



A DESCRIPTIVE WRITING MODULE INTEGRATING BANTEN LOCAL WISDOM THROUGH POWTOON AND FLIPPED CLASSROOM STRATEGIES

Litteu Nur El Lailatie; Endry Boeriswati; Samsi Setiadi

Universitas Negeri Jakarta

litteunur@gmail.com; endry.boeriswati@unj.ac.id; syamsi.setiadi@unj.ac.id.

ABSTRACT

This study investigates the effectiveness of audiovisual learning media, specifically instructional videos, in enhancing seventh-grade students' understanding and ability to write descriptive texts that incorporate Banten local wisdom. The developed product is a Powtoon-based instructional video presenting key concepts of descriptive texts. Implemented through a flipped classroom approach, the video is shared via WhatsApp to allow students to independently explore the material prior to in-class instruction. The research adopts the Research and Development (R&D) method, aimed at designing, testing, and refining educational products. Findings indicate that audiovisual media accommodate diverse student learning styles and promote greater engagement through accessible and relevant content. Moreover, the flipped classroom model fosters student autonomy, allowing them to acquire foundational knowledge before deeper classroom discussion. This approach demonstrates potential for improving both the quality and efficiency of learning descriptive texts in junior high school settings.

Keywords: *audiovisual media; writing; descriptive text; local wisdom; flipped classroom*

INTRODUCTION

The Merdeka Curriculum brings a new innovation in the field of language education that is considered effective and beneficial for both teachers and students, namely the concept of genre-based learning which views language as a social phenomenon with the understanding that language is a resource for making meaning between people. Genre can be defined as a type of text that serves as a reference to make texts more effective in terms of purpose, accuracy in structuring text elements, and accuracy in the use of grammatical elements. Therefore, language learners will better understand the language being studied if they are directly given texts in an actual social context.

In relation to genre-based learning, the writer conducted an observation to analyze learning needs in students. The observation was carried out on Grade VII students at MTs Al Mursyidiyyah Pamulang and SMP Al Fath Cirendeui. Of the several common genres encountered in everyday life, descriptive text material was chosen because in daily life we often express and explain something, such as objects, phenomena, and events. Our explanation can be well received and conveyed if we describe the matter accurately and clearly. We must also have a broad vocabulary so that we do not face difficulties when composing proper and correct sentences. Moreover, the main point in making descriptive texts is to make the reader able to also see, hear, and feel something that is being described.

Based on the various subtopics in descriptive text material, the language skill considered the most difficult by students is the ability to write descriptive texts. The difficulties experienced by students include not having ideas or concepts to write about, difficulty in choosing and using proper conjunctions, lack of reference sources for writing according to the topic, determining the structure, and explaining details accurately. Quality learning must be conducted so that the educational objectives can be achieved and produce intelligent students. There are many ways that can be done to provide quality learning to students. Good teaching and learning activities are not only one-way, where the teacher fully uses the lecture method to explain the material to students. Teachers must provide innovation in the use of effective, efficient, and student-centered methods so that students also participate in the learning. One method that can be an effective solution is the flipped classroom method. This method, popularized by Bergman and Aaron (2007), is simply a learning method that reverses the teaching process in the classroom. This method requires students to learn first at home as initial knowledge so that the teacher does not need to fully explain the material in class (Chandra and Nugroho, 2016).

The provision of appropriate, effective, and efficient tools is also essential and must be considered by teachers. One of the tools that becomes essential in the learning process is the use of teaching materials. In learning activities, teaching materials are needed as a guide related to the overall material that has been systematically arranged for students to study. From the results of the needs analysis observations conducted by the researcher, teachers have already used teaching materials to help students learn, but there are some students who experience obstacles in understanding the lessons. The obstacle found at MTs Al Mursyidiyyah Pamulang is that the teacher is too focused on using printed teaching materials, while there are some explanations that are not well understood if explained in written form. The researcher found opinions from students related to this issue through questionnaires, which stated that teachers must also innovate regarding teaching materials by using other forms such as audiovisual. Students stated that explanations supported by audiovisual teaching materials such as learning videos are felt to help students better understand descriptive text material.

