



Skills in Using Effective Sentences in Writing Observation Report Texts for Grade VIII Junior High School Students

Kania Putri Lestari^{1*}, Suhartono²

¹²Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Surabaya, Jawa Timur, Indonesia

*E-mail: kania.22053@mhs.unesa.ac.id

ABSTRACT

This study aims to describe the use of effective sentences in observation report texts of eighth-grade students of Al-Chodidjah Tebuireng Integrated Junior High School. The study was conducted in the odd semester of the 2025/2026 academic year. The study population consisted of 22 eighth-grade students. From this population, students were divided into five groups of 4–5 students each, with a sample of 10 observation report texts or two groups being analyzed. The research data consisted of observation report texts written by students as a result of writing learning assignments. Data collection was carried out through written tests, while data analysis was carried out by identifying the use of effective sentences based on indicators of unity of ideas, economy of words, sentence cohesion, and accuracy of sentence structure. Data were analyzed using descriptive statistical calculations with the help of the SPSS program. The results showed that students' ability to use effective sentences was in the sufficient category. Students generally understood the basic structure of sentences, but their application in writing observation report texts was not optimal. There were still sentences that were too long, unnecessary repetition of words, imbalance in subject-predicate structure, and inconsistent use of spelling and punctuation. The main obstacles faced by students include difficulty choosing diction, poor understanding of sentence structure, the habit of writing branching sentences, and low metalinguistic awareness. These findings indicate the need to strengthen micro-language skills in learning to write observational report texts.

Keywords: effective sentences, writing, observation report text

Keterampilan Menggunakan Kalimat Efektif dalam Menulis Teks Laporan Hasil Observasi Siswa Kelas VIII Sekolah Menengah Pertama

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penggunaan kalimat efektif dalam teks laporan hasil observasi siswa kelas VIII SMP Terpadu Al-Chodidjah Tebuireng. Penelitian dilaksanakan pada semester ganjil tahun ajaran 2025/2026. Populasi penelitian berjumlah 22 siswa kelas VIII. Dari populasi tersebut, siswa dibagi ke dalam lima kelompok yang masing-masing beranggotakan 4–5 siswa, dengan jumlah sampel berupa 10 teks laporan hasil observasi atau dua kelompok yang dianalisis. Data penelitian berupa teks laporan hasil observasi yang ditulis oleh siswa sebagai hasil penugasan pembelajaran menulis. Pengumpulan data dilakukan melalui tes tertulis, sedangkan analisis data dilakukan dengan mengidentifikasi penggunaan kalimat efektif berdasarkan indikator kesatuan gagasan, kehematan kata, kepaduan kalimat, dan ketepatan struktur kalimat. Data dianalisis menggunakan perhitungan statistik deskriptif dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam menggunakan kalimat efektif berada pada kategori cukup. Siswa pada umumnya telah memahami struktur dasar kalimat, namun penerapannya dalam penulisan teks laporan hasil observasi belum optimal. Masih ditemukan kalimat yang terlalu panjang, pengulangan kata yang tidak diperlukan, ketidakseimbangan struktur subjek–predikat, serta penggunaan ejaan dan tanda baca yang belum konsisten. Kendala utama yang dihadapi siswa meliputi kesulitan pemilihan diksi, lemahnya pemahaman struktur kalimat, kebiasaan menulis kalimat bercabang, dan rendahnya kesadaran metalinguistik. Temuan ini menunjukkan perlunya penguatan keterampilan kebahasaan mikro dalam pembelajaran menulis teks laporan hasil observasi.

Kata kunci: kalimat efektif, menulis, teks laporan hasil observasi

Submitted
09/12/2025

Accepted
23/01/2026

Published
25/01/2026

Citation	Lestari, K. P., & Suhartono, S. (2026). Effective Sentence Skills in Observation Report Texts for 8th Grade Junior High School Students . <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 1, Januari 2026, 503-512. DOI: https://doi.org/10.55909/jpbs.v5i1.1183</i>
----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Writing skills are a crucial aspect of Indonesian language learning because they provide a means for students to express ideas, facts, and observations systematically and in a way that readers can understand. One form of writing skill taught at the junior high school (SMP) level is writing observational reports. These texts require precise language use, particularly effective sentence structure, ensuring the information conveyed is objective, clear, and logical.

