



The Effect of Using Brainly Media on Argumentative Text Writing Skills in Class XI of SMA Negeri 1 Mardinding

Chornelyus Dehouq Simorangkir^{1*}, Harlen Simanjuntak², Elza Leyli Lisnora Saragih³

^{1,2,3}Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas HKBP Nommensen, Sumatera Utara, Indonesia

*E-mail: chornelyus.dehouqsimorangkir@student.uhn.ac.id

ABSTRACT

Brainly is a peer-to-peer (between students) based social learning platform and educational application that allows users to ask and answer questions about homework or school materials. As a learning medium, Brainly becomes a means of collaboration where students help each other understand the material, exchange information, and solve academic problems. This study aims to describe: 1) the results of the pre-test of the ability to write argumentative texts; 2) the results of the post-test of the ability to write argumentative texts in learning using the Brainly application media. This study uses a quantitative method through a quasi-experiment using One Group Pretest-Posttest Design in the 2025/2026 academic year at SMA Negeri 1 Mardinding. The population of this study was all students of class XI.A SMA Negeri 1 Mardinding who took the pre-test, learning the ability to write argumentative texts using the Brainly application media, and took the post-test of the ability to write argumentative texts, totaling 34 students. The sample was determined at 32 students based on a statistical formula. The research instruments were news text writing tests and lesson plans as well as the Brainly application media. The research data were analyzed using parametric inferential statistics, namely one-sample t-test for the first and second objectives and paired sample t-test for the third objective. All test requirements, namely normality and homogeneity, were met. The results of the study showed: 1) the mean pre-test of the ability to write news texts of class XI.A students of SMA Negeri 1 Mardinding was 16.84 or 52.63 percent (categorized as low); 2) the mean post-test of the ability to write news texts of class XI.A students of SMA Negeri 1 Mardinding was 26.00 or 81.25 (categorized as high); 3) the brainly application media was proven to be effective in learning the ability to write argumentative texts. The t-value of the paired sample test was -19.363 with a sig. 0.00 < 0.05 so that Ho was rejected.

Keywords: effect, brainly memdia, argumentative text, wrting skills

Pengaruh Penggunaan Media Brainly terhadap Kemampuan Menulis Teks Argumentasi di Kelas XI SMA Negeri 1 Mardinding

ABSTRAK

Brainly adalah platform pembelajaran sosial dan aplikasi pendidikan berbasis peer-to-peer (antarsiswa) yang memungkinkan pengguna mengajukan dan menjawab pertanyaan seputar pekerjaan rumah atau materi sekolah. Sebagai media pembelajaran, Brainly menjadi sarana kolaborasi di mana siswa saling membantu memahami materi, bertukar informasi, dan menyelesaikan masalah akademik. Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil pretes kemampuan menulis teks argumentasi; 2) hasil postes kemampuan menulis teks argumentasi dalam pembelajaran yang menggunakan media aplikasi brainly. Penelitian ini menggunakan metode kuantitatif melalui quasi-eksperimen yang menggunakan One Group Pretest-Posttest Design pada tahun ajaran 2025/2026 di SMA Negeri 1 Mardinding. Populasi penelitian ini adalah seluruh siswa kelas XI.A SMA Negeri 1 Mardinding yang mengikuti prates, pembelajaran kemampuan menulis teks argumentasi menggunakan media aplikasi brainly, dan mengikuti postes kemampuan menulis teks argumentasi yang berjumlah 34 siswa. Sampel ditetapkan sebanyak 32 siswa berdasarkan formula statistik. Instrumen penelitian adalah tes menulis teks berita dan rencana pembelajaran serta media aplikasi brainly. Data penelitian dianalisis menggunakan statistik inferensial parametrik yakni uji t satu sampel untuk tujuan pertama dan kedua dan uji t sampel berpasangan untuk tujuan ketiga. Semua syarat pengujian yakni normalitas dan homogenitas terpenuhi. Hasil penelitian menunjukkan: 1) mean prates kemampuan menulis teks berita siswa kelas XI.A SMA Negeri 1 Mardinding adalah 16,84 atau 52,63 persen (berkategori rendah); 2) mean postes kemampuan menulis teks berita siswa kelas SMA Negeri 1 Mardinding adalah 26,00 atau 81,25 (berkategori tinggi); 3) media aplikasi brainly terbukti efektif digunakan dalam pembelajaran kemampuan menulis teks argumentasi. Nilai t uji sampel berpasangan -19,363 memiliki sig. 0,00 < 0,05 sehingga Ho ditolak.

