TEACHING WRITING DESCRIPTIVE TEXT USING PICTURE AND PICTURE METHOD THROUGH PADLET APPLICATION

Anita Anggraeni

IKIP Siliwangi
Anitaenglish26@ikipsiliwangi.ac.id

Abstract

The title of this research is "Teaching Writing Descriptive text Using Picture and Picture Method through Padlet App". The objectives of this research are to identify the implementation of teaching writing Descriptive text using Picture and Picture method through Padlet app and to identify students' and teacher's obstacles in online learning. This research used descriptive qualitative method. The subject of this research was the tenth-grade students of one senior high school in Cimahi. Observation, questionnaire and interview were used to collect the data. The result of the research indicated that the implementation of these method and media received positive response from the teacher and students in controlling students' activities, make students confortable take part in online learning, and meaningful. The students' difficulties in writing using Picture and Picture method through Padlet are in applying language features and mechanics, require a lot of internet quota, difficult to focus, and a lot of plagiarism actions. The obstacles faced by the teacher in teaching online are related to technical issues such as students do not have devices and unstable student internet connection, teacher does not master technology, and difficulty in motivating students.

Keywords: Writing, Descriptive Text, Picture and Picture, Padlet

INTRODUCTION

One of the English skills that should be mastered by students is writing. Writing is one of the productive skills in English. According to Rao (2007) cited in Nasser (2018), writing can stimulate thinking, requires students to focus and organize their ideas, and encourages their ability to summarize, analyze, and criticize. On the other hand, it strengthens learning in, thinking in, and reflecting on the English language. Thus, writing is a process of thinking or it can be called a cognitive process. In writing, the students are required to think and discover an idea to put in the writing.

According to Huy (2015), Writing provides many benefits for students. First, writing is a good way to help develop students' ability to use vocabulary and practice grammar, increasing students' ability to use language. Second, writing is an important tool to support speaking skills and reading texts more effectively. Third, writing is a way to approach modern information technology and human knowledge. On the other hand, it is necessary to master writing skills because it can help people to be well prepared when looking for a job or taking an English course.Those benefits show that writing is an important skill. It is in line with Foong (1999) cited in Sa'diyah (2017) claims that learning to write is important and useful for language and rhetorical practice for communication and as a discovery as well as a cognitive process.

However, among all of the skills, writing is the most difficult skill. It is in line with Nunan (1989) states that writing is an extremely difficult cognitive activity that requires the learner to

have control over various factors. These factors vary from the academic background and personal interest of the researcher to various psychological, linguistic, and cognitive phenomena (Dar & Khan, 2015; Haider, 2012; Fareed et al., 2016). It is supported by Westwood (2008) stated development of writing involves the effective coordination of many different cognitive, linguistic, and psychomotor processes. Thus, written language perhaps becomes a difficult skill to acquire (Saranggih et al., 2017). .

In the curriculum of Indonesia, there is some kind of text that should be taught to the students like recount, narrative, report, explanation, exposition, descriptive, description, and others. Descriptive text textis one of the genres taught for the twelfth grades students of Senior High School. According to Iwuk (2007:70) cited in Siregar et al., (2020), "Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.". Thus, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete

The important point from all of the information above, the students need a lot of practice to mastery writing skills. However, before asking students to write, the teacher must choose an appropriate learning method for teaching writing descriptive text. The method can stimulate students to discover ideas and interesting to make students enthusiastic in the learning. The method that can be used is the Picture and picture (PP) method. According to Suprijono (2015) cited in Siregar et al., (2020), the Picture and picture (PP) method is a teaching method that uses media pictures and pairs or sort the pictures into a logical order. To implement this method, teachers should find suitable media that can be used in online learning.

According to Warwick (2017), Padlet application is an application that is used to make it easier for .students to collaborate online by posting text, images, links, documents, videos, and sound recordings. The .padlet can be used by teachers with students of all levels. The skills developed depend on what tasks are given by the teacher. Students can develop writing skills or speaking skills. Students can also brainstorm vocabulary related to a topic which can then activate existing knowledge before reading or listening to texts. Because it is done at the same time, this will make it easier for teachers to correct and provide feedback to their students.