An effective sentence is one that conveys ideas precisely, efficiently, logically, and easily understood. Effective sentences are characterized by unity of thought, economy, cohesion, and structural accuracy (Harjasujana & Damaianti, 2013; Razak 2025;), . In the context of observational reports, the use of effective sentences is crucial because these texts function to convey observational facts objectively without any element of subjectivity from the writer. Therefore, a weak mastery of effective sentences can directly impact the quality of the reports produced by students.

Field research shows variations in students' ability to use effective sentences in observational reports. Some student writing exhibits the use of long, incoherent sentences, unnecessary repetition of words, and incorrect sentence structure. This phenomenon indicates that the application of effective sentence principles in writing practice is not yet fully consistent, requiring systematic review to obtain an objective and measurable picture of student abilities.

Based on these conditions, this study focuses on the use of effective sentences in observational report texts for eighth-grade junior high school students as the dependent variable. This study is crucial to determine how students apply the principles of effective sentences in the texts they write and which linguistic aspects still require strengthening. Therefore, the research question is: How are effective sentences used in observational report texts for eighth-grade junior high school students?

In line with this research question, the objective of this study is to describe the use of effective

sentences in observational report texts for eighth-grade junior high school students. This objective is structured in line with the problem statement and serves as the basis for the entire data analysis process. The results of this study are expected to provide theoretical benefits in the form of enriching studies on learning to write observational report texts, as well as practical benefits for teachers as considerations in selecting appropriate learning strategies to improve students' writing skills. Several relevant studies have shown that the use of appropriate learning models influences the quality of students' writing skills. Research by Sabarullah & Agustina (2024) shows that appropriate learning instruments and strategies contribute to improving students' writing skills. Furthermore, Reyaan and Wutwensa (2024) emphasized that process-based learning can improve structural accuracy and clarity of ideas in procedural texts. These studies reinforce the urgency of studying the use of effective sentences in observational report texts as an essential part of writing instruction in junior high schools.

The results of this study demonstrate a pattern consistent with previous researchers' findings regarding the use of effective sentences in student writing. Wulandari (2020) emphasized that ineffective sentences in instructional texts often arise from a weak mastery of micro-linguistic aspects. This pattern was also evident in this study, where some students understood the basic concept of effective sentences but were unable to apply them consistently in writing observational reports. This condition was reflected in the persistence of overly long sentences, unnecessary repetition of words, and a lack of focus on a single main idea.

These findings align with research by Pratiwi and Sari (2021), which found that student writing often contains wordy, inefficient sentences, and has the potential to create ambiguity. A similar phenomenon was observed in the analyzed observational report texts, particularly in the sections describing observation results and explaining object characteristics. Although the sequence of information presented by students was relatively logical, the linguistic quality of the



sentences used did not fully reflect straightforward, clear, and coherent sentences. This indicates that students still struggle to effectively control structure and word choice. This research also supports the findings of Rahayu (2022), who emphasized the importance of ongoing language development to improve the ability to construct accurate sentences. In the context of this study, the low consistency in the use of effective sentences indicates that students still need to strengthen their understanding and continue practicing the principles of unity of thought, economy, cohesion, and correct sentence structure. Without habituation and reflection on language use, students tend to write sentences spontaneously without considering their effectiveness.

Thus, the findings of this study emphasize the need for more serious attention to micro-linguistic aspects in learning to write observational reports. Every sentence written by students plays a crucial role in establishing clarity of information and the reader's thought process. Therefore, strengthening the use of effective sentences needs to be an integral part of writing lessons so that the observational reports produced by students optimally fulfill linguistic rules and the text's communicative purpose.

