

THE NEED FOR FANTASY STORY WRITING TEACHING MATERIALS BASED ON GOOGLE SITES

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ABSTRACT

The ability to write in Indonesian language learning is still considered difficult, as evidenced by the low writing competence found in previous research. This is due to the lack of students' interest in learning Indonesian, particularly in writing. One of the factors that can attract students to learn is the availability of teaching materials that meet their needs. Therefore, research is needed to understand the needs of both students and teachers in the field to create an engaging learning process that enhances students' enthusiasm and ultimately improves their writing skills, especially in fantasy story writing, and more broadly in Indonesian language learning. This study employs a qualitative descriptive method using a Project-Based Learning (PjBL) approach. The PjBL approach serves as the foundation for the development model, as the main goal of writing instruction in Indonesian language lessons is to develop writing skills based on experience, facts, or imagination, making the writing more beautiful and engaging. The data collection techniques used in this study include interviews, surveys, and literature reviews. The subjects of this research are teachers and students from a private junior high school in Bandung. The findings reveal two key aspects: first, an overview of the actual conditions of the Indonesian language learning process at the school, and second, the identification of the necessary teaching materials for fantasy story writing in Indonesian language instruction.

Keywords: Fantasy Stories, Teaching Materials, Writing

ABSTRAK

Keterampilan menulis dalam pembelajaran Bahasa Indonesia masih dirasa sulit terlihat dari rendahnya kompetensi menulis di beberapa riset yang sebelumnya pernah diteliti oleh peneliti sebelumnya. Hal itu disebabkan kurangnya minat siswa belajar bahasa Indonesia khususnya dalam pembelajaran menulis. Salah satu faktor yang membuat siswa tertarik belajar dengan perangkat bahan ajar yang sesuai kebutuhan siswa. Oleh sebab itu, dibutuhkan riset untuk mengetahui kebutuhan siswa dan guru di lapangan agar tercipta proses belajar yang menyenangkan dan meningkatkan antusiasme belajar siswa sehingga diharapkan dapat berimbas pada peningkatan kemampuan menulis khususnya menulis cerita fantasi khususnya, dan lebih luas lagi pada pembelajaran Bahasa Indonesia. Penelitian ini menggunakan metode deskriptif kualitatif melalui pendekatan PjBL Pendekatan PjBL menjadi dasar model pengembangan yang akan dikembangkan karena tujuan utama yang hendak dicapai dalam pembelajaran menulis pada pelajaran bahasa Indonesia adalah terampil menulis dengan dasar pengalaman, fakta, maupun imajinasi sehingga tulisannya menjadi indah dan menarik. Teknik yang di gunakan dalam pengumpulan data adalah wawancara, survei, dan studi literatur. Subjek dalam riset ini adalah guru dan siswa SMP swasta di kota Bandung. Hasil penelitian mengungkapkan dua temuan. Pertama, gambaran kondisi aktual pelaksanaan proses belajar bahasa Indonesia di sekolah tersebut. Kedua, identifikasi kebutuhan perangkat bahan ajar menulis cerita fantasi dalam pembelajaran bahasa Indonesia.

Kata Kunci: cerita fantasi, bahan ajar, menulis

INTRODUCTION

Writing is a skill that students must possess as it is an essential activity in every learning process. As one of the elements of language proficiency, writing is closely related to listening, speaking, and reading skills. Writing plays an important role in life because, through writing, people can acquire, store, and transfer knowledge to society. In the context of learning, writing trains students to organize their ideas, thoughts, and arguments in a systematic, logical, and coherent manner. Additionally, writing has psychological benefits, as it helps reduce stress. By writing, individuals can express feelings of sadness, complaints, or emotional burdens they experience, providing a sense of relief for the writer. (Yusuf et al., 2017)

Writing is a skill that requires a learning process and practice. It demands structured learning and continuous training. Henry Guntur Tarigan (2008) states that writing is a developmental process that requires practice, experience, time, and opportunities, just like other language skills in their development. Tarigan (2008) also argues that writing is a language skill used for indirect, one-way communication directed at readers. Writing is a productive and expressive activity; therefore, it requires proficiency in grammar and vocabulary. Suparno & Yunus (2009) explain that the purpose of writing is to engage readers in thinking and reasoning, provide them with information, stimulate their opinions, enhance their understanding, persuade them through the presented text, and offer entertainment and education regarding the values embedded in the writing.