 Brown (2001:336)said that writing is a thinking process. This means that to produce writing, writers must think to find ideas, think to write ideas into good paragraphs so that they can be understood by readers. Therefore, writing becomes a combination process. It is in line with Linse (2006) stated that writing is a combination of process and product of discovering ideas, putting them on paper, and working with them until they are presented in a manner that is polished and comprehensible to readers (Masitoh & Suprijadi, 2015). Thus, writing is the process of finding ideas, pouring ideas into paragraphs, then presenting them in a text that can be understood by the reader.

In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence. Descriptive text is writer's way to make a description of something. Description itself is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. But in particular, the descriptive text is, "...... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." It can be said that descriptive text is a text that describes what a person or thing looks like, in terms of its shape, characteristics,

number and so on. The purpose of descriptive text is to describe, represent a person or an object, both abstract and concrete.

In this pandemic situation, teachers must try to find new teaching methods by involving elements of technology that reduce offline teaching. Digitizing classrooms is another way that can be used, for example by creating multimedia-based classrooms. Padlet is an innovative application that can facilitate communication between teachers and students and serves as an online bulletin board. As a class bulletin board, students can use it as a reference for lesson topics or review lessons that have been given, follow the progress of activities in school, or make it a center for class documentation. So, we can say that padlet is a one-stop sharing application, where all activities between teachers and students can lead to it.

METHOD

In this research, the researcher used a qualitative method. The research method is steps that are owned and carried out by the researcher to collect information or data. According to Moleong (2005) cited in Dewi et al., (2020) qualitative research method is research that aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivation, actions, etc. in a holistic manner, and presented in a descriptive way in the form of narrative and language, in a context special nature and by making use of various natural methods. The researcher used a descriptive design in conducting the research. According to Moleong (2010) cited in Rosyidi et al., (2019) Descriptive qualitative research is research that intends to understand the phenomena of a research subject by describing it in the form of words or writing. Descriptive in the research design aims to explain all the results of the data finding clearly, such as describing observation during activity in the teaching writing process, describing students' difficulties in writing descriptive text, describing students' difficulties in online learning, describing teacher's and students' responses about the implementation, describing teacher's obstacles in teaching-learning online and describing writing skill measurements that occur in the research process. The subject of the research was 31 students of the tenth-grade students of senior in Cimahi The data collection of each instrument will be explained as follow:

During the activity in the online class, the researcher observed students' attention in the teaching-learning process by observing their responses to instructions given by the teacher. . The researcher observed students' reactions in the teaching-learning process by observing whether they accomplish the tasks or not, then whether they are enthusiastic about learning or not. The observation was taken from Rachmawati (2018) which consists of five statements for the observation, namely

1. Student's paying attention
2. Student's enthusiasm
3. Student's responding
4. Student's responding task
5. Student's eagerness to the subject.

And here are the components of observations for the teacher.
1. Giving Descriptive text material
2. Giving opportunity for asking the questions
3. Helping the students' difficulties in learning
4. Giving feedback after the lesson
.

In this research, the interview was held to collect the data of students' difficulties in writing descriptive text. The researcher asked each student some questions using bilingual language and students can also answer the questions using bilingual language too.

There were several questions related to the students' difficulties in the implementation of teaching writing Descriptive text textusing the Picture and Picture method through Padlet app. The interview was conducted on three students who were categorized as high students, middle students, and low students in writing descriptive text. The same question was given to each student to get an opinion that supports the results of the research. The interview was also held to collect the data of teacher's responses to teaching writing Descriptive text using the Picture and picture (PP) method through Padlet app that was conducted by the researcher.

RESULTS AND DISCUSSION

Results

The following were the main stages in the implementation of teaching writing Descriptive text using the Picture and Picture method through Padlet app:

1). The teacher conveyed the competencies to be achieved, then explained the method and media used
2). Presenting material as an introduction
3). The teacher uploaded random pictures related to the material
4). The teacher asked the students to pair or sort pictures into a logical sequence
5). The teacher uploaded the pictures with the right sequences
6). The teacher asked the students to write Descriptive text based on the pictures
7). Students were invited to conclude/summarize the material that has been received.