Kata kunci: pengaruh, media Brainly, kemampuan menulis, teks argumentasi

Submitted
21/04/2026

Accepted
25/04/2026

Published
28/04/2026

Citation	Simorangkir, C. D., Simanjuntak, H., & Saragih, E. L. L. (2026). The Effect of Using Brainly Media on Argumentative Text Writing Skills in Class XI of SMA Negeri 1 Mardinding. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 2, Maret 2026, 1787-1796</i> . DOI: https://doi.org/10.55909/jpbs.v5i2.1386
----------	---

Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

In learning Indonesian, there are four aspects of language skills. Language skills encompass four main aspects: first, listening skills, second, speaking skills, third, reading skills, and fourth, writing skills. Writing skills are the effort to express ideas or feelings to others through written language. Writing is one activity that allows us to express our thoughts through written text and sentences that have been structured and structured clearly. In writing, students require intelligence and precision to create engaging and engaging pieces of writing that are interesting to read. Students must first be able to create or structure sentences that are easier to understand and comprehend (Simanjuntak et al., 2023).

Writing skills do not come naturally or automatically. However, writing skills develop evaluatively through practice, both in the classical learning process and through regular independent learning (Simaremare et al., 2024; Dalman, 2020; Rusdianto et al., 2023).

Writing narrative texts, which are closely related to higher-level reasoning skills, is argumentative text. This aligns with the meaning and structure of argumentative texts themselves. Utami et al. (2024), Lida (2022), and Putri et al. (2021) describe argumentative texts as a type of narrative writing that presents the author's opinions, ideas, or perspectives supported by facts, data, and logical reasoning. The main goal is to convince the reader to believe, accept, or be influenced by the author's viewpoint on an issue.

Argumentative texts have three core structures: introduction, argument, and conclusion (Diana & Perdani, 2022).

Several scientific articles in online journals using experimental methods have cited low pre-test results for argumentative writing skills. First, Semaremare et al. (2020) described a standard percentage pre-test score of only 40.16 for argumentative writing skills. Second, Sakke (2019) described low pre-test scores for 10th-grade students at SMA Negeri 4 Palopo, but higher post-test scores. Third, Dwisaptarida et al. (2024) con-

cluded that high scores for argumentative writing skills improved based on very low pre-test results for 11th-grade students.

Learning media that align with learning objectives and student characteristics are believed to be capable of achieving optimal learning outcomes for argumentative writing skills. This occurs because learning media truly mediate teacher expression with students (Danayati et al., 2023; Kasim & Razak, 2023).

Brainly is a learning media application. Online electronic media can be used via Android phones (Fitria, 2023; Cahyo et al., 2021). The use of this electronic media is believed to achieve maximum learning outcomes in argumentative writing skills.

For the teaching of argumentative writing skills in eleventh-grade high school, the use of Brainly as a learning application is believed to create a conducive environment for learning argumentative writing skills and, in turn, achieve optimal learning outcomes.

Based on the description above, this article contains three research questions. First, what are the categories of the mean pre-test scores for argumentative writing skills? Second, what are the categories of the mean post-test scores for argumentative writing skills? Third, how significant is the influence of using the Brainly application in teaching argumentative writing skills?

In line with the research questions, this article has three objectives. First, to describe the categories of the mean pre-test scores for argumentative writing skills. Second, to describe the categories of the mean post-test scores for argumentative writing skills. Third, to describe the effectiveness of using the Brainly application in teaching argumentative writing skills.

This article is believed to be beneficial from several perspectives. These perspectives include academics, Indonesian language teacher groups, supervision.

First, from an academic perspective, this article is also useful because it has the potential to serve as a reference for students when writing relevant scientific papers.



Second, for Indonesian language teachers, this article is also beneficial. This is because it can serve as discussion material for both online media applications and news writing skills.

Third, from a supervisory perspective, this article is useful because it can serve as alternative supervision material for both principals and school supervisors.