Writing proficiency is essential for students because, in language learning, writing is a skill that at least requires mastery of reading ability. Semi (1990:5) states that writing instruction serves as a foundation for achieving proficiency in language skills. Students are expected to be able to express ideas, thoughts, and concepts in writing, whether in the form of argumentation, persuasion, exposition, or narration. Moreover, writing must also adhere to writing conventions and grammatical rules, such as spelling, morphology, and syntax. Additionally, mastery of diction or word choice is an important element.

Writing fantasy stories falls under narrative text writing. Riswandi & Kusmini (2013) state that "Fantasy stories depict an unreal world, a world made to resemble reality while narrating strange events and illustrating unfamiliar atmospheres and occurrences that are difficult to comprehend logically." Similarly, Kosasih (2018) asserts that "Fantasy stories are entirely imaginative." However, previous studies have found that students' writing skills remain low (Indriani, 2019; Lukman Leksono et al., 2022; Qadaria et al., 2023). The low writing

proficiency among students is caused by both internal and external barriers. Students show little interest in Indonesian language lessons, particularly in the writing aspect, and they struggle to translate their ideas into written form (Puspitasari, 2017; Oktaviani et al., 2021). Another difficulty students face is the complexity of language structure, which they perceive as a major obstacle to being productive in writing. Yuliastuti & Syamsi (2019) argue that written communication is more challenging than verbal communication. Therefore, issues related to writing and its instruction need to be given serious attention.

In the Merdeka curriculum (<https://kurikulum.kemdikbud.go.id/capaian-pembelajaran#mp-preview-t>), one of the fundamental competencies that students must master is writing based on facts, experiences, and imagination in a beautiful and engaging way, both in prose and poetry, with the creative use of vocabulary. One of the components is writing fantasy stories. Understanding fantasy story texts is crucial in order to grasp the structure of the text and the process of its creation. A suitable approach for this writing instruction is project-based learning. The project-based approach can support students in developing their creativity to enhance their writing skills. As Fragoulis (Tsiplakides & Fragoulis, 2009) states in his research, the implementation of project-based learning has many benefits, including providing learning that meets the students' needs, producing products that are useful for students in real-world contexts, and what they produce can improve their abilities. Project-based learning (PBL) is designed to be applied to complex issues that need to be understood and evaluated by students. Given the diverse learning styles of students, PBL provides them with opportunities to explore materials and engage in cooperative learning using methods that challenge them. Learning facts serves as the foundation of PBL and is crucial for capturing students' attention and participation. According to Bransford & Stein (as cited in Warsono & Hariyanto, 2014), PBL is a learning approach designed as a comprehensive educational method that involves students in collaborative and in-depth learning activities. Grant (2002) also states that PBL not only explores the relationship between theoretical and practical knowledge but also inspires students to focus and deepen their understanding of what they have learned through real-world projects.

Project-Based Learning (PBL) is a teaching method that emphasizes creativity and collaboration to produce a final product, with teachers guiding the learning process to achieve educational goals (Wena, 2016). This method introduces an inquiry-based learning process,

which maximizes students' skills systematically, critically, logically, and analytically to create a project, in this case, writing a fantasy story.

Students are guided through various activities, including selecting a topic, developing the storyline and plot, and sketching characters, progressing from planning and writing to revising and publishing their work. The implementation of PBL aims to foster active student participation, develop creative and analytical thinking, encourage collaboration, and enhance digital literacy. Yuliastuti & Syamsi (2019), in their study titled *Fantasy Story Writing Ability Using Genre-Based Approach in Class 7-A of SMP N 4 Pandak in the Academic Year of 2018-2019*, explored the use of a genre-based approach in teaching fantasy story writing. Their research findings revealed that implementing a genre-based approach in writing instruction significantly improved students' writing abilities.

There are many possible reasons why students lack interest in learning Indonesian, particularly in writing. One key factor influencing learning motivation is the management of engaging instructional materials. Teachers are required to design captivating teaching materials that can spark students' creativity in writing effectively. Creating engaging and enjoyable instructional materials can be achieved by innovating the way content is presented, ensuring it is delivered through appropriate learning tools. The rapid advancement of internet technology has spread across the globe. Many countries, institutions, and professionals have leveraged this technological progress for various purposes, including education. Numerous efforts have been made to develop applications that enhance the quality of education and ensure continuous learning. One such effort is the development of web-based instructional materials. The use of web-assisted learning resources can serve as an alternative and complementary teaching aid.

