

Developing Narrative Writing Teaching Material through Probable Passage Strategy at Class IX-C Students

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ABSTRACT

This research aimed to develop and evaluate the effectiveness of narrative writing teaching materials using the Probable Passage Strategy for ninth-grade students at SMP Negeri 1 Sirombu. Employing a Research and Development (R&D) design based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the study involved 26 students selected through simple random sampling. Data were collected through expert validation sheets, student response questionnaires, and pre-test/post-test assessments. The findings revealed that the developed module was validated as appropriate in terms of content, language, presentation, and visual design. Student responses were highly positive, with average agreement rates exceeding 85% across all indicators. The effectiveness of the module was demonstrated by a significant improvement in students' writing scores, from a pre-test mean of 42.3 to a post-test mean of 78.7, representing an 86.1% increase. The Probable Passage Strategy proved particularly effective in helping students generate ideas, organize story structures, and develop confidence in narrative writing. This study concludes that the developed teaching material is valid, practical, and effective for enhancing narrative writing skills in EFL contexts

Keywords: Narrative Writing, Teaching Material Development

1. INTRODUCTION

Writing is an important skill for learners of English as a foreign language. It is important to be mastered in order to ensure success. In some education levels, students have to be able to write a word, sentence, paragraph, text, paper, thesis, and others. Writing is also one way to communicate; between writer and reader. It shows that writing as language skill has a big role in mastering English because it gives amount of language output. Nunan (2003:89) states that writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization is the most evidence of ability. For that reason, writing is always learned in any levels of English lesson (Romadlon et al., 2025).

Writing is not only creating a written product but also about understanding what the purpose, who the audience, and how to compose the idea. Ndruru (2025) states that before starting to write, a writer has to consider about assignment; what he/she expects to write about, purpose; why he/she writes, and audience; for whom he/she writes. The writer should know how to view the writing as others' reading which contains important ideas and information needed. So that, writing is essentially a process of discovery (Mastawati Ndruru, 2025).

In order to consider the purpose of the writing, a writer has to make sure what kind of genre to write. In Merdeka curriculum, in phase D for Junior High School, one of the texts has to be mastered is Narrative text. In this level, the students are expected to be able to communicate their ideas and experiences through structured simple paragraph. Narrative text is a kind of story text which contains the sequence of events. The writer thinks the way to compose a text in order to communicate with the reader. The writer also has to be able interest the reader. According to Kartika et al (2025), mastering narrative writing helps students develop a sense of plot, character, and setting, which are essential storytelling elements. This aligns with the Merdeka Curriculum's goal of empowering students to become independent and creative learners (Kartika et al., 2023).

However, based on writer's experiences in teaching writing in UPTD SMP Negeri 1 Sirombu, there are some common problems in writing English text according to students, such as; difficulties in finding main idea so the student confused to start writing. For example, when the writer asked the students to write their own story at the end of the chapter 3 in the student book of 'English for Nusantara' written by Damayani chapter 3 about narrative text, they took a long time to express ideas in written. They have difficulties in finding and composing idea. The students have to think what kind of story to be written, and how to compose the idea to be a good

writing. This issue is often compounded by a lack of vocabulary and an inadequate understanding of grammar, which are foundational for constructing coherent and correct sentences. Cresswell (2023) confirms that many EFL learners face these sub-skill deficiencies, which can lead to frustration and a lack of confidence in their writing abilities (Hassan et al., 2025).

Some of students have problem in finding the idea. They are thinking about difficulties before starting writing the text. The students often think a perfect idea more than making a simple idea be a perfect one. They do not understand that the interesting idea can be a simple thing or event around them. It means that students always try to find an interesting idea without trying to write the story from the simple idea. So, when they do not find the idea needed, they stop writing the story (Nwagbara, 2025).