Relevant articles were found in various online journals. Three selected relevant articles are described below.

First, Frelisia & Waskito (2023). They concluded that when using the online learning site Brainly to support the learning process and assignments, some students double-checked the information before using it, while others directly used the information without double-checking it, even though they realized that the information they obtained was not necessarily credible.

Second, Nugroho (2021) conducted research in elementary, middle, and high schools in Yogyakarta. The study concluded that the Brainly app was proven to improve student learning outcomes, but it also had a negative impact on students' learning styles in the classroom.

Third, Thomas et al. (2024) conducted research at SMKN 4 Palangkaraya. The results of this study showed an influence between the Brainly app and learning interest at SMKN 4 Palangkaraya in the 2022/2023 academic year.

LITERATURE REVIEW

Brainly is a technology-based educational company and learning website that allows its users to ask and answer questions related to school subjects openly with each other. Brainly was founded by Lukasz Haluch, Michal Borkowski, and Tomasz Kraus in 2009 in Krakow, Poland, with a Polish-language version called Zadane.pl. Recognizing students' willingness to help each other with their homework, Brainly aimed to make this activity available online.

Brainly has experienced rapid growth in Ukraine, Poland, Russia, and Brazil, reaching 25 million students worldwide. After that, Brainly

began entering the United States and gained over 50,000 users.

Brainly is available on Android, iOS, and web browsers, offering three levels of education: elementary, middle, and high school, and 25 subject categories. On Brainly, users can ask questions or answer those of other users. Answering other users' questions earns the answerer points based on the questioner's choice. The user who writes the question will receive points based on their desired reward. These points are accumulated daily, and the user with the most points is featured on the main page (Al-Qobi, 2021; Basri, 2024).

METHOD

This research employed a quantitative method using a one-group pretest-posttest design. Data on argumentative writing skills were described numerically from a single sample group. Creswell (2013), Razak (2017), Balaka (2012) stated that experimental methods are commonly used in various studies, including those in education.

This research took place at SMA Negeri 1 Mardingding. The school, which has 12 study groups, is located in Tanjung Pamah Village, Mardingding District, Karo Regency, North Sumatra Province.

The research, conducted in the odd semester of the 2025/2026 academic year, involved three main activities. First, preparation activities included preparing learning media, developing lesson plans, developing argumentative writing test instruments, and preparing scoring rubrics. Second, data collection activities included conducting argumentative writing pretests and learning to write argumentative texts using Brainly. Third, reporting activities included data analysis and writing a research report in the form of an online journal scientific article.

The population of this study was 11th-grade students of SMA Negeri 1 Mardingding who participated in a pre-test and post-test on news writing and participated in learning activities on writing argumentative texts using brainly. There were 34 students.

The sample size was determined at 32 students based on Slavin's formula (Setiawan, 2007; Santoso, 2023; Razak, 2005; Manson, 2010). Each sample member was selected randomly from the population.

The pre-test and post-test were collected using a test instrument. To produce a valid test, according to Fulcher & Davidson (2007), the steps for developing test instrument below.

First, determine the number of argumentative texts the sample members must write. This article uses two argumentative texts.

Second, determine the testing system. This article uses a direct test system, whereby sample members take an argumentative writing test in class.

Third, determine the length of the argumentative text. This article uses argumentative texts with a length of 125-175 words.

Fourth, develop the argumentative writing test specifications. The argumentative writing test specifications are presented in a table.

Fifth, write the argumentative writing test items.

Pre-test and post-test data for argumentative writing skills are obtained from the scoring results of each sample member's answer sheets. Each argumentative text is scored at least 5 and at most 20 across five indicators. The argumentative writing answer sheets are scored using the scoring rubric shown in the table below.