Teachers can optimize the learning features available on websites, such as integrating instructional videos, images, animations, and other interactive elements that can boost students' motivation and independence in learning. Tomlinson (2003) emphasizes that instructional materials should introduce something new, offer variety, and present engaging content. This approach not only fosters enthusiasm for learning but also creates a comfortable learning experience. Therefore, these aspects should be carefully considered when developing instructional materials.

Research on the development of instructional materials has been widely conducted. One example is the study by Fernando et al. (2022), titled *"Pengembangan Bahan Ajar Berbasis Web Pada Materi Sistem Pencernaan Manusia Kelas V Sekolah" (Development of Web-Based*

Teaching Materials on the Human Digestive System for Fifth-Grade Students). The findings of this study indicate that the developed instructional materials are highly feasible and practical for use in supporting learning activities.

Similarly, Nazarov (2023) explored the use of instructional materials in the form of educational videos in his study titled *Using Video Materials in Teaching English*. In his research, Nazarov states that visual information enhances comprehension and helps consolidate factual knowledge and speech features. Additionally, visual aids contribute to a more complete and accurate understanding of meaning, stimulate attention and memory, and support the development of listening and speaking skills. Sofyan et al. (2020) conducted research on the development of e-modules based on local wisdom for kindergarten education, titled *Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City*. The learning model, which incorporates local wisdom into e-modules, was developed using the ADDIE method. Expert validation results indicated that the e-module is valid and suitable for use in learning activities.

Similarly, Sattarov & Khaitova (2020) studied the use of mobile learning in modern education in their research titled *Mobile Learning as New Forms and Methods of Increasing the Effectiveness of Education*. While mobile phones are widely used among university students, mobile-based learning is still underutilized. Their findings suggest that while modern students are generally both technically and psychologically prepared to use mobile technology for learning, further exploration is needed to optimize mobile learning's full potential in a more efficient manner. Edelson et al. (2021) designed a collaborative project to develop science instructional materials for middle schools. Their project, *Developing Research-Based Instructional Materials to Support Large-Scale Transformation of Science Teaching and Learning: The Approach of the OpenSciEd Middle School Program*, aimed to implement the vision of the K-12 Science Education Framework and the Next Generation Science Standards (NGSS) across the U.S. The study found that the instructional materials developed showed promising effectiveness based on external reviews and field tests. However, the success of the program in transforming science education depends on the context in which it is implemented.

Based on the research conducted by previous researchers, to obtain teaching materials that meet the needs in the field, specifically in teaching writing, particularly writing fantasy stories, it is necessary to conduct a proper analysis to map the needs of teaching materials using a project-based learning approach. Therefore, the author feels the need to develop teaching

materials for writing fantasy stories. However, prior research on the analysis of the needs for teaching materials for writing fantasy stories is essential to ensure that the development of teaching materials is precisely aligned with the needs. This needs analysis is crucial as the foundation for developing teaching materials. Thus, conducting a needs analysis is important to ensure that learning objectives are achieved and to enhance students' abilities. For this reason, the author has chosen the title "Needs Analysis of Teaching Materials for Writing Fantasy Stories Based on Google Sites for Junior High School Students."

METHOD

This research is part of the development phase of teaching materials for writing fantasy stories using the R&D (Research and Development) method. This method was chosen based on its characteristics, as the research aims to develop teaching materials based on Google Sites. The purpose of the research is to develop and validate educational products (Borg & Gail in Numan, 2019). R&D research is used for studies focused on development and to identify the validity of the teaching materials used in the learning process. The design used in the development process follows the ADDIE model (Mulyanah et al., 2023).

The operational stages of the ADDIE model for the development of teaching materials for writing fantasy stories are as follows.

1. **Analysis Stage:** This stage involves content/subject matter needs analysis through observations and interviews with teachers. During this phase, the teaching materials that align with the students' needs to support the writing of fantasy stories are identified. Data regarding the needs analysis is obtained from interviews and questionnaires. This stage is used to assess the alignment of the required teaching materials with the students' needs.
2. **Design Stage:** This stage involves creating the design plan for the teaching materials for writing fantasy stories.
3. **Development Stage:** This stage involves opening Google Sites, starting the development of the teaching materials, and conducting product validation testing by three validators: a language expert, a media expert, and a subject matter expert.
4. **Implementation Stage:** This stage involves testing the teaching materials.