METHOD

This research uses a descriptive quantitative approach with the aim of obtaining an objective and measurable picture of the use of effective sentences in student observational report texts. Quantitative approaches are commonly used in educational education (Fraenkel et al., 2012; Balaka, 2012; Razak, 2017). The quantitative approach was chosen because the research data consists of student writing that can be identified, classified, and calculated based on specific indicators. Meanwhile, the descriptive nature of this research aims to describe the conditions under which effective sentences are used as they are, without any attempt to provide treatment or intervention to the research subjects. Therefore, the research results are expected to reflect the

actual conditions of effective sentence use in student observational report texts, based on empirical data.

This research was conducted at Al-Chodidjah Tebuireng Integrated Junior High School, located in Jombang Regency, East Java Province. The selection of the research location was based on academic considerations, namely the availability of data relevant to the research objectives and easy access to the research subjects. Furthermore, the school has implemented observational report writing lessons in accordance with the applicable curriculum, allowing for data collection that aligns with the basic competencies of Indonesian language learning.

Data collection was conducted in the odd semester of the 2025/2026 academic year and adjusted to the school's Indonesian language learning schedule to ensure the research process does not disrupt teaching and learning activities.

The study population consisted of 22 eighth-grade students. The students were divided into five groups of 4–5 students each, with a sample size of 10 observational report texts, or two groups, analyzed. The subjects of this study were eighth-grade students of Al-Chodidjah Tebuireng Integrated Junior High School.

The research data consisted of observational report texts written by students as part of a writing assignment. Data collection was conducted through a written test, a writing assignment designed to align with the basic competencies of eighth-grade Indonesian language learning.

The research instrument was designed with attention to the appropriateness of the learning material, the objectives of the assignment, and indicators of effective sentence usage. Therefore, the texts produced by the students can be used as a representative data source for examining the use of effective sentences (Azwar, 2012; Fulcher & Davidson, 2007; Akbar, 2013).

Data analysis in this study was conducted using descriptive quantitative analysis. The analysis stage began by identifying the use of effective sentences in each student's observational

report text based on indicators of unity of idea, economy, cohesiveness, and accuracy of sentence structure. Each indicator was analyzed systematically to obtain quantitative data reflecting the level of effective sentence usage. Next, the obtained data was analyzed using descriptive statistics, including calculating the average value (mean), the most frequently occurring value (mode), and the median. These results were used as the basis for describing the overall tendency of students' use of effective sentences. Data processing and analysis were conducted using SPSS to ensure accuracy, regularity, and consistency of the analysis results.

RESULTS

1. Unity of Idea

The unity of idea in the sentences of observational report texts by eighth-grade students at Al-Chodidjah Tebuireng Integrated Junior High School showed varying levels of achievement. The analysis revealed that some students were able to construct sentences with a clear main idea. These sentences displayed focused information, ensuring the reader's immediate understanding of the message. The clarity of the main idea was generally supported by the presence of a clear subject and predicate and the coherent arrangement of sentence elements.

In sentences that met the principle of unity of idea, each sentence element functioned to support a single main idea. The information conveyed did not diverge into ideas beyond the purpose of the sentence, so the content of the observational report was presented objectively and factually. This indicates that some students were able to control the ideas conveyed within a single sentence, in accordance with the characteristics of observational report texts, which demand clarity and accuracy of information.

On the other hand, the analysis also revealed that some sentences did not meet the principle of unity of idea. This ineffectiveness was evident in sentences containing more than one main idea within a single sentence structure without clear

connecting elements. In some texts, students tend to combine two different pieces of information into a single sentence, blurring the focus of the idea and making it difficult to understand.

Furthermore, disjointed ideas also arise from the addition of adverbs or phrases that are not directly related to the main idea of the sentence. These additional elements cause overlapping information and reduce clarity of meaning. As a result, readers must perform additional interpretations to understand the meaning of the sentence, ultimately reducing the effectiveness of the sentences in the observation report texts.

These findings indicate that although some students were able to maintain unity of ideas within sentences, some sentences were not fully focused on a single main idea. This variation in achievement reflects differences in students' abilities to organize ideas and organize them into effective sentences in accordance with the linguistic rules of observation report texts.