Table 2
Argumentary Writing Test Data Scoring Rubric

Indicator	Score			
	1	2	3	4
Introduction	a very unastonishing factual descriptive paragraph	a factual descriptive paragraph that is not surprising	astonishing factual descriptive paragraph	a very surprising factual descriptive paragraph
Content	The argument paragraph contains a very non-objective answer to the stunning statement in the first paragraph.	argument paragraph contains a non-objective answer to the stunning statement in the first paragraph	argument paragraph contains an objective answer to the stunning statement in the first paragraph	argument paragraph contains a very objective answer to the stunning statement in the first paragraph
Conclusion	very unclear affirmative paragraph of argument paragraph	unclear affirmation paragraph for argument paragraph	clear confirmation paragraph for argument paragraph	a very clear affirmation paragraph for the argument paragraph
Readability	argumentative text that is very difficult to understand	argumentative text that is difficult to understand	easy to understand argumentative text	very easy to understand argumentative text
Spelling	more than 30 spelling errors	spelling errors between 20-30	spelling errors between 10-20	less than 10 spelling errors

The pretest and posttest data for argumentative writing skills were analyzed using a one-sample t-test because all test requirements were met. The pretest data for argumentative writing used a relatively low expected mean of 13.00, equivalent to a standard mean score of 65.00. The posttest data for argumentative writing skills used a relatively high expected mean of 17.00, equivalent to a standard mean score of 85.00.

The observed mean, i.e., the pretest mean and posttest mean, are considered equal to the expected mean if the t-value has a significance level of >0.05 . Otherwise, the two means are considered different.

To determine the effect of Brainly on learning to write argumentative texts, a parametric inferential statistical analysis procedure was used. The parametric inferential statistical measure used is a paired-sample t-test. A t-value with a significance level of >0.05 indicates that Printerest is ineffective in learning to write news texts. A t-value with a significance level of <0.05 indicates that Brainly has a significant effect on learning to write argumentative texts.

Scientific articles using paired-sample t-tests are relatively widely used in research. Paired-sample t-test procedures are found in articles such as (Hasanah & Suhendar, 2026; Hassanah & Fitry, 2023; Haria & Mondolalo, 2024).

RESULTS

1. Argumentative Text Writing Ability Pre-Test Results

First, descriptive statistics of the argumentative text writing ability pre-test data for grade XI.1 students at SMA Negeri 1 Mardinding include the mean, percentage, standard deviation, variance, minimum score, and maximum score. The descriptive statistics of the argumentative text writing ability pre-test results for grade XI.1 students at SMA Negeri 1 Mardinding are presented in a frequency distribution table, which is a screenshot of SPSS.

Table 3
 Frequency Distribution of Argumentative Text Writing Ability Pre-Test Results

Pretest	Frequency	Percent	Cumulative Percent	Value
8	3	9,38	9,38	
11	5	15,63	25,00	
12	6	18,75	43,75	
13	5	15,63	59,38	
14	6	18,75	78,13	
15	4	12,50	90,63	
16	1	3,13	93,75	
17	1	3,13	96,88	
18	1	3,13	100,00	
Total	32	100,00		
Mean				12,84
Percent				64,20
Median				13,00
Mode				12,00
Stdev				2,357
Minimum				8
Maximum				18
Sum				411

Second, the Levene's value for the homogeneity test statistic was 1.837 at a significance level of 0.126 (Figure 1). A significance level of $0.126 > 0.05$ is obtained. Therefore, H_0 is accepted. This means that the pre-test data on argumentative writing skills were homogeneous.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	1,837	7	24	0,126
	Based on Median	0,331	7	24	0,932

Figure 1
 SPSS Screenshot of Pre-Test Data Homogeneity Calculation Results

Third, the Shapiro-Wil statistic for the pretest data normality test was 0.955 at a significance level of 0.200 (Figure 2). The significance level of 0.200 is > 0.05 . Thus, H_0 is accepted. This means that the pretest data for argumentative writing skills came from a normally distributed population.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	0,123	32	,200 [*]	0,955	32	0,200

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

Figure 2
 SPSS Screenshot of Pretest Data Normality Test Calculation Results

Fourth, a one-sample t-test of the pretest data for argumentative writing skills using an expected mean of 13.00, equivalent to a standard mean of 65.00 percent (Figure 3), was -0.375. This value has a significance level of 0.710, so that significance level of 0.710 is > 0.05 . Thus, H_0 is accepted, meaning that the observed mean of 12.84 (Figure 4) is equal to the expected mean of 13.00.