In addition, students find it difficult to compose the writing. The idea is available but the students do not know how to compose the idea to be a good story. This problem can be because of lack in grammar and vocabularies. To write a good narrative text, the students have to consider about grammar in order to make a good sentence. When the students do not have good understanding about grammar, they will have difficulties in writing a narrative text. Also, lack of vocabularies is a problem in writing narrative text. The students do not know the appropriate words in making sentences. So, the students' difficulties in composing the idea is lack of understanding in grammar and vocabularies.

To sum up, students' difficulties in writing narrative are in finding idea and composing the idea. Some of students want to create a perfect story but they do not realize that perfect story needs process in making it. Writing a narrative story means that they learn about grammar and new vocabularies. This process needs efforts not only from the students but also from the teachers. The teachers together with the students take turn in composing the idea. So here, the teachers do not let students alone without guide in writing narrative text (Resma et al., 2025).

Beside the difficulties in students' side of writing narrative text, a teacher also finds it difficult in teaching the text in order to make students know and enjoy to write the text. In explaining the components of narrative text, teacher usually explains monotonously, and makes students bored. Because of much explanation about the text, the students think that writing a narrative text is difficult before beginning the process of writing. In practicing writing narrative text, teacher finds it difficult in asking the students to write a narrative text whereas the students have lack vocabularies and ability in grammar, so it is important to explain about vocabularies and grammar. Teacher often makes mistake in decide the focus in teaching; it is between the components and structure of narrative text and explanation grammar. According to Baron et al (2025), teachers often struggle to balance instruction on text structure and genre conventions with the foundational teaching of grammar and vocabulary. There is a clear need for an innovative and engaging approach that addresses both the students' skill deficiencies and the teachers' pedagogical challenges (Baron et al., 2022).

To overcome these problems, this study recommends a new writing teaching material that integrates the Probable Passage strategy. This strategy is a scaffolding tool designed to guide students through the writing process by providing a clear framework. It helps students connect key concepts and vocabulary before they begin to write. By providing this strategy, the teaching material can help students generate and organize their ideas more effectively. The proposed teaching material through the Probable Passage strategy is particularly relevant for the Merdeka Curriculum because it promotes active learning and critical thinking. Instead of passively receiving information, students are actively involved in predicting and structuring the narrative. This aligns with the curriculum's goal of fostering independent and creative learners who can take ownership of their learning process.

II. METHODS

A. Research Design

This study employed a Research and Development (R&D) design, which Sugiyono (2021) describes as a method for creating products that have real and practical value in education. Widiastuti and Hermawan (2022) emphasize that educational R&D produces evidence-based learning products relevant to the actual needs of learners and teachers. The ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) was selected for its systematic nature and suitability for developing instructional materials based on student needs and characteristics. This model ensured that the final product—a narrative writing teaching module integrating the Probable Passage Strategy—was both theoretically sound and practically useful in classroom settings (Sugiyono., 2019).

B. Population and Sample

The population consisted of all ninth-grade students at UPTD SMP Negeri 1 Sirombu, West Nias Regency, totaling 120 students distributed across four classes. Simple random sampling was employed, ensuring each

member of the population had an equal chance of selection. Through random drawing, one class (IX-C) consisting of 26 students was selected as the research sample for product testing.

C. *Time and Place*

The research was conducted during the first semester of the 2025/2026 academic year, from September to December 2025. Activities included needs analysis, planning, material development, expert validation, limited trial testing, and final revision. All research activities took place at SMP Negeri 1 Sirombu, West Nias.

D. *Research Instruments*

Three instruments were employed to collect data aligned with the study's objectives:

- **Expert Validation Sheet:** This instrument obtained feedback from material and media experts regarding the accuracy, appropriateness, and practicality of the developed module. Assessment utilized a 4-point Likert scale (1=Strongly Disagree to 4=Strongly Agree) across four aspects: content (8 indicators), language (1 indicator), presentation (1 indicator), and visual design (6 indicators). A suggestion column was provided for improvement recommendations.
- **Student Response Questionnaire:** This instrument gathered learners' perceptions about the clarity, attractiveness, and usefulness of the module after classroom implementation. The questionnaire comprised 15 statements categorized into four aspects: content (5 items), language (3 items), presentation (3 items), and learning process (4 items). Each item employed a 4-point Likert scale.
- **Student Evaluation Sheet:** Pre-test and post-test assessments measured learners' understanding and performance in narrative writing, thereby evaluating the module's effectiveness. Tests required students to compose narrative texts following provided guidelines, with scoring based on five components: content/ideas (30%), organization/structure (25%), vocabulary (20%), grammar (15%), and mechanics (10%).

