

Development of Vocabulary Teaching Materials to Improve Grammar Skills in Writing Narratives of Grade V Students of SDN 060939 Medan Amplas in 2024-2025

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ABSTRACT

The purpose of this study was to describe the abilities of fifth grade students of UPT SD Negeri 060939, Medan Amplas District, in the 2024-2025 academic year to use vocabulary and describe the development of vocabulary teaching materials and the abilities of fifth grade students of UPT SD Negeri 060939, Medan Amplas District, in the 2024-2025 academic year. This research method uses an experimental method (quantitative), namely a research method based on the philosophy of positivism, used to research certain populations and samples. By using samples in class, this research was conducted in class V of UPT SD Negeri 060939, Medan Amplas District, in the 2024-2025 academic year, with 60 students divided into 2 classes, namely the experimental class and the control class. By using the experimental class using the development of audio-visual teaching materials in the form of videos and the control class using the development of individual teaching materials in the form of textbooks. This study uses a 2 x 2 Anova research design using the general linear model data analysis technique on SPSS IBM 22, so the research results obtained are 1) there is an increase in the ability of grade V students of UPT SD Negeri 060939 Medan Amplas District in the 2024-2025 academic year to use vocabulary with a sig value <0.05 (0.00 <0.05) and 2) there is an influence of the development of vocabulary teaching materials and the ability of grade V students of UPT SD Negeri 060939 Medan Amplas District in the 2024-2025 academic year with a sig value <0.05 (0.00 <0.05). Thus, it can be concluded that the experimental class is better than the control class. The experimental class is more prepared and generates enthusiasm in writing narrative essays, so that events can be informed properly and correctly.

Keywords: *Video, Textbook, Grammar Ability, Writing Ability.*

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INTRODUCTION

Writing a narrative is not just about arranging events chronologically, but also conveying experiences, emotions, and meanings through a series of well-structured words. In this creative process, mastery of vocabulary and grammar plays a central role. A rich vocabulary allows the writer to choose the right diction to describe the atmosphere, characters, and conflicts, so that readers can feel the depth of the story more vividly and realistically. On the other hand, good grammar serves as a framework that maintains clarity and order in writing, helping readers understand the storyline without experiencing confusion or misinterpretation.

Without adequate vocabulary mastery, narratives tend to become bland and repetitive, losing their appeal and power in building the reader's imagination. Meanwhile, weaknesses in grammar can create ambiguity, damage the cohesion between parts of the story, and disrupt the fluency of reading. Therefore, mastery of these two aspects is not only technically important, but also essential to creating a narrative that is communicative, interesting, and has high literary value. In the context of language learning, the ability to write good narratives reflects a deep understanding of language structure and flexibility in processing meaning – a skill that is very important in effective written communication.

Language has an important role in life, apart from being used as a direct means of communication, language can also be used as a means of written communication. In fact, the movement of scientific development influences human abilities regarding language. Moreover, in the current era of globalization and communication. The public, especially students, are required to actively improve their language skills, such as enriching their vocabulary and understanding of grammar and writing skills. This is because language functions as a medium for conveying information properly and accurately. By conveying news or material in writing, it is hoped that people can use this media properly and correctly.

Indeed, as a means of communication, language is always evolving, as is the case with Indonesian. Therefore, language needs to be discussed and studied at all times so that it is truly meaningful in life. This can be done through teaching and developing Indonesian vocabulary teaching materials to facilitate grammar and writing skills, such as writing in the form of narrative essays.

It is recognized that the purpose of teaching Indonesian is an effort to develop students' language skills. However, the concept of language skills, ideally, is not just vocabulary learning, but the overall ability, skills, and language skills that students must have. Then, the ability, skills, and language skills are none other than the ability, skills and skills to communicate with language, which can be seen, among others, in the ability to use vocabulary and grammar and write essays.