One-Sample Test				
Test Value = 13,00				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	-0,375	31	0,710	-0,156

Figure 3
 SPSS Screenshot of One-Sample t-Test Calculation Results for Pre-Test Data

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	32	12,84	2,357	0,417

Figure 4
 SPSS Screenshot of One-Sample t-Test Statistics for Pre-Test Data

2. Post-Test Results for Argumentative Text Writing Skills

First, the descriptive statistics for the post-test data on argumentative text writing skills for grade XI.1 students at SMA Negeri 1 Mardinding include the mean, percentage, standard deviation, variance, minimum score, maximum score, and mode. The descriptive statistics for the post-test results for argumentative text writing skills are presented in a frequency distribution table, which is a screenshot from SPSS.

Table 4
 Frequency Distribution of Post-Test Results for Argumentative Text Writing Skills

Post-test	Frequency	Percent	Cumulative Percent	Value
13	2	6,25	6,25	
14	3	9,38	15,63	
15	5	15,63	31,25	
16	6	18,75	50,00	
17	6	18,75	68,75	
18	5	15,63	84,38	
19	3	9,38	93,75	
20	2	6,25	100,00	
Total	32	100,00		
Mean				16,50
Percent				82,50
Stdev				1,90
Minimum				13
Maximum				20

Second, the Levene statistic for the homogeneity test was 1.123 at a significance level of 0.376 (Figure 5). The significance level of 0.376 is > 0.05 . Thus, H_0 is accepted. This means that the post-test data on argumentative writing skills are proven to be homogeneous.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
posttest	Based on Mean	1,123	5	23	0,376
	Based on Median	1,016	5	23	0,431

Figure 5
 SPSS Screenshot of Post-Test Data Homogeneity Calculation Results

Third, the Shapiro-Wilk statistic for the normality test of the post-test data was 0.965 at a significance level of 0.373 (Figure 6). The significance level of 0.965 is > 0.05 . Thus, H_0 is accepted. This means that the post-test data on argumentative writing skills came from a normally distributed population.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
post-test	0,104	32	,200 [*]	0,965	32	0,373

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

Figure 6
 SPSS Screenshot of Post-Test Data Normality Test Results

Fourth, a one-sample t-test of the post-test data for argumentative writing ability using an expected mean of 17.00, equivalent to the standard mean of 85.00 (Figure 7), was conducted at -1.488. This value has a significance value of 0.147, indicating that sig. $0.147 > 0.05$. Thus, H_0 is accepted, meaning that the observed mean of 16.50 (Figure 8) is equal to the expected mean of 17.00.

One-Sample Test				
Test Value = 17,00				
	t	df	Sig. (2-tailed)	Mean Difference
posttest	-1,488	31	0,147	-0,500

Gambar-7
 Tangkapan Layar SPSS Hasil Penghitungan One-Sampel Test Uji t Satu Sampel Data Postes

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
posttest	32	16,50	1,901	0,336

Figure 8
 Screenshot of SPSS One-Sample t-Test Statistics for Post-Test Data

3. Effectiveness of Brainly on Learning Outcomes

The paired-sample t-test value was -15.786 with a significance value of 0.000 (Figure 9). Therefore, a significance value of $0.000 < 0.05$, thus rejecting H_0 . This means that the two pre-test and post-test means (Figure 10) differ significantly. Given that the post-test mean is higher than the pre-test mean, the Brainly app is interpreted to have a significant impact on learning argumentative writing skills.

Paired Samples Test					
pretest - posttest					
Paired Differences			t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean			
-3,656	1,310	0,232	-15,786	31	0,000

Figure 9
 SPSS Screenshot of Paired-Sample t-Test Calculation Results

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	12,84	32	2,357	0,417
posttest	16,50	32	1,901	0,376

Figure 10
SPSS Paired Samples Statistics Screenshot Paired Samples t-Test

DISCUSSION

The Brainly app significantly influences argumentative writing skills, as believed by several factors. These factors are discussed below.

First, the Brainly app's media aspect. This electronic platform presents a highly systematic, deductive-based learning process, starting with activities in the Play Store and continuing through the end of the lesson.

Second, the teaching preparation aspect. Prior to the lesson, various learning tools, such as lesson plans and teaching materials, are key to being prepared in a planned manner. Thoroughly prepared learning tools are believed to produce high learning outcomes, or vice versa (Simanjuntak, 2025; Qomariyah, 2020; Alika & Radia, 2021).

