

APPLICATION OF A COOPERATIVE LEARNING MODEL OF CONCEPT SENTENCE TYPE ASSISTED WITH SERIES OF PICTURES TO IMPROVE PARTICIPANTS' NARRATIVE ESSAY WRITING SKILLS EDUCATION IN SDN SOLOK DISTRICT

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Abstract

Abstract The research was motivated by the results of the writing skills at SDN Solok Regency are still low, found from 27 students as many as 8 students with a percentage of 29.63% reached the KKM and as many as 19 students with a percentage of 70.37% did not reach the KKM. This low skill is caused by educators not providing enough writing training, especially writing narrative essays. The purpose of this study was to improve students' narrative essay writing skills. This research is a field research with the type of research Pre-Experimental Design form One-Group Pretest-Posttest. The data collection techniques and instruments used were tests, observation, and documentation. Data analysis techniques used normality test, homogeneity test and hypothesis testing. The results showed that the post-test score was greater than the pre-test score ($79 > 49$), obtained $t_{hitung} 26.446 > t_{table} 2.0555$ and $Sig. 0.001 < 0.05$. This shows that the proposed hypothesis is accepted. It can be concluded that by applying the Concept Sentence type cooperative learning model with the help of serial images can improve the narrative essay writing skills of fourth grade students of SDN Solok Regency.

Keywords: Concept Sentence Model, Narrative Writing

Abstrak

Penelitian dilatarbelakangi oleh hasil keterampilan menulis di SDN Kabupaten Solok yang masih rendah, ditemukan dari 27 siswa sebanyak 8 siswa dengan persentase 29,63% mencapai KKM dan sebanyak 19 siswa dengan persentase 70,37% tidak mencapai KKM. Rendahnya keterampilan ini disebabkan oleh pendidik kurang memberikan pelatihan menulis khususnya menulis karangan narasi. Tujuan penelitian ini adalah untuk meningkatkan keterampilan menulis karangan narasi siswa. Penelitian ini merupakan penelitian lapangan dengan jenis penelitian Pre-Experimental Design berupa One-Group Pretest-Posttest. Teknik pengumpulan data dan instrumen yang digunakan adalah tes, observasi, dan dokumentasi. Teknik analisis data menggunakan uji normalitas, uji homogenitas dan uji hipotesis. Hasil penelitian menunjukkan bahwa skor post-test lebih besar dari skor pre-test ($79 > 49$), diperoleh $t_{hitung} 26,446 > t_{tabel} 2,0555$ dan $Sig. 0,001 < 0,05$. Hal ini menunjukkan bahwa hipotesis yang diajukan diterima. Dapat disimpulkan bahwa dengan menerapkan model pembelajaran kooperatif tipe Concept Sentence berbantuan gambar serial dapat meningkatkan keterampilan menulis karangan narasi siswa kelas IV SDN Kabupaten Solok.

Kata Kunci: Model Kalimat Konsep, Penulisan Narasi

INTRODUCTION

Language is a conversation or means of communication with fellow humans, Indonesian is one of the characteristics of the nation Indonesia and used as the national language. This makes Indonesian language learning the main subject taught in all schools in Indonesia at all levels of education (Farrahman, 2017). The aim of learning Indonesian is to develop language skills, both oration skills and literacy skills. Oratory skills include abilities related to oral speech which include listening and speaking skills. Meanwhile, literacy skills relate to writing which includes reading and writing skills (Novi).

Writing skills are a communication activity in the form of conveying messages (information) effectively written to another party using written language as a tool or medium. Writing activities involve several elements, namely: the writer as the conveyor of the message, the content of the writing, the channel or media, and the reader (Dalman, 2015). Writing skills are a language skill that is used to communicate indirectly, not face to face with other people. Writing skills will not come automatically but it must go through a lot of and regular training and practice.

Indonesian language learning is offered to students with the aim of training students to be skilled in the language by expressing their thoughts and ideas creatively and critically. To implement the objectives of the Indonesian language subject, Indonesian language learning in the 2013 curriculum is presented using a text-based approach. Text can be in the form of written text or spoken text. Text is a complete expression of human thought which contains a situation and context (Fitria, 2019).

