



## The Effect Of Using Brainpop Learning Media on The Ability to Write Short Story Texts of Grade XI Students

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### Abstract

The purpose of this study is to determine how the use of Brainpop media affects the ability to write short story texts in class XI students of SMA Negeri 17 Medan. The population in this study was all class XI students of SMA Negeri 17 Medan in the 2025/2026 academic year consisting of 8 classes totaling 284 people, from this population a sample of 35 people was determined, namely class XI B which was selected by simple random sampling. The method used in this research is a one group pretest-posttest design with the problem and research objective to determine students' short story writing skills and to obtain the data, the instrument used is an assignment test. From the data analysis, the results of the pretest for students before using Brainpop media showed that the average score for students was 50, while the results of the posttest for students after using Padlet media showed that the average score for students was 74. The results of the hypothesis test using the t-test obtained a calculated  $t$  value = 13.874 while the  $t$  table value at a significance level  $\leq 0.05$  was 1.667572, therefore the obtained  $t$  count >  $t$  table (13.874 > 1.667572) so the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on the research results, it can be concluded that using Brainpop media is effective in writing short story texts for class XI students of SMA Negeri 17 Medan in the 2025/2026 academic year. **Keywords:** Brainpop Media, Short Story Writing Ability.

**Keywords:** Use, Learning Media, Brainpop, Short Story Writing Ability

### INTRODUCTION

Education is a conscious and planned effort to create learning conditions and processes so that students can actively develop their potential. This potential includes spiritual and religious strength, self-control, personality, intelligence, noble morals, and skills that are beneficial to themselves, society, the nation, and the state. (Agustina, 2015) . (Law No. 20 of 2003). As stated in Law No. 20 of 2003 concerning the National Education System Article 3, the goal of national education is to develop the abilities of students to grow into individuals who believe in and fear God Almighty, have noble morals, have physical and spiritual

health, are knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. (Neng Madu Ila Septeria, Supendi, & Setiadi, 2020) .

In general, there are four language skills: speaking, listening, reading, and writing. Writing is one of the language skills used for indirect communication. (Haryadi & Al Kansaa, 2021) .

Writing is the process of putting information into written form. Writing is undoubtedly considered the most important linguistic skill used today. Writing that is concise, effective, and easy to read is considered good writing. Writing is considered good and acceptable if it is easily understood by someone. Without mastery of other language skills, writing cannot develop or stand alone.

According to (Marganingsih, 2022) states that writing ability is the ability to convey ideas in written form with the aim of providing information or convincing, so that it can be understood by the reader. Writing that reflects the process of learning Indonesian. In learning Indonesian, the main focus is on the skill of expressing their thoughts or feelings into written form, where students are expected to be able to express their thoughts and feelings.

In Indonesian language learning there are several writing activities, one of which is writing short story texts. According to Novita (Achmad, 2022) writing short stories is a productive and expressive skill. This means that writing short stories does not only focus on the ability to produce writing, but also becomes a means to express ideas, thoughts, and emotions in a creative way. Short stories can be used as a medium to develop "Imagination, convey moral values, develop language skills, understanding Through analyzing the structure of the story line, students can develop analytical thinking skills in understanding the meaning of literary texts. is the main focus. Through activities Through short story writing activities, students are expected to be able to express ideas creatively and structured. improve skills by optimizing their imagination." channel ideas, and expand their understanding of grammar and style of language used (Agustina, 2015) .

From observations conducted at SMA Negeri 17 Medan, specifically in grade XI during Indonesian language lessons, it was found that students experienced problems in writing short story texts. These problems are described as follows. First, students have not been able to adjust the flow of the story in detail and clearly. Second, students have difficulty identifying the moral message contained in the story text. Third, students have difficulty in writing stories that are in accordance with the given theme. Therefore, in the midst of the use of technology that continues to develop rapidly, teachers as educators are expected to be able to determine learning media that can attract students' attention and adapt to their needs. According to Hanifa and Astuti (Akbar, 2022), the use of monotonous learning media has the potential to make students unmotivated in learning. pay attention or respond to the teaching materials provided by the teacher, thus impacting their mastery of knowledge and

skills. Therefore, in the era of rapid technological development, educators are required to be able to determine learning media that are relevant to students' needs.