Second, the learning motivation factor. The use of the brainly app has a domino effect, specifically on student learning motivation. Student learning motivation is believed to increase when teachers display electronic media. App videos displayed on the infocus screen are believed to significantly increase students' achievement motivation. Scientific articles discussing the importance of learning motivation have been found in various online journals, including those written by (Zalukhu et al., 2026; Arianti, 2000; Jamhar & Budiamin, 2025).

CONCLUSION

This final section presents several research conclusions. These conclusions are presented below.

First, the mean pre-test score for the news text writing skills of grade XI.1 students at SMA Negeri 1 Mardinding was categorized as low.

Second, the mean post-test score for the news text writing skills of grade XI.1 students at SMA Negeri 1 Mardinding was categorized as high.

Third, the Printerest application is effective in teaching news text writing skills to grade XI.1 students at SMA Negeri 1 Mardinding.

REFERENCES

- Adeninawaty, D., Soe'oad, R., & Ridhani, A. (2018). Penerapan Model Pembelajaran Discovery Learning Strategi Think Talk Write dalam Meningkatkan Motivasi dan Hasil Belajar Menulis Teks Ulasan Kelas VIII SMP. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 1(2), 75-88. <https://doi.org/10.30872/diglosia.v1i2.11>
- Al-qobi, F. (2021). Penggunaan Aplikasi Brainly dalam Meningkatkan Pemahaman Siswa dalam Proses Pembelajaran. *Jurnal Sosial Sains*. 2(2), 70–75. DOI:10.36418/matriks.v2i2.62
- Alika, O., & Radia, E. H. (2021). Development of Learning Media Based on Cross Puzzle Game in Science Learning to Improve Learning Outcomes. *Jurnal Penelitian Pendidikan IPA*, 7(2), 173–177. <https://doi.org/10.29303/jppipa.v7i2.667>
- Arianti, A. (2020). Learning Motivation and Its Influence on Students' Behavior in Classroom Activities. *Journal of Educational Psychology Studies*, 4(2), 112–120.
- Balaka, M. Y. (2012). *Metode Penelitian Kuantitatif*. Editor: Iskandar Akhmaddien. Bandung: Widina Bhakti Persada.
- Basri, H., et al., (2024). Faktor yang Mempengaruhi Antar Muka Pengguna Pada Aplikasi Brainly Berbasis Mobile. 15, 15–27.



