

The Use of Sequence to Improve Students' Writing Ability Narrative Text (Quasi-Experimental Research on Class VIII Students of SMPN 3 Metro)

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Abstract

Many students still face difficulties in generating ideas, organizing story sequences, and applying appropriate language features. This problem was also identified among eighth-grade students of SMP Negeri 3 Metro, where students' writing performance was relatively low due to the use of conventional teaching methods and limited visual learning media. This study aimed to examine the effectiveness of using image sequence media in improving students' narrative writing ability. The research employed a quantitative approach with a pre-experimental design using a one-group pretest–posttest model. The participants consisted of 28 eighth-grade students. Data were collected through writing tests and documentation, and analyzed using the Shapiro–Wilk normality test and the Paired Sample T-Test. The results revealed that the mean pretest score of 40.07 significantly increased to 79.75 in the posttest, with a significance value of 0.000 (< 0.05). These findings indicate that the use of image sequence media has a significant positive effect on students' narrative writing ability. The study demonstrates that image sequence media effectively assists students in developing ideas, organizing storylines, and improving the overall quality of their writing. Therefore, it can be concluded that image sequence media is an effective instructional strategy for teaching narrative writing at the junior high school level.

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INTRODUCTION

Writing skills are an essential competency in Indonesian language learning, playing a crucial role in developing students' critical thinking, self-expression, and mastery of language structure (Fitria 2024).. Writing is communicating, expressing thoughts, feelings and desires to other people in writing. Among various forms of writing, narrative text occupies a central

position because it not only demands the ability to construct coherent sentences but also requires imagination, logical sequence of events, and linguistic sensitivity. Learning narrative writing skills is not something students acquire easily (Windarto, 2020).

Learning narrative writing skills requires a lot of practice and experimentation. In actuality, though, junior high school pupils' narrative writing abilities are still lacking, especially in the eighth grade. The findings nationwide poll conducted by (Gani et al. 2024) most junior high school students experience difficulties in developing ideas, organizing plots, and using appropriate language structures in narrative texts. This condition indicates an urgent need to develop innovative and effective learning approaches to improve narrative writing skills. One of the four language skills taught in schools is writing. Writing skills are the ability of each individual to convey their thoughts and ideas in written form (Picciano n.d.). The capacity to express ideas or thoughts in writing or a narrative is known as writing skills. Through this writing activity, students can express their thoughts, concepts, or thoughts in written form. Furthermore, writing can also enhance students' creativity in expressing these thoughts or concepts in written form, aimed at providing information or entertaining (Novita, 2010). The result of this creative process is also called a composition. In general, writing mostly functions as a means of indirect communication. Writing skills are not something children are born with, but are acquired through learning. Even someone who has received writing lessons does not necessarily possess excellent writing skills. Therefore, writing skills require practice and skills, one of which is writing a composition (Nița 2021).

Students are required to write essays based on predetermined elements, such as completeness of content, use of language, grammar, organization, and vocabulary. But in reality, not all students can write well. The still predominantly lecture-based learning and the lack of visual learning media are among the factors that hinder students' active involvement in the writing process (Reuben 2008). Therefore, alternative methods are needed that can connect students' imagination with the cognitive process of writing, such as the use of visual media in the form of image sequences (Dewi et al. 2025). Research on visual learning media in improving writing skills has been extensive, but still reveals gaps for further exploration. For example, a study by (Dewi et al. 2025) in the Indonesian Journal of Educational Research showed that the use of image sequences can improve the coherence of students' writing in narrative texts. Meanwhile, emphasized the effectiveness of image sequences in building narrative flow structures (Ilyas et al. n.d.). However, the study did not specifically use a quasi-experimental design and was solely based on classroom action. Another study by (Aryati et al. 2024), in the Journal *EDUCTUM* Journal Research examined the impact of storyboarding on improving writing skills, but focused on expository texts, not narrative ones. From these three studies, it appears that there is still little research explicitly using a quasi-experimental

design to test the effectiveness of using image sequences in the context of teaching narrative text writing to eighth grade junior high school students (Shonfeld et al. 2021). Based on the review of previous studies, research on the use of visual media to improve writing skills has been widely conducted. Several studies have demonstrated that picture series and other forms of visual support can enhance students' ability to organize ideas and improve coherence in narrative texts (Carpenter and Harvey 2019). However, many of these studies were conducted using classroom action research designs, which primarily aim at improving classroom practice rather than rigorously testing effectiveness through controlled experimental procedures. As a result, there is still limited empirical evidence derived from systematic quasi-experimental designs that specifically measure the effectiveness of image sequences in teaching narrative writing (Buckingham 2013).