The approach set out in the 2013 Curriculum is called the "genre-based approach". Basic competencies are organized each time they are related to text types (genres). There are various types of texts, including informative report texts, observation reports, book reports, narrative texts, descriptive texts, explanations and exemplums. Apart from the many names

of text types in the 2013 Curriculum, there are also a number of grammar and vocabulary terms, moreover, many of them are new terms that are not yet commonly circulated among educators (Fitria, 2019).

In this research, the author limits it to the skill of writing narrative essays. The author limits the definition of narrative as a form of discourse whose main target is actions that are woven and sequenced into an event that occurs in one unit of time. Meanwhile, according to Mc Crimmon, a narrative is a story told to explain something in written form or to provide a detailed personal explanation of what has happened. Meanwhile, through the explanation above, the author emphasizes that this research is very important to do to find out how students write narrative essays before and after using the cooperative learning model. Where in writing a narrative essay there are many things that need to be considered, including the use of spelling, word choice, sentence construction and paragraph creation in accordance with correct Indonesian writing (Wina, 2020).

However, based on observations that the author encountered in the field on date 18 April 2023 at SDN Solok, students were still seen having difficulty writing narrative essays in class IV SDN Solok Regency, namely difficulty in finding inspiration or ideas for writing narrative essays, difficulty imagining, difficulty determining opening sentences, and difficulty developing story ideas.

This was reinforced by interviews conducted by researchers with class IV educators at SDN 04 Solok. According to Mrs. Eli regarding the difficulties faced by students in writing narrative essays, namely "Educators rarely provide writing practice, especially writing narrative essays, to students due to limited time is in thematic learning activities".

Based on the results of the observations and interviews above, it can be concluded that students' narrative essay writing skills are still low because there are still many students who still have difficulty determining ideas in writing, have difficulty imagining, have difficulty determining sentences, and develop story ideas. This happens because educators do not provide training to improve writing skills, especially writing narrative essays. Then this opinion is strengthened by data on the daily value of composing students' narratives. This can be seen in the percentage of students' completion in the initial skill of writing narrative essays for students in class IV SDN Solok Regency, that of the 27 students in class IV, as many as 8 students with a percentage of 29.63% have completed the Minimum Completeness Criteria. (KKM). Then as many as 19 students with a percentage of 70.37% did not complete the KKM score.

Based on existing facts, the researcher intends to conduct research to improve narrative essay writing skills in class IV of SDN Solok Regency. In this research, researchers will invite students to use the Concept type cooperative model *Sentences* in collecting characteristics and information from the object to be described.

The solution offered is to use a cooperative model Concept Sentence type assisted by Series Drawings where Concept Sentence is a cooperative learning strategy carried out with several keywords given to students, then the keywords are arranged into paragraphs, it will be more optimal if supported by learning media.

According to Huda, the advantages of the Concept Sentence type cooperative model are that it creates joy in learning, encourages and develops creative thinking processes, encourages students to look at things in a different perspective, and raises awareness to change for the better (Abdul, 2020). The weaknesses of the Concept Sentence learning

model according to them, namely only for certain subjects, the tendency of passive students to take answers from active friends.

The researcher chose a series of images to support learning with a Concept Sentence type cooperative model. A series of images is a sequence of images created to explain a conversation or an event. The picture series learning media has advantages and disadvantages in the learning process. According to Sadiman et al, serial drawing media has several advantages, including being able to translate abstract ideas into a more concrete form, widely available in books, very easy to use because does not require equipment, is relatively inexpensive, can be used at various lesson levels and fields of study.

Sadiman et al, too stated that the disadvantage of serial image media is that sometimes the images are too small to be shown in large classes; series images are two-dimensional images. To show the third dimension (the depth of an object) you have to show a series of pictures of the same object but from different sides, cannot show movement, learning does not always mean knowing how to read pictures (Rini, 2021).