Teachers can produce a learning video by utilizing effective and attractive media technology and adjusting to the students' knowledge level, thus transforming conventional learning into technology-based learning. One medium that can be used to produce learning videos is Powtoon, a new tool that operates similarly to PowerPoint. The researcher also conducted initial observations to see how the teaching materials commonly used by Indonesian language teachers to explain descriptive text material in Grade VII. From the observation results, teachers used the Indonesian language book published by the Ministry of Education and Culture. The descriptive text used as an example in the book includes elements of Indonesian culture. Regarding the integration of local wisdom with Indonesian language learning, the Indonesian language teacher at SMP Al Fath Cirendeuh strongly agrees with the statement that contextual texts can help students understand the material, especially descriptive texts. According to Nur Qoyimah as the Indonesian language teacher at SMP Al Fath Cirendeuh, teachers can utilize various objects that are close to students' lives as topics to be described, such as tourist attractions that are typical of the local wisdom of the region. Contextual objects that are close to children's lives provide direct experience that facilitates students in writing descriptive texts.



The researcher concluded from the needs analysis of teaching materials for teachers and students that there is a need for teaching materials in audiovisual form and based on local wisdom to help students learn to understand descriptive text writing material.

Based on the various problems above, the researcher will conduct thesis research entitled A Teaching Material Model for Writing Descriptive Texts Based on Banten Local Wisdom Using Powtoon Media and Flipped Classroom.

METHOD

In this study, the researcher focused on the R&D (Research and Development) type. This method is applied in the process of developing and validating educational products (Borg and Gall, 1983). The research and development method is a research method used to produce a new product design, test the effectiveness of existing products, and to develop and create new products. When a new product has been tested, the product can then be used in work, so that the implementation of the work will be easier, faster, and the quality and quantity of the results will also increase. The purpose of using the R&D method in the world of education is for improvement, development, and evaluation of the education system. Based on the characteristics of the R&D method itself, it must have the following characteristics: (1) descriptive narrative; (2) logical procedures or steps; (3) specific objectives; (4) measurable success; and (5) representation of a system. The research was conducted at MTs Al-Mursyidiyyah Pamulang with a time span of approximately 2 years. The subjects in this study were the Indonesian language teacher and the students of class VII MTs Al-Mursyidiyyah Pamulang Academic Year 2024/2025. The total number of students who became research subjects was 26 and one Indonesian language teacher. These research subjects will carry out a trial activity in writing descriptive texts after being given a stimulus in the form of teaching materials in audiovisual media using Powtoon containing descriptive text writing materials accompanied by Banten's local wisdom.

This study used a mixed method, which is a combination of qualitative and quantitative methods. The type of research used is the R&D (Research and Development) method with the ADDIE model theory (Analyze, Design, Develop, Implement, Evaluate). The purpose of the research is to create, develop, and refine teaching materials through the Trial, Validation, and Revision stages. The product produced is audiovisual teaching materials for writing descriptive texts based on Banten local wisdom. The development model used is in accordance with the ADDIE model, namely Analyze, Design, Develop, Implementation, Evaluate. The researcher will analyze the needs related to how to improve students' writing skills, especially writing descriptive texts. The steps taken are:

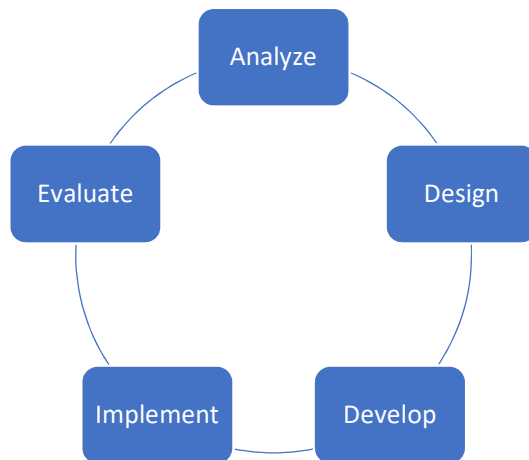
Analysis: The researcher conducted a needs analysis related to what students need to help them in writing descriptive texts. The researcher also conducted interviews to find out students' difficulties in writing skills. The goal is for the researcher to know what can be developed and added in the preparation of teaching materials.