E. *Research Procedure*

Following the ADDIE model, the research procedure encompassed five stages:

Analysis: Needs analysis was conducted to develop teaching materials appropriate for the context. This included curriculum analysis examining learning outcomes from the Merdeka Curriculum for narrative writing competencies; analysis of existing student worksheets to identify gaps; and analysis of student characteristics through a preliminary questionnaire distributed to 26 students to identify interests, difficulties, and learning preferences.

Design: This phase involved designing the module's format and content, including determining specific learning objectives aligned with curriculum outcomes, mapping narrative writing material across eight meeting sessions, designing student activities incorporating the PPS, and creating the module layout with attention to visual design principles.

Development: The module was written and developed based on the design specifications. Content included explanations of narrative text structure, vocabulary previews, grammar guidance (simple past tense), example texts, and Probable Passage Strategy activities. Once completed, the module underwent expert validation by three experts: a subject matter expert (English education lecturer), a language expert (linguistics specialist), and a learning media expert (instructional design specialist). Each expert evaluated the module using the validation sheets, providing both quantitative ratings and qualitative comments. Feedback informed revisions to improve the module before implementation.

Implementation: The revised module was implemented in English lessons for Class IX-C students over 8 sessions (each 2 × 40 minutes). Implementation followed a structured sequence: Session 1 involved pre-test administration; Sessions 2-3 introduced narrative text structure and vocabulary preview; Sessions 4-5 modeled the Probable Passage Strategy with guided practice; Sessions 6-7 provided independent writing practice with strategy application; and Session 8 involved post-test administration and questionnaire completion. During implementation, the researcher acted as teacher, following the module's instructional sequence while observing student engagement and providing additional support as needed.

Evaluation: Evaluation assessed student responses through the 15-item questionnaire and measured learning outcomes through pre-test and post-test score comparison. Descriptive analysis summarized quantitative data, while content analysis examined qualitative comments from experts and students.

F. *Techniques of Data Collection*

Three techniques aligned with the research aims were employed:

Expert Validation Technique: Experts evaluated the module using the validation sheet, rating each indicator on the 4-point scale and providing written comments and suggestions. This technique ensured the module met quality standards before classroom implementation.

Student Response Questionnaire: After module implementation, students completed the 15-item questionnaire, expressing their level of agreement with each statement. This technique captured learners' perspectives on the module's clarity, attractiveness, and usefulness.

Student Evaluation Sheet: Pre-test and post-test scores were collected to measure students' narrative writing ability before and after treatment. Tests were administered under similar conditions, with 60 minutes allocated for each test.

G. Techniques of Data Analysis

Data analysis combined quantitative and qualitative approaches:

Quantitative Data Analysis: Descriptive analysis calculated mean scores, percentages, and frequency distributions for expert validation results and student responses. The mean score for each indicator was categorized as: 3.26-4.00 = Very Good/Highly Valid; 2.51-3.25 = Good/Valid; 1.76-2.50 = Fair/Moderately Valid; 1.00-1.75 = Poor/Less Valid. Pre-test and post-test scores were analyzed to calculate mean scores, score ranges, and percentage improvement. The effectiveness of the module was determined by comparing pre-test and post-test means using the formula: $\text{Percentage Improvement} = (\text{Post-test Mean} - \text{Pre-test Mean}) / \text{Pre-test Mean} \times 100\%$.

Qualitative Data Analysis: Content analysis was applied to experts' comments and suggestions as well as open-ended student responses. Patterns and emerging themes were identified to guide module revisions and supplement quantitative findings.