The above stages were the implementation of the Picture and Picture method adapted from Marsudi (2006) cited in Budiyanto (2016), then the method was modified to learning materials and learning media so that it can be implemented in online learning.

Based on observation in the classroom, the implementation of teaching writing descriptive text using the picture and picture method through the padlet app was implemented according to the lesson plan and the teaching scenarios. The results of the observation sheet also showed students' attitude and participation were good, the students were paying attention to the lesson, it can be seen when the students carry out the instructions given by the researcher. The students also respond to the teachers's questions positively, they also accomplished tasks given by the teacher and being enthusiastic about online learning.

The interview with the respondents (Teachers and students) showed that the teaching writing Descriptive text using Picture and picture (PP) method through padlet app received a positive response from the teacher. The teacher stated that the implementation of the method and media can improve students' writing skills. Furthermore, the teacher said that the implementation of the method and media received a fairly good response from students and made students encourage to; one, they can learn English; two they can learn how to use padlet.

In addition, the respondents said that the advantages of the padlet app for learning media were that the teacher can control the activities of students using various features on padlet, students can help each other and learning goes into two-way communication. However, the teacher also said that the weaknesses of the Padlet app as a learning medium were not all students master Padlet, and then Padlet required quite a lot of internet quota.

The teacher explained that the use of the picture and picture (PP) method through padlet app would encourage the students on two things. The first, making students learn to write English. The second, making students learn to master ICT in this case Padlet. In another word, the

teaching-learning process provided an opportunity for the students to feel a different atmosphere in learning English.

However, students faced several difficulties in writing descriptive text textusing the Picture and Picture method through the Padlet app, namely: Students have difficulty in using the appropriate language feature of descriptive text, besides that students faced difficulty in mechanics such as punctuation, spelling, and capitalization. Furthermore, the difficulty of students when the picture and picture method was implemented the students have to go back and forth to see pictures, thus making students have to be more careful. While students' difficulties when using the Padlet app as a learning medium were the Padlet app required quite a lot of internet quota, besides that the internet network must be stable, students also find it

Meanwhile teacher's obstacles in teaching-learning online were the teacher's lack of technology mastery. Mastery of technology when learning online was quite important for teachers, because when teachers mastered technology, teachers can provide varied and interesting learning activities. Learning that varied more or less will reduce student boredom in online learning. However, in reality, not all teachers were able to master technology, the impact of the lack of teachers in mastering technology, the teachers provided learning that was not varied and less interesting.

Furthermore, teacher said that in the online learning process, students were more prone to copy-paste in answering questions or doing assignments, this can have a serious impact and lead to acts of plagiarism. Besides plagiarism, copy-pasting also prevent students from maximizing their critical thinking. The efforts that teachers can do to prevent the students from plagiarism were applying honest and responsible behavior to students and provide understanding to students that plagiarism will limit their creativity and critical thinking.

The results of interview with the teachers also explained that the use of padlet as a learning medium has several advantages including the teacher being able to control student activities in learning. This was because Padlet has many features that make it easier for teachers to control student activities. In addition, students can also help each other and make learning not only run in one-way learning.

However, the use of padlet as a learning medium also has its weaknesses. The weaknesses of using Padlet as a learning medium was whether students master the media or not, then the use of the Padlet application required quite a lot of quota and connections compared to other applications. Therefore, these weaknesses can be considered when the teacher will use the Padlet application as an online learning medium.

