



Developing Teaching Materials for Writing Explanatory Texts Based on Google Form File Upload Options Using Innovative Strategies

Fitria Wulandari^{1*}, Cristina Br Sitorus², Elisabet Simanjuntak³, Piladelpia Trifosa Br Ginting⁴,
Trisnawati Hutagalung⁵, Nurul Azizah⁶

¹²³⁴⁵⁶Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Medan, Sumatera Utara, Indonesia

*E-mail: wfitria337@gmail.com

ABSTRACT

This development research aims to describe: 1) the procedure for developing teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies for grade XI of high school; 2) the profile of teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies for grade XI of high school as a result of the development. This research took place in the odd semester of the 2025/2026 academic year. This research used the R&D method through ADDIE modification. The research population for the trial of the revised product was 30 grade XI students of SMA Santo Thomas 2 Medan. This research used a total sample. Data on the learning process in the product trial were collected using observation guidelines. A questionnaire for the closed-type weighing team was used to validate the data and the results of qualitative data analysis. Another questionnaire was used to weigh the teaching materials per type of feasibility. Quantitative data used a checklist. Pre-test-posttest data for writing explanatory texts were collected using a performance test instrument based on Google Form file upload option. Research results: 1) development of teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies for grade XI SMA contains the following procedures: a) basis analysis; b) design preparation; c) design development; d) initial product trial; e) evaluation and revision of initial products; f) trial of revised products; g) evaluation and revision of revised products; h) reproduction of final products; 2) structure of the final product of teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies for grade XI SMA: a) section-1 contains student attribute forms; b) section-2 contains descriptions of materials and examples of explanatory texts combined with copying task techniques; c) section-3 contains tests as learning techniques; d) section-4 contains evaluation of writing explanatory texts using the take home examination system.

Keywords: teaching material, writing explanatory texts, google form, file upload options, innovative strategies

Pengembangan Materi Ajar Menulis Teks Eksplanasi Berbasis Google Form Opsi File Upload Menggunakan Strategi Inovatif

ABSTRAK

Penelitian pengembangan ini bertujuan untuk mendeskripsikan: 1) prosedur pengembangan materi ajar menulis teks eksplanasi berbasis google form file upload menggunakan strategi inovatif untuk kelas XI SMA; 2) profil materi ajar menulis teks eksplanasi berbasis google form file upload menggunakan strategi inovatif untuk kelas XI SMA sebagai hasil pengembangan. Penelitian ini berlangsung di semester ganjil tahun pelajaran 2025/2026. Penelitian ini menggunakan metode R&D melalui modifikasi ADDIE. Populasi penelitian untuk uji coba produk revisi adalah para siswa kelas XI SMA Santo Thomas 2, Medan yang berjumlah 30 siswa. Penelitian ini menggunakan sampel total. Data proses pembelajaran dalam uji coba produk dikumpulkan menggunakan pedoman observasi. Kuesioner untuk tim penimbang jenis tertutup digunakan untuk memvalidasi data dan hasil analisis data kualitatif. Kuesioner lainnya digunakan untuk menimbang materi ajar per jenis kelayakan. Data kuantitatif digunakan daftar cek-riccek. Data prates-postes menulis tek eksplanasi dikumpulkan menggunakan instrumen tes unjuk kerja berbasis google form opsi file upload. Hasil penelitian: 1) pengembangan materi ajar menulis teks eksplanasi berbasis google form file upload menggunakan strategi inovatif untuk kelas XI SMA berisi prosedur: a) analisis basis; b) penyusunan design; c) pengembangan design; d) uji coba produk awal; e) evaluasi dan revisi produk awal; f) uji coba produk revisi; g) evaluasi dan revisi produk revisi; h) reproduksi produk akhir; 2) struktur produk akhir materi ajar menulis teks eksplanasi berbasis google form file upload menggunakan strategi inovatif untuk kelas XI SMA: a) section-1 berisi form atribut siswa; b) section-2 berisi deskripsi materi dan contoh teks eksplanasi yang dipadukan dengan teknik tugas menyalin; c) section-3 berisi tes sebagai teknik pembelajaran; d) section-4 berisi evaluasi menulis teks eksplanasi menggunakan take home examination system.

Kata kunci: materi ajar, menulis teks eksplanasi, google form, opsi file upload, strategi inovatif

Submitted
01/12/2025

Accepted
22/12/2025

Published
24/12/2025

Citation	Wulandari, F., Sitorus, C. B., Simanjuntak, E., Ginting, P. T. B., Hutagalung, T., & Azizah, N. (2025). Developing Teaching Materials for Writing Explanatory Texts Based on Google Form File Upload Options Using Innovative Strategies. . <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 4, Nomor 6, November 2025, 1995-2010. DOI: https://doi.org/10.55909/jpbs.v4i6.1011
----------	--

Publisher
Raja Zulkarnain Education Foundation

Fitria Wulandari, Cristina Br Sitorus, Elisabet Simanjuntak, Piladelpia Trifosa Br Ginting, Trisnawati Hutagalung, & Nurul Azizah,
November 2025, 1995-2010

INTRODUCTION

According to the current curriculum, explanatory text is one of the many basic texts used in learning all aspects of language in the Indonesian language subject in 11th grade high school. This means that to achieve language skills such as reading and writing, explanatory text serves as the basis for learning. This learning typically uses printed textbooks, both published by the state and by national private companies. However, these textbooks are relatively weak, being relatively inadequate and lacking in depth in both the writing and reading skills of explanatory texts (Razak, 2013).

Various explanatory text writing test results in 11th graders are categorized as low. This condition consistently occurs in pre-test activities for research using quasi-experimental methods (Darningsih, 2023; Damayanti & Lushinta, 2024; Erlina, 2022). However, the explanatory text writing skill category eventually shifts to high due to manipulation in learning using specific strategies.

This scientific article contains an analysis of the development of teaching materials for explanatory text writing using innovative strategies through the Google Forms file upload option. It's considered innovative because it involves a learning approach and two learning techniques. This allows students a significant opportunity to easily follow the learning process and, in turn, achieve learning objectives.

First, the process skills approach, which includes a demonstration of writing explanatory texts. This approach is often found in scientific articles in online journals for language and literature learning; examples include (Hasanah & Hasanah, 2024; Ismail et al., 2025; Aryani & Achmad, 2025; Razak, 2025).