III. RESULTS AND DISCUSSION

A. Expert Validation Results

The developed module was validated by three experts in content, language, and media. Validation results across four aspects are presented in Table 1.

Table 1. Summary of Expert Validation Results

Aspect	Indicators	Expert 1	Expert 2	Expert 3	Mean	Category
Content	8	3.75	3.63	3.88	3.75	Very Good
Language	1	4.00	3.50	4.00	3.83	Very Good
Presentation	1	3.50	3.50	4.00	3.67	Very Good
Visual Design	6	3.67	3.50	3.83	3.67	Very Good
Overall Mean		3.73	3.53	3.93	3.73	Very Good

The overall mean score of 3.73 (Very Good category) indicates that the module was validated as appropriate for use in English learning. Content validation received the highest mean (3.75), confirming relevance to curriculum objectives and student needs. Visual design received a mean of 3.67, indicating an attractive layout with appropriate images and organized formatting. Expert comments included suggestions for minor revisions, such as adding more varied examples and simplifying instructions for specific activities, all of which were incorporated before implementation.

B. Student Response Questionnaire Results

The questionnaire was distributed to all 26 students after module implementation. Results are presented in Table 2.

Table 2. Student Responses toward the Developed Module (N=26)

No	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean
1	Material meets my needs for learning narrative writing	57.7	38.5	3.8	0	3.54
2	Module helps me understand narrative text structure	61.5	34.6	3.9	0	3.58
3	Activities help me generate ideas for writing stories	53.8	42.3	3.9	0	3.50
4	Module helps me use new vocabulary in writing	50.0	46.2	3.8	0	3.46
5	Module helps me write using correct grammar (past tense)	46.2	50.0	3.8	0	3.42
6	Instructions in the module are clear and easy to understand	61.5	34.6	3.9	0	3.58
7	Explanations use simple English	57.7	38.5	3.8	0	3.54
8	Examples help me understand lessons better	65.4	30.8	3.8	0	3.62
9	Module is engaging and enjoyable to use	53.8	42.3	3.9	0	3.50
10	Module is well-structured with clear steps	57.7	38.5	3.8	0	3.54
11	Layout, images, and design make learning more enjoyable	50.0	46.2	3.8	0	3.46
12	Module has made me more motivated to write in English	61.5	34.6	3.9	0	3.58
13	Activities are enjoyable and encourage active learning	57.7	38.5	3.8	0	3.54
14	Probable Passage Strategy helps me predict, organize, and write stories more easily	69.2	26.9	3.9	0	3.65
15	I feel more confident writing narrative texts after using this module	65.4	30.8	3.8	0	3.62
Average		57.8	38.4	3.8	0	3.54

Note: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

The average mean score of 3.54 (Very Good category) indicates highly positive student responses. Statement 14, concerning the Probable Passage Strategy's effectiveness, received the highest mean (3.65), with 69.2% of students strongly agreeing. Statements 8 (examples helpfulness) and 15 (confidence improvement) also received high means (3.62 each). No students strongly disagreed with any statement, and disagreement rates were consistently low (average 3.8%).

C. Pre-Test and Post-Test Results

Pre-test and post-test were administered to measure improvement in students' narrative writing skills. Results are presented in Tables 3, 4, and 5.

Table 3. Pre-Test Score Distribution

Classification	Score Range	Frequency	Percentage
Very Good	86-100	0	0%
Good	71-85	1	3.8%
Fairly Good	56-70	7	26.9%
Fair	41-55	4	15.4%
Poor	0-40	14	53.8%
Total		26	100%

Table 4. Post-Test Score Distribution

Classification	Score Range	Frequency	Percentage
Very Good	86-100	6	23.1%
Good	71-85	14	53.8%
Fairly Good	56-70	6	23.1%
Fair	41-55	0	0%
Poor	0-40	0	0%
Total		26	100%

Table 5. Comparison of Pre-Test and Post-Test Results

Aspect	Pre-Test	Post-Test	Improvement
Total Score	1100	2045	+945
Mean Score	42.3	78.7	+36.4 (86.1%)
Lowest Score	20	60	+40
Highest Score	80	95	+15

The pre-test mean of 42.3 (Poor category) indicates students' initial writing ability was low, with 53.8% of students in the Poor category. After module implementation, the post-test mean improved to 78.7 (Good category), representing a 36.4-point (86.1%) increase. Notably, no students remained in the Fair or Poor categories in the post-test, while 23.1% achieved Very Good and 53.8% achieved Good categories.