Discussion

Based on the observation and interview, students' responses about the implementation of teaching writing Descriptive text using Picture and Picture (PP) through the Padlet app, the positive responses from the students indicated that the media and method can improve students' willingness to take part in the learning process and the students became motivated to get good achievements. The implementation of the media and method made students easier to understand the material, gave meaning because the learning process became interesting, fun, and not boring. As stated by Kirst (2016) Padlet can become a great educational tool that makes the educational process unique, interesting, and insightful (Handayani, 2016). The implementation of the method and media can eliminate misconceptions of learning material and

can increase students' critical thinking. It was supported by Gerlach (2011) stated pictures can help teachers to prevent and correct disconcertion (Marpaung, 2019). Therefore, this can reduce the misconceptions experienced by students regarding the learning material. The implementation of the media and method also made students feel more valued and feel braver in expressing their opinion in the learning .

The difficulty faced by students in writing descriptive text. was mechanics. The meaning of mechanics was spelling, punctuation, and capitalization. The students said that they often experienced misspellings which caused a change in meaning. They sometimes forgot to use punctuation marks such as periods and commas. They also still did not understand the use of capital letters in the middle of a sentence.

Another difficulty of students when writing descriptive text using the picture and picture (PP) method was implemented, Picture and picture (PP) method was a learning method where the teacher will give random pictures, then ask students to arrange the pictures into the correct order. One of the difficulties faced by students when this method was implemented was that students must go back and forth looking at pictures to determine the correct order, but this made students have to be more careful.

Furthermore, the students found it difficult to focus on learning that was carried out on the Padlet app. The students were easily distracted by Padlet features, they often did other activities such as looking at photos or videos shared by their friends so that sometimes they forgot that they were studying online. Another difficulty faced by students was that Padlet can be very easy to copy-paste so that many acts of plagiarism occur.

The data shows that some students did not have a device such as a handphone or a laptop. In other cases, students have devices but they were not adequate to use in learning online. This becomes an obstacle for the teacher because the learning material provided by the teacher becomes unequal. In addition, communication and interaction between teachers and students will be hampered because there was no tool as a liaison. .

Besides the above fenomena, the student internet connection was not stable is another difficulty faced by the student. As we know that the teaching-learning online required an internet connection. However, the geographical location and the inability of students to buy internet quota were one of the obstacles when online learning was implemented. It should be noted that not all students live in locations that have a stable internet connection, some students live in places where internet access was difficult, and it showed that internet connection problem was also influenced by the geographical location of students. In addition, not all students can afford to buy internet quota so they find it difficult to participate in online learning. Therefore, the internet connection problems experienced by these students were also the teacher's obstacles because these obstacles make it difficult for teachers to carry out learning activities.

From the interview with the students, they try to solve the diffulties with some way by asking the teacher for detail explanation, looking for other references, re-read the material then discuss with friends; unstable internet connection , they overcame the difficulty by looking for another place with a good internet connection, asking extra time to the teacher, and waiting for the connection to stabilize; feel bored, they overcame the difficulty by taking a short break, looking for a new atmosphere, and looking for some entertainments; difficulty in completing assignment , they overcame the difficulty by asking detail explanation from the teacher, looking for other references, and asking friends to re-explain the material; less motivation, they overcame the difficulty by trying to encourage themselves to get their learning motivation back, looking for motivation from family, friends, teachers, etc.; difficulty in managing time, they overcame the difficulty by prioritizing the task to do first, making reminder notes, or reducing

unnecessary activities; limited internet quota, they overcame the difficulty by asking friends for help to do network sharing and saving some pocket money to buy quotas; difficulty in interacting with other, they overcame the difficulty by trying to always online, communicate by phone or meet outside class hours, and try to communicate with the teacher through chat; annoyed by noises, they overcame the difficulty by stay away from crowds and lock bedroom doors until online learning was over or tell family not to disturb; students do not have device , they overcame the difficulty by borrowing cell phones from family member, asking friends for assignments and deleting some applications or files that were not important.

From the inteview with the teacher, the researcher got the data that most of them did not master technology

Thus, the obstacles faced by the teacher were related to technical matters in the form of students not having devices and students' internet connections were unstable. Furthermore, the teacher also has difficulty in mastering technology so that the teachers maximize the learning applications that they were mastered. Another obstacle faced by the teacher was the difficulty of motivating students to learn on line, on of the ways that the teacher did to motivate the students was giving punishment when the students did not do their assignments.