5. Evaluation Stage: This stage involves evaluating the teaching materials based on the feedback and suggestions from experts, as well as the assessments and recommendations from the users.

The steps to be taken in this stage of the research are the analysis stage. The analysis stage focuses on the needs analysis for teaching materials for writing fantasy stories and identifying the issues that arise during the learning process. The researcher uses a questionnaire to identify the needs for teaching materials for writing fantasy stories.

The following steps need to be carried out in the analysis stage:

1. Performance Analysis: Performance analysis is conducted to identify the issues that arise in the learning process.
2. Student Analysis: Student analysis is conducted to identify the characteristics of students' learning; their prior knowledge and learning abilities; their skills or thinking abilities, as well as the learning resources needed by students to develop their critical thinking skills.
3. Teaching Materials Analysis: This analysis is carried out to identify teaching materials related to facts, concepts, principles, and procedures.
4. Learning Objectives Analysis: This analysis aims to identify the skills or knowledge that students should possess.

A sample is the object in research that is considered to represent the population. Martono (2014) menjelaskan bahwa sampel merupakan bagian dari populasi yang diambil dan ditetapkan dengan mengikuti prosedur tertentu dan menjadi wakil populasi. Yang menjadi sampel dalam penelitian ini adalah siswa kelas VII SMP Angkasa Bandung.

RESULT AND DISCUSSION

Result

This section will present the analysis of the needs of teachers and students in the development of teaching materials for writing fantasy stories. The questionnaire asked to the respondents includes questions about the curriculum, the use of teaching materials, learning difficulties, shortcomings, and the needs for the teaching materials to be developed. The results obtained are as follows. The question regarding the curriculum implemented in the school was answered by the respondents. The curriculum used is the Merdeka Curriculum, with 45 respondents, consisting of one teacher and 44 students.

The question regarding the teaching materials used in the school aims to map the types of teaching materials that have been used so far. This helps in designing new teaching materials by developing the existing ones and incorporating new elements to enhance the learning experience.

Table 1. Teaching Materials Used

Respondents	Answers	Frequenci
Teacher	Book, module, PowerPoint, and LKPD	4,44%
Student	Book	35.55%
	Module	8,89%
	Module. Book	20%
	Book, LKPD	13,33%
	Power point, module	2,22%
	LKPD, module	2,22%
	Book, power point	4,44%
	Module, power point, book	2,22%
	Book, LKPD, mudule	6,66%

The results from the data collected show that the majority of respondents answered "book" when asked about the teaching materials used in the seventh-grade Indonesian language class, with 35.55% of respondents selecting "book." According to the teacher's response, the materials used in class are books, modules, PowerPoints, and LKPD (Lembar Kerja Peserta Didik – Student Worksheets). Additionally, during an interview with one of the Indonesian language teachers, it was confirmed that the teaching materials used are the package book, modules, PowerPoints, and LKPD. Occasionally, the teacher also brings teaching aids such as puppets, fruit, or other materials to reinforce the lesson for students.

The next question asked about the type of book used in the Indonesian language learning process. The majority of respondents, including the teacher, answered "yes" (93.2%), while 6.8% answered "no." This indicates that the primary learning resource at the school is the Indonesian language book for seventh grade published by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This can be seen in the diagram below.

Table 2. Source Book

The book used in Indonesian language learning is the package book published by the Ministry of Education, Culture, Research, and Technology.

Respondents	Yes	No
Teacher	1	
Students	41	3
Total	42	3

The next question concerns the alignment of the learning theme with the content in the Indonesian language lessons. This was the subject of the next questionnaire item. All respondents answered "yes," meaning that the teacher explains the material in accordance with the themes found in the Indonesian language textbook. This can be seen in the table below.

Table 3. Theme Compatibility

Is the material delivered by the teacher in accordance with the theme in the Indonesian lesson in junior high school grade VII?

Respondents	Yes	No
Teacher	1	
Students	44	
Total	45	

Based on the results of the questionnaire above, it can be interpreted that the Indonesian subject matter in the junior high school is in accordance with the theme in The Merdeka curriculum. Thus, the reference in the development of teaching materials is inseparable from the theme in The Merdeka Curriculum.