Based on previous research from Amalya Pratiwi (2020) states that the application of the Concept Sentence learning model can improve the narrative writing skills of students in the VSD N nggulsari I class for the 2019/2020 academic year (Amalya, 2020). In research from Fransisca Dita Damayanti (2013) explains that the Concept Sentence cooperative model is more effective than the learning model directly on learning to write narrative essays for fourth grade elementary school students in the Diponegoro Cluster Central Magelang District (Fransisca, 2013). Meanwhile, research by Ni Luh Sumerti et al, (2014) concluded that the Concept Sentence type cooperative learning model assisted by series of images had an effect on writing skills in Indonesian language lessons for class V students at SDN 22 Dauh Puri Denpasar (Ni Luh, 2014).

From the exposure of research conducted by previous researchers, there is a novelty in this study where the use of the concept sentence learning model involves media in the form of serial images on different materials then for writing skills more specific to narrative writing tailored to the intended indicators. Based on the explanation above, the researcher will review the research Which title "Application of the Concept Sentence Type Cooperative Model Assisted with Series Drawings to Improve Students' Narrative Essay Writing Skills in Class IV SDN Solok Regency."

METHODS

A. Research Types and Designs

Based on the problem formulation and research objectives, this type of research is field researc with experimental research (Abdul, 2017). Experimental research is research used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2015). The experimental research design used is (Pre-Experimental Design), namely the experimental results which are the dependent variable (influenced variable) are not solely influenced by the independent variable (influencing variable). The form of pre-experimental design that the researcher chose was One-Group Pre-test-Post-test Design (Sugiyono, 2015). In simple terms, Suryasubrata describes the research base used as follows:

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
Q ₁	X	Q ₂

Note: T₁ = Initial test(pre-test) before the treatment is given

Q₂ = Final test (post-test)after treatment is given

X = Treatment (treatment)

According to Suryasubrata, this one-group-pre-test-post-test research design includes the following steps; first, initial measurements or tests are carried out, then subjected to treatment or final test a second time (Surya, 2013). Based on the above, the researcher chose this form because before the treatment was carried out the researcher gave tests which aimed to compare the results before the treatment was carried out with those after the treatment was given.

B. Technique and Instrument Data Collection

1. Test

A test is an assessment tool in written form to record or observe student achievements that are in line with the assessment targets (Ana, 2007). The tests that will be carried out in this research are in the form of initial tests and final tests. The initial test was carried out to see students' narrative essay writing skills at the start of the research or before implementing the Concept Sentence model assisted by series of images. The final test was carried out to see the differences in students' narrative essay writing skills at SDN Solok Regency after being given treatment. The questions used for the pre-test and post-test were description questions, the researcher chose description questions because Description questions are the most suitable form of questions used in this research.

2. Observation

Observation is a way or method of collecting information or data that is carried out by making systematic observations and recording of phenomena that are being targeted for observation (Mania, 2008). Observations are carried out by researchers to obtain data through direct observation in the process of teaching and learning activities in class IV SDN Solok Regency. The observation sheet contains aspects of the observation that will be carried out by the observer or observers to be filled in during the research. Observations were made on the activities of researchers and students while the research was taking place.

3. Documentation

Documents are records of past events. Documents can be in the form of writing, drawings, or someone's monumental work (Sugiyono, 2015). In this research, documents are used to obtain data related to the application of the Concept Sentence model assisted by series of images as well as to obtain data from students in improving their writing skills. Required documentation sheet including; student test scores, student questions and answers, photos when conducting research and so on.

C. Instrument Test Techniques
1. Question Validity Test

Table 1. Question Validity Test

<i>r</i> _{hitung}	Criteria	Criteria Question
0.155	No Valid	Thrown away
0.697	Valid	Worn
0.742	Valid	Worn
0.837	Valid	Worn
0.726	Valid	Worn

(SPSS 28 Processing)

Based on table data 1.1 it can be concluded that questions number 1, 6, and 8 are invalid questions and these questions were discarded for the pre-test and post-test. The questions numbered 2, 3, 4, 5, 7, 9, and 10 are valid questions and can be used in pre-tests and post-tests in research.

2. Question Reliability Test

Reliability is the degree of consistency of the instrument in question. Reliability concerns the question of whether an instrument can be trusted according to predetermined criteria. An instrument can be said to be reliable if always gives the same results if tested on the same group at different times or on different occasions. According to Suharsimi Arikunto, Cronbach's Alpha is used for searching reliability Which instrument he score is not 1 or 0 (Arikunto, 2013).