Design: The researcher began to design the teaching material model to be produced. The researcher's product is in the form of audiovisual media, a learning video about writing descriptive texts created using the Powtoon platform and based on Banten's local wisdom.

Development: The researcher created audiovisual media, conducted trials and validations to experts.

Implementation: The researcher conducted field research at MTs Al-Mursyidiyyah. The researcher implemented the produced audiovisual media in the learning of writing descriptive texts by class VII students. The researcher will assign tasks to students related to writing descriptive texts related to the benefits of the media produced by the researcher.

Evaluation: The researcher evaluated the use of audiovisual media in the field research conducted at MTs Al-Mursyidiyyah Pamulang to see aspects that still need to be developed and improved.



Model ADDIE. Diadaptasi dari Allen, 2017

The model draft that has been compiled is first reviewed (tested) by experts consisting of learning experts, language experts, and instructional media experts. After the learning model is assessed by experts, the next step is to conduct a model trial. The learning model trial is carried out in a limited field trial. This limited trial stage will be carried out at MTs Al-Mursyidiyyah Pamulang. By conducting a limited trial, it is expected that the teaching materials developed by the author can be seen for their feasibility and effectiveness. During the trial, the author will conduct observations and distribute questionnaires.

In collecting the data for this study, the researcher divided it into two types of data, namely qualitative data and quantitative data. The qualitative data were obtained from the results of interviews with Indonesian language teachers, observations, and questionnaires filled out by grade VII students. The interviews with Indonesian language teachers were conducted based on a needs analysis guide. Similarly, the preparation of the questionnaire was also made according to the needs analysis guide for grade VII students (phase D). Observations were made directly by the researcher in Indonesian language learning conducted by the researcher directly or through teaching materials available in the field. The observation location is the location where the author is currently conducting research, namely MTs Al-Mursyidiyyah Pamulang. Continuing with the qualitative data collection, quantitative data collection was obtained from the results of teaching material expert validation questionnaires, teaching media experts on the feasibility of the audiovisual teaching materials for descriptive text writing developed by the author.

The data obtained from the feasibility analysis of teaching materials is in the form of assessments of the descriptive text reading teaching material products in audiovisual form which also contain learning content based on Banten local wisdom. These data will



be obtained from the feasibility questionnaire of teaching materials assessed by experts, namely subject matter experts/teaching material experts, instructional media experts, and teaching material users (teachers and students). This quantitative feasibility data will then serve as a reference to determine whether the descriptive text reading teaching materials are suitable to be used and disseminated for Indonesian language learning. The quantitative results will then be presented in the form of data based on the Likert scale.

The calculation uses the following formula. Average score for each indicator:

$$M = (\sum X) / N$$

Note:

Once the average score is obtained, it can be interpreted qualitatively. This interpretation can refer to the following table.

Score Conversion Guide Table

No.	Score Interval	Value	Category	Range
1.	Very Feasible	A	$M > X + 1.80 S_{bi}$	$X > 4.20$
2.	Feasible	B	$M + 0.60 S_{bi} < X \leq X + 0.60 S_{bi}$	$3.40 < X \leq 4.20$
3.	Quite Feasible	C	$M - 0.60 S_{bi} < X \leq X + 0.60 S_{bi}$	$2.60 < X \leq 3.40$
4.	Less Feasible	D	$M - 1.80 S_{bi} < X \leq X - 0.60 S_{bi}$	$1.80 < X \leq 2.60$
5.	Very Unfeasible	E	$M \leq X + 1.80 S_{bi}$	$X \leq 1.80$

Referring to the score conversion table, the standardization of the feasibility of descriptive text writing teaching materials for Phase D is obtained based on the resulting average.