Second, the copying assignment technique. This technique reinforces the process skills approach in teaching explanatory text writing. Scientific articles involving the copying assignment technique include those written by (Delfiana, 2024; Razak & Elmustian, 2024;

Hassanah & Fitry, 2024; Hariyati et al., 2024). The copying assignment technique uses the file upload option in Google Forms. Students are required to write the demonstration of writing explanatory texts in their respective notebooks. After that, the writing or manual notes were photographed using each person's cellphone to be uploaded to Google Form. Several scientific articles containing the file upload option in Google Forms include online journal articles (Dewi & Damayanti, 2025; Dewi et al., 2025; Widiastuti et al., 2023).

Third, the test technique uses knowledge indicators for writing explanatory texts. This technique is often found in online journal articles, such as those written by (Rofifah & Octavianty, 2024; Sabariah & Norisah, 2023; Yatim et al., 2024).

Fourth, the Google Form learning media includes the file upload option. This media also serves as electronic teaching materials. This innovation facilitates the use of process skills approaches and copying assignment techniques. The object of the copying is a teaching demonstration of writing a factual short story.

In line with the description above, this article is titled "Development of Teaching Materials for Writing Explanatory Texts Based on Google Forms File Upload Options Using Innovative Strategies." This teaching material is intended for 11th-grade high school students.

This article addresses two research questions. First, what is the procedure for developing teaching materials for writing explanatory texts based on Google Form file uploads using innovative strategies for 11th-grade high school students? Second, what is the profile of teaching materials for writing explanatory texts based on Google Form file uploads using innovative strategies for 10th-grade high school students?

First, to describe the procedure for developing teaching materials for writing explanatory texts based on Google Form file uploads using innovative strategies for 11th-grade high school students. Second, to describe the profile of teaching materials for writing explanatory texts based on



Google Form file uploads using innovative strategies for 11th-grade high school students. These are the two objectives of this research.

Here are some of the research benefits from specific perspectives. First, from the perspective of Indonesian language teachers, this article is very useful because e-modules can be used as online teaching materials. Second, from an academic perspective, this article is also very useful because it can serve as comparative material for postgraduate students in the Indonesian Language Education Study Program when developing theses containing innovative learning. Third, from an online learning perspective, this article is also useful because it can add variety to online learning from the aspect of learning strategies. Fourth, from a research methodology perspective, this study is also beneficial because it adds to the growing number of articles using the R&D method. Fifth, from a language perspective, this article is also beneficial because it enriches language learning materials, specifically writing explanatory texts. Relevant research on the development of teaching materials, modules, or e-modules is widely found in various scientific articles in online journals. First, Marizal & Asri (2022). The results showed that the electronic module product, with the help of the Flipping Book PDF Professional application developed, got valid data from the validator with an average of 96.17% in the very valid category. This product is also considered efficient, with an average of 91.66% from teachers in the efficient category and 86.38% from students in the efficient category. In addition, this product can also increase the value of student learning outcomes. In the knowledge test, the average score was 87% with an "A" predicate, while in the skill test, an average was 88.22% with an "A" predicate. Then, the assessment of student attitudes when studying got an average of 91.33% with an "A" predicate. Second, Satria & Suntoko (2022) menulis artikel yang berjudul wrote an article entitled Pembelajaran Kemampuan Menggali Isi Teks Eksplanasi melalui Teknik Kloz di Kelas VI SD. Third, Winarsih (2022) wrote an article entitled Penyusunan Teks

Eksplanasi Menggunakan Metode Model: Supervisi Klinik Kepala Sekolah kepada Guru Kelas Tinggi.

LITERATURE REVIEW

The procedure for developing teaching materials is quite complex. Below is shown the procedure for developing teaching materials based on the modification (Razak, 2017) of the findings of Dick et al. (2009):

- 1) needs assessment (preliminary study);
- 2) preparation of product designs;
- 3) initial product preparation;
- 4) trial of the initial product on a limited scale;
- 5) initial product evaluation and revision;
- 6) trials of revised products on a broad scale;
- 7) product evaluation and revision;
- 8) reproduction of the final product (prototype).

Teaching materials are electronic learning materials used as standard references for specific subjects or formative learning objectives. All learning materials that serve as learning objectives per indicator are included in the teaching materials. This means that teachers and students no longer need to rely on other sources to achieve learning objectives. The characteristics of teaching materials from a content perspective are (Sutriyati et al., 2019; Zauha & Ragains, 2011; Zahro & Aprilia, 2024):

- 1) source of teaching materials;
- 2) serve as standard references for specific subjects or formative learning objectives;
- 3) are systematically structured, objective, and simple;
- 4) are objective, have sufficient content, and provide in-depth content.

The characteristics of teaching materials from a format perspective are: 1) have an electronic application such as Google Forms or Google Meet; 2) have a link to access the electronic application; 3) have a submission track record that stems from a track record of learning activities.

Writing is one of the four aspects of language. Writing is considered a production activity because

it expresses ideas in written form. Writing, like language, is a meaningful skill; to achieve writing skills, extensive practice is required, specifically writing itself (Razak, 2004; Harjasujana & Damaiani, 2003).

An explanatory text is a factual narrative text. This means it contains paragraphs describing facts, not fiction. This text has a structure of general statements and specific statements as its core structure, with titles and interpretations as its non-core elements (Razak, 2013).

METHOD

From a data presentation perspective, this study employed a descriptive method. Through this method, data on the development of explanatory text writing is described in accordance with the research problem formulation. This descriptive method is commonly used in scientific research, especially in fields related to education and learning (Darusalam & Hussin, 2016; Creswell, 2008; Fraenkel et al., 2012).

From a presentation perspective, this study employed a library method. The explanatory text data contained in the teaching materials were obtained from written sources such as reference books and online journal articles.

The research took place in the odd semester of 2025/2026. There were three main activities during this period: planning, implementation, and reporting.

The planning activity consisted of three steps. First, planning the explanatory text data sources. This article uses data sourced from printed books (Razak, 2013) and online journal articles (Winarsih, 2022). Second, determining the readability of the explanatory text used in the teaching materials.

The implementation activity involved carrying out the procedures for developing teaching materials in accordance with the ADDIE modifications. These procedures included: baseline analysis, design, initial product development, initial product trial, initial product evaluation and revision, revised product trial, revised product

evaluation and revision, and final product reproduction.

The subjects of this study were 11th-grade students at Santo Thomas 2 High School, Medan, who participated in both the initial product trial and the revised product trial. They were limited to one class of 30 students for quantitative data, namely their ability to write explanatory texts.

Indonesian language teachers at Santo Thomas 2 High School, Medan, were the subjects for qualitative data, namely user responses to the teaching materials and learning procedures during the product trial. In addition, qualitative data was also collected from the floor group, consisting of three students selected for specific factors. These factors were: diligent learning, disinterested learning, and critical thinking.