One effort to address this problem is the use of animated video-based BrainPOP media. This study will attempt to use animated BrainPOP media to improve students' short story writing skills. BrainPOP media is an interactive digital learning medium developed to help students master various concepts in a fun and easy-to-understand way. This platform offers educational content in the form of animated videos, quizzes, activities, and interactive materials. In this study, the author based his research on relevant previous studies that served as references. This research is supported by a number of relevant previous studies. (Audie, 2019)

First, (Ramadhani et al., 2022) in a study entitled The Influence of Short Film Media on Short Story Writing Skills of Class XI Vocational High School Students also aims to determine the extent to which teachers respond to the use of new media, as well as how students respond to the media. The final objective of this study is to assess the level of feasibility of using BrainPOP learning media in writing material in class XI of SMK. Another objective of this study is to determine the extent to which teachers respond to a new media and the response of students to a new media. The final objective of this study is to identify the level of feasibility of BrainPOP learning media in writing material in class XI, especially in class XI of SMK TE 3 Semarang. The research method chosen is Research and Development (R&D), which basically has ten research stages. However, in its implementation, the researcher simplified these stages into four main steps, namely: (1) preliminary studies in the form of research and data collection, (2) planning stage, (3) product development stage, and (4) trial stage. and includes validation and trial stages. The result of the media development process is a product. writing short story texts created by class XI students at SMK 3 Semarang. Thus, the use of short film media has an influence on the writing skills of class XI TE 3 students at SMK Negeri 3 Semarang. (Clark & Mayer, 2018)

From the research Based on the explanation, it can be concluded that there is an influence of BrainPOP media on students' abilities in composing short story texts. As a researcher, it is important to know the impact of using BrainPOP media on students' skills in composing short story texts, because this can be a real solution to problems that arise in learning Indonesian (Dewi & Azis, 2021) .

The researcher took the title The Influence of BrainPOP Media on the Ability to Write Short Story Texts of Class XI Students of SMA Negeri 17 Medan because not many educators have used BrainPOP-based learning media in learning Indonesian, especially in the competence of writing short story texts, which remains the main focus even though this learning media is worthy of being implemented (Ekasari, 2020). This study aims to determine the extent to which the use of BrainPOP media is effective in learning Indonesian, especially in improving short story writing skills in class XI students of SMA Negeri 17

Medan, as well as to see any differences in learning outcomes before and after using the media.

## **METHOD**

According to Sugiyono (2020), the research method is basically a scientific approach used to obtain data with specific goals and benefits. This study aims to determine the effect of the use of BrainPOP learning media on improving the short story writing skills of class XI students of SMA Negeri 17 Medan in the 2025/2026 Academic Year. This study uses an experimental method, because this method is considered the most appropriate to achieve the stated objectives of information obtained from all members of the population or certain samples. According to Sugiyono (2019), the experimental method is a quantitative approach used to test the effect of independent variables (treatment) on dependent variables (outcomes) under controlled conditions. To maintain this control, experimental research generally uses a control class. Thus, the experiment is aimed at describing the cause-and-effect relationship between the independent and dependent variables. In this study, the independent variable (X) is the use of BrainPOP learning media, while the dependent variable (Y) is the short story writing skills of students (Freeman & Dmytriiev, 2018) .

Medan Jl. Jamin Ginting No.KM 13, RW.5, Lau Cih, Medan Tuntungan District, Medan City, North Sumatra Class XI In the odd semester, the selection of research locations at schools was carried out with the following considerations: The high school was deemed suitable and in accordance with the requirements for conducting research (Harisman, 2023).

1. There has been no previous research at this school that has addressed a similar topic.
2. The school has implemented the Independent Curriculum in its learning process.
3. Library facilities are available to support the needs of students and teachers in searching for sources, especially collections of Indonesian language textbooks that are relevant to research variables.
4. The thinking skills of students at this school are diverse. Some aspects stand out, while others still need to be developed. This way, it is hoped that students can discuss and exchange ideas related to the material presented.

This research was conducted at SMA Negeri 17 Medan in the even semester of the 2025/2026 Academic Year. Sugiyono (NMI Septeria, 2020) explains that the population is the entire generalization area consisting of objects or subjects with certain characteristics and characteristics that have been determined by the researcher to be studied. studied, then the results of the study are used as the basis for conclusions. Based on this definition, the researcher determined all 11th grade students of SMA Negeri 17 Medan in the odd semester, totaling 284 people. as the research population.