In addition, some previous research has examined the use of visual techniques such as storyboarding or structured visual mapping. Although these studies showed positive impacts on students' writing skills, they often focused on expository texts or general writing ability rather than specifically targeting narrative texts at the junior high school level (Jenkins and Ito 2015). This indicates a genre-specific gap, particularly in research that concentrates on narrative writing as a distinct genre with its own structural and linguistic characteristics (Aminin et al. 2018). Moreover, prior studies have not consistently integrated cognitive scaffolding theory and visual-verbal learning principles to explain how image sequences function as mediating tools in helping students construct coherent narratives (Xie et al. 2012). The theoretical foundation linking visual media, cognitive processes, and narrative text structure therefore remains underexplored (McKay, Hornberger, and McKay 2012).

Another gap lies in the contextual alignment with current educational policy. In the era of the Independent Curriculum (Kurikulum Merdeka), which emphasizes literacy strengthening, differentiated learning, and creative pedagogical strategies, research that explicitly connects visual media interventions with this curriculum framework is still limited (Chinh 2013). Most earlier studies were conducted without directly situating their findings within the broader national curriculum reform context.

Based on these identified gaps, this study presents several points of novelty. First, it employs a structured quasi-experimental design involving experimental and control groups to systematically test the effectiveness of image sequence media in improving the narrative writing skills of eighth-grade students. Second, this research positions image sequences not merely as supplementary teaching aids, but as cognitive scaffolding tools that bridge students' imagination with the structured organization of narrative elements such as orientation, complication, and resolution. Third, the study explicitly integrates visual learning theory and socio-cultural perspectives on scaffolding to provide a stronger theoretical explanation of how visual stimuli support

students' writing development. Finally, this research is conducted within the framework of Kurikulum Merdeka, ensuring its relevance to contemporary educational practices and policy directions in Indonesia.

Therefore, this study not only fills methodological, theoretical, and contextual gaps in previous research but also contributes empirically and pedagogically to the development of more engaging, structured, and effective narrative writing instruction in junior high schools.

One of the author's references when conducting this research was previous research, both in terms of its value and methodology. The first Marbun was entitled "The Effect of Picture Series on Students' Writing Skills in Narrative Text in Grade VIII of SMP Negeri 10 Pematang Siantar (Marbun et al., 2024)." The similarity to the author's title lies in the use of sequential image media to Middle school students' narrative writing skills. Meanwhile, the difference lies in the mention of the research method, location, and emphasis on the objectives (influence vs improvement). The second, Merisa Rani Ramadhania was entitled "The Effect Of Problem Based Learning On Student Ability In Writing Narrative Text" (Merisa, 2020) Similarities Both examine narrative text writing skills using a quasi-experimental design. The difference is that the research uses a learning model (Problem Based Learning) while the author uses learning media (Image Sequence). The third, Rukmana Fachrul Islam (Rukmana & Manuhutu, 2025) was entitled "Improving Students' Narrative Writing Quality through Structured Visual Mapping: A Quasi-Experimental Study" The similarity is that both examine students' narrative text writing abilities/quality, there are experimental and control groups without full randomization and both use visual media (image sequence & visual mapping) to improve writing abilities. While the difference is that the author uses image sequence (sequential images) while the researcher uses structured visual mapping (structured visual maps such as mind maps). Based on the description of the phenomenon, field facts, and gaps in previous research, this study aims to test the effectiveness of using image sequences in improving the narrative text writing skills of Eight-grade students at Metro State Junior High School. This study not only contributes to the development of more contextual and engaging Indonesian language learning practices, but also provides empirical evidence related to the implementation of visual media in the cognitive process of writing. This study aims to equip teachers with practical methods to design structured and engaging writing instruction that resonates with the digital generation. In practice, the findings can serve as a reference for the development of teaching tools based on visual media. Theoretically, this study enriches the scientific treasury in the field of writing teaching and visual pedagogy. Methodologically, this study presents a systematic quasi-experimental approach in evaluating media-based learning interventions, which have so far been underdeveloped in the context of the Indonesian national curriculum. In the context of the implementation of the Independent Curriculum (Kurikulum Merdeka), which emphasizes differentiated, project-based learning and literacy strengthening,

