ideas, enrich their texts, and concentrate on higher-level writing processes such as organizing structure and developing content. (Lubis, 2014) argue that learners with greater vocabulary knowledge are capable of producing more complex and creative

narrative texts. Likewise, (Pribadi, 2017) point out that vocabulary mastery is the key to writing coherent and well-structured texts. Richards (2001) further emphasizes that students with better vocabulary knowledge can construct longer, more complex sentences, which reflects their ability to organize ideas in a more sophisticated way.

3. The Combined Influence of Perceptions of Learning Media and Vocabulary Mastery

The results also reveal that, when considered together, students' perceptions of learning media and their vocabulary mastery jointly have a significant influence on narrative writing skills. This conclusion is supported by the results of multiple regression analysis, which show a significance value of 0.000 and an F-value of 48.357. These values indicate that the regression model used in this study is statistically significant and capable of explaining the combined influence of both independent variables on the dependent variable.

This finding demonstrates that even though perceptions of learning media do not show a significant partial effect, their contribution becomes more meaningful when combined with the variable of vocabulary mastery. In other words, students' ability to write narrative texts is shaped not only by their linguistic resources but also by the way they perceive and engage with the media provided during learning. The combination of both factors provides a more comprehensive explanation of how narrative writing skills are developed in an English as a Foreign Language (EFL) learning context.

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