



## THE EFFECT OF 3P METHOD USING INSTAGRAM VIDEO @5.MIN.CRAFTS ON GRADE VII STUDENTS PROCEDURAL WRITING SKILLS

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### ABSTRACT

This research aims to determine the effect of the Presentation, Practice, Production (3P) method assisted by the video media of the Instagram account @5.min.crafts on the ability to write procedural texts conducted on seventh-grade students at SMP Negeri 44 Jakarta. This study employs an experimental method with a pretest-posttest control group design. The sample in this study is class VII-G as the control class and class VII-H as the experimental class, selected using the Simple Random Sampling Technique. The results show a significant improvement in the experimental class, with the average post-test scores increasing from 48 to 85. Meanwhile, the control class increased from 45 to 63. Hypothesis testing using SPSS 25.0 shows a significance value (2-tailed) of  $0.000 < 0.05$ , indicating a significant difference between the two classes. Thus, the 3P method supported by the Instagram video media @5.min.crafts has been proven to have a positive effect on the skills of writing procedural texts and can be an alternative to other language learning strategies.

**Keyword:** *Presentation, Practice, Production (3P) method; video media account Instagram @5.min.crafts; procedural text.*

### INTRODUCTION

The independent curriculum is a curriculum implemented by the Indonesian education system to replace the 2013 curriculum. In the independent curriculum, the Indonesian language subject includes receptive and productive abilities. Each category has two activities in learning the Indonesian language. The Indonesian language subject encompasses receptive abilities (listening, reading, and viewing) and productive abilities (speaking and presenting, writing) (Ministry of Education and Culture, 2022). Among these four abilities, writing is one of the important indicators that students must possess.

Writing is the process of conveying information through written text involving the writer, the information being conveyed, the media used, and the reader. Writing skills become a benchmark in language mastery that students must possess. This is because writing is not just about copying a series of words or sentences, but also about expressing and developing ideas, thoughts, and concepts in a systematic way so that the reader can understand the message being conveyed (Nurviatina, 2023). Writing skills can also help students become more creative and enhance their thinking abilities. Therefore, writing skills are one of the important components that students must master (Distriza et al., 2023).

Many challenges are faced by students in writing. Writing is a language skill that is difficult to master because it requires practice, precision, and intelligence (Susetyo and

Noerhamzah in Widayan, 2024). This is also stated in (Aldona et al., 2022) that the language skill that is difficult to acquire is writing, because this activity requires practice, precision, and intelligence. With practice, students will get used to expressing their ideas and thoughts in written form and rereading related topics to enhance the precision they possess. One of the writing skills that is difficult to master is the skill of writing procedural texts.

A procedure text is a method or a series of systematic steps for creating or performing something in order to achieve the desired goal. These steps are typically not interchangeable or rearrangeable (Iqbal, Eriyani, & Sekhudin, 2023). In the learning process, students are encouraged to explore the use of language in constructing procedures so that they can understand and follow the processes applied in society (Harsiati et al., as cited in Agrin et al., 2021). Therefore, it can be concluded that a procedure text is a type of text that outlines systematic steps to perform or make something with a clear end goal.

Procedure text is a systematic way or stages to create or do something in order to achieve the expected goals. These steps usually cannot be reversed (Iqbal, Eriyani, & Sekhudin, 2023). In the learning process, students are invited to explore the use of language in composing procedures, so that they understand all the processes that occur in society and follow them (Harsiati et al. in Agrin et al., 2021). Thus, it can be concluded that procedure text is a text that outlines systematic steps to do or create something with a clear end goal.

Based on the results of observations and interviews with Indonesian language teachers and several students, several problems were identified, among them: *first*, students' interest in writing skills is still low and has not reached the Minimum Passing Criteria (KKM). This is due to the limited vocabulary they possess, as well as difficulties in generating ideas and expressing them in writing. As a result, students' ability to construct sentences according to structure and grammar still contains errors. *Second*, students still find it difficult to apply the complete structure. Usually, students write brief steps, which makes it hard for readers to receive information clearly. Additionally, students lack mastery of the linguistic rules of procedural texts, such as temporal conjunctions and adverbial phrases. *Third*, learning Indonesian is considered boring because the methods used are lectures and printed media/package books to deliver the material. As a result, many students feel bored and unfocused on the material presented. Therefore, there is a need for innovative teaching methods supported by engaging learning media.

