

Developing Anecdote Text Writing Using Animated Videos for Students Class X SMKS PAB-2 Helvetia

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ABSTRACT

This study aims to develop a way of writing texts using animated videos, namely, writing anecdotal texts using animated videos that are expected to improve the quality of learning. This research and development uses the ADDIE development procedure. The product of this research was writing anecdotal texts using animated videos for class X SMK. The subjects of the research included material expert validators and media expert validators (design). The steps of this research include analysis, design, development, implementation, and evaluation. The research instruments used in this study included student needs questionnaires, material expert validation, media expert validation, pretest, and posttest tests. The results of this study show that writing anecdotal texts using animated videos uses the ADDIE procedure and obtains validation results with decent qualifications, with a value from material expert validators of 69.5% and media expert validators of 80%. The effectiveness results obtained from the animated video learning media showed good effectiveness results with very good qualifications, and from the pre-test and post-test trials of students showed an increase in the average score from 69.9 to 87.9. The calculation of Normalize Gain (N-Gain) produces an average value of 0.6067 or 60.67%, which is included in the "quite effective" category so that it can be concluded that the product of writing anecdotal text using animated video learning that has been developed in this study is very feasible for students to use in the learning process.

Keywords: Development, Writing, Anecdotal Text, Animated Video

I. INTRODUCTION

Education in this digital era faces significant challenges in creating engaging and effective learning methods for its students. Various innovations in learning methods and media are continuously being developed to improve student skills. One important goal of learning is to produce individuals who can convey their ideas, both orally and in writing, with good structure and logic. This ability is closely linked to one's language skills. According to Minister of Education and Culture Regulation No. 24 of 2016 concerning KI and KD 2013, there are four aspects of language skills: speaking, listening, reading, and writing (Situmorang, 2018). Although these four components are equally important, most students experience difficulties in writing (Zulkarnaini, 2011).

Moreover, a survey of Indonesian language teachers showed that the Indonesian language lesson that teachers and students disliked the most was writing. In fact, language skills are one of the important needs in today's industry (Suprayogi & Pranoto, 2020).

Writing skills must be mastered by students because they are related to the complete ability to organize ideas, namely, orally and in writing (Situmorang, 2018: 166). Many experts have...

formulates the definition of writing as: Writing skills are the ability to convey ideas, opinions, and feelings to others (Abbas, 2006:125; Gusti, 2014; Subandi, Satrijono, & Suhartiningsih, 2014; Candra, 2014).

In writing these ideas, accuracy in the language used, diction, and other grammatical aspects are required. Meanwhile, Nugroho (2014) states that writing cannot be considered merely a motor activity but also a mental activity, because writing is a medium for conveying what the writer feels.

Ultimately, writing is a productive language activity because it can produce written products that involve creative and critical thinking (Ayu, 2017; Iskandarwassid & Ristianti, 2010). Therefore, appropriate teaching

methods are needed for students to develop good writing skills. In the context of high school, writing lessons are integrated with Indonesian language subjects; therefore, a practical approach is needed to improve students' writing skills, one of which is to emphasize text-based Indonesian language learning, namely anecdotal texts. Anecdotal text is a type of text that contains humor or satire, intended to convey a message through funny or interesting events. The ability to write anecdotes is not only important for improving language skills, but also for developing students' creativity and critical thinking.

However, based on observations conducted at SMK PAB-2 Helvetia, many students still found it difficult to write anecdotal texts that adhered to the rules of good and correct writing. This difficulty is caused by several factors including a lack of understanding of the structure of anecdotal texts and a lack of student interest in the material. This is exacerbated by a learning method that tends to be monotonous, in which teachers rely solely on verbal explanations of the text and do not involve interactive or engaging media for students.

To address these issues, a more engaging and innovative approach to teaching anecdotal texts is required. One such medium is animated videos. Animated videos have significant potential for transforming the learning experience into a more enjoyable and interactive one. By combining visual and audio elements, animated videos can help students easily understand the material and encourage them to actively participate in the learning process. Dynamic and entertaining animations can also stimulate students' imagination, which is essential for writing anecdotal text.