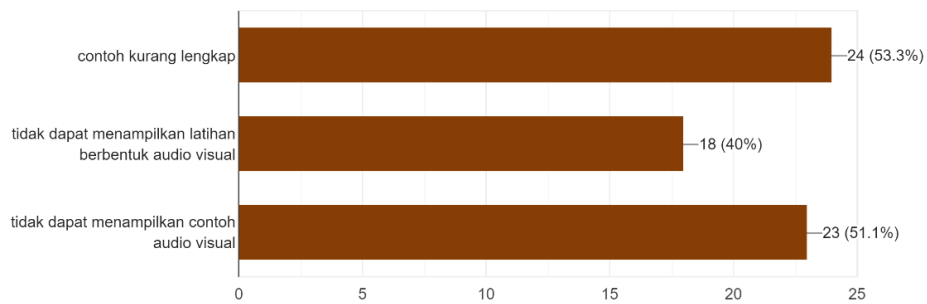
Discussion

To capture what are the shortcomings of teaching materials used in learning fantasy story writing skills, the researcher asked questions related to the shortcomings in learning to write fantasy stories. The results can be seen as shown below.

Table 5. Deficiencies in Learning

Apa saja kekurangan pembelajaran Bahasa Indonesia pada keterampilan menulis ketika guru menggunakan bahan ajar buku atau bahan ajar lain yang berbentuk cetak?

45 responses



Based on the results of the questionnaire, in learning to write stories, there are fewer examples of 53.3%; which states that there is no display in the form of audio-visual as much as 40%; and which states that there are no examples in the form of audio-visual as many as 51.1%. Thus, at the time of the development of teaching materials, of course this will be a concern so that the teaching materials developed will display examples in the form of audio-visuals.

Student Analysis (Learning Difficulties)

Learning difficulties are the condition of students who in the learning process experience obstacles in achieving learning outcomes (Utami & Cahyono, 2020). Learning difficulties do not always come from internal factors, they can also come from external factors.

Apakah terdapat kesulitan atau kendala dalam pembelajaran pada keterampilan menulis?

45 responses

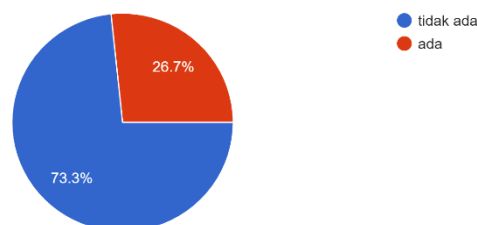


Figure 1. Learning Difficulties

Based on the data above, most of the respondents (73.3%) stated that there were no difficulties while 26.7% stated that they experienced difficulties, including their teachers,

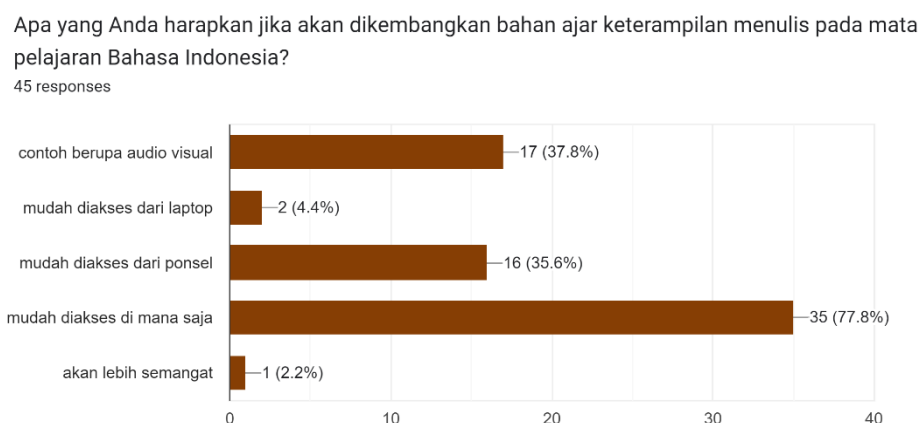
stating that there were difficulties in writing story materials. In addition to the questionnaire data, the researcher interviewed one of the Indonesian teachers and from the interview students experienced difficulties in pouring out ideas, arranging words into sentences, and difficulties in grammar.