The position of Indonesian language teaching, especially the development of vocabulary teaching materials for students, plays a very important role in facilitating grammatical skills, namely being skilled in using spelling, making sentences and paragraphs, and plays a very important role in directing students to be skilled in writing narratives.

In the Elementary School Learning Implementation Plan (RPP), the competency standards use students' spelling and writing, namely expressing thoughts, feelings, information, and experiences in writing in the form of invitation letters and written dialogues, while the basic competency is writing essays based on experience by paying attention to word choice and the use of spelling or grammar. In addition, the learning indicators are writing narrative essays in addition to being based on vocabulary mastery, grammar and events that have been experienced by students.

Based on the researcher's observations on grade V students of UPT SD Negeri 060939, Medan Amplas District, in the 2024-2025 academic year, vocabulary learning has been given to students, but Indonesian literary language teachers still complain about the low ability of students to understand grammar, such as spelling, sentences, and paragraphs. In addition, it is still lacking in writing narratives. This means that the ability to use vocabulary in written language, especially narrative essays, cannot be separated from students' mastery of students' abilities in grammar.

In fact, as a means of communication, the language learning approach and strategy emphasizes aspects of performance and language proficiency in accordance with the nature and function of language, namely a communicative approach that reflects the characteristics of the Indonesian language subject. Therefore, every teacher must be able to design learning in such a way that students have the freedom to develop their teaching materials, not only cognitive abilities, but also to sharpen their affective and psychomotor abilities, and can optimally train life skills. To support the achievement of the above competencies, one way that can be done is that students must be involved in all meaningful learning activities, namely activities that can help develop themselves in the fields of science, technology, arts and culture, and encourage them to develop into citizens with Indonesian personalities, and develop communication skills, both verbally and in writing.

For that, in learning Indonesian about vocabulary and grammar as well as writing/narrative compositions according to the curriculum concept, it needs to be done properly. With the complaints of teachers, and to answer the opinions of these teachers, the researcher conducted a study entitled "Development of Vocabulary Teaching Materials to

Facilitate Grammar Skills in Writing Narrative Compositions of Grade V Students of UPT SD Negeri 060939, Medan Amplas District, Academic Year 2024-2025 "

METHOD

This research was conducted in class V UPT SD Negeri 060939 Medan Amplas District in the 2024-2025 academic year with the research time being carried out from June 2024 to December 2024. The population of this study was class V students of UPT SD Negeri 060939 Medan Amplas District in the 2024-2025 academic year. The total population was 60 students.

This research method is a *quasi-experimental*, a research method based on the philosophy of positivism, used to research a particular population or sample. The design of this research is a factorial design which is a modification of *the true experimental design* which considers the possibility of moderator variables that affect the treatment (*independent variables*) on writing ability (*dependent variables*). Where this study has three research variables, namely one *independent variable* and two *dependent variables*.

FINDINGS AND DISCUSSION

In this study, the learning process has been carried out by developing teaching materials, for the experimental class audio-visual teaching materials in the form of videos were used, while for the control class individual teaching materials in the form of books were used. The results obtained are based on the recapitulation of the results in attachment 1. The following is an explanation of the results obtained:

Grammar and Narrative Writing Skills of Experimental Class

In this study, students were given the opportunity to watch videos that helped and stimulated students to think more creatively in writing well and correctly, according to the story contained in the video. It is known that students with videos can pour the results of video observations into a writing, it is known that students' grammar skills are obtained as follows:

Table 1. Results of the Grammar Ability of the Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66.67	6	20.0	20.0
	75.00	4	13.3	33.3
	83.33	13	43.3	76.7
	91.67	5	16.7	93.3
	100.00	2	6.7	100.0
Total	30	100.0	100.0	

From the table above, it is known that students obtained satisfactory results. The results above are seen more clearly in the following graph:

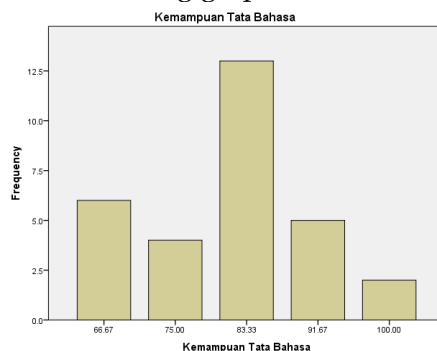


Figure 1. Bar Graph of Grammar Ability of Experimental Class

It is clearly known that students get the highest score of 83.3 by 43.3% (13 students) then students also get a score of 91.67 by 16.7% (5 students) and get a score of 100 by 6.7% (2 students). From these results it is known that students have been able to process good grammar in writing.

For writing skills, students also obtained more varied results as follows:

Table 2. Narrative Writing Ability of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67.00	1	3.3	3.3
	72.00	3	10.0	13.3
	73.00	2	6.7	20.0
	74.00	1	3.3	23.3
	75.00	1	3.3	26.7
	78.00	2	6.7	33.3
	79.00	1	3.3	36.7
	80.00	2	6.7	43.3
	82.00	3	10.0	53.3
	83.00	3	10.0	63.3
	84.00	2	6.7	70.0
	85.00	4	13.3	83.3
	88.00	2	6.7	90.0
	89.00	1	3.3	93.3
	93.00	1	3.3	96.7
	95.00	1	3.3	100.0
Total	30	100.0	100.0	

The table above will be explained in the graph below:

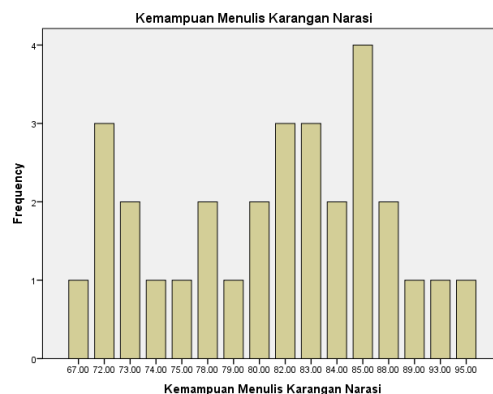


Figure 2. Bar Graph of Narrative Writing Ability Experimental Class

From the table and graph above, it is known that the most students are 85 at 13.3% (4 students), then students have more varied values compared to grammar ability values. From the results obtained the average (*mean*) learning outcomes as follows:

Table 3. Experimental Class Statistics

	Grammar Skills	Narrative Writing Skills
N	Valid	30
	Missing	0
Mean	81.3887	80.9667
Median	83.3300	82.0000
Std. Deviation	9.70848	6.63056
Minimum	66.67	67.00
Maximum	100.00	95.00

From the known *mean value* (average) of grammar ability is 81.3887 and writing ability is 80.9967. In other words, that the development of audio-visual teaching materials with the help of videos, with videos students are very enthusiastic about writing again, using good vocabulary and students' enthusiasm in telling stories in a writing, it is clearly seen with the help of developing teaching materials in the form of audio visuals helping teachers function according to their targets, namely as facilitators in the learning process and students develop creativity in a writing so that learning is two-way (*student centered*).

Grammar and Narrative Writing Skills of Control Class

For the control class, the development of teaching materials is carried out in the form of books. The books used are textbooks used by students. With the existing books, students are provided with reading materials that will be developed into narrative essays. The following are the results of the grammar skills obtained by the control class, shown in the following table:

Table 4. Grammar Ability of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41.67	2	6.7	6.7
	50.00	2	6.7	13.3
	58.33	5	16.7	30.0
	66.67	8	26.7	56.7
	75.00	8	26.7	83.3
	83.33	4	13.3	96.7
	100.00	1	3.3	100.0
Total	30	100.0	100.0	

From the table above, it can also be explained with the following graph:

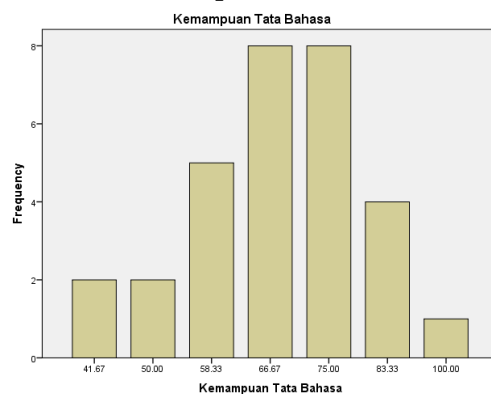


Figure 3. Bar Graph of Control Class Grammar Ability

From the table and graph above, the most scores owned by students are 75 and 66.7 by 26.7% (8 students) then the score of 58.33 by 16.7% (5 students) and there are those who get a perfect score of 100 by 3.3% (1 student). In addition to grammar skills, students are also required to be able to write into narrative essays, here are the results obtained:

Table 5. Narrative Writing Ability of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	3.3	3.3
	61.00	2	6.7	10.0
	64.00	2	6.7	16.7
	66.00	1	3.3	20.0
	67.00	1	3.3	23.3
	70.00	3	10.0	33.3
	72.00	2	6.7	40.0
	76.00	5	16.7	56.7
	77.00	2	6.7	63.3
	78.00	3	10.0	73.3
	79.00	5	16.7	90.0
	80.00	1	3.3	93.3
	81.00	1	3.3	96.7
	82.00	1	3.3	100.0
Total	30	100.0	100.0	

The table above will be explained in the graph below:

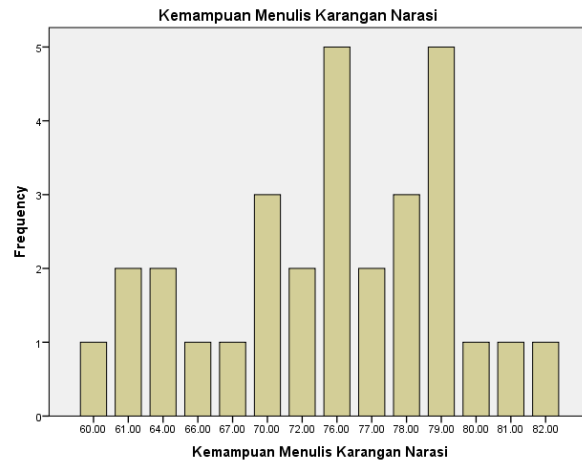


Figure 4. Bar Graph of Narrative Writing Ability

From the table and graph above, it is known that the most students are 76 and 79 at 16.7% (5 students), then students have more varied values compared to grammar ability values. From the results obtained the average (*mean*) learning outcomes as follows:

Table 6. Control Class *Statistics*

		Grammar Skills	Narrative Writing Skills
N	Valid	30	30
	Missing	0	0
Mean		68.0557	73.4333
Median		66.6700	76.0000
Std. Deviation		12.96172	6.57416
Minimum		41.67	60.00
Maximum		100.00	82.00

From the known *mean value* (average) of grammar ability is 68.0557 and writing ability is 73.4333. In other words, that the development of individual teaching materials in the form of books, with books, students feel bored in the process of reasoning a story, so that in the learning process students feel burdened in mastering and developing the assigned story, the many confusions that arise make students feel unprepared in writing using good grammar, the time used in reading books causes heavy concentration to accumulate in the process of writing narrative essays.