Through the development of this animated video, it is hoped that students will not only gain knowledge about the structure and rules of writing anecdotal texts, but also experience fun and engaging learning experiences. The animated video presents easy-to-understand examples of anecdotal texts and provides students with the opportunity to write their own, reflecting the humor of the film.

Therefore, this research focuses on the development of animated video-based anecdotal texts, with the hope of providing a more interesting and useful learning experience for students, while improving the quality of learning at SMK PAB-2 Helvetia in the 2024-2025 academic year.

II. METHODS

A. Research Design

This study uses the Research and Development method commonly referred to as development research. According to Sugiyono (2017:297), the Research and Development method is used to produce a specific product and to test its effectiveness. Research and Development in the field of education is a process for developing and validating products. The development research that the researcher will conduct is anecdotal text writing based on animated videos.

as teaching material for the Indonesian language subject, anecdotal text material. Next, product validation was conducted by media and material experts. After product validation, the product will be tested by Grade X RPL SMK students, and the effectiveness of the animated video media that has been developed is analyzed so that the feasibility of the developed product can be determined to be used as an Indonesian language learning medium for anecdotal text material.

B. Development Procedures

The development procedure used in this study was ADDIE (Analysis, Design, Development, Implementation, Evaluation). The ADDIE development procedure was chosen to develop anecdotal text based on animated videos. The ADDIE development procedure is more appropriate for creating products and developing them systematically, reaching a trial stage to determine the effectiveness of the developed teaching materials. The steps of this ADDIE research are as follows: 1. Analysis Stage

The first stage is a needs analysis, which aims to identify learning problems and determine appropriate solutions. In this stage, researchers conducted a curriculum analysis, including learning outcomes related to writing anecdotal texts. Furthermore, an analysis of the characteristics of Grade 10 students at SMKS PAB-2 Helvetia was conducted, including their learning interests, learning styles, and tendencies toward visual media. Researchers also found that most students struggled to understand the structure and writing style of anecdotal texts and lacked motivation due to the use of conventional learning media. Therefore, more engaging and contextual learning media, such as animated videos, are needed.

2. Design Stage

After analyzing these needs, the next step is to design the learning media. Media design includes establishing learning objectives, selecting materials relevant to core competencies, and developing scenarios or storyboards for animated video.

StoryboardThe media was developed based on situations or excerpts from animated videos and then adapted to the context of learning anecdotal texts. Researchers have also designed the media flow, selected characters,

narratives, and settings, and determined a simple animation style for easy student understanding. Additionally, assessment instruments such as pretests, posttests, anecdotal text-writing rubrics, and observation sheets were prepared at this stage.

3. Development Stage

At this stage, the media design was realized in the form of an animated video. The video creation process is carried out using animation-making applications such as Canva, CapCut, Kinemaster, Filmora, PowerPoint, or similar software that allow for simple yet engaging story visualization.

Once the media product is complete, material and media experts conduct validation to assess the appropriateness of the content and presentation. Experts' suggestions and inputs were used as the basis for revising the media before testing. The revised product became a learning tool ready for use in anecdotal writing lessons.

4. Implementation Stage

The developed learning media were implemented in teaching and learning activities in class X of the SMKS PAB-2 Helvetia. The implementation was carried out in several meetings, starting with a pre-test to measure students' initial ability to write anecdotal texts.

The lesson was then conducted using animated videos. The teacher facilitated the students' understanding of the structure, style, and how to compose a good anecdote through the video. After the lesson, students were given a post-test to measure their skill improvement.

5. Evaluation Stage

The evaluation phase aimed to assess the effectiveness and quality of the developed learning media. The evaluation has two forms: formative and summative. Formative evaluations were conducted during the validation and limited trial phases to obtain feedback from the experts and students.

Meanwhile, a summative evaluation was conducted after the media implementation, including analysis of pretest and posttest results and student responses via a questionnaire. The evaluation results demonstrated the extent to which simple animated video media improved students' anecdotal writing skills.