A sample is a portion of a population that is used as a research object for analysis. According to Sugiyono (Mastini, Suwandi, & Sumarwati, 2016), a sample is a portion of a

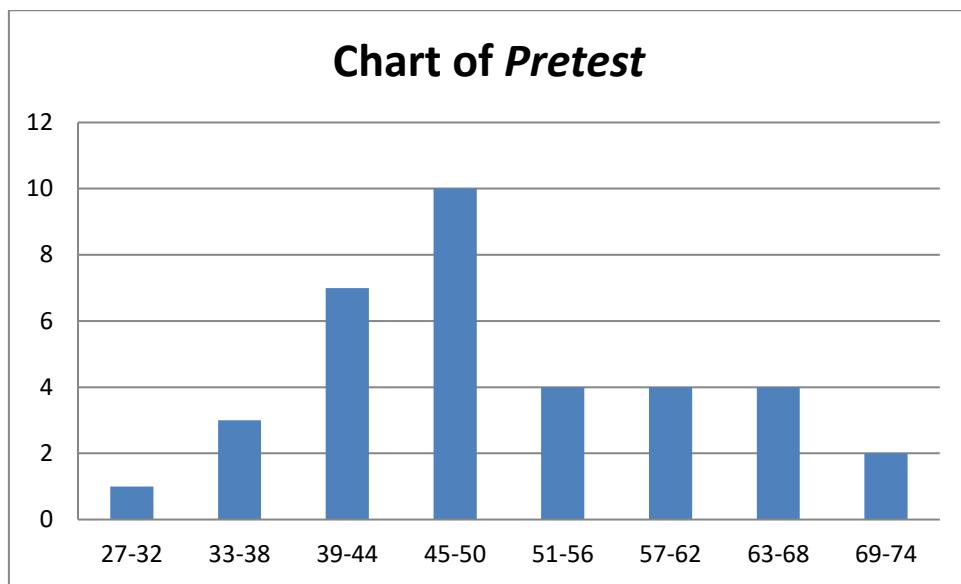
population that has a certain number and characteristics. In this study, sampling was carried out using a cluster random sampling technique, which is random sampling based on groups. According to Sugiyono (Nurhayati, Egok, & Aswarliansyah, 2022) , with a one-group technique. One group design is an experimental research design that is only carried out on one group. This one-group design takes one class as a sample, namely XI B. This study applies an experimental method with a posttest-only design. In this design, participants are randomly divided into two groups. The first group receives treatment (X), while the second group is not given any treatment. The group that receives treatment is called the experimental group, while the group that does not receive treatment is called the control group (Novita, 2020) .

In this study, two classes were randomly selected to serve as samples: the experimental class and the control class. The first step was to administer a test before implementing the BrainPOP learning media, and the second step was to administer the test after the media was used (Pasaribu, 2019) . This allows for a more accurate analysis of the treatment effect, as it allows for a distinction between the experimental class receiving the treatment and the control class receiving no treatment (Siagian, 2022).

## **RESULTS AND DISCUSSION**

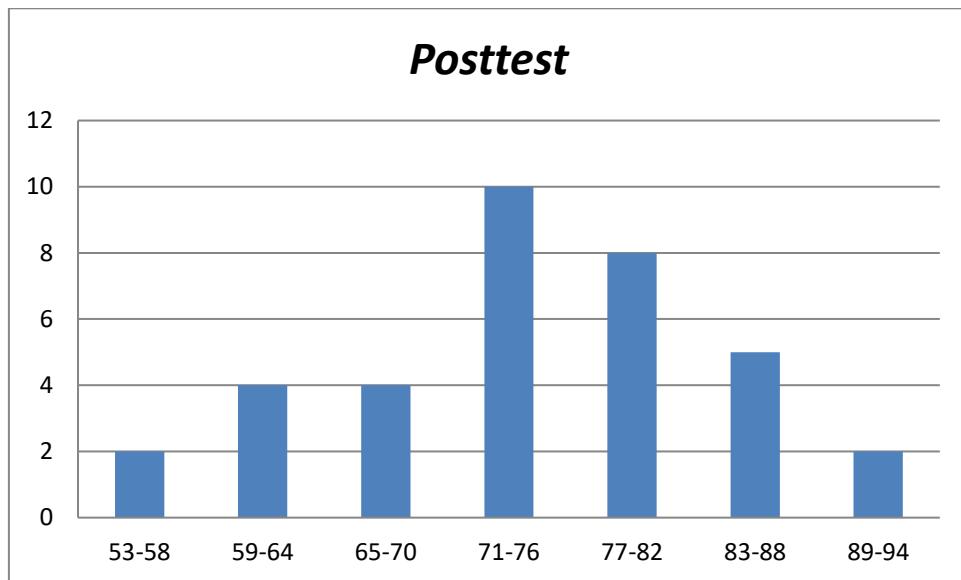
This research is classified as an experimental study with a one-group pretest-posttest design, where data was collected twice, namely before (pretest) and after (posttest) the treatment was given. This section explains in detail the results of the study regarding the effect of using BrainPOP media on the ability of class XI students of SMA Negeri 17 Medan in writing short stories. (Salabi, 2020) .