Researchers try to test the Presentation, Practice, and Production (3P) method in the process of developing skills in writing procedural texts. The Presentation, Practice, and Production (3P) method is a variation of the audiolingual approach that serves as a control over the freedom of students' learning activities, providing guided practice for students so that they can produce a desired product (Harmer in Wilda, 2019). This method has advantages, including: First, students not only receive material, but also get the opportunity to practice (exercise) before producing a text. Second, students also gain new information, allowing them to connect it with the information they already possess.

To observe the impact of using the Presentation, Practice, and Production (3P) method, the Instagram account @5.min.crafts was also used as a learning media. This account contains thousands of life hacking and DIY videos concerning home activities, productivity, cooking, art, crafts, and appearances. The videos are packaged with background music to make them less boring. Frequently, the videos presented are made



so well and planned that they can attract people's attention to watch (Wicaksono, 2018). The Instagram account @5.min.crafts has reached 49.2 million followers and 21.7 thousand posts. This study utilizes videos lasting one minute or more that contain steps to create some creativity using easily obtainable materials or recycled goods. This learning media is expected to encourage students to express what they see in written form and foster creativity within themselves.

This research aims to determine the effect of the Presentation, Practice, and Production (3P) method assisted by video media from the Instagram account @5.min.crafts on the procedural text writing skills of seventh-grade students at SMP Negeri 44 Jakarta.

## **METHOD**

This research uses quantitative research with an experimental method. Experimental methods are conducted to determine whether a certain treatment has an effect on another under controlled conditions (Sugiyono, 2013, 72). The research design used is a true experimental design with a pretest-posttest control group design. This design takes two classroom subjects, namely the experimental class and the control class. The population in this study consists of all seventh-grade students at SMP Negeri 44 Jakarta, totaling eight classes. The sample used in this study was determined using simple random sampling technique, namely class VII-G as the control class and class VII-H as the experimental class.

Data collection was carried out through a writing test of procedural texts administered before (pretest) and after treatment (posttest), assessing the structure, language rules, and writing aspects of procedural texts. The research instrument was validated by the Indonesian language teacher to ensure the accuracy and suitability of the questions. Data were analyzed using descriptive statistics with SPSS 25.0, including normality tests, homogeneity tests, and hypothesis testing.

## **RESULTS AND DISCUSSION**

This research obtained the results of the writing test of procedural texts in the control class and the experimental class. The control class was not given any treatment or used other learning methods and media, while the experimental class was given treatment using the Presentation, Practice, Production (3P) method assisted by video media from the Instagram account @5.min.crafts. In the experimental class, the average score increased from 48 (pretest) to 85 (posttest). Meanwhile, in the control class, it increased from 45 to 63.

Next, the analysis requirement tests were carried out using SPSS 25.0, which included Normality Test, Homogeneity Test, and Hypothesis Test.

### **1. Normality Test**

**Table 1 Normality Test**  
**Tests of Normality**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Hasil Belajar Siswa	Pretest Kelas Eksperimen	.120	32	.200*	.961	32	.298
	Posttest Kelas Eksperimen	.136	32	.141	.948	32	.125
	Pretest Kelas Kontrol	.134	32	.150	.942	32	.087
	Posttest Kelas Kontrol	.103	32	.200*	.974	32	.620

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Explanation:

If Sig. >0.05, then the data is normally distributed.

If Sig.<0.05, then the data is not normally distributed.

Based on the data above, the Kolmogorov-Smirnov column shows the results of the pre-test and post-test in both classes having values greater than the significance level of 0.05, thus it can be concluded that the data is normally distributed.

## 2. Homogeneity Test

**Table 2 Homogeneity Test**

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.539	1	62	.220
	Based on Median	1.605	1	62	.210
	Based on Median and with adjusted df	1.605	1	60.822	.210
	Based on trimmed mean	1.607	1	62	.210

Explanation

If the value of Sig. > 0.05, then the variance is considered homogeneous.

If the value of Sig. < 0.05, then the variance is considered not homogeneous.

The homogeneity of the data is confirmed by the row labeled "Based on Mean", which shows a Sig. value of 0.220. Since this value is greater than 0.05, it can be concluded that the data is homogeneous.

## 3. Hypothesis Test

**Table 3 results of the t-test calculation**

		Levene's Test for Equality of Variances		Independent Samples Test						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1.539	.220	16.293	62	.000	21.625	1.327	18.972	24.278
	Equal variances not assumed			16.293	58.964	.000	21.625	1.327	18.969	24.281

Explanation:

If the value of Sig. (2-tailed) < 0.05, then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.