C. Technique Data analysis

Data analysis techniques are a process carried out by researchers. Once research results have been collected, they are then calculated to obtain the final results or the final outcome of this development research. This research uses two types of data: qualitative and quantitative. Qualitative research data were obtained through criticism and suggestions provided during the needs assessment and validation process from students and validators. Quantitative research data were then obtained through the completed research instruments and calculation of the results obtained.

The analysis of product validation instruments obtained from material and media (design) experts used a Likert scale. According to Sugiyono (2017:134), a Likert scale aims to measure attitudes, opinions, and perceptions regarding social events, both at the individual and group levels.

E. Research Instruments

The research instrument, as quoted from Sugiyono (2017), is a tool for measuring, viewing, and observing a research variable, thus becoming a benchmark for success in research. The research instrument used by researchers during the research instrument is a questionnaire that is filled out by checking (✓) the indicators that have been listed. The questionnaires used include a needs analysis questionnaire consisting of a student needs questionnaire, a validation questionnaire from material experts, and a media expert questionnaire.

In addition to using a checklist questionnaire (✓), researchers also used research instruments in the form of tests, namely, pretests and posttests, which were used to measure the effectiveness of animated video media when implemented with students.

III. RESULTS AND DISCUSSION

A. Research Result

Before the animated video was used, the students learned to write anecdotes using only lecture methods. In junior high school, they only learned to write anecdotes directly from their Indonesian language teachers without using any media, so the learning process tended to be more conventional.

This affects students' limited ability to develop anecdotal writing skills due to the limited learning resources available. Many students are still unable to determine a title for an anecdote or humorous story, let alone write and develop it into a full-fledged anecdote.

Therefore, the researcher wants to carry out the process of developing students' anecdotal text writing by using animated videos to help students in the learning process, so that they are more interested in writing anecdotal texts.

This study uses the Research and Development (RnD) research method using the Analysis, Design, Evaluation (ADDIE) research procedure.

Development, Implementation, and Evaluation). This research will produce a learning product in the form of an anecdote text using animated videos for class X. Before the results of the developed product will be implemented, the researcher will conduct a review first, which will be given to material experts and media experts. This ensures that the developed learning media product meets the criteria for suitability for use. Next, the researcher will carry out direct implementation on class X students, and the results of this implementation will prove whether the development of this learning media can improve students' understanding of anecdote texts.

Based on the previous explanation, researchers will obtain the necessary data to demonstrate the results of their research. The data obtained were explained as follows.

1. Analysis (Analysis)

At this stage, the researcher will conduct a direct analysis to evaluate the need to develop anecdotal text writing based on simple animated videos. The researcher will identify problems encountered during the teaching and learning process at school using a student needs questionnaire.

The results of the analysis conducted by the researcher were based on questionnaires filled out by Grade X students at SMKS PAB-2 Helvetia. At this stage, the researcher distributed student needs questionnaires to Grade X students at SMKS PAB-2 Helvetia. This study aims to determine how students respond to the teaching and learning process by subject teachers and to determine the level of student needs for animated videos. The following table shows the student needs questionnaire calculated and analyzed by the researcher.

Based on the results of the student needs questionnaire analysis in the table above, the following conclusions can be drawn.

- 1) 98% of students answered that they disagreed that learning anecdotal texts was difficult. 2% of students stated that it was difficult to learn anecdotal texts.
- 2) All students (100%) stated that they agreed that the Indonesian language teacher presented the anecdotal text material well so that it was easy for students to understand.
- 3) As many as 78% of the students stated that they agreed that they would be more interested in writing anecdotal texts after watching animated videos, while as many as 22% stated that they did not agree with this and that students needed other media in writing anecdotal texts.
- 4) All students (100%) stated that they agreed that the learning media used by teachers were able to attract students' interest in learning.
- 5) All students (100%) stated that they agreed that the learning media used by teachers could increase their interest in learning anecdotal texts.
- 6) As many as 96% of the students stated that they agreed that the learning media used by teachers were easy to learn anywhere, whereas as many as 4% of students stated that they did not agree with this.
- 7) All students (68%) stated that they agreed that the learning media used by the teacher had met students' needs in learning anecdotal texts.
- 8) As many as 93% of students stated that they agreed that students needed interesting learning media to carry out learning, such as animated videos, while as many as 7% of students stated that they did not agree.
- 9) As many as 93% of students stated that they agreed with the development of learning media in the form of animated videos. Meanwhile, as many as 7% of the students disagreed with that.
- 10) As many as 93% of the students stated that they agreed that they would be interested in learning anecdotal texts using animated video learning media that would be developed. Meanwhile, as many as 7% of the students disagreed with that.