this research is highly relevant. Kurikulum Merdeka provides space for educators to apply adaptive and creative strategies, including the use of visual media in language learning. By integrating visual, narrative, and cognitive aspects, students are trained not only to write but also to think, imagine, and create meaningful narratives. The results of this study are expected to strengthen student literacy and contribute to educational practices, both at the classroom level and in national education policies

RESEARCH METHODOLOGY

This research uses a quantitative approach. Quantitative research is defined as a method that focuses on systematic analysis through the use of statistical techniques on numerical data, including correlation studies, experimental research, and ex post facto designs. (Reichard 2024) Research on eighth grade students in learning to write narrative texts in SMPN 3 of Metro is a Pre-experimental research.

According to (Guetterman and Creswell 2015) a pre-experimental framework involves administering a pretest and posttest to only one group. In this design, the research is conducted on only one group without including a control group. The researchers employed analytical techniques to examine the data obtained from the study. This was intended to produce accurate data aligned with the research objectives and to identify the difficulties faced by students in conveying or explaining ideas in front of the class or on stage through the use of questionnaires. The research design used was a single-group pre-test and post-test framework. (Utomo, Asvio, and Prayogi 2024)

The population in this study is 255 students, it was all eighth-grade students of SMP Negeri 3 Metro in the 2025/2026 academic year. The research sample was determined using a saturated sampling technique, where all members of the population were included in the study due to the relatively limited and homogeneous number of subjects. The research sample consisted of 28 students from one class selected as the experimental class. This technique was chosen to ensure that the data obtained represented the population as a whole and avoided sample selection bias.

Data collection techniques in this study were conducted through written tests and documentation. The tests were used to measure students' writing skills in the form of narrative text writing assignments. The tests were conducted in two stages: a pretest and a posttest. The pretest was conducted prior to the treatment to assess students' initial abilities, whereas the posttest was administered after the treatment to measure improvements in students' writing skills. The assessment instrument was developed based on key writing skill indicators: content, organization, vocabulary, language use, and writing

mechanics. Furthermore, documentation served as supporting data, including student written work, learning notes, and class archives relevant to this study.

Data analysis was conducted inferential statistical techniques and using descriptive. Descriptive analysis was employed to determine the mean, minimum, and maximum values of the pretest and posttest scores. Before testing the hypothesis, the data were initially assessed using the Shapiro–Wilk normality test to confirm that they followed a normal distribution, which is required for the use of parametric statistical analyses. After confirming that the data were normally distributed, the hypothesis was examined using a Paired Sample t-test, as the data were derived from two related measurements – specifically, the pretest and posttest conducted on the same group. Data analysis was conducted using SPSS software, and the hypothesis testing decision was determined based on the significance value (Sig). At a significance level of 0.05, a Sig. (2-tailed) value below 0.05 indicates a statistically significant difference between the pretest and posttest results, showing that students' writing skills improved after the treatment was implemented. (Aulia, Zia, and Haq 2023).

The writing tests were given in the form of descriptive narrative tasks. These tests were designed to measure students' ability to present and develop ideas in written form. The researcher divided the instruments into a pretest-posttest. The preliminary test was conducted to measure students' initial writing skills, while the final test was given to assess their improvement after implementing the picture series media.

With this design and analysis technique, this research is expected to be able to provide strong empirical evidence regarding the effectiveness of treatment in improving students' writing skills, as well as supporting the findings of previous research which emphasize the importance of visual and multimodal approaches in writing learning (Novita, 2010)

In this research, the data were collected to determine whether there was a significant improvement in students' writing ability after the treatment. The scores obtained from the pre-test and post-test were analyzed statistically using **inferential analysis**. The researcher employed **SPSS version 16.0 (IBM Corporation)** to process the data. By entering students' writing scores into the program, the statistical computations were generated automatically to provide accurate results.