Figure 1. Reliability Test
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.760	.777	10

(SPSS 28 Processing Results)

Based on the data, the Cronbach's Alpha value above is 0.760, so it can be said that these questions have high reliability.

3. Difficulty Index

Difficulty: A test that can be used widely must be investigated for its level of difficulty. Analyzing the level of difficulty of the questions means examining the test questions in terms of their difficulty so that questions can be obtained that are easy, medium or difficult (Sulistyorini, 2009). The way to find the level of difficulty is as follows:

Difficulty Level

$$(P) = \frac{\text{mean}}{\text{skor maksimal yang ditetapkan}}$$

Index difficulty own the following criteria:

Tabel 2. Classification of Difficulty Index

No	Difficulty Index (P)	Classification
1	0.00-0.30	Hard
2	0.31-0.70	Currently
3	0.71-1.00	Easy

Table 3. Question Difficulty Index

Question No	Difficulty Level	Criteria
1	0.957	Easy
2	0.473	Currently
3	0.905	Easy
4	0.621	Currently
5	0.631	Currently
6	0.575	Currently
7	0.768	Easy
8	0.842	Easy
9	0.263	Hard
10	0.621	Currently

(SPSS 28 Processing Results)

As for the level of difficulty for the pre-test and post-test questions, it can be seen in table 1.3 that questions number 1, 3, 7, and 8 have a level of difficulty with easy question criteria. Then questions 2, 4, 5, 6, and 10 have a difficulty level with medium question criteria, and number 9 has a difficulty level with difficult criteria.

4. Different Power

The discriminating power of a question is the ability of a question to differentiate between students who are clever (high ability) and students who are not clever (low ability) (Rina, 2019). The number that shows the magnitude of the discriminating power is called the discrimination index, where the classification provisions for the discrimination index can be seen in the following table:

Table 4. Different Power Classification

No	Discrimination Index	Classification
1	Negative	Very Bad
2	0.00 - 0.20	Bad
3	0.21 – 0.40	Enough
4	0.41 – 0.70	Good
5	0.70 - 1.00	Very Good

Tabel 5. Different Power of Questions

No Question	Power Different	Criteria
1	0.065	Bad
2	0.572	Good
3	0.636	Good
4	0.476	Good
5	0.598	Good
6	0.214	Enough
7	0.709	Very Good
8	0.039	Bad
9	0.550	Good
10	0.373	Enough

(SPSS 28 Processing Results)

As for the different power for pre-test and post-test questions, it can be seen in table 1.5 that the different power in questions number 1 and 8 has different power with poor criteria, questions number 6 and 10 have different power with sufficient criteria, question number 2, 3, 4, 5, and 9 have different power with good criteria, and the different power in question number 7 has very good criteria.

5. Data Analysis Technique

Normality Test

The purpose of the normality test is to find out whether the pre-test and post-test data are normally distributed or not. To carry out a normality test. The researcher used the Kolmogrov-Smirnov test with the help of the SPSS 28 program. For this normality test, the Kolmogrov-Smirnov test was used with the help of the SPSS 28 program. The criterion is if $\text{sig. kolmogrov-smirnov} > 0.05$ then the data is normally distributed (I Wayan, 2020).

Homogeneity Test

The homogeneity test is a test precondition in analysis statistics which must be proven whether two or more groups of sample data come from populations with the same variance or not. With say other Homogeneity means that the data set to be studied has the same characteristics or characteristics (I Wayan, 2020). Test homogeneity done to find out whether the pre-test and post-test data have the same variance (F) or not. The criteria are if the sig value more than 0,05 then second group data declared homogeneous. If the sig value not enough from 0,05 so second the data groups in declared not homogeneous (I Wayan, 2020). This test was carried out because is known that data distribute normal based on testing normality. To know homogeneous or not something data so researcher use help program SPSS 28.

Hypothesis Testing

The purpose of hypothesis testing is to find out whether the research hypothesis is accepted or rejected. Hypothesis testing was carried out using the normal calculation formula T-test assisted by the SPSS 28 program.