Qualitative data, namely learning procedures, were collected using observation guidelines. The observation guidelines were also used to collect data on student dynamics during learning. This non-test instrument was systematically and objectively designed to be effective for data collection.

First, learning process data was analyzed to determine a match between the lesson plan and classroom learning activities. Second, teacher response data was analyzed to provide considerations for the evaluation and revision of the initial and revised products. Student response data was also analyzed thematically to identify types of student responses that were used for the evaluation and revision of the initial and revised products. This is a qualitative data analysis technique used in research and development of explanatory text teaching materials.

Validation of each aspect of the assessment was carried out using a simplified Likert scale from 10 to 4 (Budiaji, 2013; Azwar, 2016). This resulted in a scale score of 1-4.

Data validation by the assessment team using a progress system (Razak, 2020) states that the progress system is a type of supervision-based assessment. If the assessment results fall within the negative range, with a score of 1 or 2, the



assessor provides notes for improvement. The revised results are then submitted for validation. A characteristic of the use of a progress system in validation is the presence of two assessment results: the first assessment is negative (1 or 2) and the second assessment is positive (3 or 4).

Quantitative data, namely the ability to write explanatory texts, was collected using a test instrument. Chapelle (2012), Azwar (2016), and Akbar (2013) stated that a test has content validity if it is structured following objective and systematic steps; test specifications serve as a strategic step in developing test items.

Quantitative data, namely the ability to write explanatory texts, was analyzed using descriptive statistics. Statistical measures consistent with this data are the mean, standard deviation, and mode. All calculation procedures used SPSS software. Explanatory texts included in teaching materials must be highly readable. Crossley et al. (2012) stated that readability analysis is essential in developing materials to ensure narrative texts are truly highly readable.

The explanatory texts in this article were analyzed using modified Fog index criteria (Razak, 2018). The components of the readability calculation are the number of sentences in a paragraph and the number of words in a sentence.

RESULTS

1. Procedure for Developing Google Form-Based Teaching Materials

1.1 Needs Assessment

Needs assessment involves several aspects. The analysis aspects in question are: the title of the teaching material on writing explanatory texts, an analysis of student motivation in learning using Google Forms, opportunities for teachers to use teaching materials for writing explanatory texts, support from the current curriculum, curriculum support, available time allocation for learning, the use of innovative strategies, and the use of Google Forms file uploads. Furthermore, an important aspect in the first step in developing teaching materials is the indicators for writing explanatory

texts.

First, the draft title of the teaching material on writing explanatory texts consists of a title and a subtitle. The title is "Improving Objective Thinking." The subtitle is "Writing Explanations Based on Google Forms for Grade XI High School."

Second, student motivation to use the teaching materials. Students are believed to be highly motivated during the learning process. This motivation is thought to be due to the use of mobile devices with the Google Forms application. Boekaerts (2002), Uno (20210), and Andriani & Rasto, (2019) concluded that learning using electronic devices can increase student learning motivation.

Third, teachers possess professional and pedagogical competencies, making it easy to use teaching materials for writing explanatory texts. From an electronic perspective, they are able to use electronic devices, namely cell phones, in teaching and learning activities. From the perspective of writing explanatory texts, they are also guaranteed to be able to carry out activities to facilitate students' development of explanatory text writing skills. This is based on the fact that Indonesian language teachers in high schools must have at least a bachelor's degree in Indonesian language and literature education.

Fourth, support for the current curriculum. The Merdeka Curriculum (Curriculum Merdeka) contains learning objectives for eleventh-grade high school students to acquire the knowledge and skills to write explanatory texts. Therefore, the learning materials in this teaching material align with the curriculum.

Fifth, the allocation of available time for learning. The time allocated for face-to-face learning using Google Forms to write explanatory texts is 2 x 45 minutes. Therefore, this time allocation does not interfere with the allocation of face-to-face time for other learning objectives. However, the allocated time outside of class is believed to be very useful for students because the Google Forms application can be accessed outside of school hours.

Sixth, the use of a process skills approach combined with copying assignments and a file upload option in the needs assessment. This integrated strategy facilitates student comprehension of the learning material. This is because they read the material descriptions through manual copying activities and photograph them using their cell phones to upload them to Google Forms. Mondolalo & Mulyadi (2023), Bungawati (2023), and Banont & Nur (2024) describe that the use of copying tasks combined with uploading copied files to Google Forms ensures that students are actively reading the descriptions of the teaching materials.

Seventh, the use of testing techniques in needs assessment studies. Testing techniques function as practice activities. This activity aligns with the principle of writing, namely skills. Powerful skills are achieved through practice activities. Several scientific articles describing the practice aspect of reading skills include (Liao, 2017; Karlsson, 2015; Erdogan, 2019; Mulyadi, 2023).

Eighth, the use of explanatory text writing tests. Explanatory text writing tests are valid because they are designed using objective and systematic procedures, resulting in explanatory text writing test specifications as the basis for writing test items. Fulcher & Davidson (2007), Nurfajriani et al. (2024), Amril, & Thahar (2022) describe that a test meets content validity requirements if it is designed using objective and systematic procedures.

Ninth, the explanatory text writing indicator measures the ability to write explanatory texts. The explanatory text writing indicators are: 1) a factual paragraph about a general statement, 4-5 sentences long; 2) a factual paragraph about an explanatory statement, 4-5 sentences long, that fully explains the first paragraph; and 3) a factual paragraph about interpretation, 3-4 sentences long. This indicator was rated very good by the assessment team, even though validator-2 assessed it twice.

Table 1

Summary of Validation Results of Google Form-Based Explanatory Text Writing Indicators per Assessment Team

Validation Team	Scale Value 1-4				Value
	1	2	3	4	
Validator-1			√		
Validator-2		√		√	
Validator-3				√	
Mode					4

Tenth, the structure of the teaching material for writing explanatory texts uses sequential learning units. Lesson 1 in section 2 covers teaching and demonstration of writing and demonstration of explanatory texts. Each teaching and demonstration unit contains a copying assignment. This means students are required to write the demonstration in a notebook, photograph it, and upload it. Lesson 2 in section 3 involves copying an example of an explanatory text. This copying is based on explanatory texts available on Google Forms. These copies are then uploaded. Lesson 3 in section 4 explores writing explanatory texts based on a topic among the many available. These explanatory texts are also photographed for upload to Google Forms.

Section 1 of the Google Form contains the title of the teaching material on writing explanatory texts. This title is followed by instructions for using the Google Form and instructions for filling in student data, including name and class.