The results of the analysis above show that students experience problems related to the learning media used by teachers when carrying out the learning process in class, and they show a need for updated or innovative learning media, which proves that students need to develop writing for anecdotal text material with animated videos.

Based on the analysis of student needs, it can be concluded that developing anecdotal text writing using animated videos is necessary as an additional/companion learning medium.

2. Design

The design stage followed the analysis. At this stage, researchers design or plan the product to be developed as a result of this research. This stage involves several steps that researchers must follow when designing animated video-based anecdotal text.

At this stage, researchers prepare several things needed to complete the research product to be developed, including:

1. Device that is capable in the form of a laptop that functions as a medium for planning and designing learning media to be developed.
2. Animated videos are used as a container/basis for designing the learning media to be developed.
3. A stable internet network is required to access animated videos during the design process.

At this stage, researchers undertake several processes, including adapting learning media to the curriculum being used. Learning media, such as writing anecdotal texts and animated videos, will be adjusted according to standards.

The anecdotal writing learning media developed include cover, animation quality, learning objectives, and teaching modules.

3. Development

The next stage was development after the design stage was completed. At this stage, a feasibility test is carried out on the learning media for writing anecdotal texts, which is carried out by material expert validators and media expert validators. Based on the validators' assessments, the scores obtained will determine whether the learning media for writing anecdotal texts using animated videos that have been developed meets the criteria and is suitable for use or has not met the criteria and is not suitable for use, and whether the learning media for writing anecdotal texts using animated videos that have been developed requires revision.

The material expert validator in this study is Mr. Assoc. Prof. Sutikno, S.Pd., M.Pd., Ph.D., CIQaR who is a postgraduate lecturer in Indonesian language education as well as the postgraduate director at Al-Washliyah Muslim Nusantara University Medan, and the media expert validator in this study is Mr. Rahmat Kartolo, S. Pd., M. Pd., Ph.D. who is a lecturer and Head of the Master of Indonesian Language and Literature Education Study Program at Al-Washliyah Muslim Nusantara University Medan. After obtaining the validation results from the validators, the researcher calculates and analyzes whether the specified learning media is appropriate and whether the specified learning media still requires revision to be implemented.

4. Implementation

After the researchers completed the development phase and validated the developed learning media for writing anecdotal texts using animated videos, the implementation phase was conducted. At this stage, the researchers will conduct direct trials with students to determine the effectiveness of the learning media in writing anecdotal texts using animated videos in the teaching and learning process.

This includes measuring student learning outcomes, which are calculated to determine whether the developed learning media is effective. At this stage, the learning media for writing anecdotal texts using animated videos will be implemented directly with grade X students of SMK PAB-2 Helvetia by applying real-life learning conditions, namely, in the classroom. The material presented will then be adjusted to the curriculum used in the school to produce accurate and appropriate results.

After carrying out the intended test, a value will be obtained that will determine whether the final product of this research, namely writing anecdotal text using animated videos, is suitable for use by Class X students in Indonesian language lessons at SMKS PAB-2 Helvetia.

5. Evaluation

After completing the implementation stage, the researcher will conduct the final stage, the evaluation stage, to assess the students' abilities after implementing the learning developed. This stage aims to measure the effectiveness of writing anecdotal texts using animated videos for 10th grade vocational high school students, and to determine whether any improvements or refinements are needed.