RESULTS AND DISCUSSION

1. Normality Test

The normality test is used to determine whether the data obtained from the pre-test and post-test samples are normally distributed or not. The method used is the Kolmogrov-Smirnov method. This test was carried out using SPSS 28. Based on the table data above, the criteria are if Sig. Kolmogrov-Smirnov > 0.05 then the data is normally distributed and vice versa. Significance can be seen from Sig. It can be concluded that the data obtained from the pre-test results with Sig. of $0.200^* > 0.05$ and post-test results with a Sig value. equal to $0.200^* > 0.05$. This shows that the pre-test and post-test data are normally distributed and can be used for hypothesis testing.

2. Homogeneity Test

The homogeneity test was carried out to determine whether the pre-test and post-test data had the same variance (F) or not. Calculation results of pre-test and post-test homogeneity tests regarding the results of narrative essays. Based on the results of the table above, with criteria is if value Sig. more than 0.05 then both groups of data are declared homogeneous. If value Sig. less than 0.05 then the two data groups are declared not homogeneous. It can be concluded that the data obtained from the pre-test and post-test results with Sig. amounting to $0.019 > 0.05$. This shows that the pre-test and post-test data are homogeneous or have the same characteristics.

3. Pre-test Results

Based on the results of calculations in Microsoft Excel, values can be obtained *pre-test* the lowest was 30, while the highest pre-test score was 71. Furthermore, the average score obtained by class IV students at SDN Solok Regency on the pre-test score was 49. As for the pre-test scores obtained by class IV students at SDN Solok Regency, those who obtained scores below the minimum completeness criteria (KKM) set at 70 were 24 students with a percentage of 88.89%, while those who obtained scores above 70 were 3 people. with a percentage of 11.11%.

4. Post-Test Results

Based on the calculation results in Microsoft Excel, the *post-test* the lowest was 69, while the highest post-test score was 92. Furthermore, the average score obtained by class IV students at SDN Solok Regency on the post-test was 79. As for the post-test scores obtained by class IV students at SDN Solok Regency 3 students got a score below the minimum completeness criteria (KKM) set at 70 with a percentage of 11.11%, while 24 students got a score above 70 with a percentage of 88.89%.

5. Hypothesis Test Results

The purpose of hypothesis testing is to find out whether the research hypothesis is accepted or rejected. Hypothesis testing is carried out using the normal test calculation formula t. Researchers used the SPSS 28 program. Based on the calculations that have been carried out, it is found that t_{hitung} the value is 26.446, whereas Sig value is 0.001. This shows that $t_{hitung} 26,446 > t_{tabel} 2,0555$ and Sig. $0.001 < 0.05$. So in accordance with the basis of decision making for the Paired Simple T Test, can be concluded H_a accepted and H_0 rejected and it can be stated that there is an increase in the results of students' narrative essays by implementing the Concept Sentence type cooperative learning model assisted by series of pictures in class IV SDN Solok Regency.

DISCUSSION

Carrying out research on the application of the Concept Sentence type cooperative learning model assisted by series of images for Improving the narrative essay writing skills of students in class IV SDN Solok Regency will be carried out in the even semester of the 2021/2022 academic year. The research was conducted in 5 meetings in class IV of SDN, Solok Regency. 3 meetings to be given treatment, 1 meeting to be given the pre-test and 1 time to be given the post-test.

The research implementation begins by giving a pre-test, to see the initial conditions as a basis for changes in the results of the narrative essay. The pre-test was carried out using 7 descriptive questions which had been tested and analyzed for validity, reliability, difficulty index and differential power. The post-test is carried out after students are given treatment which aims to see the extent of improvement obtained after being given treatment.

Based on data from the results of the pre-test and post-test that have been carried out, the average score obtained by students during the pre-test is 49. Meanwhile, the average score obtained by students during the post-test is 79. This shows that the difference in the average value is 30 after being given treatment.

Based on the prerequisites for the analysis test, a normality test and homogeneity test were previously carried out. Based on the normality test that has been carried out, the Sig value is obtained. $0.200 > 0.05$ for pre-test data and $0.200 > 0.05$ for post-test data, this shows that the data is normally distributed according to the criteria that have been carried out using the Sig normality test. Kolmogrov-Smirnov, if the Sig value. obtained > 0.05 , then the data is normally distributed. The value obtained during the homogeneity test is the Sig value obtained. $0.019 > 0.05$, this shows that the data is homogeneous with criteria indicating that if the Sig. obtained $>$ from Sig. 0.05 means the data is homogeneous.