After the data has been collected, the next stage is to analyze the data that has been obtained. (Ramadhani, Tambunan, Saragih, Sirait, & Sitanggang Gusar, 2022) . Pretest data were obtained from the learning process without the use of BrainPOP media, while posttest data were obtained after students participated in learning activities for short story writing skills using BrainPOP media. The research sample consisted of class XI with a total of 35 students .



**Figure 1. Pretest Class Distribution Diagram**

Based on the distribution Based on the pretest scores, it can be seen that there are 6 students with scores in the range of 27-33, 14 students are in the range of 34-47, and the next value range is 48-60 as many as 8 people, the range of 61-73 as many as 8 people with an average score of 49 with a standard deviation of 12.634.



**Figure 2. Distribution diagram of posttest class scores**

Based on the distribution of class scores in the pretest, it can be seen that 4 students obtained scores between 50-59, 16 students were in the range of 60-69, 10 students obtained scores between 70-79, 3 students were in the range of 80-89, and 1 student obtained scores between 90-99.

### Hypothesis Testing

After conducting normality and homogeneity tests, the next step is hypothesis testing. This test aims to determine whether  $H_0$  (the null hypothesis) can be accepted or rejected. If  $H_0$  is rejected, then  $H_a$  (the alternative hypothesis) is accepted. Hypothesis testing is performed using the t - test .

$$SE_{m1} = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{10,319}{\sqrt{35-1}}$$

$$= \frac{10,319}{\sqrt{34}}$$

$$= \frac{10,319}{5,830}$$

$$= 1,769$$

$$SEM_2 = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{11,777}{\sqrt{35-1}}$$

$$= \frac{11,777}{\sqrt{34}}$$

$$= \frac{11,777}{5,830}$$

$$= 2,020$$

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$= \sqrt{1,769 + 2,020}$$

$$= \sqrt{3,789}$$

$$= 1,946$$

So:

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Information :

$t_0$  = t observation

$M_1$  = Mean *posttest result*

$M_2$  = Mean *pretest result*

$SEM_{M1-M2}$  = Standard error of the difference between two groups

$$t_0 = \frac{74 - 50}{1,946}$$

$$t_0 = \frac{24}{1,946}$$

$$t_0 = 13,874$$

The test was conducted with a significance level of 5% and degrees of freedom (dk) = (N1 + N2) - 2 = (35 + 35) - 2 = 68. Based on the "t" table, for dk = 68 and a significance level of 5%, ttable = 1.667572 was obtained. The calculation results show that tcount > ttable, namely 13.874 > 1.667572. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This finding empirically proves that the use of BrainPOP learning media has a positive influence on students' short story writing skills compared to before the media was used.

### **Discussion of Research Results**

Short story writing skills are the skills required to write short fictional compositions that tell a story with specific characters and emphasize one main conflict. Short stories are creative, short scripts that usually contain fictional narratives. A short story is a written work based on facts obtained directly. This text is structured systematically with the aim of providing objective and accurate information (Sihaloho, Sirait, Gusar, S, & Tambunan, 2022).

Media is a tool used in learning activities to enhance ideas and innovations in students. Efforts are made to attract interest and improve students' writing skills so that the learning objectives of writing short stories can be achieved. Students are directed to study the material that has been determined by the educator. In addition, students are given tests to be able to write texts correctly. In writing short stories, there are several assessment aspects, namely text elements, short story text structure, and linguistic rules contained in the text (Simaremare, Sinaga, & Siahaan, 2023) .

In evaluating short story writing skills, several assessment aspects were used to measure student achievement. After the assessment was conducted, the data were analyzed using normality tests, homogeneity tests, and hypothesis tests (Sumiati, 2020) . The results of this analysis then illustrate the research findings regarding learning to write short stories using BrainPOP media.

Based on research on the ability to write short story texts by class XI students of SMA Negeri 17 Medan in the 2025/2026 academic year, based on the aspects that have been determined in the introduction to data on short story texts, it shows that students face several difficulties, especially related to the lack of ideas and creativity in writing (Tambunan, Siagian, & Panggabean, 2025) .

The first aspect assessed was the students' ability to find text elements based on the short story title. The pretest results showed that no students were classified as very good

(0%), 8 students (22.85%) were included in the good category, 8 students (22.85%) were quite good, 3 students (8.57%) were quite good in finding short story text elements, 23 students (65.71%) were less good, and 1 student (2.85%) was very poor. In the posttest, 24 students (68.57%) were classified as very good, 10 students (28.57%) were good, 1 student (2.85%) was quite good, and no students were less good or very poor in finding short story text elements. Based on the differences in the pretest and posttest results, it can be concluded that students in the first aspect have been able to find the appropriateness of the contents of the short story text.