- The details of the feasibility standards obtained are as follows:
Teaching materials for writing descriptive texts that have been developed are declared "very feasible" if the average score obtained is in the range of 4.21 to 5.00.
- Teaching materials for writing descriptive texts that have been developed are declared "feasible" if the average score obtained is in the range of 3.41 to 4.20.
- Teaching materials for writing descriptive texts that have been developed are declared "quite feasible" if the average score obtained is in the range of 2.61 to 3.40.
- Teaching materials for writing descriptive texts that have been developed are declared "less feasible" if the average score obtained is in the range of 1.81 to 2.60.
- Teaching materials for writing descriptive texts that have been developed are declared "unfeasible" if the average score obtained is in the range of less than one to 1.80.

RESULTS AND DISCUSSION

The development model used in conducting the research on the development of teaching materials for writing descriptive texts based on Banten local wisdom using Powtoon media and the Flipped Classroom is the ADDIE development model (analysis, design, development, implementation, evaluation). This development model consists of the stages of analysis, design, development, implementation, and evaluation. The following is an explanation of the results of the development of teaching materials for writing descriptive texts based on Banten local wisdom using Powtoon media and Flipped Classroom.

The analysis stage was carried out to find out the condition of the problems that occurred in the learning process of writing descriptive texts in class VII at MTs Al – Mursyidiyyah Pamulang. The analysis carried out was curriculum analysis, educator needs, and student needs by distributing questionnaires to class VII educators and students.

First, the researcher conducted a curriculum analysis. MTs Al – Mursyidiyyah uses the Merdeka Curriculum for class VII in Phase D with the competency goal of having language skills to communicate and reason according to goals, social, and academic contexts. Students are able to understand, process, and interpret information presentations on various topics and literary works. Learning outcomes in the writing element of phase D are that students are able to write, ideas, thoughts, views, written directions or messages for various purposes logically, critically, and creatively. Students are able to use and develop new vocabulary that has denotative, connotative, and figurative meanings for writing. Students express writing based on facts, experiences, and imagination beautifully and attractively in prose and poetry using vocabulary creatively.

Second, the analysis of educator needs. The analysis was conducted by interviewing the Indonesian language subject educator, Mrs. Hamdah, S.Pd., the Indonesian teacher of grade 7 at MTs Al – Mursyidiyyah Pamulang. According to Mrs. Hamdah, there are still various problems that arise in Indonesian language learning, especially the material of writing descriptive texts. Students overall understand the concept of descriptive texts, but they have difficulty when tasked with pouring ideas and thoughts into writing.

Furthermore, the example of descriptive text displayed in the Indonesian language book provided by the school is less relevant and contextual with the student's environment. The object example presented is considered difficult to understand and not close to student knowledge. Educators do not develop teaching materials in the example section, so students only adjust learning from the book provided. The next need of educators is learning media. Educators more often use lecture methods without media as learning support. The media often used by educators is only general slide media. The slide media used by educators is also less varied and developed according to student knowledge. And because MTs students are not yet allowed to bring gadgets, students only write down the content of the slide media in class without other variations as learning support.

Third, analysis of student needs. The following are the results obtained from the analysis of student needs. Direct observation was conducted through interview techniques and distributing questionnaires. Questionnaires were distributed to 26 respondents from class VII MTs Al – Mursyidiyyah Pamulang. The results obtained are as follows. A total of 21 students stated that they were interested in learning descriptive texts, as many as 26 students stated that the teaching materials used in learning were student textbooks/worksheets. Furthermore, 26 students felt interested in learning to write descriptive texts.