After testing normality and homogeneity, hypothesis testing can be carried out. Researchers used the T-test using the SPSS 28 program. With values T_{hitung} is 26.446, while the Sig value. is 0.001. This shows that $26,446 > 2.0555$ and Sig. $0.001 < 0.05$. accordance with the basis for decision making in the Paired Simple T Test, it can be concluded H_a accepted and H_0 rejected and it can be stated that there is an increase in the results of students' narrative essays by implementing the Concept Sentence type cooperative learning model assisted by series of pictures in class IV SDN Solok.

Based on the analysis above, it has been proven that there has been an improvement by implementing the Concept Sentence type cooperative learning model assisted by series of pictures on the narrative essay writing skills of students in class IV SDN Solok Regency. This increase is due to the application of the Concept Sentence type cooperative learning model which makes students more active in learning so that the interactions that occur in learning run well and can increase students' learning motivation.

This is in line with Robert Slavin's opinion regarding the cooperative learning model. Slavin stated that there is a synergy that emerges through cooperation which will increase motivation much greater than through an individual competitive environment (Miftahul, 2014). This opinion is reinforced by research by Ni Luh Sumerti, et al that there is a significant difference in writing skills in Indonesian language lessons between students who are taught using the Concept Sentence type cooperative learning model assisted by series of pictures and students who are taught using conventional learning. in class V of SDN 22 Dauh

Puri Denpasar in the 2013/2014 academic year due to differences in the learning process such as the presentation of keywords, the use of more varied learning resources and media, the use of study groups or group discussions, group presentations, and reinforcement in the learning process (Ni Luh, 2014).

Then, in implementing the Concept Sentence type cooperative learning model, assisted by series of images, it makes it easy for students to write narrative essays, where the keywords given are accompanied by series of image media. This is influential because the use of series of images can make learning more interesting and can help students in presenting narrative essays according to the sequence of events, and can help students describe characters, plot and setting in writing narrative essays (Ngurah, 2014).

According to Tabrani, telling stories using a series of images can straighten out the storyline with certain measurements and techniques certain. Picture language and word language have a close relationship to the development of language and reading in early childhood (Lilis, 2016). In line with Ngurah Andi Putra's research, based on the results of the initial test, 4 students completed individual tests with 20% classical completion. In cycle I, 9 students completed individually with a classical completion of 45%. Then in cycle II, 17 students completed individually with classical learning completeness of 85%. From the results of the data analysis, it can be concluded that there was an increase of 40% from cycle I to cycle II (learning using series of picture media) and increased interest. students in participating in learning, especially in class IV at SDN Moahino.

In carrying out this research, researchers also made observations to strengthen the data obtained from administering the test. Based on the results of observations made, a percentage of 83.33% was obtained for observations made on educators and a percentage of 78.6% was obtained for observations made on students. This shows that the activities on This research, which applied the Concept Sentence type cooperative model assisted by series of images to improve the narrative essay writing skills of class IV students at SDN Solok Regency, was successful.

Based on the explanation above, it can be said that observation is used to measure and assess learning outcomes and processes. Through observation, it can be seen what the attitudes and behavior of students are, the activities they carry out, the level of participation in an activity, the process of the activities they carry out, as well as objective descriptions of individuals in their actual relationships with each other and the relationships obtained from their environment.

CONCLUSION

Based on analysis data the research that has been carried out can be concluded that there is an increase in skills write essay narrative students in class IV after given treatment. This increase can be seen in the results of the hypothesis test which was carried out using the T-test with use help SPSS 28 program. The score is 26.466, whereas Sig value is 0.001. This shows that $26.446 > 2.0555$ and $\text{Sig. } 0.001 < 0.05$. So according to the basis for decision making for the Paired Sample T Test, it can be concluded H_a accepted and H_0 rejected and it can be stated that by applying the Concept Sentence type cooperative learning model assisted by series of images it can be achieved improving the narrative essay writing skills of students in class IV SDN Solok Regency.

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