2. Economy of Words

The economy of words in the observation report texts of eighth-grade students at Al-Chodidjah Tebuireng Integrated Junior High School indicates that this principle has not been optimally implemented by all students. The analysis revealed a tendency towards excessive word usage in several observation report texts. This lack of economy of words can be seen in, among other things, the repetition of a subject within a single sentence, the use of words or phrases with multiple meanings, and the use of linguistic elements that could be removed without changing the sentence's main meaning.

On the other hand, the research results also indicate that some observational report texts adhere to the principle of economy of words. In these texts, students are able to choose words appropriately and avoid the use of unnecessary elements. Sentences are structured concisely while maintaining completeness of information, so that the meaning conveyed can be easily understood by the reader.



Sentences that are economical in words indicate that information is conveyed directly and efficiently without unnecessary repetition. This finding indicates that some students have understood and applied the principle of economy of words in constructing effective sentences. The variation in the application of this principle of economy of words indicates differences in students' ability to manage word choice when writing observational reports.

3. Sentence Coherence

The sentence coherence in the observational report texts of eighth-grade students at Al-Chodidjah Tebuireng Integrated Junior High School is evident in the interconnections between words and elements that form a unified meaning within the sentence. The analysis results indicate that some students are able to construct sentences with coherent and logical relationships between ideas. This coherence is generally characterized by the use of appropriate conjunctions and the harmonious arrangement of sentence elements, so that the flow of information within the sentence can be clearly followed.

In sentences that meet the principle of cohesion, each element supports each other and forms a coherent meaning. The use of conjunctions, both coordinating and subordinating, helps clarify relationships between ideas, such as cause-and-effect relationships, explanations, or details. Thus, the information conveyed in observational report texts is presented comprehensively and easily understood by readers. However, research results also indicate that sentences still lack cohesion. This lack of cohesion is caused, among other things, by the use of conjunctions that are inappropriate or inconsistent with the intended meaning. Furthermore, misalignment in the arrangement of sentence elements, such as inappropriate placement of adverbs or unclear subject-predicate relationships, also affects sentence cohesion.

Sentences that lack cohesion cause relationships between ideas to become unclear and

seem disconnected. As a result, readers have difficulty understanding the sentence's full meaning. This situation indicates that although some students are able to apply the principle of sentence cohesion, there are still sentences in observational report texts that do not fully meet this principle. This variation in the level of cohesion reflects differences in students' abilities to connect linguistic elements effectively within a single sentence.

4. Accuracy of Sentence Structure

The accuracy of sentence structure in the observation report texts of eighth-grade students at Al-Chodidjah Tebuireng Integrated Middle School was one of the most prominent aspects of the research findings. The analysis showed that some students were able to construct sentences with a structure that conformed to Indonesian language rules. These sentences generally followed the subject-verb-object-adverb pattern correctly, so that the relationships between sentence elements were clearly visible and supported the clarity of the information conveyed.

In sentences that meet the principles of structural accuracy, each sentence element is placed according to its function. The presence of a clear subject and predicate makes it easier for readers to understand the factual information conveyed in an observational report. Correct sentence structure also helps maintain objectivity and clarity in the presentation of observational data, which are key characteristics of an observational report.

However, research results also indicate that several students' observational report texts still contain sentence structure errors. These errors include the absence of a clear subject, the use of multiple predicates in a single sentence, and the inappropriate placement of adverbs. This condition results in unclear relationships between sentence elements and interferes with readers' understanding of the report's content.

Sentence structure errors directly impact the effectiveness of sentences. Sentences with incorrect structure tend to create ambiguity and make it

difficult for readers to grasp the information conveyed. These findings indicate that although some students are able to construct sentences with correct structure, there are still sentences in observational reports that do not fully comply with the rules of Indonesian sentence structure.

DISCUSSION

This discussion outlines the results of research on the use of effective sentences in observational report texts of eighth-grade students at Al-Chodidjah Tebuireng Integrated Junior High School, linking empirical findings with a theoretical framework of language. The discussion focuses on the level of mastery of effective sentences, the obstacles faced by students, and variations in ability based on the results of the descriptive quantitative analysis.

