

Literature Review: Improving the Writing Ability of Grade 2 Elementary School Students Using Word Cards

Dwi Setyo Muji Lestari^{*1}, Hendratno¹, Heru Subrata¹

¹Universitas Negeri Surabaya, Surabaya, Indonesia



DOI: <https://doi.org/10.56707/ijoer.v2i1.57>

Sections Info

Keywords:

Critical Thinking
Science Learning
STEAM

ABSTRACT

Objectives: This research reviews the literature on using word card media to improve the writing skills of grade 2 elementary school students. **Method:** The research method is a literature review of articles and journals on Google Scholar between 2014 - 2023, totalling 10 articles discussing writing skills and 8 articles about word card media. Data analysis uses qualitative descriptive methods. **Results:** The focus of the research is the effectiveness of using word card media in improving students' writing skills. Studies show that word card media has advantages in terms of ease of use and is effective in attracting students' learning habits so that students' ability and creativity in writing increases. **Novelty:** The novelty of this research is that the literature review used comes from Google Scholar, so the results of the review can provide information on the level of success in using word card media to improve students' writing skills. This research focuses on how effective word card media is in improving the writing skills of grade 2 elementary school students.

INTRODUCTION

Learning Indonesian in elementary school is one of the main lessons that will provide a foundation for the continuity of the student learning process, mainly in communication and language skills. In Indonesian subjects, there are four skills that students must master, namely listening skills, reading skills, speaking skills and writing skills. These four skills must be trained in the lower grades.

Writing ability is an important aspect of learning Indonesian that students must acquire from an early age. Especially at the elementary school level, the development of writing skills significantly impacts students' communication skills and understanding of language. Through writing skills, students can express their thoughts and feelings intelligently according to the context and situation when they are writing (McBride-Chang et al., 2011; Puranik et al., 2018; Schaars et al., 2017). So that by mastering writing skills, you can give birth to future generations who are intelligent, critical, creative and cultured.

Writing requires special skills. According to (Nuraeni et al., 2022), writing skills can be learned and must always be trained. Writing skills must be familiarized and formed since students are in the early grades of elementary school. If students do not have adequate writing skills, they will experience learning difficulties which may continue until they reach the next level. Students need to have good writing skills because in every subject, there will be exercises that require students to write.

Writing skills are mandatory basic skills mastered by elementary school students. The writing skills students acquire will be very useful to support students' abilities in other fields (Liu et al., 2019; Reynolds & Shih, 2019; Zhang & Bingham, 2019). If learning to write as a basic reference is good, then it is hoped that other students' abilities will also

be good in other fields and subsequent levels. In the teaching and learning process, teachers can provide learning that motivates students to be interested and involved.

Many obstacles are encountered in learning Indonesian in elementary schools, especially in lower classes, especially in writing skills. Writing is always the most difficult part of classroom learning. Good writing skills will also strengthen students' critical and creative thinking skills. The use of learning media that is less optimized by teachers will greatly influence students' ability to develop their skills. Creative and effective learning media is believed to attract students' interest in learning. Media that can increase students' interest and writing skills is media that can be operated directly by students.

Word card media is a method that can be used in learning to make it easier for students to think and can activate and make an impression fun for students. Word card media can be used as a learning medium and a game and competition tool so it can be said to be *three in one*. By using sentence construction card media in learning, it is hoped that the delivery of the material will be clearer and easier for students to understand. In this way, learning will be conveyed to students well and will increase students' interest in learning to write (Anna et al., 2022; Thompson & Childers, 2021).

The novelty of this research is that the literature review used comes from Google Scholar, so the review results can provide information on the level of success in using word card media to improve students' writing skills. This research focuses on how effective word card media is in improving the writing skills of grade 2 elementary school students. This makes the research relevant and can significantly contribute to the literature on students' writing abilities and the use of word card media in elementary school education.

RESEARCH METHOD

The method used in this research is the *SLR (Systematic Literature Review) method* or type of library study research. Using this method, literature is obtained through identifying, studying, evaluating, and interpreting all the research reviewed. Literature study means searching for and reading many books, journals and other publications related to a topic to write about something (Abraham & Supriyati, 2022). Researchers will review the articles and journals that have been obtained. In collecting data, researchers used 10 articles that discussed writing skills and 8 articles about the effectiveness of card media. The articles selected and reviewed were obtained from *Google Scholar* from 2014 to 2023 and follow the topic researchers studied, namely the ability to write using word cards. The results of the review then analyzed the data in a qualitative descriptive manner. Qualitative research, which often uses an inductive and descriptive approach, makes it possible to focus more on the process and meaning taken from the perspective of the subject in the research.