At this stage, the researcher calculated the level of effectiveness of the learning media being tested based on previously collected data. The calculation of the effectiveness test used by the researcher is the normalized gain (N-Gain) test, which aims to determine the extent of the effectiveness of learning using learning media to write anecdotal texts using animated videos. If the results obtained through this test show the "Feasible" category, then the learning media that has been determined can be used and used as a learning media to implement anecdotal text learning for class X in SMK, especially in SMKS PAB-2 Helvetia.

Table 1. Interpretation Category N – Gain

| Percentage (%) | Interpretation |
|----------------|-----------------|
| <40 | Ineffective |
| 40 – 55 | Less Effective |
| 56 – 75 | Quite Effective |
| >76 | Effective |

Based on the results of the Normalize Gain (N – Gain) test calculation obtained and interpreted with the N – Gain interpretation category from the table above, the results obtained are 60.67% with a sufficient effectiveness interpretation category (quite effective). This is in accordance with the established interpretation standards, which are quite effective with an average of 56 – 75%. This has proven that the product developed by the researcher, namely, writing anecdotal texts using animated videos for class X of SMK, is quite effective in improving student achievement in learning anecdotal texts.

B. Discussion

This research is a research and development (RnD) study that uses the ADDIE development procedure. This study aims to create or develop a product based on the research conducted. In this study, the product produced by the researcher was anecdotal text produced using animated video. The results of this research are explained in the following discussion.

The process of developing anecdotal text using animated videos begins with the analysis stage. The analysis stage was carried out by observing the needs of the students during the learning process. What was discovered was the lack of innovation in renewable and innovative teaching materials. In this analysis stage, the researcher conducted observations using a questionnaire, namely a student needs questionnaire. The results obtained from collecting the questionnaire data show that students need additional learning media to improve their quality of learning in the classroom. Next, the researcher will analyze the core competencies, basic competencies, materials, and indicators contained therein and prepare everything necessary to develop anecdotal text writing using animated videos.

The next stage undertaken by the researcher was the design stage. In this design stage, based on the results of the needs and material analyses previously conducted, the researcher will begin to design the product to be developed. This aims to ensure that the developed product design does not deviate from the student needs that have been previously analyzed. This stage begins with preparing tools, such as devices in the form of a capable laptop, animated videos, and a good Internet connection. Next, the researcher began to design and adapt the material using animated videos according to the curriculum used. The researcher then selected and determined the learning media to be developed, starting from the cover or front cover, video quality, learning objectives flow, and teaching modules. After completion, the researcher will submit the final results of writing anecdotal texts using the researcher's animated videos so that they can be directly implemented in schools.

In the next stage, after the researcher determines the learning media, the researcher will carry out the development stage, in which the researcher will validate the previously developed learning media. At this stage, the researcher will ask for an assessment from the material expert validator and media expert validator. This study aimed to determine the feasibility of writing anecdotal texts using animated videos. This validation was conducted using an assessment questionnaire filled out by the validators. The validators in this study are Mr. Assoc. Prof. Sutikno, S.Pd., M.Pd., Ph.D., CIQaR who is a postgraduate lecturer in Indonesian language education and director of postgraduate studies at Al-Washliyah Muslim Nusantara University, Medan, the media expert validator in this study is Mr. Rahmat Kartolo, S. Pd., M. Pd., Ph.D. who is a lecturer and Head of the Masters Department of Indonesian Language and Literature Education at Al-Washliyah Muslim Nusantara University, Medan. After the validators filled out the assessment questionnaire, the researcher calculated and analyzed whether the specified learning media met the feasibility standards and required revisions.

The next stage, after carrying out the development, enters the implementation stage. At this stage, writing anecdotal texts using predetermined animated videos that have been validated will be implemented directly through student trials. This study aims to examine the effectiveness of writing anecdotal texts using predetermined animated videos in the teaching and learning process. This will produce a measurement that will be calculated through an evaluation carried out to determine the effectiveness of the predetermined learning media. This implementation was carried out directly in class X SMKS PAB-2 Helvetia by applying

real learning conditions and will deliver material that is adapted to the applicable curriculum at the school for accurate results.