1.2 Design of Teaching Materials for Writing Explanatory Texts Based on Google Forms

The design of teaching materials for writing explanatory texts based on Google Forms with a file upload option using an innovative strategy for 11th grade high school students consists of four sections: Section 1 contains a student attribute form; Section 2 contains a description of the teaching materials for writing explanatory texts combined with copying assignments and a file upload option; Section 3 contains examples of

explanatory texts combined with copying assignments and file uploads; Section 4 contains exercises on writing explanatory texts; and Section 5 contains an evaluation of the explanatory text writing (Figure 1).

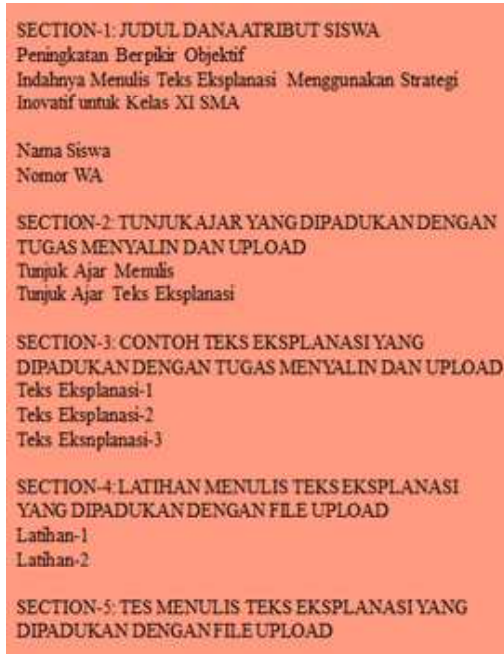


Figure 1
 Design of Teaching Materials for Writing Explanatory Texts Based on Google Forms Using Innovative Strategies via Google Forms

The validation score for the teaching material design for writing explanatory texts was 4. This means the design of the teaching material for writing explanatory texts was rated very good by the review team.

Table 2
 Summary of Validation Results for Design of Teaching Materials for Writing Explanatory Texts Based on Google Forms per Review Team

Validation Team	Scale Value 1-4				Value
	1	2	3	4	
Validator-1			√		
Validator-2				√	
Validator-3				√	
Mode					4

1.3 Development of Teaching Materials for Writing Explanatory Texts Based on Google Forms

The term "development" essentially means preparing the initial product of teaching materials for writing explanatory texts based on Google Forms with the file upload option using innovative strategies for 11th grade high school students. This procedure consists of five types of activities, as described below.

First, determining and presenting four explanatory texts as the basis for learning using innovative strategies through Google Forms. The explanatory texts in question are titled (Razak, 2013): 1) Juraij: Between a Mother's Anger and a Baby's Testimony; 2) The Baby's Dispute; 3) The Lunar Eclipse

The explanatory text titled "Juraij: Antara Kemarahan Ibu dan Persaksian Bayi" received an index value of 5.33. This value indicates that the explanatory text is easy to read for upper-grade elementary school students. This means that for high school students, the text is very easy to read. The explanatory text titled "Sengketa Bayi" received an index value of 4.92. This value indicates that the explanatory text is also easy to read for upper-grade elementary school students. This means that for high school students, the text is very easy to read.

The explanatory text entitled "Gerhana Bulan" (Lunar Eclipse) yielded an index score of 5.13. This score indicates that the explanatory text is easy to read for upper-grade elementary school students. This means that for high school students, the text is very easy to read.

Table 3
 Summary of the Results of Calculating the Readability of Explanatory Texts Using the Modified POG Index

Kinds of Explanatory Text	Value	Category of Readability
Explanatory Text-1	5,33	easy for elementary school student
Explanatory Text-2	4,92	
Explanatory Text-3	5,13	

Third, developing teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies. This activity resulted in an initial product: teaching materials for writing explanatory texts based on Google Form file upload using innovative strategies for 11th grade high school students. This Google Form contains five sections. Images of each Google Form section's first page are presented below.

Figure 2 shows Section 1 of the teaching materials for writing explanatory texts based on Google Form using innovative strategies for 11th grade high school students. Section 1 contains the Google Form title, file upload options, followed by usage instructions and a student attribute form.



Figure 2
Section 1 Google Form File Upload Options

Figure 3 shows the front page of Section 2, which provides a teaching guide for teaching materials on writing explanatory texts based on Google Form using innovative strategies for 11th grade high school students.

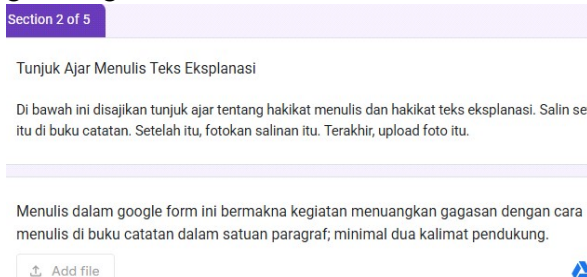


Figure 3
Front Page of Section 2 Google Form File Upload Options

Figure 4 shows the front page of Section 3, which is an example of an explanatory text. Essentially, there are three texts presented in this Google Form.

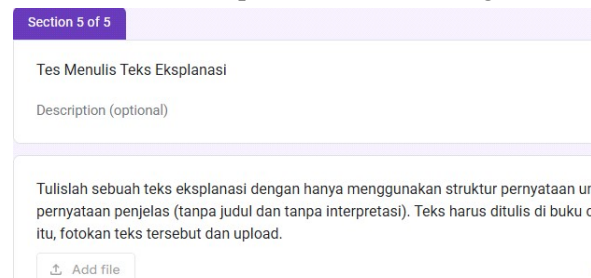


Figure 4
Section 3 Google Form Front Page File Upload Option

Figure 5 is the front page of section 4, the explanatory text writing exercise. Eleventh-grade high school students must write two explanatory texts in this exercise. The explanatory texts they write only have the core structure, namely the general statement and the explanatory statement structure.

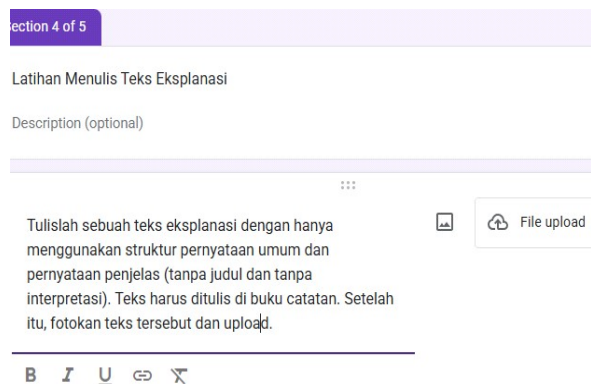


Figure 5
Section 4 Google Form Front Page File Upload Option

Figure 6 is the front page of section 5, the explanatory text writing test. Eleventh-grade high school students must write one explanatory text in this form. The explanatory texts they write only have the core structure, namely the general statement and the explanatory statement structure.