According to Miles & Huberman in (Fadli, 2021) there are three types of activities in data analysis: data reduction, data display, and conclusions. Qualitative data analysis involves four stages, namely: 1) Data collection is the process of collecting data in the field (either from journal studies or trials) to obtain the data needed for research purposes; 2) Data reduction involves summarizing, selecting important elements, and

focusing on important elements to create a clear picture of the data collected and to make it easier for researchers to access further data; 3) The type of data presentation most often used in qualitative research is narrative text, which consists of brief descriptions, charts, and relationships between individuals. Discoveries require verification and conclusions.

RESULTS AND DISCUSSION

Results

The results of the research data included in this literature review are analyses of summaries of several documented articles related to improving student's writing skills through sentence construction cards, presented in Table 1 and Table 2.

Table 1. Research Results on Writing Ability

(Angriani, 2015)	Increasing the Ability of Class II Elementary School Students in Writing Words Using Image Media at SDN Wata, West Bungku District, Morowali Regency	The research results show that by using image media, learning activities become more enjoyable so that student learning outcomes increase . Results _ from cycle I to cycle II there was an increase. In cycle I the average score obtained by students was 64.33 with a classical completion level of 45%, the incomplete score in cycle I was 55%, while in cycle II the average score obtained by students was 85.67 with a level of classical completeness becomes 90%, resulting in an increase in classical completeness of 50%.
(Hasni, 2016)	Using Image Media to Improve the Sentence Writing Ability of Class II Students at SDN 1 Dongko	The initial observation result was only 15.3%, increasing to 61.5% in the first cycle and increasing again to 84.6% in the second cycle.
(Azmi, 2018)	Using Image Media to Improve the Ability to Write Simple Paragraphs in Indonesian Language Subjects in Elementary Schools.	The results show that: the application of image media can improve writing skills with six steps, namely: (1) Interaction, (2) Question and answer, (3) Explanation of material, (4) Writing stories or descriptions based on image media, (5) Reading written results , (6) Reflection.
(Iskandar et al., 2017)	Using Image Media to Improve the Sentence Writing Ability of Grade II Elementary School Students.	The research results showed an increase in students' cognitive learning outcomes after applying image media. In Cycle I, the percentage of completeness of students' cognitive learning outcomes was 64.70% with an average class score of 76.61 and increased to 85.29% with an average class score of 83.67 in Cycle II and experienced a more satisfactory increase to 88.23% with a class average of 86.17.
(Pertwi, 2019)	Development of Series Image Media to	The research results showed that the percentage obtained from material experts

	Improve Rewriting Skills for Class II Students at SDN Sukorejo 03.	was 82.5% with very feasible criteria. The percentage obtained from media experts was 97% with very feasible criteria. Large-scale test learning outcomes have increased with the achievement of moderate criteria. Student and teacher response questionnaires received very good criteria. This is proven by the average final test score of 77.5 compared to the average initial test score of 64.5 with an N-gain of 0.367 in the medium criteria.
(Widodo et al., 2023)	The Effect of Using Serial Image Media on Elementary School Students' Ability to Write Simple Sentences.	The research data were analyzed using inferential statistical analysis techniques. The hypothesis was tested using a two-average test technique using the Paired Sample T-Test. The average pretest score is 65.65 while the average posttest score = 77.05. Based on the results of the hypothesis test, Sig. = 0.000 < α = 0.05.
Agusrita, et al (2020)	Using Image Media to Improve Learning Results for Poetry Writing Skills in Elementary Schools.	Based on the recapitulation results in cycle I of learning I, it can be seen that the percentage value of students' writing skills was 55%, there was an increase in cycle I of learning II, the value of students' writing skills was 65% in the sufficient category and there was an increase in cycle II of learning III where the results of poetry writing skills were with a value percentage of 90% with very good category.
(Prabowo et al., 2021)	Improving Students' Initial Writing Ability Using Flash Card Image Media Using a Class II Scientific Approach.	The average pre-action writing test result was 61.15. In cycle I, the student average increased to 71.00. The average increase in students' initial writing evaluation results from pre-action to cycle I was 9.85. In cycle II the average student evaluation results increased to 82.03. This shows that the average student evaluation results increased again by 11.03.
(Nuraeni et al., 2022)	Improving Elementary School Students' Writing Ability with Image Media.	Based on the research results in Table 1 and Table 2, there are positive results with the use of image media which can improve students' writing skills. Students are happier with the use of image media as a support in their learning process. Image media can attract students to better understand and become familiar with the various types of images presented so that they can improve students' memory.
(Syiddin et al., 2023)	Improving Sentence Writing Ability in Class II of Taruna Mandiri	The pre-cycle action test results were 37.5% in cycle I to 62.5% and in cycle II to 87.5% with the completion rate from cycle I to cycle II increasing by 25%.