Then the final stage is the evaluation stage which will be carried out after the implementation is carried out by calculating and analyzing the results obtained from the previous implementation that has been carried out. This study aimed to measure the effectiveness of writing anecdotal texts using animated videos for class X SMK and to determine whether improvements or refinements are needed for the learning media that have been determined. At this stage, the researcher will conduct an activity in which the researcher will ask students to carry out a pretest and posttest. This activity was carried out, and the researcher calculated the results obtained. Specifically, for the results of the pre-test and post-test, the researcher will calculate using the normalized gain calculation or N-Gain, which aims to determine the extent of effectiveness of implementing learning to write anecdotal texts using animated videos. If the results obtained through this test show the category "Feasible".

Writing anecdotal text using validated animated videos will be scored to determine the level of feasibility. The scores obtained are then calculated and analyzed to determine whether writing anecdotal text using animated videos meets standards and is suitable for use. This validation was conducted by administering an assessment questionnaire to expert validators, namely, a material expert and a media expert. The following are the results of the feasibility validation of the development of writing anecdotal texts using animated videos.

Table 2. Final Product Validation Results

| No. | Validator | Percentage | Qualification |
|-----|---------------------------------|------------|---------------|
| 1. | Subject Matter Expert Validator | 69.5% | Good |
| 2. | Media Expert Validator | 80% | Good |
| | Average | 74.7% | Good |

From the results of the validation of the product that has been developed, namely writing anecdotal text using animated videos carried out by material expert validators and media expert validators, an average score of 69.5% was obtained with the qualification "Good" which proves that writing anecdotal text using animated videos is valid and suitable for use when implementing learning.

The results of writing anecdotal texts using animated videos that had previously been validated and deemed suitable for use, the researcher conducted a trial at SMKS PAB-2 Helvetia with 45 grade X SMK students. This effectiveness was determined by the results of the direct trials with students through pretests and posttests. The researchers then conducted pretests and posttests before and after implementing the anecdotal text-writing method using animated videos. Next, they calculated the data obtained using the normalized gain or N-gain calculation methods. Finally, they determined the effectiveness of the anecdotal text-writing method using animated videos based on the N-Gain effectiveness interpretation.

The results obtained from the pretest and posttest trials showed an average value of 69.9 for the pretest and 87.9 for the posttest. These values were then analyzed using the normalized gain calculation method or N – Gain and obtained an average value of 0.6067 (60.67%), which, if adjusted to the N – Gain interpretation category, the effectiveness of writing anecdotal texts using animated videos falls into the category of sufficient effectiveness interpretation (quite effective). This also proves that the product developed by the researcher, namely, writing anecdotal texts using animated videos for class X of SMK, is quite effective in improving student achievement.

IV. CONCLUSIONS

Based on the results of the research on the development of writing anecdotal texts using animated videos, the following conclusions can be drawn: This study aimed to develop anecdotal text writing using animated videos for grade X students. The study uses the development method or RnD with the ADDIE procedure, including five stages, including the analysis stage, where researchers conduct student needs analysis that shows the need for more interesting and innovative teaching materials. Then, the design stage produces anecdotal text-writing products that include various elements such as covers or covers, animated video quality, learning objective flow, and teaching modules. This product will then go through a development stage involving validation by material and media experts, followed by direct implementation by students to test its effectiveness. The final stage is an evaluation to measure student understanding, which determines the feasibility of writing anecdotal texts using this animated video for learning. Validation of the feasibility of writing anecdotal texts using animated videos showed excellent results from both experts. Expert validation: The material received a score of 69.5%, qualifying as "Good." Meanwhile, media expert (design) validation obtained a score of 80%, qualifying as "Good" in the graphic and content design aspects. Thus, it can be concluded that writing anecdotal

texts using animated videos is feasible in terms of both material and media. The development of anecdotal texts using animated videos has shown good effectiveness. The results of the effectiveness test through the students' pre- and post-test showed an increase in the average score from 69.9 to 87.9. The Normalized Gain (N-Gain) calculation produced an average score of 0.6067 or 60.67%, which is included in the "Quite Effective" category. Thus, it can be concluded that the developed animated video learning media is effective in improving students' understanding of writing anecdotal texts.

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