Data Normality and Homogeneity Testing

In the data processing process, it is necessary to conduct an initial test to see whether the samples studied have similarities (homogeneity) and have an even distribution value (normal). The following are the results obtained for the normality test using the *Shapiro-Wilk test* with the condition of accepting sig > 0.05, shown in the table with the condition of accepting sig > 0.05, shown in the following table:

Table 7. *Tests of Normality*

	Development of Teaching Materials	Shapiro Wilk		
		Statistics	df	Sig.
Grammar Skills	Audio Visual Teaching Materials (Experiment)	.893	30	.100
	Pre-determined Teaching Materials (Control)	.952	30	.187
Narrative Writing Skills	Audio Visual Teaching Materials (Experiment)	.972	30	.598
	Pre-determined Teaching Materials (Control)	.881	30	.093

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

a. Lilliefors Significance Correction

From the table above, it is shown in the sig table for grammar ability with a value for the experimental class of 0.100 and the control class of 0.187 while the writing ability shows a value for the experimental class of 0.598 and the control class of 0.093. From these values, it is known

that the sig value is greater than 0.05 (sig > 0.05) meaning that the data obtained is normally distributed.

In addition to passing the normality test, data homogeneity testing will be carried out using *Levene's test*, the following results were obtained:

Table 8. *Levene's Test of Equality of Error Variances^a*

	F	df1	df2	Sig.
Grammar Skills	1,590	1	58	.212
Narrative Writing Skills	.112	1	58	.739

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PBA

From the table above with the same test requirements as the normality test, namely sig greater than 0.05 (sig > 0.05). It is clear that the sig value for grammar ability is 0.212 and the ability to write narrative essays is 0.739. Thus, it is known that the researcher's data is homogeneous, because the sig value is greater than 0.05. With testing in accordance with the requirements, namely normally distributed data, it means that the sample does not have a high value overall or a low value overall, but the sample has the main requirement, namely having a value that is well spread and the sample is declared homogeneous. Thus, hypothesis testing can be continued.

Research Hypothesis Testing

After the data is stated to be normally distributed and homogeneous, hypothesis testing can be carried out using *general linear models*, the following results are obtained:

Table 9. *Tests of Between-Subjects Effects*

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Grammar Skills	2666.533 ^a	1	2666.533	20,335	.000
	Narrative Writing Skills	851.267 ^b	1	851,267	19,528	.000
Intercept	Grammar Skills	335004.131	1	335004.131	2554.742	.000
	Narrative Writing Skills	357590.400	1	357590.400	8203.128	.000
PBA (Learning Materials Development)	Grammar Skills	2666.533	1	2666.533	20,335	.000
	Narrative Writing Skills	851,267	1	851,267	19,528	.000
Error	Grammar Skills	7605.558	58	131.130		
	Narrative Writing Skills	2528.333	58	43,592		
Total	Grammar Skills	345276.223	60			
	Narrative Writing Skills	360970.000	60			
Corrected Total	Grammar Skills	10272.091	59			
	Narrative Writing Skills	3379.600	59			

a. R Squared = .260 (Adjusted R Squared = .247)

b. R Squared = .252 (Adjusted R Squared = .239)

From the table above, the research hypothesis can be answered as follows:

Development of Vocabulary Teaching Materials Can Improve Grammar Skills in Writing Narratives

Based on the results of the data processing above, it is known that in the development of vocabulary teaching materials for class V students of UPT SD Negeri 060939, Medan Amplas District, in the 2024-2025 academic year, it can improve grammar skills in writing narratives, from the table above in the sig column of 0.000. Thus, it is known that the hypothesis will be accepted if sig < 0.05, meaning that from the results above it is clearly known that the development of teaching materials can improve grammar skills.

Thus, the problem of low grammar skills such as spelling, sentences and paragraphs can be solved, by using the development of audio-visual teaching materials in the form of videos, so that students are stimulated in developing writing both in perfecting the information in the video in writing. From the development of audio-visual teaching materials can also create

communicative learning, so that directly the communicative approach can be established well, students can achieve learning indicators with vocabulary and grammar mastery. In improving this grammar it is clearly known that students in the experimental class have better abilities, this can also be seen in the following table:

Table 10. Differences in Grammar Ability Descriptor Scores

No	Descriptor	Experimental Class	Control Class
1	Morpheme	77	62
2	Single Sentence	71	63
3	Compound Sentences	76	60
4	Complex Complex Sentences	69	60

From the table above, it is known that the experimental class using the development of teaching materials can improve both cognitive and affective abilities.