The second aspect assessed was the students' ability to find the structure of short story texts. Based on the pretest results, no students were classified as very good or good (0%), 13 students (37.14%) were in the fairly good category, 13 students (51.42%) were in the less good category, and 4 students (11.42%) were in the very poor category (Tarigan, 2008) .

In the posttest class, the results showed that 2 students (5.71%) were in the very good category in finding the structure of short story text, 22 students (62.85%) were in the good category, 10 students (28.57%) were in the fairly good category, 1 student (2.85%) were in the less good category, and no students were in the very poor category (0%). Based on the comparison of the pretest and posttest results, it can be concluded that in the second aspect, students are classified as capable in finding the structure of short story text .

The third aspect assessed was students' ability to find linguistic rules in short story texts. The pretest results showed that no students were very good or good (0%), 2 students (5.71%) were classified as quite good, 20 students (57.14%) were in the poor category, and 13 students (37.14%) were in the very poor category. Based on the posttest results, 0 students (0%) were classified as very good in finding linguistic rules in texts, 7 students (20%) were good, 14 students (40%) were quite good, 14 students (40%) were poor, and no students were very poor (0%).

After carrying out all research procedures, including normality test, homogeneity test, and hypothesis test, it was found that the use of BrainPOP media in learning to write short story texts was proven to be more effective in improving the short story writing skills of class XI students of SMA Negeri 17 Medan in the 2025/2026 Academic Year. Thus, it can be concluded that the alternative hypothesis ( $H_a$  ) is accepted and the null hypothesis ( $H_0$  ) is rejected (Turrahmayani, Emidar, & Noveria, 2018) .

The advantage of writing short stories using Brainpop is that learning becomes more engaging because it's presented through interactive animations and visuals, preventing students from getting bored quickly. This medium can also increase learning motivation, as students are more enthusiastic about writing short stories after receiving explanations presented in a fun way. (Wati, 2022) . Furthermore, Brainpop makes it easier for students to understand the structure and linguistic rules of short stories, while also stimulating their imaginations to express creative ideas in writing. Thus, using Brainpop has been proven to help students write better short stories.

With this criterion, students are more able to identify elements in short story texts because they are able to understand the story's content more deeply, as they can recognize the theme, characters, characterization, plot, setting, point of view, and moral message contained within. This ability trains students in critical thinking and is able to appreciate literary works better. In addition, the skill of determining short story elements also trains students' creativity in writing, improves language skills, and fosters a reflective attitude through the reflection of the message or moral contained in the story. Thus, students not only enjoy reading but also gain a useful learning experience. (Walker, 2018) .

Identifying the elements of a short story can be a crucial foundation for developing other skills. For example, students find it easier to summarize, write reviews, and even write their own short stories because they understand their structure. Furthermore, this advantage also helps students in class discussions, as they can express their opinions in a focused manner based on clear elements. Furthermore, mastering the elements of a short story also contributes to improved analytical skills in other subjects, as it trains logic, precision, and sensitivity to detail. Therefore, the skill of identifying short story elements is not only beneficial for Indonesian language lessons but also for developing overall thinking skills.

## **CONCLUSION**

Based on the research results explained in Chapter IV, the overall conclusions can be summarized as follows:

- a. In the pretest, the short story writing ability of class XI students of SMA Negeri 17 Medan before implementing BrainPOP media showed the lowest score of 27, the highest score was 73, with an average score of 50.
- b. After using BrainPOP learning media, the short story writing skills of eleventh-grade students at Medan State Senior High School 17 improved. The posttest results given by the researchers showed a lowest score of 53, a highest score of 93, and an average of 74.
- c. Based on the hypothesis test with a significance level of 0.05 (5%),  $Thitung = 13.874$  and  $Ttabel = 1.667572$  were obtained. Because  $Thitung$  is greater than  $Ttabel$  ( $13.874 > 1.667572$ ), it can be concluded that the use of BrainPOP learning media has a significant influence on the ability to write short story texts of class XI students of SMA Negeri 17 Medan. In other words, the hypothesis is accepted.

## **Suggestion**

Based on the conclusions from the research results, the author provides suggestions.

- a. For students, with the existence of learning media, students can be more active and enthusiastic in learning because by using Padlet learning media, students become enthusiastic and the understanding obtained from learning can be fulfilled.

- b. For teachers, they can understand the different levels of understanding of students' abilities, especially in writing observation report texts.
- c. Schools should implement the use of Padlet media in other learning activities.

For future researchers who want to conduct research, they should pay attention to the problems so they can develop learning media

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