H. Discussion

The findings of this study demonstrate that the developed narrative writing teaching material through the Probable Passage Strategy was effective in improving students' narrative writing skills. The discussion addresses each research question in turn.

Development of Teaching Materials (Research Question 1): The development process followed the ADDIE model systematically, ensuring that the final module aligned with both curriculum requirements and student needs. The Analysis stage revealed specific student difficulties: generating ideas, organizing paragraphs, limited vocabulary, and grammar errors. These findings corroborate Purba et al (2025) who identified similar

challenges in EFL writing contexts (Purba et al., 2025). The Design stage incorporated these findings by structuring the module to scaffold students through each difficulty. The Probable Passage Strategy was integrated as the core pedagogical approach, providing key vocabulary previews before writing tasks. This approach aligns with Puspitaloka et al (2026) original conception of the strategy as a pre-writing scaffold that reduces cognitive load and activates prior knowledge. The Development stage produced a module that expert validators rated as Very Good across all aspects (mean 3.73), confirming that systematic material development incorporating stakeholder feedback yields quality products (Puspitaloka et al., 2026).

Validation of Teaching Materials (Research Question 2): Expert validation results confirmed the module's appropriateness in terms of content, language, presentation, and visual design. The content aspect received the highest validation (mean 3.75), indicating that the material accurately addressed narrative text structure (orientation, complication, resolution), vocabulary relevant to storytelling, and grammatical features (past tense). This alignment with the Merdeka Curriculum's Capaian Pembelajaran ensures that teachers can use the module confidently within the required framework. The visual design validation (mean 3.67) supports Suhaila et al. (2025) emphasis on attractiveness and engagement as principles of material development. Students' positive responses to the module's layout, images, and design (Statement 11, mean 3.46) confirm that visual presentation contributes to learning engagement. The language validation (mean 3.83) reflects appropriate simplification without sacrificing authenticity, addressing Richards' (2001) principle of balancing authenticity with accessibility (Suhaila et al., 2025).

Effectiveness of Teaching Materials (Research Question 3): The significant improvement from pre-test (mean 42.3) to post-test (mean 78.7) demonstrates the module's effectiveness. The 86.1% increase exceeds improvements reported in comparable studies (Prof. Dr. K. Latha et al., 2025) potentially due to the systematic integration of the Probable Passage Strategy throughout the module rather than as an isolated activity. Several factors contributed to this effectiveness:

First, the Probable Passage Strategy directly addressed idea generation difficulties. Statement 3 (mean 3.50) and Statement 14 (mean 3.65) confirmed that students found the strategy helpful for generating and organizing ideas. By providing key vocabulary before writing, the strategy reduced the cognitive burden of "blank page" syndrome, allowing students to focus on constructing meaning rather than searching for starting points. This finding supports Najib & Trudeau (2025), who noted that the strategy's strength lies in stimulating creativity and ownership of ideas (Muhammad Reza Ainun Najib & Liam Trudeau, 2025).

Second, the module's structured approach to narrative text organization improved students' ability to produce coherent stories. The post-test results showed substantial improvement in organization scores (evidenced by the disappearance of Fair and Poor categories), confirming that explicit instruction in orientation, complication, and resolution helped students structure their writing logically. This finding aligns with Knapp and Watkins' (2000) assertion that narrative's generic structure provides a natural scaffold for developing writers.