If the value of Sig. (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected.

Based on the table above, the significance value (2-tailed) is 0.000, which is less than 0.05. Therefore,  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there is an influence of the Presentation, Practice, Production (3P) method supported by video media from the Instagram account @5.min.crafts on the students' ability to write procedural texts in Grade VII of SMP Negeri 44 Jakarta.

This section presents an analysis based on the structure, linguistic features, and writing aspects of a procedural text.

## 1. Discussion of the Structure of a Procedural Text

### a. Purpose

The **purpose** is the introductory or opening section that introduces the topic explained in the text. Its function is to inform the reader of the reason the procedural text is written and the **final outcome** that is expected to be achieved after following the given steps (Nuraidah in Nurprihasti, 2024). Below are examples of appropriate and inappropriate purposes in the structure of procedural texts:

- 1) *“Es cincau is a refreshing drink made from grass jelly, water, and additional ingredients such as sugar, milk, or coconut milk. This drink is very popular in Indonesia as a thirst quencher, especially during hot weather. It is also known for its ability to refresh the body and boost energy.”* (Sample E3)
- 2) *“To share the recipe with my friend.”* (Sample K20)

Excerpt 1 and 2 show examples of appropriate and inappropriate purpose sections written by seventh-grade students of SMP Negeri 44 Jakarta. **Excerpt 1** is considered appropriate because it presents a general introduction and states the purpose of the discussed topic. In contrast, **Excerpt 2** is considered inappropriate because the purpose deviates from the topic being discussed.

### b. Tools and Materials

**Tools and materials** refer to the section that outlines the list of items needed to support the process described in the procedural text (Sintia, 2019). Below is an example of an appropriate tools and materials section.

- 1) **“Tools:** frying pan, spatula, mortar and pestle, measuring spoon, plastic container.  
**Materials:** 1 bunch of spinach, 50g tapioca flour, 250g rice flour, 4 cloves of garlic, ½ tsp coriander, turmeric, candlenut, salt, water, cooking oil.  
(Sample K8)

Based on the excerpt, it can be seen that the listed tools and materials are appropriate because they detail all necessary items required to support the process in a procedural text.

### c. Steps

The **steps** section contains a detailed sequence of actions that must be followed to produce the intended product described in the procedural text. Each step should not be written randomly, but rather in a logical order that

aligns with the correct process (Fadilah, 2024). Below is an example of a well-structured steps section.

- 1) - Rub the cleaned chicken with lime juice and salt. Let it sit for 15 minutes, then rinse thoroughly.
    - Blend or grind all the spice ingredients into a smooth paste.
    - Sauté the spice paste with a little oil until fragrant and fully cooked (around 5–7 minutes).
    - Take a portion of the spice mixture and insert it into the chicken's cavity.
    - Use the remaining spices to coat the entire surface of the chicken evenly.
    - Let it sit for 1 hour to allow the spices to absorb (you may also refrigerate it overnight).
    - Wrap the chicken with banana leaves, then cover it again with aluminum foil to seal it tightly.
    - Steam the chicken for approximately 1.5 hours until tender.
    - After steaming, roast the chicken in the oven for 20–30 minutes for a smoky aroma and deeper flavor.
- (Sample E18)

Based on this excerpt, the steps are written correctly as they describe a clear, logical, and sequential process for preparing **Ayam Betutu**.

#### d. Closing

The closing section contains a restatement or conclusion that refers back to the introduction and summarizes the steps that have been carried out. It may also include suggestions or hopes if the steps are followed correctly and produce the intended result (Alvidril & Ratna, 2020). Below are examples of appropriate and inappropriate closing sections.

- 1) *"By following the steps above, we can easily make a delicious and nutritious omelet. From preparing the ingredients, beating the eggs, sautéing the fillings, to cooking it with the right technique—each step is done in sequence to achieve the best result. Omelets are not only suitable for a quick breakfast, but they can also be a healthy choice for lunch boxes or dinner. It is hoped that, after reading this procedure, the reader will be able to practice it at home and make omelets a favorite meal option."* (Sample E20).
- 2) *"That's my cilok recipe. Thank you."* (Sample K25)

Based on the excerpts, **Excerpt 1** is an example of a well-written closing. It effectively provides a summary, reinforces the sequence of steps, and offers a practical benefit or hope for the reader. Meanwhile, **Excerpt 2** is considered inappropriate because it does not refer back to the content or emphasize the previously explained steps.