Section 3 of 5

Contoh Teks Eksplanasi

Di bawah ini disajikan tiga contoh teks eksplanasi. Salin setiap teks itu di buku catatan. Setelah itu, fi salinan itu. Terakhir, upload foto itu.

Teks Eksplanasi-1

Dua orang ibu mengklaim seorang bayi sebagai anaknya. Nabi Dawud memutuskan bayi yang dipersengketakan itu milik ibu yang lebih tua. Ibu yang lebih muda tidak puas dan meminta putusan Nabi Sulaiman.

Peristiwa ini bermula ketika kedua ibu bermain di padang pasir. Keduanya membawa bayi masing-masing. Lalu serigala datang menerkam dan membawa lari anak dari salah seorang perempuan itu. Perempuan yang lebih tua mengatakan bahwa anak yang selamat adalah anaknya. Perempuan yang lebih muda juga mengaku demikian. Mereka saling berebut bayi yang selamat. Akhirnya, kedua beresepakat mendatangi Nabi Dawud untuk minta putusan

Gambar-6

Halaman Depan Section-5 Google Form Opsi File Upload

Teaching materials for writing explanatory texts based on Google Forms using innovative strategies for 11th-grade high school students can be accessed through a dedicated link: https://docs.google.com/forms/d/1o_Uuf7JDYi_yLGjvRWcPDUfTQ0zSGgyDq-XwacGq4c/edit

The teaching materials for writing explanatory texts based on Google Forms using innovative strategies for 11th-grade high school students were rated very good by all validators. Furthermore, each validator only conducted one evaluation.

1.4 Initial Product Trial

The teacher reminded students to bring their Android devices to class. The goal was to conduct Indonesian language learning based on electronic media, namely Google Forms with the file upload option.

Before the initial product trial began, other equipment was prepared. These included the lesson plan, observation guidelines for teachers and students, and a questionnaire for teachers to respond to the initial product teaching materials. The initial product trial aimed to determine initial responses from teachers and students. The trial did not include post-tests or pre-tests. For the research team, this initial product trial was aimed at identifying strengths and weaknesses in the implementation of learning. First, the initial activity in learning to write explanatory texts based on Google Forms using innovative strategies in

grade XI students at Santo Thomas High School, Medan, includes three types of activities:

- 1) Students listen to the teacher's statement about the upcoming learning using Google Forms.
- 2) Students listen to the teacher's statement conveying the learning objectives.
- 3) Students receive the Google Form link in the group via the class leader.

Second, the core activity in learning to write explanatory texts based on Google Forms using innovative strategies in grade XI SMA Santo Thomas 2 Medan, includes 15 types of activities:

- 1) Students are facilitated by the teacher to be in section 1 of the Google Form.
- 2) Students are facilitated by the teacher to fill in the attributes in section 1 of the Google Form.
- 3) Students are facilitated by the teacher to be in section 2 of the Google Form.
- 4) Students are facilitated by the teacher to write in the teaching notebook-1 about the meaning of writing, photograph it, and upload it.
- 5) Students are facilitated by the teacher to write in the teaching notebook-2 about the principles of writing, photograph it, and upload it.
- 6) Students are facilitated by the teacher to write in the teaching notebook-2. Lesson 3 on examples of writing in paragraph units, photographing them, and uploading them.
- 7) The teacher facilitates students to write in the notebooks of lesson 4 about the meaning of explanatory text, photographing them, and uploading them.
- 8) The teacher facilitates students to write in the notebooks of lesson 5 about the structure of explanatory text, photographing them, and uploading them.
- 9) The teacher facilitates students to write in the notebooks of lesson 6 about the meaning of the general statement structure of explanatory text, photographing them, and uploading them.

- 10) The teacher facilitated the students to write in the lesson notebook-7 about the meaning of the specific statement structure of the explanatory text, photograph it, and upload it.
- 11) The teacher facilitated the students to write in the lesson notebook-6 about the relationship between the general and specific statement structures of the explanatory text, photograph it, and upload it.
- 12) The teacher facilitated the students to be in section 3 of the Google Form.
- 13) The teacher facilitated the students to write in the example explanatory text-1 notebook in section 3 of the Google Form, photograph it, and upload it.
- 14) The teacher facilitated the students to write in the example explanatory text-2 notebook in section 3 of the Google Form, photograph it, and upload it.
- 15) The teacher facilitated the students to write in the example explanatory text-3 notebook in section 3 of the Google Form, photograph it, and upload it.

Third, the final activity in the Google Form-based explanatory text writing lesson using innovative strategies in grade XI SMA Santo Thomas 2 Medan, included two types of activities:

- 1) Students listened to the teacher's statement expressing appreciation. Based on student engagement in the explanatory text writing lesson using Google Forms
- 2) Students listened to the teacher's instructions to complete the explanatory text writing exercise 2, found at the same link in section 4 of the Google Form.

1.5 Evaluation and Revision of the Initial Product

The final two core activities were not completed by students until the end of the lesson. This was because the explanatory text was relatively long. Therefore, activities 14 and 15 were revised as follows:

- 1) The teacher facilitated students to write at home in their notebooks the example of explanatory text 2 in section 3 of the Google Form, photograph it, and upload it (activity 14).
- 2) The teacher facilitated students to write at home in their notebooks the example of explanatory text 3 in section 3 of the Google Form, photograph it, and upload it (activity 15).

Based on the teacher questionnaire, no items in the questionnaire were rated as less than excellent. In other words, Indonesian language teachers rated the Google Form-based teaching material using this innovative strategy as excellent. Student responses to the teaching material on writing explanatory texts based on Google Forms using innovative strategies for 11th-grade high school students were:

- 1) they really liked learning using Google Forms via Android phones.
- 2) they really liked doing the assignment of copying the teaching materials, photographing them, and uploading them to section 2.
- 3) they disliked copying every explanatory text into notebooks.

Point 3 above was retained in the teaching material, even though students disliked it. It's natural for students to dislike activities that encourage them to read the teaching material.

1.6 Revised Product Trial

The teacher reminded the parallel 11th-grade students to bring their Android devices to class for the following week's Indonesian language lesson. The goal was to conduct Indonesian language learning based on electronic media, namely Google Forms with the file upload option.