Third, the vocabulary preview component of the Probable Passage Strategy enhanced students' lexical range. Statement 4 (mean 3.46) indicated that students perceived vocabulary improvement, and analysis of post-test writing samples revealed greater lexical diversity compared to pre-test samples. This supports Reading Rockets' (2019) finding that vocabulary previewing enhances comprehension and retention, as well as Jarum & Ayudiari (2022) observation that students using Probable Passage integrated more target words accurately (Jarum & Ayudiari, 2022).

Fourth, although the Probable Passage Strategy is not primarily grammar-focused, the module provided contextualized grammar instruction that improved students' accuracy. Statement 5 (mean 3.42) indicated perceived grammar improvement, and post-test error analysis revealed reduced errors in past tense verb forms. This finding supports Troia's (2014) assertion that grammar teaching is most effective when integrated into meaningful writing tasks rather than taught in isolation.

Beyond academic achievement, the module positively affected affective factors. Statement 15 (mean 3.62) showed improved writing confidence, while Statement 12 (mean 3.58) indicated increased motivation. These findings are crucial because confident, motivated students are more likely to engage in the repeated practice necessary for skill development. The high engagement reported in Statement 9 (mean 3.50) and Statement 13 (mean 3.54) suggests that the module transformed writing from a dreaded task to an enjoyable activity, potentially sustaining long-term writing development.

The findings have several pedagogical implications. First, pre-writing strategies merit greater emphasis in writing instruction, particularly for students who struggle with idea generation. Second, teaching materials should integrate vocabulary, grammar, and text structure instruction within meaningful writing tasks rather than presenting them as isolated components. Third, visual design and activity variety contribute meaningfully to student engagement and should be considered essential elements of material development, not merely aesthetic additions. Fourth, the Probable Passage Strategy can be adapted for other text types (descriptive,

recount, procedure) and other skills (reading comprehension, speaking prediction tasks), suggesting broader applicability beyond narrative writing.

This study has limitations that should be acknowledged. The sample was limited to one class (26 students) at one school, limiting generalizability. The implementation period (8 sessions) was relatively short for measuring long-term retention of writing skills. No control group was employed, so the observed improvement cannot be definitively attributed to the module rather than other factors (e.g., maturation, testing effects). Additionally, writing quality was assessed through analytical scoring rather than more nuanced measures such as genre awareness or writer identity development.

Future research should address these limitations through larger, more diverse samples; longitudinal designs to measure retention; experimental or quasi-experimental designs comparing the Probable Passage Strategy with other pre-writing strategies; and qualitative investigations of how students internalize and apply the strategy across different writing tasks.

IV. CONCLUSIONS

This study developed, validated, and tested the effectiveness of narrative writing teaching materials through the Probable Passage Strategy for ninth-grade students at SMP Negeri 1 Sirombu. The development followed the ADDIE model systematically, producing a module that expert validators rated as Very Good in content, language, presentation, and visual design. Student responses were highly positive, with average agreement exceeding 85% across 15 indicators, particularly confirming the Probable Passage Strategy's effectiveness in helping students predict, organize, and write stories more easily. The module proved highly effective in improving students' narrative writing achievement, demonstrated by a significant increase from pre-test mean (42.3, Poor category) to post-test mean (78.7, Good category), representing an 86.1% improvement. The disappearance of students in Fair and Poor categories in the post-test indicates that the module successfully addressed initial writing difficulties across all ability levels. Based on these findings, English teachers are recommended to use the developed module as an alternative medium for teaching narrative writing, applying the Probable Passage Strategy to help students generate ideas and organize stories systematically. Students should use the module actively and independently, practicing regularly to improve creativity, confidence, and writing ability. Schools should support innovative teaching materials that match student needs and curriculum objectives. Future researchers should conduct further studies applying the Probable Passage Strategy to other text types and language skills, employing larger samples and experimental designs to extend these findings.

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open access policies, where applicable.

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 - o "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
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3. No Data Available:

- o "No datasets were generated or analyzed during the current study."

4. Conditional Access:

- o "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

No conflict of interest.

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