1. Level of Mastery of Effective Sentences in Observational Report Texts

The results of the study indicate that the level of mastery of effective sentences in observational report texts of eighth-grade students at Al-Chodidjah Tebuireng Integrated Junior High School is in the sufficient category. This category is indicated by the continued presence of various forms of sentence ineffectiveness in the analyzed texts. Some sentences are constructed too long with branching structures, resulting in a lack of focus on the main idea. Furthermore, unnecessary repetition of words often occurs, causing sentences to be less efficient and less efficient in conveying information (Lubis, 2025; Ajis & Siahaan, 2022).

Sentence ineffectiveness is also evident in the imbalance in the subject-predicate structure. In some texts, the predicate is not clearly formulated or the subject is not stated explicitly, resulting in unclear relationships between sentence components. Furthermore, inconsistent spelling and punctuation also affect the clarity of sentence meaning. These language mechanics errors impact the overall readability of observational report texts.

These findings indicate that students have a basic understanding of Indonesian sentence struc-

ture, but are not yet fully able to consistently apply the principles of effective sentences in the context of writing observational reports. Students' conceptual understanding is not yet fully accompanied by practical writing skills, particularly in terms of syntax and language economy.

The results of this study align with the views of Alwi et al. (2014), who assert that accurate syntactic structure and language economy are key elements in forming effective sentences. Inaccuracies in these two aspects result in unclear and inefficient messages. In the context of observational reports, which demand clarity, objectivity, and accuracy of information, weaknesses in the use of effective sentences have the potential to degrade the quality of the text and reduce the informative power of the reports they write.

Table 1
Students' Level of Effective Sentence Mastery

Indicators	Mean	Category
Unity idea	3,20	Enough
Economy of words	3,05	Enough
Sentence coherence	3,18	Enough
Accuracy of sentence structure	3,32	Enough
Mean	3,19	Enough

Scores were obtained from the results of a descriptive quantitative analysis of students' observational report texts. Data were analyzed using the mean calculation using SPSS.

2. Student Obstacles in Composing Effective Sentences

The research revealed several major obstacles faced by students in composing effective sentences in observational report texts. The most dominant obstacles relate to micro-linguistic aspects, specifically the selection of appropriate diction, understanding of subject-predicate structure, and the tendency to write long sentences with branching structures. Difficulty in selecting diction results in sentences that lack precise meaning and often contain redundant or unnecessary words.



Furthermore, a weak understanding of subject-predicate structure results in unclear relationships between sentence elements. In some texts, the subject is not stated explicitly or the predicate is formulated imprecisely, resulting in unclear meaning. The habit of writing long sentences with branching structures also increases the potential for sentence ineffectiveness, as more than one idea is often included in a single sentence without proper structural control (Hasan, 2015; Bilqis et al., 2023; Arifin & Wardani, 2020).

Another obstacle relates to students' low metalinguistic awareness of the function of language elements. This lack of awareness results in students' inability to evaluate and improve their written sentences. Students tend to accept their writing as final without editing it to improve structural accuracy, wordiness, and clarity of meaning. In addition to internal factors, external factors also contribute to the emergence of these obstacles. Writing lessons that emphasize the macrostructure of texts, such as report outlines and systematics, result in limited attention to micro-linguistic skills. As a result, students are less accustomed to reflecting on and editing their sentences. These findings suggest that writing lessons need to provide balanced attention between mastery of text form and sentence quality, the basic building blocks of text.

Table 2
 Obstacles to Students' Effective Sentence Composition (N=10)

Types of Constraints	Mean	Percent	Category
Difficulty in choosing diction	3,10	62	Enough
Weak understanding of S-P structure	3,25	65	Enough
Long and branching sentences	3,35	67	Enough
Low metalinguistic awareness	3,40	68	Enough
Mean	3,28	65,5	Enough

Scores were obtained from the results of a descriptive quantitative analysis of students' observational report texts. A higher score indicates a more dominant constraint. The analysis was conducted using mean and percentage calculations, using the SPSS program.