Preparation for the revised product trial was the same as for the initial product trial. The difference was that the students who would participate in the revised product trial first took a pre-test using Google Forms.



The pre-test results showed that the students were not yet able to write explanatory texts. There were absolutely no general, objective statements. Therefore, there were also no specific statements. The written text was identical to descriptive text. Therefore, the standard percentage score obtained ranged from 26.67 to 43.33, with a mean of 35.92.

First, the initial trial activity of the revised product in learning to write explanatory texts based on Google Forms using innovative strategies in grade XI of Santo Thomas High School, Medan, also included three types of activities:

- 1) students listened to the teacher's statement about the upcoming implementation of learning using Google Forms
- 2) students listened to the teacher's statement conveying the learning objectives
- 3) students received the Google Form link in the group via the class leader

Second, the core activities of learning to write explanatory texts based on Google Forms using innovative strategies in grade XI SMA Santo Thomas 2 Medan, included 15 types of activities:

- 1) The teacher facilitates students to be in section 1 of the Google Form.
- 2) The teacher facilitates students to fill in the attributes in section 1 of the Google Form.
- 3) The teacher facilitates students to be in section 2 of the Google Form.
- 4) The teacher facilitates students to write in the Tunjung Ajar-1 notebook about the meaning of writing, photograph it, and upload it.
- 5) The teacher facilitates students to write in the Tunjung Ajar-2 notebook about the principles of writing, photograph it, and upload it.
- 6) The teacher facilitates students to write in the Tunjung Ajar-3 notebook about examples of writing in paragraph units, photograph it, and upload it.
- 7) The teacher facilitates students to write in the Tunjung Ajar-4 notebook about the meaning of explanatory text, photograph it, and upload it.

8) The teacher facilitates students to write in the Tunjung Ajar-5 notebook about the structure of explanatory text, photograph it, and upload it.

9) The teacher facilitates students to write in the Tunjung Ajar-6 notebook about the meaning of the general statement structure of the text. explanation, photograph it, and upload it.

10) The teacher facilitates students to write in the teaching notebook-7 about the meaning of the specific statement structure of the explanation text, photograph it, and upload it.

11) The teacher facilitates students to write in the teaching notebook-6 about the relationship between the general and specific statement structures of the explanation text, photograph it, and upload it.

12) The teacher facilitates students to be in section 3 of the Google Form.

13) The teacher facilitates students to write in the explanation text example-1 notebook in section 3 of the Google Form, photograph it, and upload it.

14) The teacher facilitates students to write in the explanation text example-2 notebook in section 3 of the Google Form, photograph it, and upload it.

15) The teacher facilitates students to write in the explanation text example-3 notebook in section 3 of the Google Form, photograph it, and upload it.

Third, the final activity in learning to write explanatory texts based on Google Forms using innovative strategies in grade XI SMA Santo Thomas 2 Medan, includes two types of activities:

- 1) Students listen to the teacher's statement expressing appreciation for the students' active participation in learning to write explanatory texts using Google Forms.
- 2) Students listen to the teacher's statement so that they can complete the explanatory text writing exercise 2 at the same link in section 4 of the Google Form.

1.7 Evaluation and Revision of the Revised Product

Based on the teacher questionnaire, no Google Form-based teaching materials required revision. In other words, all sections in the Google Form were the same as the initial product.

1.8 Final Product Reproduction

These teaching materials were not reproduced manually. This aligns with the development of Google Form-based teaching materials. These teaching materials can be found at the specified link.

2. Final Product Profile of Teaching Materials

2.1 Physical Profile

The Google Form-based teaching materials for writing explanatory texts for grade 11 contain the following physical profiles:

- 1) Section 1 describes the teaching material title and student attributes on the first page of the Google Form;
- 2) Section 2 describes the teaching demonstration for writing explanatory texts, combined with the task of copying on blank paper, photographing, and uploading it; a total of 4 sheets;
- 3) Section 3 contains three examples of explanatory texts combined with the task of copying on blank paper, photographing, and uploading it; 3 sheets total
- 4) Section 4 covers explanatory text writing exercises, combined with the task of copying on blank paper, photographing, and uploading.
- 5) Section 5 covers the explanatory text writing test, combined with the task of copying on blank paper, photographing, and uploading.

2.2 Non-Physical Profile

The Google Form-based explanatory text writing teaching materials for 11th grade also contain a non-physical profile, namely the responses of stakeholders regarding the

development of the teaching materials. First, the Indonesian language teachers responded positively to the final product of the explanatory text writing teaching material using innovative strategies based on Google Forms. Second, the validation team assessed that the teaching materials had appropriate content, presentation, language, and graphical feasibility.

DISCUSSION

The initial product and revised teaching materials were tested in 11th grade students at Santo Thomas High School. However, the Google Form-based explanatory text writing teaching materials using innovative strategies for 11th grade students can be used in other high schools.

Developing Google Form-based explanatory text writing teaching materials using innovative strategies has many advantages. First, it is easily accessible because it is electronic. Paper is only used for writing materials to ensure students read the teaching materials. Second, it is economical because there is no manual duplication process.

The ADDIE modification procedure is more definitive than the ADDIE procedure itself. This can be seen in the implementation and evaluation (IE) procedure, which is divided into five steps:

- 1) initial product trial
- 2) evaluation and revision of the initial product to become a revised product
- 3) trial of the revised product
- 4) evaluation and revision of the revised product
- 5) reproduction of the final product

Scientific articles using ADDIE modifications in developing teaching materials can be found in several online journals. First, Elmustian et al. (2024) wrote an article entitled "Developing Teaching Materials for Writing Pantun Using a Constructivist Approach." Second, Razak et al. (2021) wrote an article entitled "Developing Descriptive Text Reading Materials based on a Constructivist Approach."



CONCLUSION

First, the procedure for developing teaching materials for writing explanatory texts based on Google Forms using innovative strategies for grade 11 high school students uses eight steps. The development procedures in question are: 1) needs assessment (preliminary study), 2) preparation of product designs, 3) initial product preparation, 4) trial of the initial product on a limited scale, 5) initial product evaluation and revision, 6) trials of revised products on a broad scale, 7) product evaluation and revision, 8) reproduction of the final product (prototype). Second, the physical profile of teaching materials for writing explanatory texts based on Google Form using innovative strategies for grade XI contains 5 sections while the non-physical profile: Indonesian language teachers responded positively to the final product of teaching materials for writing explanatory texts using innovative strategies based on Google Form and the validation team assessed that the teaching materials for writing explanatory texts have content feasibility, presentation feasibility, language feasibility, and graphic feasibility.