Next, as many as 26 students stated that with the presence of teaching materials, students felt helped in learning activities. As many as 26 students wanted teaching materials that use video and wanted teaching materials that can be accessed or used inside and outside the classroom. Then, as many as 22 students stated that the presence of teaching materials for writing descriptive texts can help students in the learning process. Observations using direct interview techniques with students revealed that students had difficulty in determining ideas, lacked understanding in determining the right vocabulary,



and had limited knowledge of the object. The learning model applied in the learning process in general is still limited to lectures and the use of slides. The next stage is design. The development of the teaching material model for writing descriptive texts based on Banten local wisdom using Powtoon media and Flipped Classroom is realized in the form of video. At the design stage, in addition to designing to develop teaching material content, researchers also made a flowchart and compiled and evaluated teaching material assessment instruments. In general, the draft model of teaching materials for writing descriptive texts based on Banten local wisdom using Powtoon media and Flipped Classroom developed contains three main parts, namely 1) beginning, 2) content, and 3) ending.

The next stage is development. At the development stage, the teaching materials that have been planned will be developed according to the product design that has been designed in the previous stage. The development of teaching materials uses Powtoon and uses the syntax of the genre-based approach. Powtoon is an online platform used to create animated videos, presentations, and interactive visual content without the need for high-level design or animation skills. The name "Powtoon" comes from a combination of the words "PowerPoint" and "Cartoon", because it was originally created as a more lively and attractive alternative to traditional PowerPoint presentations. The design in this stage is presented through the creation of a flowchart. The result of the development of teaching materials in audiovisual form can be accessed through various devices. The teaching materials developed in this study use technology and combine various media, such as text, photos, audio with interesting animations and are appropriate to the knowledge level of class VII students so that teaching materials are more interactive and build student independence. After the teaching materials are developed, the researcher validates the teaching materials to explain the data obtained based on the instruments used in data collection. Experts will fill out questions about responses to teaching material products. Then the data will be analyzed based on analytical descriptive data analysis techniques. Data description is to describe data collection techniques aimed at research subjects. The data obtained based on the instruments used in the study were analyzed to determine the feasibility of the teaching materials. The validation of teaching materials was carried out by three experts, namely learning experts, language experts, and learning media experts.

The instruments used in learning expert validation consist of three aspects, namely content feasibility, the application of the flipped classroom, and learning effectiveness. The following are the results of learning expert validation. Based on the results of learning expert validation calculations above, there are three assessment aspects to be validated.

First on the content feasibility aspect, the score obtained was 12 out of a maximum score of 15, with an average score of 4. Comments and suggestions given on this aspect are to add trigger questions and evaluation quizzes to help students understand the text material.

Second, on the application of the flipped classroom aspect, the score obtained was 12 out of a maximum score of 15, with an average score of 4. Comments and suggestions given on this aspect are the use of language that facilitates and invites students to learn independently. In addition, make the audiovisual teaching materials into several parts so that students do not get bored studying them at home.

Third, on the learning effectiveness aspect, the score obtained was 20 out of a maximum score of 25, with an average score of 4. Comments and suggestions given on

this aspect are the use of genre-based approach syntax so that students learn the text sequentially, systematically, and more meaningfully. Also, provide examples of texts that are relevant and contextual to students' knowledge levels.

Based on the explanation of the validation results from each of the aspects above, it is known that the total score is 44 out of a maximum total of 55 with an average score of 4. The criteria based on the score obtained indicate that the teaching material is categorized as feasible to use while still paying attention to several suggestions and comments given.