RESULT AND DISCUSSION

The result can be concluded that image sequence media is an effective instructional strategy for enhancing students' narrative writing skills. The media successfully supports students in developing ideas, organizing plot structures, and improving the overall quality of their written narratives. Therefore, the implementation of image sequence media can be recommended as an alternative and innovative approach in teaching narrative writing at the junior high school level. The above conclusion is based on the following conclusions.

Normality test

The normality test is employed to assess whether the sample data follow a normal distribution, which is a prerequisite for performing parametric statistical analyses. Before conducting the t-test, a normality test is first performed on the difference between the pretest and posttest scores.

The criteria for decision making in the Kolmogorov-Smirnov (KS) normality test are as follows: (1) if the significance value (Sig.) exceeds 0.05, the research data are considered normally distributed; (2) if the significance value (Sig.) is below 0.05, the research data are regarded as not normally distributed.

NO.	CODE	Mark	NO.	CODE	Mark
1	K-01	40	1	E-01	80
2	K-02	47	2	E-02	65
3	K-03	55	3	E-03	87
4	K-04	43	4	E-04	67
5	K-05	30	5	E-05	82
6	K-06	48	6	E-06	73
7	K-07	38	7	E-07	70
8	K-08	35	8	E-08	70
9	K-09	47	9	E-09	90
10	K-10	38	10	E-10	90
11	K-11	37	11	E-11	80
12	K-12	47	12	E-12	83
13	K-13	37	13	E-13	93
14	K-14	32	14	E-14	83
15	K-15	50	15	E-15	85
16	K-16	42	16	E-16	72
17	K-17	42	17	E-17	93
18	K-18	40	18	E-18	80

19	K-19	30	19	E-19	70
20	K-20	53	20	E-20	85
21	K-21	50	21	E-21	90
22	K-22	37	22	E-22	87
23	K-23	32	23	E-23	68
24	K-24	30	24	E-24	72
25	K-25	35	25	E-25	88
26	K-26	45	26	E-26	78
27	K-27	30	27	E-27	65
28	K-28	32	28	E-28	87

Table. Student Grades

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	.109	28	.200 [*]	.944	28	.140
Post_Test	.132	28	.200 [*]	.927	28	.053

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table.2 Test of Normalty

The normality test was conducted using the Shapiro-Wilk test with the help of the SPSS version 25 for Windows application at a significance level of 5% ($\alpha = 0.05$) on the student's pretest and posttest data. To determine whether your data is normally distributed using the Shapiro-Wilk test (Data < 50). Data is said to be normally distributed if the significance value (Sig.) is greater than 0.05. In the SPSS results above, the pre-test value is 0.140, which is greater than 0.05, indicating that the data is normally distributed, meaning H0 is accepted. Furthermore, the post-test value is 0.053, which is greater than 0.05, indicating that the data is normally distributed, meaning H0 is accepted.

Based on the results of the normality test using Shapiro-Wilk on the students' pretest and posttest scores, a significance value (Sig.) of 0.140 was obtained for the pretest data and 0.053 for the posttest data. Both values are greater than the established significance level of 0.05. Thus, in accordance with the decision-making criteria in the normality test, it can be concluded that both the pretest and posttest data are normally distributed.

This means that the null hypothesis (H0), which states that the data are normally distributed, is accepted for both data groups. This condition indicates that the research data meets the assumption of normality, so parametric statistical analysis, such as the t-test, is appropriate for hypothesis testing in this study.

Paired Sample T-Test

The hypothesis test was analyzed using a parametric statistical test, the Paired Sample T-Test, because the data came from two related variables: pretest and posttest scores from the same group. This test was used to determine whether there was a difference in the averages between two related samples, namely pretest and posttest scores from the same group.