The Influence of Vocabulary Teaching Materials on Writing Ability Using Teaching Materials Development

To answer the second hypothesis, with the same testing and conditions as the first hypothesis, namely sig <0.05. From the table above in the sig column, it is known that the value of 0.000 means that the sig value is less than 0.05 (0.000 <0.05) meaning that the hypothesis is accepted, namely that there is an influence of vocabulary teaching materials on the writing ability of class V students of UPT SD Negeri 060939, Medan Amplas District, in the 2024-2025 academic year in writing narratives.

Thus, the same approach can also address the problems faced by teachers in teaching essay writing, particularly the low ability of students to write narrative essays. By improving students' grammar skills, their writing skills will also improve directly. Students have achieved the learning indicators, namely the ability to write narrative essays based on their mastery of vocabulary, grammar, and the events presented in video materials. Through the development of this teaching material, students can explore their experiences and express them in an essay, covering aspects such as content, organization, language development, and writing mechanics. This can also be illustrated in the following table:

Table 11. Differences in Descriptor Scores for Narrative Writing Ability

No	Descriptor	Experimental Class	Control Class
1	Contents	708	632
2	Organization	516	458
3	Vocabulary	503	462
4	Language Development	583	544
5	Mechanics	119	107

Thus, it can be seen that the development of teaching materials will help students in developing their writing skills both cognitively and affectively. The development of teaching materials stimulates students' thinking in conveying information and experiences about what they see directly by paying attention to good word choice and grammar.

Discussion

The development of teaching materials used in this study is the development of teaching materials that are adapted to current technology, namely in the form of audio visuals or videos intended for experimental classes. By developing these teaching materials, problems can be solved, especially with the low ability of students to understand grammar such as spelling, sentences and paragraphs. It should be noted that the ability of grammar in written language cannot be separated from students' mastery of their ability to write. This can be seen in the results of the research and the accepted hypothesis.

The development of teaching materials with audio visuals in the form of videos, arouses students' enthusiasm in following the learning process, students are very ready and easy to rewrite what they see, even students easily remember the stories shown, not only that, but students can be stimulated cognitively and affectively so that learning can take place communicatively, writing down all the events in the video.

The enthusiasm of students in using the development of audio-visual teaching materials helps the learning process run in two directions (*feedback*) between teachers and students. Students write narrative essays well and correctly, both in using effective grammar. In this

case, it is clear that the development of audio-visual teaching materials is better than just using individual teaching development. Shown in the following table:

Table 12. Differences in Grammar and Narrative Writing Skills

Ability	Mean Experimental Class	Mean of Control Class
Grammar	81,3887	68,0557
Write	80,9667	73.4333

In addition to the table above, it will be shown in the following bar graph:

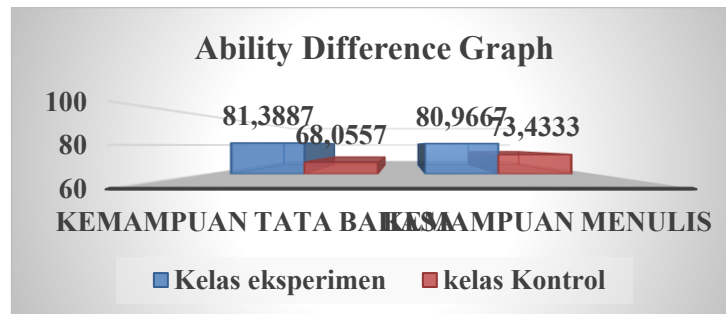


Figure 4.5. Bar Graph of Differences in Student Abilities

It is clear from the bar graph above, that the experimental class with the development of audio-visual teaching materials with grammar skills of 81.3887 and writing skills of 80.9667 while the control class's grammar skills were 68.0557 and writing skills of 73.4333. From here it can be seen that with the help of the development of audio-visual materials, the learning process can run optimally. Not only is the enthusiasm possessed by students, students can also easily understand the story presented, both the plot and the theme of the story. In other words, students can easily follow the learning. Fun learning can make it easier for students to develop their creativity in completing tasks given by the teacher, it is undeniable that with learning only using books, students are less prepared in the learning process. Students feel bored, this can be seen when students do the process of reading the instructions that will be written into a composition.