CONCLUSION

1. The development of teaching materials for writing descriptive texts based on Banten local wisdom using Powtoon media and the Flipped Classroom is based on field conditions and the results of the analysis of teaching material needs. The results of the needs analysis conducted are: 1) Students experience difficulties in writing descriptive texts. 2) Students do not fully understand the material for writing descriptive texts. 3) The book used in the learning process only uses the book published by the Ministry of Education and Culture. 4) Educators have not developed teaching materials according to needs. 5) In implementing learning, teachers have used slide media as learning media. 7) The lecture method is still predominantly used in the learning process. 8) Students expect the existence of teaching materials that can be used anywhere and anytime.
2. The development of teaching materials for writing descriptive texts based on Banten local wisdom using Powtoon media and the Flipped Classroom uses the ADDIE research model. The stages of this research consist of the stages of analysis, design, development, implementation, and evaluation.
3. Teaching materials for writing descriptive texts based on Banten local wisdom using Powtoon media and the Flipped Classroom have gone through a validation process by experts consisting of learning experts, language experts, and media experts. The validation process is carried out to determine the results of the feasibility test of the developed teaching materials. The score obtained shows a very feasible criterion. Furthermore, from the results of the responses given by educators, it shows that the teaching material is categorized as very feasible. Responses were also given by class 7 students. The results obtained show that the teaching material is categorized as feasible. From the validation results conducted by experts and the responses given by educators and students, it can be concluded that the teaching material is very feasible to use while still paying attention to the suggestions and comments given by experts in the validation process.

ACKNOWLEDGMENT

This research would not have run smoothly without the various parties who have helped the researcher. Therefore, the researcher would like to thank: Prof. Dr. Endry Boeriswati, M.Pd. and Dr. Samsi Setiadi, M.Pd. as supervising lecturers who patiently helped the researcher complete this study and research.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Aziz, Rahmat. 2009. *Karakteristik Pribadi Kreatif dan Kemampuan Menulis Kreatif*



- Anima: Indonesian Psychological Journal Vol. 24. No.2.*
- Bahtiar, Ahmad dan Fatimah. 2014. *Bahasa Indonesia untuk Perguruan Tinggi*. Jakarta: In Media.
- Bawamenewi, Arozatulo. 2022. Peningkatan Kemampuan Menulis Kalimat Efektif Melalui Metode Penugasan di Sekolah Menengah Pertama. *Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia* Universitas Nias.
- Brandon, Lee. 2012. *At a Glance: Paragraphs Fifth Edition*. Boston: Wadsworth Cengage Learning.
- Benny A. Pribadi, Dewi A. Padmo Putri. 2019. *Pengembangan Bahan Ajar*. Tangerang Selatan: Universitas Terbuka.
- Borg, W.R. dan Gall, M.D. 1983. *Educational Research: An Intriduction*. New York: Longman.
- Caroline, Apriyani. Komunikasi Persuasif Komunitas Kongkow Nulis dalam Meningkatkan Budaya Menulis di Kalangan Mahasiswa Kota Pekanbaru. *JOM FISIP Vol. 5 No. 1*. Universitas Riau.
- Dalman.2015. *Keterampilan Menulis*. Jakarta: PT RajaGrafindo Persada.
- Departemen Pendidikan Nasional. 2006. *Panduan Pengembangan Bahan Ajar*. Jakarta: Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah
- Fajriani, Ulfa. 2014. Peranan Kearifan Lokal Dalam Pendidikan Karakter. *Jurnal Sosio Didaktika*. 1. (2): 124-130..
- Faujiah, Nursifa, dkk. 2022. Kelebihan dan Kekurangan Jenis-Jenis Media. *JUTKEL: JURNAL TELEKOMUNIKASI, KENDALI, DAN LISTRIK*. Vol. 3 No. 2. STAI Dr. KH.EZ.Muttaqien Purwakarta.
- Gani, A. Ramlan dan Mahmudah Fitriyah Z. A. 2010. *Disiplin Berbahasa Indonesia*. Jakarta: FITK Press.
- Ghony, M. Djunaidi dan Fauzan Almanshur. 2012. *Metode Penelitian Kualitatif*. Yogyakarta: Ar-Ruzz Media.
- Hanafy, Abdul Halim. 2011. *Metodologi Penelitian Bahasa untuk Penelitian, Tesis, & Disertasi*. Jakarta: Diadit Media Press.
- Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa Bahasa Indonesia*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Keraf, Gorys. 1994. *Komposisi: Sebuah Pengantar Kemahiran Bahasa*. Jakarta: Ikrar Mandiri Abadi.
- Kosasih, E, dll. 2014. *Pengajaran Keterampilan Berbahasa*. Tangerang Selatan: Universitas Terbuka.
- Lusita, Juvira dan Emidar. 2019. Struktur dan Unsur Kebahasaan Teks Deskripsi Siswa Kelas VII SMP Negeri 30 Padang. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*. Vol. 8. No. 1. Universitas Negeri Padang.
- Muktadir, Abdul. 2021. Efektivitas Keterampilan Menulis Deskripsi Mahasiswa PGSD Melalui Pendekatan Pedagogi Genre. *Jurnal Pendidikan Tambusai Vol. 5. No.3*.
- Nida, Fatma Laili Khoirun. 2014. Persuasi dalam Media Komunikasi Massa. *AT-TABSYIR. Jurnal Komunikasi Penyiaran Islam*. Vol. 2 No.2. Kudus.
- Nilamsari, Natalina. 2014. "Memahami Studi Dokumen dalam Penelitian Kualitatif". *Jurnal Wacana*.
- Pannen, Paulina. 2001. *Penulisan Bahan Ajar*. Jakarta: Pusat Antar Universitas untuk Peningkatan dan Pengembangan Aktivitas Intruksional Ditjen Dikti.