The formulation of the research hypothesis (suspect) is as follows : 1) H0 = There is no increase in writing ability after using image sequence media. 2) H1 = There is an increase in writing ability after using image sequence media. Basis for Decision Making of Paired Sample T Test: If the Sig. (2-tailed) value > 0.05 then H0 is accepted and Ha is rejected, which means there is no significant difference between the average pretest and posttest scores of students' narrative text writing ability after applying image sequence media. If the Sig. (2-tailed) value is < 0.05 then H0 is rejected and Ha is accepted, which means there is a difference in the average pretest and posttest of students' narrative text writing ability after applying image sequence media.

Table 3. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post_Test	79.75	28	8.951	1.692
	Pre_Test	40.07	28	7.513	1.420

Table 3. Paired Samples Statistics

Based on the analysis results in the Paired Samples Statistics table, it is known that the number of learning outcome data for the Pre-Test is 28 students, while for the Post-Test it is 28 students. The average value of student learning outcomes or Mean for the Pre-Test is 40.07, while for the Post-Test it is 79.75. Therefore, from a descriptive perspective, it can be concluded that there is a difference in the average student learning outcomes between the pre-test and post-test. To determine whether this difference is statistically significant, the results of the Paired Samples Test must be examined.

		Paired Samples Test							
				Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post_Test-Pre_Test	39.679	10.022	1.894	35.792	43.565	20.949	27	.000

Table 4. T-test

Based on the "Paired Samples Test" table, the Sig. (2-tailed) value is 0.000 < 0.05, so as the basis for decision making in the Paired sample t test, it can be concluded that H0 is rejected and Ha is accepted. Thus, there is a significant difference between the average pretest and posttest scores of students' narrative text writing ability after the application of image sequence media. This shows that the use of image sequence media has a significant influence on improving students' writing abilities.

Based on the results of data analysis using the Paired Sample T-Test, it was found that the average student pretest score was 40.07 and increased to 79.75 in the posttest with a total of 28 students responding. Descriptively, this indicates an increase in students' writing skills after being given treatment in the form of using image sequence media.

The results of the inferential test using the Paired Samples Test table show that the Sig. (2-tailed) value is 0.000, which is smaller than the significance level of 0.05. Thus, according to the statistical decision-making rules, H0 is rejected and H1 is accepted. This means that there is a significant difference between the pretest and posttest results of students' writing ability.

Based on the results of the statistical analysis, it can be concluded that the use of image sequence media significantly improved students' narrative writing skills. The normality test using the Shapiro-Wilk method showed that both the pretest (Sig. = 0.140) and posttest (Sig. = 0.053) scores were greater than the significance level of 0.05. This indicates that the data were normally distributed and met the assumptions required for parametric statistical testing.

Furthermore, the results of the Paired Sample T-Test revealed a substantial increase in students' mean scores from the pretest (Mean = 40.07) to the posttest (Mean = 79.75). The Sig. (2-tailed) value obtained was 0.000, which is lower than 0.05. Therefore, the null hypothesis (H0) stating that there is no improvement in writing ability after using image sequence media was rejected, and the alternative hypothesis (H1) was accepted. This finding confirms that

there is a statistically significant difference between students' narrative writing performance before and after the implementation of image sequence media.

In addition, the posttest results indicate that students' learning outcomes exceeded the minimum passing grade (KKM) of 68, and more than 80% of students achieved learning mastery. This demonstrates that the instructional intervention not only produced statistically significant results but also met the criteria for classical learning completeness in the good category.

CONCLUSION

The research concluded that the use of sequential image media had a statistically significant and positive influence in improving the narrative writing skills of eighth grade students at SMP Negeri 3 Metro. The results of the study demonstrate a significant improvement in students' writing skills, as evidenced by the marked difference between pretest and posttest scores, indicating that visual media effectively supports students in generating ideas, structuring narratives, and enhancing overall language quality. Conceptually, these results confirm that visual and multimodal-based learning plays a role as an effective cognitive tool in the writing process, because it is able to bridge students' imagination with a systematic text structure. Consequently, the application of image sequences not only improves learning outcomes quantitatively, but also enriches teachers' pedagogical practices with learning strategies that are more contextual, interactive, and appropriate to the characteristics of students at the junior high school level.

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