3. Variation in Effective Sentence Writing Ability Based on Quantitative Analysis

Quantitatively, students' effective sentence writing ability showed variation across groups. Differences in average scores reflect differences in mastery of micro-language aspects, particularly word economy, structural equivalence, and language mechanics. Although all groups understood the basic structure of observational report texts, mastery of the principles of effective sentences was still uneven.

The following table presents a summary of the average scores for students' effective sentence writing ability by group.

Table 3
 Average Score for Students' Effective Sentence Writing Ability

Groups	Sample	Mean	Category
Group-1	5	3,33	Enough
Group-2	4	2,83	Enough
Group-3	4	3,16	Enough
Group-4	4	3,16	Enough
Group-5	5	3,50	Good

Based on the table, Group 5 obtained the highest average score, while Group 2 obtained the lowest. This variation indicates that the ability to write effective sentences is influenced not only by an understanding of text structure but also by individual skills in consistently applying linguistic principles. These results align with the descriptive quantitative approach, which aims to describe trends and variations in data without testing relationships or influences between components.

4. Implications of Findings for Writing Learning

The research findings indicate that learning to write effective sentences needs to be directed at strengthening micro-linguistic skills. Discovery-based learning strategies, such as analyzing example sentences, editing exercises, small group discussions, and utilizing digital media for feedback, are considered relevant for increasing students' awareness of sentence quality. Through these strategies, students are encouraged to actively identify errors, understand effective sentence patterns, and improve their writing independently and contextually.

ACKNOWLEDGMENTS

The author would like to thank Al-Chodidjah Tebuireng Integrated Junior High School for the permission and support provided, enabling this research to be successfully conducted. Thanks are also extended to the Indonesian language teacher and eighth-grade students who participated and assisted in the data collection process.

Furthermore, the author expresses his appreciation and gratitude to his supervisor who provided guidance, direction, and constructive feedback throughout the research and writing of this article. This academic support was instrumental in maintaining the accuracy of the methodology and the quality of the research analysis.

The author also wishes to express his gratitude to all parties, whom he cannot mention individually, for their moral support, motivation, and indirect assistance throughout the research process. All of these contributions were crucial to the smooth running and completion of this research.

CONCLUSION

Based on the research results and discussion regarding the use of effective sentences in observational report texts of eighth-grade students at Al-Chodidjah Integrated Junior High School, Tebuireng, it can be concluded that students' ability to write effective sentences is in the sufficient category. Students generally understand the basic

sentence structure of Indonesian, but their application in writing observational reports is not optimal. This is demonstrated by the persistence of sentences that do not meet the principles of unity of thought, economy of words, sentence cohesion, and correct sentence structure.

The main obstacles faced by students in constructing effective sentences include difficulty in selecting appropriate diction, a weak understanding of subject-verb structure, the habit of writing long sentences with branching structures, and low metalinguistic awareness of the function of language elements. Furthermore, learning factors that emphasize macro-text structure over micro-language skills also influence the quality of the sentences produced by students.

Quantitatively, the analysis results show variations in the ability to write effective sentences across student groups. This variation reflects differences in mastery of micro-language aspects, particularly economy of language, structural equivalence, and mechanical accuracy. These findings emphasize that improving the quality of observational reports needs to be directed at strengthening effective sentence construction skills as a foundation for creating clear, objective, and informative texts.

REFERENCES

- Ajis, A., & Siahaan, R. Y. K. (2022). Pengetahuan dan Keterampilan Menulis Teks Eksposisi Siswa SMA Negeri 1 Rupert Utara, Kabupaten Bengkalis, Riau. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(3), 343–354. <https://doi.org/10.55909/jpbs.v1i3.51>
- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran. Cetakan Kedua*. Bandung: Rosda Remajakarya.
- Alwi, H., Dardjowidjojo, S., Lapoliwa, H., & Moeliono, A. M. (2014). *Tata Bahasa Baku Bahasa Indonesia*. Edisi Keempat. Jakarta: Badan Pengembangan dan Pembinaan Bahasa.