Table 2. Research Results on the Effectiveness of Card Media

(Aryani, 2014)	Use of Word Card Media in Composing Simple Sentences for Class II Students at SDN Sidodadi II/ 154 Surabaya.	The research results showed that in cycle I, learning had been carried out 100% with an achievement score of 63.75. Meanwhile, in the second cycle, learning was also achieved 100% with the achievement score increasing to 81.25. Student learning outcomes in cycle I were 72%, students had not yet completed learning to reach the KKM score of 75. In cycle II, it increased by 92%, students had completed learning with a score exceeding KKM 75.
(D et al., 2019)	The Effect of Using Word Card Media in Improving Indonesian Sentence Writing Skills in Class II Students of SD Inpres Mangga 3 Makassar City.	The research results showed that (1) the use of word card media when used made students interested, resulting in a very good category, and (2) students' sentence writing skills based on the posttest results in the experimental class showed a fairly good category. Based on the results of inferential statistical analysis, it was obtained that $P = 0.009$ was smaller than $\alpha = 0.05$.
(Nurlaila, 2018)	Using Letter Card Media to Improve Beginning Writing Skills.	Based on the research results obtained, it shows that students' initial writing abilities have increased. This is proven by the results of the average student score which has increased in each cycle, namely (1) in cycle I, the average student score was 69.50, (2) in cycle II, the average score of students was 74, 41, and (3) in cycle III, the students' average score was 83.06.
(Setia, 2018)	Use of Word Card Media to Improve the Ability to Write Simple Sentences in Elementary Schools.	In the pre-cycle stage students obtained an average score of 60, in Cycle I the average score obtained was 70 and in cycle II students obtained test results above the KKM of 80. The research results showed that there was an increase from cycle I to Cycle II, the percentage of student learning outcomes from 30% to 100%.

(Fatimah et al., 2019)	The Influence of Card Media on Literacy, Reading Comprehension in Lower Grades.	The average final score for the experimental class was 85 while the control class was 78. Apart from that, the test results from the t-test for two independent samples showed sig. 0.001 which means the value is <0.05.
(Yampap & Hasyda, 2021)	Using Syllable Card Media to Improve Elementary School Students' Beginning Reading Ability.	The results of the research can be seen that by using the first cycle syllable card media, meeting I was 2.45, meeting II was 2.54. Meanwhile, student activity at the first meeting was 2.52 and at the second meeting was 2.54 in the quite active category. The average value of reading ability at the beginning of cycle I was 64,063 in the sufficient category. Teacher activity in cycle II, meeting I was 3.65, meeting II 3.75 in the very good category. Student activities at the first meeting were 3.55, the second meeting was 3.65 in the good category. Meanwhile, the results of initial reading ability can be seen from the average score for cycle II of 75.39 in the good category.
(Kharisma et al., 2022)	Using Game Techniques for Composing Sentences Using Word Cards to Improve Paragraph Writing Skills for Class III SDN Tambakrigadung 2.	From the results of the analysis, it was found that the students' average score in the initial reflection was 65.89, cycle I was 67.05 and cycle II was 80.39.
(Auliana, 2022)	Development of Word Card Media to Improve the Ability to Compose Sentences in Class II Students of SDN 1 Jagaraga in 2022/2023.	The results of the research show that (1) The word card learning media that was developed, obtained data from 2 validators, namely material experts with a percentage of 85% and 2 media expert validators with a percentage of 91.25% in the very valid category, (2) The results of the student response questionnaire were obtained percentage data from limited trials in class II A SDN 1 Jagaraga with a percentage of 89.33% in the very practical category. (3) The effectiveness of word card media can be seen from the

results of class II B student question sheets with a percentage of 87.66%. Meanwhile, the average pretest score of 41.33 and posttest 90.66 was obtained from data from operational/empirical field trials in class II B at SDN 28 Mataram with an average percentage of student scores of 82% in the effective category.