CONCLUSION

.From the explanation in the earlier part we can conclude that ,
1. Observation shows that he students' attitude and participation were agood, they were paying attention; respond positively; accomplish the tasks; and being enthusiastic in learning. However, the researcher found some obstacles in implementing the method and media; no one student who asked questions, unstable internet connection, and there were copy-paste actions that lead to plagiarism. , the difficulty of students when the picture and picture method was implemented the students have to go back and forth to see pictures, thus making students have to be more careful. While students' difficulties when using the padlet app as a learning medium were Padlet required a lot of internet quota, students were difficult to focus, and a lot of plagiarism actions.
2. This research received a positive response from the teacher. The teacher stated the implementation of the picture and picture (PP) method through padlet app made the teacher can control the students' activities better and make learning into two-way communication. .
3. The students' difficulties were divided into two, difficulties in writing and difficulties in online learning. The students' difficulties in writing were applying the appropriate language features, applying mechanics such as punctuation, spelling, and capitalization. Furthermore, The obstacles faced by the teacher in teaching online were related to technical issues such as students did not have devices causing information delivered by the teacher unequal. Then, unstable student internet connection caused delaying learning activities. The next obstacle was teacher did not master technology, it caused less interesting and non-varied learning activities. The teacher has difficulty motivating students in online learning, one of the ways to motivate students was giving punishment when students did not do their assignments.

ACKNOWLEDGMENTS

REFERENCES

Brown, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Great Britain: Longman.

Brown, D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Longman.

Budiyanto, M. A. K. (2016). *Sintak 45 Model Pembelajaran dalam Student Centerd Learning (SCL)*. Universitas Muhammadiyah Malang Press.

Dewi, R., Wijayatiningsih, T. D., & Budiastuti, R. E. (2020). Students' Voice of Listening Activities Using English Popular Songs. *ETERNAL (English Teaching Journal)*, *11*(1), 62–67. https://doi.org/10.26877/eternal.v11i1.6070

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, *4*(2), 83–94. https://doi.org/10.20547/jess0421604201

Foong, K. P. (1999). Teaching Writing: A look at Purposes, Writing Tasks, and Implications. *The English Teacher*, *28*, 2–5.

Gerot, Linda, & Wignel, P. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.

Hadfield, Charles, & Hadfield, J. (2004). *Writing Games*. Edinburg: Longman Pearson Education Limited.

Handayani, F. (2016). Padlet as a Teaching Tool? Really? *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 320–327.

Huy, N. T. (2015). Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School. *Asian Journal of Educaitonal Research*, *3*(2), 53–69.

Huzaimah, P. Z., & Amelia, R. (2021). Hambatan yang Dialami Siswa Dalam Pembelajaran Daring Matematika Pada Masa Pandemi COVID-19. *Jurnal Cendikia: Jurnal Pendidikan Matematika*, *05*(01), 533–541.

Iwuk, P. (2007). *A Guide for Reading Comprehension*. Yogyakarta: Citra Aji Parama.

Kirst, M. (2016). *Padlet as an Educational Tool for College Students*.

Linse, C. T. (2006). *Practical English Language Teaching : Young Learners*. NY: Mc Graw Hill.

Marpaung, D. A. (2019). The Effect of Using Pictures Media in Students' Writing Ability. *Jurnal Ilmiah Dalam Pendidikan Dasae*, *02*, 76–84. Retrieved from https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/5069

Marsudi. (2016). Meningkatkan Keaktifan Hasil Belajar Mengambar Lanjut Dengan Perangkat Lunak Program Autocad Model Picture and Picture Pada Siswa Kelas III Teknik Otomatif SMK Negeri 02 Pengasih Kulon Praga. *Jurnal Pendidikan Teknik Otomatif Universitas Muhammadiyah Purworejo*, *7*(2), 1–10.