- Pattah, Sitti Husaebah. 2014. Literasi Informasi: Peningkatan Kompetensi Informasi dalam Proses Pembelajaran. *Jurnal Ilmu Perpustakaan dan Kearsipan Khizanah Al-Hikmah*. Vol. 2 No. 2.
- Prastowo, Andi. 2015. *Panduan Kreatif Membuat Bahan Ajar Kreatif*. Yogyakarta: Diva Press.
- Putra, Nusa. 2012. *Research & Development Penelitian dan Pengembangan: Suatu Pengantar*. Jakarta: PT Raja Grafindo Persada.
- Rahman, Taufiqur. 2017. *Teks dalam Kajian Struktur dan Kebahasaan*. Semarang: Pilar Nusantara.
- Rosidi, Imron. 2009. *Menulis... Siapa Takut?*. Yogyakarta: Penerbit Kanisius.
- Sari, Nila Puspita, dkk. 2017. PENGARUH PENERAPAN MODEL PEMBELAJARAN PROBLEM BASED LEARNING DIPADU NUMBERED HEADS TOGETHER TERHADAP KETERAMPILAN METAKOGNITIF DAN KEMAMPUAN BERPIKIR KRITIS GEOGRAFI SISWA SMA. *Jurnal Pendidikan*, Vol. 2, No. 3. Universitas Negeri Malang.
- Sari, Wulan Arum dan Burhan Nurgiyantoro. 2020. Validasi Bahan Ajar Menulis Teks Nonfiksi Berbasis Pendekatan Genre. 2020. *Jurnal Bahastra Vol. 40. No. 1*. Universitas Ahmad Dahlan.
- Siregar, Rabiatul Adawiyah dan Erna Mahrani. 2022. *Keterampilan Menulis*. Sumatera Barat: Yayasan Pendidikan Cendekia Muslim.
- Sudarman, Risnandar, dll. 2023. Menulis Teks Deskripsi Bertemakan Lingkungan Sosial. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: PT Alfabet.
- Sugiyono. 2014. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Sumarno, Alim. 2022. *Perbedaan Penelitian dan Pengembangan*. diakses dari <http://blog.elearning.unesa.ac.id/alim-sumarno/perbedaan-penelitiandanpengembangan>.
- Sukandarrumidi dan Haryanto. 2014. *Dasar-dasar Penulisan Proposal Penelitian*. Yogyakarta: Gadjah Mada University Press.
- Suwartono. 2014. *Dasar-Dasar Metodologi Penelitian*. Yogyakarta: CV Andi Offset.
- Tarigan, Henry Guntur. 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Penerbit Angkasa.
- Vesterman, William. 2006. *Reading and Writing Short Arguments*. New York: The McGraw Hill Companies.