Discussion

Writing Ability

Writing ability is a very important part, plays a central role, and cannot be separated from learning in lower grades. Someone can express ideas, communicate effectively, and share their knowledge by writing. The ability to write is productive, which means being able to produce written work. Writing is an activity that requires complex abilities. The abilities in question include thinking regularly and logically and expressing ideas in clear and effective language. Writing can improve language skills to be more productive because it produces written work. Through writing, students can be creative and critical.

The writing ability of elementary school students, especially grade 2 students, is the initial stage in developing writing skills. At this age, they are in the process of learning the basics of writing. Several important points in discussing the writing abilities of grade 2 elementary school students are 1) Letter and Word Recognition: Grade 2 students usually recognize most letters and can read simple words. This is an important foundation in writing because they must know how these letters look and combine to form words. 2) Fine Motor: Fine motor skills develop rapidly at this age. Grade 2 students are becoming more skilled at controlling a pen or pencil when writing. This ability is needed to produce clear and neat writing; 3) Using Simple Sentences: Students will start using simple sentences at this stage. They can write short sentences that express a basic idea, such as "I like cats."; 4) Basic Grammar Knowledge: 2nd Grade students begin to understand basic grammar such as capitalization, basic punctuation, and simple sentence structure. However, they are still in the learning process and need guidance.

Grade 2 students' writing ability is an important foundation in their literacy development. With the right support, they can continue improving their writing skills and build a strong foundation for more complex writing abilities.

Word Card Media

Media is an intermediary or introduction in conveying material in the teaching and learning process. Media can be useful effectively if used according to needs, meaning that it is appropriate to the teaching material and learning objectives. According to (Mudlofir & Rusydiyah, 2016), media achieves the expected learning. Learning media has various types that can be used, the types of media are grouped into 4, namely visual media, audio media, audio-visual media, and multimedia. The media in this research is visual media. For Levie and Lentz (in Musfiqon, 2016), visual media is learning media that can be seen

with the naked eye by the human sense of sight. One of the visual media that teachers can use in learning activities is word cards.

Word card is a learning media used to assist Indonesian teaching and learning. This media is in the form of thick paper or buffalo paper, which is then cut to length according to needs. Each card is written with words according to the format used to compose sentences. The word cards are arranged as needed to make good sentences, and then students read them. Word card media is usually used to teach new vocabulary, help students understand sentence structure, and improve reading skills. Word card media can be used in various forms, such as picture word cards, letter cards, etc. Word card media can also be used as a game media to enable students to easily understand the material in constructing simple sentences.

Effectiveness of Using Word Cards in Improving Students' Writing Ability

Based on the research results in Table 1 and Table 2, there are positive results with using word card media, which can improve students' writing skills. Students are happier using word card media to support their learning process. Word card media can help students understand better how to compose simple sentences properly and correctly.

Word card media influences the improvement of students' writing skills. The improvement mentioned is that learning to write with the help of word cards carried out by the teacher feels more enjoyable because, with this learning, students appear active in the learning process, motivated, and happy to participate in class learning. The benefits of using word card media in the learning process are: 1) Word card media can clarify the delivery of messages or information, thereby improving the learning outcomes process. 2) Word card media is used to increase and direct students' attention to foster internal motivation for student self.

CONCLUSION

Fundamental Findings: From this research, it can be concluded that the advantages of word card media in general include: 1) Easy to carry everywhere; 2) Practical in making and using them; 3) Easy to remember because these cards have pictures, or contain simple and interesting letters or numbers, so that it stimulates the brain to remember the message on the card for longer; 4) This media is also very fun to use as a learning medium, even used in games. Meanwhile, the drawback is that word card media is still limited to simple sentences and cannot be used to write more complex sentences. Apart from that, using word card media also requires quite a long time to prepare and make it.

Word card media can improve elementary school students' writing skills in a fun and interactive way. Word card media is used to teach students to write simple sentences. Students are given word cards containing simple words and asked to combine several word cards into correct sentences. This way, students can learn to write simple sentences in a fun and interactive way. Apart from that, word card media can also help students to expand their vocabulary. **Implications:** By using word cards, students can learn new words and use them in the sentences they write. When using word card media, choosing word cards appropriate to the student's ability level is important. Word cards that are too difficult or too easy can make students feel bored or frustrated. Apart from that, using

word card media must also be balanced with free sentence writing practice so that students can develop their creativity in writing. **Limitation:** This research is still limited regarding developing word cards as a medium to improve the writing skills of grade 2 elementary school students. **Future Research:** It is hoped that this research will become a reference for further research and the carrying out of media development research to improve the writing skills of elementary school students, considering the importance of writing competence for students, especially lower-grade students.