## 2. Discussion on the Linguistic Features of Procedure Texts

### a. Imperative Sentence

Imperative sentences may include commands, obligations, prohibitions, or suggestions used to request or direct the reader to do something based on the writer's instructions or directives. These sentences are meant to instruct the reader to follow the statements given (Kosasih, 2014:71). Below is an example of an appropriately used imperative sentence.



- 1) *"Place the statue in a hot area so that it hardens quickly, then paint it with color to make it look beautiful."* (Sample E15)

Based on this excerpt, the imperative sentence is appropriate because it clearly uses directive language within the procedural steps and conveys instructions that are easy to understand..

## b. Declarative Sentence

Declarative sentences, or statements, are sentences that present information or news. They serve the purpose of providing information about something (Tangdibri & Lembang, 2021). Below is an example of an appropriate declarative sentence:

- 1) *"Lately, many people have become interested in the world of crafts, especially since more individuals have become creative. One example is making dolls from flannel fabric. Flannel dolls are handmade crafts that are easy to make and have high aesthetic value. The purpose of making these dolls is to develop creativity and create unique, interesting products that can beautify room decorations."* (Sample E1)

The excerpt clearly demonstrates proper use of declarative sentences by presenting complete, unambiguous information that fits the context of the text.

## c. Verbs

Verbs indicate actions, deeds, or physical movements performed by a subject in a sentence (Chaer, 2011). Below are examples of correctly used verbs:

1. *"Smooth the edges of the bottle so it won't feel sharp when touched."* (Sample E26)
2. *"Making a marker holder from a used bottle can reduce plastic waste and create a useful item for daily needs."* (Sample E26)

Both examples demonstrate appropriate use of verbs to describe physical actions carried out by the subject.

## d. Temporal Conjunctions

Temporal conjunctions are connecting words that indicate chronological relationships between two events. They serve to connect words, phrases, or clauses with respect to time. Commonly used temporal conjunctions in procedure texts include: *then, after that, next, and finally* (Wahyuni & Rasidah, 2019). Below is an example of properly used temporal conjunctions.

- 1) *"- Prepare the required tools and materials.  
- Clean the used bottle and remove any attached labels.  
- Next, cut a hole in the center using scissors or a knife for inserting money, then glue the lid with hot glue to secure it.  
- After that, decorate the bottle with watercolor paint and add stickers or ribbons to beautify the piggy bank.  
- Finally, ensure everything is firmly attached; the piggy bank is now ready to use.*

Based on the excerpt above, it can be seen that the temporal conjunctions used in the procedure text are appropriate, as they successfully apply accurate and varied temporal conjunctions, clearly indicate the sequence of steps by connecting words, phrases, or sentences, and are contextually relevant.

#### e. Adverbs

Adverbs are word classes that provide additional information about other words, such as verbs or adjectives. In procedure texts, common adverbs include those of manner, tools, purpose, and quantity (Subarna et al., 2021). Below is an example of appropriate adverb usage:

- 1) “- *Prepare tools and materials as needed.*
    - *Heat the chocolate bar using a saucepan.*
    - *Wait until the chocolate melts, then remove it and place it in a large bowl.*
    - *Next, mix chocolate-flavored protein powder, peanut butter, and full-cream milk into the melted chocolate.*
    - *Stir evenly with a wooden spoon until the texture is thick and free of lumps.*
    - *Add almonds as toppings, then stir again until well combined.*
    - *Pour the mixture into a mold lined with baking paper, then smooth the surface with a spoon.*
    - *After that, refrigerate for 2–3 hours until solid*
    - *Finally, remove from the refrigerator and cut into desired portions.*
- (Sample E11)

Based on the excerpt above, it can be seen that the adverbs used in the procedure text are appropriate, as they effectively apply adverbs of manner, tools, purpose, or quantity in a precise, clear, and specific way to clarify each step and align with the context.

#### f. Ordinal Numbers as Step Indicators

Ordinal numbers are used to sequence steps within a procedure. Writers should apply ordinal numbers consistently to maintain clarity and order, such as: (1, 2, 3, ...), (Step 1, Step 2, Step 3, ...), or (First, Second, Third, ...) (Nuraidah in Widayan, 2024). Below is an example of proper use of step indicators.