REFERENCES

- Abubakar, R. (2021). *Pengantar Metode Penelitian*. Yogyakarta: Suka-Press UIN Sunan Kalijaga.
- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran. Cetakan Kedua*. Bandung: Rosda Remajakarya.
- Alfalah, A., Wulandeseember, N. S., & Fauzan, K. (2024). Keterbacaan Struktur Pendahuluan Artikel Ilmiah Jurnal Online Fokus Pendidikan Terakreditasi Sinta-4-6. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(1), 129–140. <https://doi.org/10.55909/jpbs.v3i1.565>
- Andriani, R., & Rasto, R. (2019). Motivasi belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80-86.
- Aryani, & Achmad, A. M. (2025). Pembelajaran Keterampilan Membaca Cerpen Profetik Berbasis Artikel Ilmiah Jurnal Online Menggunakan Pendekatan Keterampilan Proses. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(2). <https://doi.org/10.55909/jpbs.v4i2.708>
- Azwar, S. (2016). *Sikap Manusia: Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- Boekaerts, M. (2002). *Motivation to Learn*. Geneva: International Bureau of Education
- Banont, A. M. R., & Nur, B. (2024). Pembelajaran Keterampilan Menulis Paragraf Opini Menggunakan Metode Model dan Teknik Tugas Menyalin. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(4), 499–508. <https://doi.org/10.55909/jpbs.v3i4.614>
- Budiaji, W. (2013). Skala Pengukuran dan Jumlah Responden Skala Likert. *Jurnal Ilmu Pertanian dan Ilmu Perikanan*. Volume 2, No. 2, 2013, 127-133. DOI:10.31227/osf.io/k7bgy
- Bungawati, B. (2023). Upaya Meningkatkan Keterampilan Menulis Daftar Perkalian melalui Pendekatan Keterampilan Proses Berbasis Teknik Tes Individual. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(2), 191–202. <https://doi.org/10.55909/jpbs.v2i2.247>
- Chappelle, C. (2012). 'Validation Language Assessment'. *Handbooks of Research in Second Language Teaching and Learning*. Volume 2. Editor: Eli Hinkel. New York: Routledge.
- Cresswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Practice Hall
- Crossley, S. A., Allen, D. B., & McNamara, D. S. (2011). Text Readability and Intuitive Simplification: A Comparison of Readability Formulas. *Reading in a Foreign Language*, 23(1), 84-101.

- Damayanti, W., & Lushinta, I. P. (2024). Pembelajaran Identifikasi Pendekatan Kajian Sastra melalui Bahan Ajar Berbasis Google Form Menggunakan Teknik Ganda. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(6), 825–832. <https://doi.org/10.55909/jpbs.v3i6.653>
- Darningsih. (2023). The Learning English Paragraph Reading Skills through Constructivism Approach Using Student Worksheets Media. *DISCUSSANT: Journal of Language and Literature Learning*, 1(2), 99–110. <https://doi.org/10.55909/dj3l.v1i2.11>
- Darusalam, G. & Hussin, S. (2016). *Metodologi Penyelidikan dalam Pendidikan: Amalan dan Analisis Kajian. 2nd Edition*. Kuala Lumpur: University of Malaya.
- Delfiana, D. (2024). Pembelajaran Keterampilan Menulis Paragraf Prosedur Topik Perkalian Menggunakan Teknik Scaffolding dan Teknik Tugas Menyalin. *Jurnal Pembelajaran Bahasa dan Sastra*, Volume 3, Nomor 4, Juli 2024, 451-464. DOI: <https://doi.org/10.55909/jpbs.v3i4.610>
- Dewi, Y. S., Halil, M. A., Hasanah, A., & Damayanti, D. A. (2025). The Prophetic Short Story Reading Skills Learning Using Constructivism Approach via File Upload Google Form Option. *DISCUSSANT: Journal of Language and Literature Learning*, 3(1), 29–44. <https://doi.org/10.55909/dj3l.v3i1.41>
- Dewi, Y. S., & Damayanti, W. (2025). Pembelajaran Keterampilan Menemukan Isi Artikel Ilmiah Menggunakan Strategi Inovasi melalui Google Form Opsi File Upload . *Jurnal Pembelajaran Bahasa dan Sastra*, 4(2), 187–204. <https://doi.org/10.55909/jpbs.v4i2.703>
- Erdogan, V. (2019). Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes. *International Journal of Education and Research*, Vol., 7 No. 11, November 2019, 113-124.
- Elmustian, Sari, S. P., & Mustika, T. P. (2024). Pengembangan Bahan Ajar Menulis Pantun Menggunakan Pendekatan Konstruktivisme. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(4), 437–450. <https://doi.org/10.55909/jpbs.v3i4.609>
- Erlina, E. (2022). Upaya Meningkatkan Keterampilan Membaca Teks Eksplanasi melalui Pendekatan Keterampilan Proses Menggunakan Media LKPD. *Jurnal Pembahas: Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 3, Mei 2022, 403-412.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. Eighth Edition New York: McGraw-Hill.
- Fulcher, G. & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. New York: Routledge Applied Linguistics
- Harahap, A. Z. & Ningsih, S. D. (2024). Keterampilan Mengembangkan Paragraf Fiksi Menggunakan Metode Model dan Teknik Tugas Menyalin melalui Media LPKD. *Pembahas: Jurnal Pembelajaran Bahasa dan Sastra*, Volume 3, Nomor 2, Maret 2024, 179-186. DOI: <https://doi.org/10.55909/jpbs.v3i2.577>
- Hariyati, S., Setiyawati, M., Inderawati, N., Dani, E., Asmiah, & Hayati, A. (2024). The Preparation of Student Worksheet for Cursive Writing Based on Pantun Using the Copy Assignment Technique. *DISCUSSANT: Journal of Language and Literature Learning*, 2(1), 53–60. <https://doi.org/10.55909/dj3l.v2i1.23>
- Harjasujana, A. S. & Damaianti, V. S. (2003). *Membaca dalam Teori dan Praktek*. Bandung: Mutiara.
- Hasanah, A., & Hasanah, E. (2024). Pembelajaran Mengedit Larik Pantun Profetik Menggunakan Pendekatan Keterampilan Proses melalui Bahan Ajar Pengayaan.