REFERENCES

- Abraham, I., & Supriyati, Y. (2022). Desain Kuasi Eksperimen dalam Pendidikan: Litelatur Review. *Jurnal Ilmiah Mandala Education*, 8(3), 2476–2482. <https://doi.org/10.58258/jime.v8i3.3800>
- Angriani, N. (2015). Peningkatan Kemampuan Siswa Kelas II SD dalam Menulis Kata Dengan Menggunakan Media Gambar Di SDN Wata Kecamatan Bungku Barat Kabupaten Morowali. *Jurnal Kreatif Online (JKO)*, 3(1), 104–117.
- Anna, A., Wang, C.-J., Lai, W.-S., & Chen, H.-M. (2022). Developing and validating cardiovascular emergency gamification question cards. *Nurse Education Today*, 117, 105482. <https://doi.org/10.1016/j.nedt.2022.105482>
- Aryani, E. M. (2014). Penggunaan Media Kartu Kata dalam Menyusun Kalimat Sederhana Siswa Kelas II SDN Sidodadi II / 154 Surabaya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 2(1), 1–11.
- Auliana. (2022). *Development of Word Card Media to Improve the Ability to Compose Sentences in Class II Students of SDN 1 Jagaraga for the 2022/2023 Academic Year*. Muhammadiyah University of Mataram.
- Azmi, S. R. M. (2018). *Penggunaan Media Gambar untuk Meningkatkan Kemampuan Menulis Paragraf Sederhana pada Mata Pelajaran Bahasa Indonesia di Sekolah Dasar*. <https://doi.org/10.31227/osf.io/ay84w>
- D, S., Pada, A., & Ramadhani, R. P. (2019). The Effect of Using Word Card Media in Improving Indonesian Sentence Writing Skills in Class II Students of SD Inpres Mangga 3 Makassar City. *Pinisi Journal of Education*.
- Fadli, M. R. (2021). Memahami Desain Metode Penelitian Kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Fatimah, D. N., Nurasih, I., & Sutisnawati, A. (2019). Pengaruh Media Kartu Kalimat terhadap Literasi Membaca Pemahaman di Kelas Rendah. *Jurnal Perseda: Jurnal Pendidikan Guru Sekolah Dasar*, 2(3), 153–162. <https://doi.org/10.37150/perseda.v2i3.446>
- Hasni. (2016). Penggunaan Media Gambar untuk Meningkatkan Kemampuan Menulis Kalimat Siswa Kelas II SDN 1 Dongko. *Jurnal Kreatif Tadulako Online*, 4(9), 1–15.
- Iskandar, D., Hartati, T., & Hendriani, A. (2017). Penggunaan Media Gambar untuk Meningkatkan Kemampuan Menulis Kalimat Siswa Kelas II Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar (JPGSD)*, 8(2), 74–82. <https://doi.org/10.17509/jpgsd.v3i1.14022>
- Juledi, A. P., Munthe, I. R., Zuhri Harahap, S., Nasution, M., & Irmayani, D. (2023). *Penyuluhan Etika dan Attitude Bermedia Sosial di Usia Remaja Pada Tingkat Sekolah Menengah Atas*. 31–41.
- Kharisma, A. I., Huda, M. M., & Shinta. (2022). Penggunaan Tehnik Permainan Menyusun Kalimat Dengan Media Kartu Kata Untuk Meningkatkan Keterampilan Menulis Paragraf Kelas III SDN Tambakrigadung 2. *Jurnal Jendela Pendidikan*, 2(1), 131–137.
- Liu, C., Chung, K. K. H., & Fung, W. K. (2019). Bidirectional relationships between children's executive functioning, visual skills, and word reading ability during the transition from kindergarten to primary school. *Contemporary Educational Psychology*, 59, 101779. <https://ijer.net/index.php/ijer>