- 1) 1. Pour 300 ml of water into the pan.
2. Cook the spaghetti noodles until half-done. (Sample E30)

Based on the excerpt above, it can be seen that the sequencing numbers used are appropriate, as they are applied accurately and consistently, follow the correct order, and clearly mark each step.

### 3. Discussion of the Writing Aspects of Procedure Texts

#### a. Effective Sentences

Effective sentences are sentences structured based on grammatical standards, allowing readers to easily understand the writer's perspective. The principles of effective sentences that must be fulfilled include conciseness,



coherence, and sentence variety (Nurvianti, 2023). The following is an example of an appropriate effective sentence.

- 1) "Prepare the necessary tools and materials and make sure the ice cream sticks are clean and dry."

Based on the excerpt above, it is evident that the use of effective sentences is appropriate because it fulfills the three principles: conciseness, coherence, and sentence variation.

## b. Cohesion and Coherence

*Cohesion* refers to the relationship between elements in a discourse that form a unified structure and meaning, either grammatically or lexically, so that the text is easy to understand. *Coherence*, on the other hand, refers to the logical and meaningful connection between sentences in a discourse, supported by cohesion as a unifying tool to create a meaningful whole. The following is an example of appropriate cohesion and coherence.

- 1) "*The dancer statue is a three-dimensional artwork depicting a dancer in a specific pose. The creation of this statue can be made from paper pulp into a beautiful handmade craft. This aims to enhance creativity and produce a new artwork.*" (Sample E10)

Based on the excerpt above, it is clear that the use of cohesion and coherence is appropriate, as it meets the criteria of structural unity and conveys meaning in a well-organized and comprehensible way for the reader..

## c. Enhanced Spelling (EYD)

The Indonesian language uses a standardized spelling system regulated by the government in the form of *Ejaan yang Disempurnakan* (Enhanced Spelling System/EYD), which includes the use of letters, word writing, loanword writing, and punctuation (Nurvianti, 2023). The following is an example of appropriate spelling use.

- 1) "*A fan is a device used to generate cool air for humans, rooms, and so on. Making a batik-patterned fan from cardboard aims to reuse waste materials and increase creativity. By using a batik motif, the fan not only produces air but also has artistic value.*" (Sample E23)

Based on the excerpt, it is evident that the use of spelling and punctuation is mostly accurate, with only 1–5 minor errors in the use of letters, word writing, loanword elements, or punctuation marks..

## d. Diction

Diction is an essential element in selecting the appropriate words, phrases, and language styles. There are five elements to proper diction: emotional value, generality and specificity, accuracy of meaning, vocabulary richness, and formality. The following is an example of appropriate diction.

- 1) "- *Prepare the tools and materials.*  
- *Choose beads that are appropriate in color, shape, and size. Make sure the beads are attractive and not easily broken.*  
- *Cut the thread or string to a length of 50–60 cm, then insert the beads one by one using a needle.*

- *Once you finish beading, use a clasp to secure the beads. Ensure it is tightly attached.*
  - *Finally, tidy the ends of the string, and your necklace is ready to wear.*
- (Sample E8)

Based on the excerpt above, it is clear that the diction used is appropriate, as it fulfills the five criteria of proper diction: accuracy of meaning, generality and specificity, vocabulary richness, formality, and emotional value.

## CONCLUSION

Based on the research results, it can be concluded that learning using the Presentation, Practice, Production (3P) method assisted by video media from the Instagram account @5.min.crafts has a positive effect on the writing skills of seventh-grade students at SMP Negeri 44 Jakarta. This is evidenced by the difference in average scores between the experimental class and the control class on the final test. The experimental class showed a higher improvement compared to the control class. The normality test calculations show that the initial and final test scores of both classes have a significance value of more than 0.05, indicating that the data can be said to be normally distributed. In the homogeneity test, the significance value obtained is 0.220, which is greater than 0.05, so the data is homogeneous. The results of the t-test using SPSS show a significance value of  $0.000 < 0.05$ , which means there is a significant difference between the two groups. The application of this method helps students understand the structure, linguistic rules, and aspects of writing through three stages, namely Presentation, Practice, Production, with the support of video media from the Instagram account @5.min.crafts, which also enhances students' interest and engagement in the learning process. Therefore, the Presentation, Practice, Production (3P) method supported by video media from the Instagram account @5.min.crafts is worthy of consideration as an alternative strategy in writing instruction in the classroom.

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