Analysis of Teaching Materials

1. Development of Desired Teaching Materials

The next question in the instrument aimed to identify what kind of teaching materials students hope for in order to make learning more engaging and less boring. The researcher sought to understand the expectations of both teachers and students for the development of teaching materials for writing fantasy stories based on Google Sites. The answers to this question are as follows.

Table 6. Expected Teaching Materials



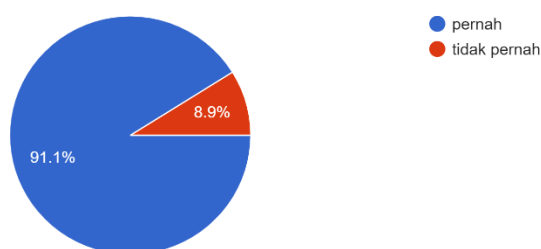
The data obtained reveals that the most common expectation for the development of teaching materials is that they should be easily accessible anywhere, with 77.8% of respondents selecting this option. In line with this, the teaching materials that the researcher plans to develop will align with this expectation. Therefore, the development of teaching materials based on Google Sites is relevant to the needs and expectations of both teachers and students.

2. Alternative Teaching Materials

Teaching materials are all forms of information, material texts, and tools used by both teachers and students in the learning process (Mulyanah et al., 2023, Pangesti & Wuriyanto, 2018). Teaching materials are tools used by teachers in the teaching process for the success of learning objectives. Teaching materials contain a collection of learning materials that are

systematically arranged in accordance with the applicable curriculum, student character and aim to make it easier for students to solve learning problems (Ariyanti et al., 2021). The question that the researcher asked about web-based teaching materials. The question of whether or not to access the website related to the subject matter is intended to find out the extent of the respondent's knowledge in browsing the website. And the answer is as follows.

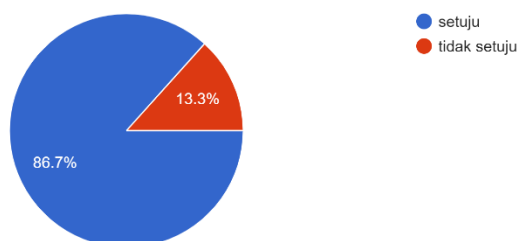
Apakah Anda pernah mengakses suatu situs web yang berkaitan dengan materi pelajaran?
45 responses



Picture 2. Web-Based Teaching Materials

Based on the data above, most of the respondents' answers answered that they had accessed learning through the website, which was 91.1%. Thus the teachers and students of the school already have knowledge in browsing the website. So the researcher is confident that if teaching materials are developed to write fantasy stories based on google sites, there will be no difficulties. The next question is about the development of teaching materials for writing fantasy stories. The question is intended to find out whether the respondents agree or not with the development of the teaching materials. The respondents' answers are as follows.

Apakah Anda setuju jika bahan ajar keterampilan menulis mata pelajaran Bahasa Indonesia kelas VII dikembangkan dalam sebuah situs web?
45 responses



Picture 3. Use of Web-Based Teaching Materials

Based on the above data, 86.7% of respondents answered yes with the development of web-based fantasy story writing teaching materials. This means that most agree that writing teaching materials should be developed web-based. Thus the teaching materials for writing fantasy stories will be developed into teaching materials based on google sites. Based on the results of the questionnaire, respondents expect the development of teaching materials that can be accessed through gadgets or using laptops and can be accessed anywhere. The teaching materials that will be developed are teaching materials that meet the needs of students and teachers among others, containing the content of fantasy story writing materials, examples of fantasy stories in the form of audio visuals, LKPD, evaluations plus online KBBI links, PUEBI, and thesaurus with the aim that these contents can help students improve their writing skills. The reason it was developed through google sites is because this platform can be accessed and used at no cost, is easily accessible, has an easy-to-understand interface, allows collaboration with other users (Susanti et al., 2023).

CONCLUSION

Based on the results of the research that has been explained in the discussion section regarding the analysis of the need for teaching materials for writing fantasy stories, it can be concluded as follows.

1. The teaching materials that have been used so far still do not meet the needs of students. Students expect examples in the form of audio-visuals and teaching materials to be accessible through gadgets and accessed anywhere.
2. The teaching materials that will be developed contain material content, examples in the form of text and audio visuals, LKPD, and evaluation in one service. This is possible with the development of website-based teaching materials, namely google sites. Thus users are easy to access. That way, it is hoped that it will be directly proportional to the increase in students' interest in writing, especially writing fantasy stories.

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