<https://doi.org/10.1016/j.cedpsych.2019.101779>

- McBride-Chang, C., Chung, K. K. H., & Tong, X. (2011). Copying skills in relation to word reading and writing in Chinese children with and without dyslexia. *Journal of Experimental Child Psychology*, 110(3), 422-433. <https://doi.org/10.1016/j.jecp.2011.04.014>
- Mudlofir, A., & Rusydiyah, E. F. (2016). *Desain Pembelajaran Inovatif*. Raja Grafindo Persada.
- Musfiqon. (2016). *Pengembangan Media dan Sumber Pembelajaran*. PT Prestasi Pustakarya.
- Nuraeni, W., Sa'adah, U., Utami, A. P., & Setiawaty, R. (2022). Literature Review: Peningkatan Kemampuan Menulis Siswa Sekolah Dasar dengan Media Gambar. *Seminar Nasional II LPPM UMMAT 2023*, 222-232.
- Nurlaila. (2018). Penggunaan Media Kartu Huruf Untuk Meningkatkan Kemampuan Menulis Permulaan. *PETIK: Jurnal Pendidikan Teknologi Informasi Dan Komunikasi*, 4(2), 134-139.
- Pertiwi, P. W. (2019). *Pengembangan Media Gambar Seri untuk Meningkatkan Keterampilan Mennulis Kembali Siswa Kelas II SDN Sukorejo 03*. Universitas Negeri Semarang.
- Prabowo, A., Indrawadi, J., & Amrii, U. (2021). Peningkatan Kemampuan Menulis Permulaan Siswa Menggunakan Media Gambar Flash Card dengan Pendekatan Saintifik Kelas II. *Jurnal Pendidikan Tambusai*, 5(2), 3219-3228. <https://doi.org/10.31004/jptam.v5i2.1376>
- Puranik, C. S., Phillips, B. M., Lonigan, C. J., & Gibson, E. (2018). Home literacy practices and preschool children's emergent writing skills: An initial investigation. *Early Childhood Research Quarterly*, 42, 228-238. <https://doi.org/10.1016/j.ecresq.2017.10.004>
- Reynolds, B. L., & Shih, Y.-C. (2019). The learning effects of student-constructed word cards as homework for the adolescent English Language classroom. *System*, 81, 146-162. <https://doi.org/10.1016/j.system.2019.01.005>
- Schaars, M. M. H., Segers, E., & Verhoeven, L. (2017). Predicting the integrated development of word reading and spelling in the early primary grades. *Learning and Individual Differences*, 59, 127-140. <https://doi.org/10.1016/j.lindif.2017.09.006>
- Setia, G. P. (2018). Penggunaan Media Kartu Kata dalam Meningkatkan Kemampuan Menulis Kalimat Sederhana di Sekolah Dasar. *Prosiding Seminar Dan Diskusi Nasional Pendidikan Dasar "Menyongsong Transformasi Pendidikan Abad 21,"* 320-326.
- Syiddin, N. P., Pribadi, R. A., & Jamaludin, U. (2023). Peningkatan Kemampuan Menulis Kalimat di Kelas II SD Taruna Mandiri Menggunakan Media Gambar. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 5278-5290. <https://doi.org/10.36989/didaktik.v9i2.1045>
- Thompson, J., & Childers, G. (2021). The impact of learning to code on elementary students' writing skills. *Computers & Education*, 175, 104336. <https://doi.org/10.1016/j.compedu.2021.104336>
- Widodo, A., Hidayati, V. R., Fauzi, A., Erfan, M., & Indraswati, D. (2023). Pengaruh Penggunaan Media Gambar Berseri terhadap Kemampuan Menulis Kalimat Sederhana Siswa Sekolah Dasar. *Jurnal DIDIKA: Wahana Ilmiah Pendidikan Dasar*, 9(2), 106-115. <https://doi.org/10.29408/didika.v6i1.2050>
- Yampap, U., & Hasyda, S. (2021). Penggunaan Media KArTu Suku Kata untuk Meningkatkan Kemampuan Membaca Permulaan Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata (JPDF)*, 2(2), 187-191. <https://doi.org/10.51494/jpdf.v2i2.457>
- Zhang, C., & Bingham, G. E. (2019). Promoting high-leverage writing instruction through an early childhood classroom daily routine (WPI): A professional development model of early writing skills. *Early Childhood Research Quarterly*, 49, 138-151. <https://doi.org/10.1016/j.ecresq.2019.06.003>

***Dwi Setyo Muji Lestari (Corresponding Author)**

Universitas Negeri Surabaya

Address: Jl.Lidah Wetan, Lidah Wetan, Kec.Lakarsantri, Surabaya, Jawa Timur

Email: dwi.22024@mhs.unesa.ac.id

Hendratno

Universitas Negeri Surabaya

Address: Jl.Lidah Wetan, Lidah Wetan, Kec.Lakarsantri, Surabaya, Jawa Timur

Email: hendratno@unesa.ac.id

Heru Subrata

Universitas Negeri Surabaya

Address: Jl.Lidah Wetan, Lidah Wetan, Kec.Lakarsantri, Surabaya, Jawa Timur

Email: herusubrata@unesa.ac.id