Masitoh, S., & Suprijadi, D. (2015). Improving Students' Ability In Writing Descriptive Text Using Genre Based Approach (GBA) At The Eighth Grade Students Of SMA Islami Terpadu Fitrah Inani. *ELTIN Journal*, *3*(April), 38–52. https://doi.org/https://doi.org/10.22460/eltin.v3i1.p%25p

Moleong, J. L. (2005). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Karya.

Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.

Nasser, A. N. A. (2018). Teaching the Writing Skill To Yemeni Efl Learners :The Importance and Challenge. *South -Asian Journal of Multidisciplinary Studies*, *3*(6), 191–203.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. United Kingdom: Cambridge University Press.

Nunan, D. (1991). *Language Teaching Methodology: a Textbook for Teachers*. Norwich: Prentice Hall International.

Nunan, D. (2003). *Practical English Language Teaching* (First Edit). Singapore: Mc.Graw-Hill Education.

Rahmawati, V. E., & Sulistyaningsih. (2020). The Use of Picture Series as Media to Improve Students ' Ability in Writing Descriptive Text. *JournEEL*, *2*(1), 20–33.

Rao, T. (2007). Training in Brainstorming and Developing Writing Skills. *ELT Journal*, *61*(2), 100–106.

Rosyidi, A. Z., Mahyuni, M., & Muhaimi, M. (2019). Illocutionary Speech Acts Use by Jokowidodo in First Indonesia Presidential Election Debate 2019. *International Journal of Multicultural and Multireligious Understanding*, *6*(2), 735. https://doi.org/10.18415/ijmmu.v6i2.760

Ruswinarsih. (2015a). The Use of Pictures In Improving Writing Descriptive text Ability of The First Students' of SMPN 5 Dumai. *ELTIN Journal*, *3*.

Saranggih, Enni Erawati & Rabbani, A. N. F. (2017). Teachers' Perceptions on Implementing Estafet Writing Technique in Teaching Writing. *English Journal*, *20*(2), 14–23.

Sirait, J. B., & Marlina, L. (2018). Using Padlet As a Tool for Online Peer-Review Activity in Writing Descriptive Text for Senior High School Students. *Journal of English Language Teaching*, *7*(1), 291–302. Retrieved from http://ejournal.unp.ac.id/index.php/jelt/article/view/9771/pdf

Siregar, S., Lubis, , & Harahap, M. A. R. (2020). The Effect of the Using Picture and Picture Model on Students' Writing Ability in Descriptive text textto the Tenth Grade of SMA Negeri 1 Angkola Timur. *Jurnal Liner*, *3*(2), 89–101.

Sukmawijaya, J. (2017). *Improving Students Grammar Mastery through Practicing Personal Pronoun in Warm Up Activity*. STKIP Siliwangi Bandung.

Sulistyorini, D., & Rahmawati. (2019). The Use of Padlet in Improving Students' Skill of Writing Descriptive Texts. *English Language and Literature International Conference (ELLiC)*, *3*, 179–185.

Suprijono, A. (2015). *Cooperative Learning Teori dan Aplikasi*. Yogyakarta: Pustaka Pelajar.

Syarifah, I., & Zainil,. (2021). Teaching and Learning Challenges in EFL Classrooms During the Pandemic Era. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*, *539*(Icla 2020), 111–115. https://doi.org/10.2991/assehr.k.210325.020

Tavakoli,. (2012). *A Dictionary Of Research Methodology And Statistics In Applied Linguistcs*. Rahnama Press.

Warwick, Linsay. (2017) *Padlet. An Excellent Collaboration Tool for teachers and Learners.* Celta.

Wahyuni, S. F., Arifin, Z., & Wardah. (2019). *The Use of Padlet in Teaching Writing Descriptive Text*.

Wang, Q., & Woo,. L. (2007). Systematic Planning for ICT Integration in Topic Learning. *Educational Technology & Society*, *10*(1), 148–156.

Westwood, P. (2008). *What Teacher Needs to Know About Reading and Writing Difficulties*. Australia: ACER Press.

Yanuar, D. I. (2015). The Effectiveness of Using Sequence Pictures for Teaching Writing Descriptive Text. *Dialektika Journal Pbi*, *3*(2), 94–109.