- Arifin, Z., & Tasai, A. (2010). *Cermat Berbahasa Indonesia*. Jakarta: Akademika Pressindo.
- Arifin, M. B., & Wardani, Y. A. (2020). Pengembangan Media Audio Visual Menggunakan Contextual Teaching and Learning (CTL) dalam Pembelajaran Menulis Paragraf Narasi pada Siswa Kelas VII SMP. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 3(4), 373-384. <https://doi.org/10.30872/diglosia.v3i4.146>
- Azwar, S. (2012). *Penyusunan Skala Psikologi, Edisi 2*. Yogyakarta: Pustaka Pelajar.
- Balaka, M. Y. (2012). Metode Penelitian Kuantitatif. Editor: Iskandar Akhmaddien. Bandung: Widina Bhakti Persada.
- Bilqis, A., Iswara, P. D., & Aeni, A. N. (2023). Pengembangan E-Book Interaktif untuk Meningkatkan Kemampuan Menulis Paragraf Argumentasi Kelas IV. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 6(2), 437-448. <https://doi.org/10.30872/diglosia.v6i2.628>
- Chaer, A. (2011). *Tata Bahasa Praktis Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Darmuki, A., & Hidayati, N. A. (2019). Peningkatan Keterampilan Menulis Teks Laporan Hasil Observasi melalui Model Pembelajaran berbasis Masalah. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8(2), 45-54.
- Fraenkel, J. R., Wallen, E. W., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Fulcher, G. & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. New York: Routledge Applied Linguistics.
- Harjasujana, A. S., & Damaianti, V. S. (2013). *Membaca dalam Teori dan Praktik*. Cetakan ke-2. Bandung: Mutiara.
- Hasan, B. (2015). *Paragraph Writing for Academic Courses: A Modern Approach*. Yogyakarta: Graha Ilmu.
- Keraf, G. (2004). *Komposisi: Sebuah Pengantar Kemahiran Bahasa*. Ende: Nusa Indah.
- Lubis, H. P., & Hartati, L. (2025). Indonesian Language Error Analysis In Online Newspaper. *Media Pangkalpinangpost.com. Jurnal Pembelajaran Bahasa dan Sastra*, 4(4), 817-828. <https://doi.org/10.55909/jpbs.v4i4.834>
- Mahsun, M. (2014). *Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013*. Jakarta: Rajawali Pers.
- Mulyati, Y. (2015). Pembelajaran menulis berbasis Teks dalam Kurikulum 2013. *Jurnal Pendidikan Bahasa dan Sastra*, 15(2), 145-156.
- Nurgiyantoro, B. (2012). *Penilaian Pembelajaran Bahasa*. Yogyakarta: BPFE.
- Razak, A. (2005). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran*. Cetakan ke-8. Pekanbaru: Ababil Press.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Pekanbaru: Ababil Press.
- Razak, A. (2025). Pembelajaran Menulis Daftar Pustaka Artikel Ilmiah Menggunakan Strategi Ganda Berbasis Google Form Opsi File Upload. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(2), 141-154. <https://doi.org/10.55909/jpbs.v4i2.698>
- Sabarullah, I., & Agustina. (2024). Penyusunan Tes Formatif Bentuk Pilihan Ganda Keterampilan Membaca Teks Eksposisi Berbasis Validitas Isi. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(5), 661-668. <https://doi.org/10.55909/jpbs.v3i5.634>
- Saddhono, K., & Slamet. (2014). *Pembelajaran Keterampilan Berbahasa Indonesia*. Yogyakarta: Graha Ilmu.

- Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suparno, & Yunus, M. (2008). *Keterampilan Dasar Menulis*. Jakarta: Universitas Terbuka.
- Tarigan, H. G. (2008). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Widodo, H. P. (2016). Teaching Writing through Genre-based Approach. *English Language Teaching*, 9(3), 17–2.
- Widhiyanto, R., Zulaeha, I., & Wagiran, W. (2024). Analisis Kebutuhan Modul Pembelajaran Keterampilan Menulis Teks deskripsi Berwawasan Kebinekaan Global. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 7(1), 151-162. <https://doi.org/10.30872/diglosia.v7i1.918>