When the writing process takes place, students already feel bored. So that in the writing process students experience difficulties in completing the writing, finally the composition that is formed cannot find the theme and even the use of language is not good. Student saturation experiences boredom because the development of teaching materials only uses textbooks used by students. The story presented is interesting but when the reading process takes a long time, as a result students experience delays in writing, determining the contents of the composition that are in accordance with the theme presented.

Thus, it can be clearly seen that the use of audio-visual media in learning can create a more effective and enjoyable learning atmosphere. Students become more focused in finding the theme presented in the video, so that they can follow the learning with more enthusiasm and in a conducive atmosphere. In addition, audio-visual media also helps students be more prepared in writing a narrative essay, because they can remember the storyline or events more precisely. Finally, students are able to produce good essays with the use of appropriate grammar and are able to express ideas obtained from the video coherently and creatively.

In research using the development of teaching materials in the form of videos in experimental classes, it was found that the experimental class could solve problems by improving their grammar and narrative writing skills.

Based on the results and discussion, it is known that students can improve their grammar skills, by showing students informing in writing both in perfecting the information in the video in writing. From the development of audio-visual teaching materials, it can also create communicative learning, so that directly the communicative approach can be established well, students can achieve learning indicators with vocabulary and grammar mastery. In improving this grammar, it is clearly known that students in the experimental class have better abilities. Students can improve their grammar skills in morpheme descriptors by 77 for the experimental class, while for the control class it only reaches 62. With the

development of video teaching materials, students in the experimental class have an average score of 81.3887 while those who are only given textbooks only reach 68.0557.

Furthermore, it is also known that to resolve the low ability to write narrative essays, the development of teaching materials with videos can improve or influence students' writing skills, this is actually in line with improving students' grammar skills, it will directly improve students' writing skills, students have achieved learning indicators, namely students are able to write narrative essays based on mastery of words, grammar and events contained in video exposure. With the development of these teaching materials, students can find experiences and pour them into an essay starting from content, organization, language development and mechanics in a piece of writing. Students' writing skills can improve well, especially in the content descriptor of 708 for the experimental class while the control class is 632. This is also indicated by the average value (mean) of the experimental class of 80.9667 while for the control class it only reaches 73.4333.

CONCLUSIONS

Based on the formulation of the problem and the research hypothesis, the conclusions are as follows: (1) Regarding the first hypothesis—namely, the development of vocabulary teaching materials for Grade V students of UPT SD Negeri 060939, Medan Amplas District, in the 2024–2025 academic year—it was found that such development can improve grammar skills in writing narratives. From the table above, the significance (sig) value is 0.000. According to the criteria, the hypothesis is accepted if $\text{sig} < 0.05$, meaning that the result clearly shows the development of teaching materials can improve grammar skills. The problem of low grammar proficiency—such as in spelling, sentence structure, and paragraph formation—can be addressed through the use of audio-visual teaching materials in the form of videos. These materials help students develop proper grammar, particularly in constructing morphemes, which improved by 77%. (2) In relation to the second hypothesis, using the same testing method and criteria ($\text{sig} < 0.05$), the significance value is again 0.000, which confirms that the hypothesis is accepted. This indicates a significant influence of vocabulary teaching materials on the narrative writing ability of Grade V students at UPT SD Negeri 060939, Medan Amplas District, in the 2024–2025 academic year. As students' grammar skills increase, their writing ability also improves. They become capable of producing written work that effectively conveys events. Students' narrative writing skills were shown to have increased, particularly in essay content, with a notable improvement of 708.

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