- Jurnal Pembelajaran Bahasa dan Sastra, 3(6), 701-714. <https://doi.org/10.55909/jpbs.v3i6.640>
- Hassanah, A. U. & Fitry, A. (2024). Pengaruh Pembelajaran Keterampilan Membaca Teks Eksplanasi Tema Matematika Menggunakan Teknik Tugas Menyalin dalam LKPD. *Jurnal Pembelajaran Bahasa dan Sastra*, Volume 3, Nomor 1, Januari 2024, 15-26. DOI: <https://doi.org/10.55909/jpbs.v3i1.558>
- Ismail, H., Suryani, & Hardiansyah, I. (2025). Pembelajaran Mengidentifikasi Amanat Pantun Menggunakan Bahan Ajar Alternatif Berbasis Pendekatan Keterampilan Proses dan Teknik Tes. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(1), 109–116. <https://doi.org/10.55909/jpbs.v4i1.679>
- Karlsson, L. (2015). Searching for an English Self through Writing. *Studies in Second Language Learning and Teaching*, Volume 5, No, 3, 409-429.
- Lindrawati, L. 2022. Upaya Meningkatkan Keterampilan Membaca Teks Eksplanasi melalui Teknik Tes Opsi Unik. *Jurnal Pembahas: Pembelajaran Bahasa dan Sastra*, Volume 1, Nomor 2, Maret 2022, 161-172.
- Marizal, Y., & Asri, Y. (2022). Pengembangan Modul Elektronik Berbantuan Aplikasi Flipping Book PDF Professional Pembelajaran Menulis Teks Eksplanasi. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(1), 135-152. <https://doi.org/10.30872/diglosia.v5i1.343>
- Mondolalo, D., & Mulyadi. (2023). Keterampilan Menulis Struktur Deskripsi Umum Teks Deskripsi dalam Pembelajaran Menggunakan Teknik Tugas Menyalin Pendekatan Individual. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(5), 693–700. <https://doi.org/10.55909/jpbs.v2i5.530>
- Mondolalo, D., Angge, W., & Haria, W. (2023). The Readability of Folk Stories Using Kloz Text Based on Online Journal Scientific Articles. *DISCUSSANT: Journal of Language and Literature Learning*, 1(3), 173–180. <https://doi.org/10.55909/dj3l.v1i3.19>
- Mulyadi, M. (2023). Efektivitas Penggunaan Teknik Tugas Menyalin dan Teknik Tes dalam Pembelajaran Keterampilan Membaca Teks Eksposisi Topik Profetik. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(4), 499–508. <https://doi.org/10.55909/jpbs.v2i4.321>
- Nurfajriani, W. V., Ilhami, M. W., Mahendra, A., Afgani, M. W., & Sirodj, R. A. (2024). Triangulasi Data dalam Analisis Data Kualitatif. *Jurnal Ilmiah Wahana Pendidikan*, 10(17), 826–833.
- Uno, H. B. (2021). *Teori Motivasi dan Pengukurannya (Analisis di bidang Pendidikan)*. Jakarta: Bumi Aksara
- Razak, A. (2004). *Formula 247 Plus: Metode Mendidik Anak Menjadi Pembaca yang Sukses*. Jakarta: Elex Media Komputindo
- Razak, A. (2014). *Teks Eksplanasi: Mediasi Akademik Pembelajaran Bahasa Indonesia untuk SMP/MTs*. Pekanbaru: UR Press.
- Razak, A. (2015). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran*. Pekanbaru: UR Press.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Pekanbaru: Yayasan Pendidikan Raja Zulkarnain.
- Razak, A. (2020). *Pendekatan Konstruktivisme dalam Pembelajaran Membaca Pemahaman*. Pekanbaru: UR Press
- Razak, A., Hermendra., & Elmustian. (2021). Developing Descriptive Text Reading Materials based on Constructivism Approach. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 5(3), 585-598. DOI: <http://dx.doi.org/10.33578/pjr.v5i3.8272>

- Razak, A., & Elmustian. (2024). Penerapan Pendekatan Keterampilan Proses dan Teknik Tugas Menyalin dalam Pembelajaran Online Keterampilan Memperkuat Rima Pantun. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(6), 761-774. <https://doi.org/10.55909/jpbs.v3i6.644>
- Rofifah, I. N., & Octavianty, A. R. K. N. (2024). Pembelajaran Menjelaskan Konflik Tokoh Cerita Teks Naratif Menggunakan Multiple Choice Test Technique Berbahan Ajar Khusus. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(1), 93-100. <https://doi.org/10.55909/jpbs.v3i1.566>
- Sa'adah, S. (2023). Peningkatan Keterampilan Membaca Paragraf Berbasis Matematika melalui Teknik Tes Pilihan Ganda Menggunakan Media Alternatif. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(2), 213-222. <https://doi.org/10.55909/jpbs.v2i2.248>
- Sabariah, S. & Norisah, N. (2023). Peningkatan Keterampilan Membaca Teks Eksposisi melalui Media LKPD Menggunakan Teknik Tes Pilihan Ganda Opsi Unik. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(2), 223-232. <https://doi.org/10.55909/jpbs.v2i2.252>
- Satria, & Suntoko. (2022). Pembelajaran Kemampuan Menggali Isi Teks Eksplanasi melalui Teknik Kloz di Kelas VI SD. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(2), 151-160. <https://doi.org/10.55909/jpbs.v1i2.14>
- Sutriyati, S., Mulawarman, W. G., & Hudiyono, Y. (2019). Pengembangan Bahan Ajar Menulis Esai dengan Memanfaatkan Kearifan Lokal Melalui Pembelajaran Berbasis Proyek (PBP) Siswa SMA. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 2(1), 39-46. <https://doi.org/10.30872/diglosia.v2i1.16>
- Widiastuti, R., Elmustian, E. & Syafril, S. (2023). The Development of an Assessment Instrument for Learning the Meaning of Proverbs through Essay Tests Using Google Form Media. *DISCUSSANT: Journal of Language and Literature Learning*, 1(2), 73-84. <https://doi.org/10.55909/dj3l.v1i2.9>
- Winarsih, Y. (2022). Penyusunan Teks Eksplanasi Menggunakan Metode Model: Supervisi Klinik Kepala Sekolah kepada Guru Kelas Tinggi. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(4), 523-532. <https://doi.org/10.55909/jpbs.v1i4.120>
- Zahro, A., & Aprilia, D. (2024). Pengembangan Modul Qjar Menulis Naskah Drama Satu Babak Kurikulum Merdeka untuk Peserta Didik Kelas XI SMK. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 7(4), 705-714. <https://doi.org/10.30872/diglosia.v7i4.1017>
- Zauha, J. & Ragains, P. (2011). Teaching Matters: Is There a Text in This Class? E-readers, E-books, and Information Literacy. *Communications in Information Literacy*, 5 (2), 68- 73.