- Cahyo, P. W., Kusumaningtyas, K., & Aesy, U. S. (2021). A User Recommendation Model for Answering Questions on Brainly Platform. *Jurnal INFOTEL*, 13(1), 7-1-2. <https://doi.org/10.20895/infotel.v13i1.548>
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Practice Hall.
- Dalman, H. (2020). *Keterampilan Menulis*. Jakarta: Raja Grafindo Persada.
- Daniyati, A., Saputri, I. B., Wijaya, R., Septiyani, S. A., & Setiawan, U. (2023). Konsep Dasar Media Pembelajaran. *Journal of Student Research*, 1(1), 282–294. <https://doi.org/10.55606/jsr.v1i1.993>
- Diana, F., & Perdani, M. (2022). Penerapan Model Pembelajaran Quantum Teaching dalam Materi Menulis Teks Argumentasi pada Siswa Kelas VIII SMP Negeri 1 Peusangan. *Aliterasi: Jurnal Pendidikan, Bahasa dan Sastra*, 3(01), 63–69.
- Dwisaptarida, F., Suhendra, Wiati, L. (2024). Peningkatan Keterampilan Menulis Teks Argumentasi dengan Metode Four Square pada Siswa Kelas XI. *Stilistika: Jurnal Pendidikan Bahasa dan Sastra*, 17(1), 83-92.
- Fitria, T. N. (2023). Utilizing Brainly as a Soocial Question-And-Answer (O&A) Service in English Leraning Materials: Benefits and Limitation. *Journal of English Language and Cultural*, 14(1), 72-85
- Fulcher, G. & Davidson, F. (2007). *Language Testing and Assessment: An Advaced Resource Book*. New York: Routledge Applied Linguistics.
- Haria, W., & Mondolalo, D. (2024). Pembelajaran Kemampuan Menemukan Gagasan Paragraf Tunggal Tema Kekayaan Energi melalui Pendekatan Individual Menggunakan BSE Tematik. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(1), 27–36. <https://doi.org/10.55909/jpbs.v3i1.559>
- Hassanah, A. U., & Fitry, A. (2023). Pengaruh Pembelajaran Keterampilan Membaca Teks Eksplanasi Tema Matematika Menggunakan Teknik Tugas Menyalin dalam LKPD. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(1), 15–26. <https://doi.org/10.55909/jpbs.v3i1.558>
- Hasanah, B. N., & Suhendar, D. (2026). The Learning Inductive Paragraph Writing Skills Based on Deductive Paragraphs Using a Process Skills Approach in Special Teaching Materials. *DISCUSSANT: Journal of Language and Literature Learning*, 4(1), 55–64. <https://doi.org/10.55909/dj3l.v4i1.82>
- Kasim, H., & Razak, A. (2023). The Effectiveness of Chart Ekspose Media to Increase Speed of Scanning English-Indonesia Dictionary Manual. *DISCUSSANT: Journal of Language and Literature Learning*, 1(3), 135–144. <https://doi.org/10.55909/dj3l.v1i3.13>
- Lida, U. M. (2022). Struktur Isi Argumen dalam Teks Argumentasi Siswa Tahap Operasi Formal. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(2), 377-388. <https://doi.org/10.30872/diglosia.v5i2.318>
- Marisyah, S. (2020). Kontribusi Penguasaan Kosakata terhadap Kemampuan Menulis Karangan Argumentasi Siswa Kelas X MA Negeri X Koto Singkarak Kabupaten Solok. *Jurnal JIPS (Jurnal Ilmiah Pendidikan Scholastic)*, 4(1), 41:49.
- Mason, M. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews. *Forum Qualitative Sozialforschung*, 11(3). <https://doi.org/10.17169/fqs-11.3.1428>
- Maulid, T. A., (2024). Keterampilan Guru dalam Membuat Media Pembelajaran Digital dengan Menggunakan Artificial

- Intelligence Aplikasi Canva. *Didaktika: Jurnal Kependidikan*, 13(1), 281–294. <https://mail.jurnaldidaktika.org/contents/article/view/485>
- Muhamad, S., & Rohmah, S. (2021). Hubungan Penguasaan Kosakata dengan Kemampuan Menulis Karangan Argumentasi Siswa Kelas X Madrasah Aliyah Negeri 1 Jakarta. *Jurnal Bahasa dan Sastra Indonesia*, 2(2), 26-36.
- Nugroho, R. A. (2021). Pengaruh Penggunaan Brainly terhadap Hasil Belajar Siswa. *Jurnal Epistema*, 2(2), 76-82. DOI: <https://doi.org/10.21831/ep.v2i2.41370>
- Putri, W. E., Sunarno, W., & Marzuki, A. (2021). Analysis of The Students' Argumentative Skills of Senior High School in Covid-19 Pandemic using Problem Based Learning in Static Fluid. *Jurnal Penelitian Pendidikan IPA*, 7(3), 335–343. <https://doi.org/10.29303/jppipa.v7i3.735>
- Randa, A., Fikri, H., & Mulyani, S. (2024). Penggunaan Kartu Pembelajaran untuk Meningkatkan Keterampilan Argumentatif. *Jurnal Pendidikan Bahasa Indonesia*, 12(1), 88–95.
- Rusdianto, R., Supeno, S., Nuha, U., Fadilah, R. E., & Irawan, A. (2023). The Effect of Question Prompt Scaffolding-Based Student worksheet on Scientific Writing Skills of Junior High School Students In Science Learning. *Jurnal Penelitian Pendidikan IPA*, 10(7), 3998–4003. <https://doi.org/10.29303/jppipa.v10i7.8091>
- Razak, A. (2005). *Statistika: Pengolahan Data Sosial Sistem Manual*. Pekanbaru: Autografika.
- Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Pekanbaru: Ababil Press.
- Santoso, A. (2023). Rumus Slovin: Panacea Masalah Ukuran Sampel? *SUKSMA: Jurnal Psikologi Universitas Sanata Dharma*. 4(2), 24-43. DOI: <https://doi.org/10.24071/suksma.v4i2.6434>
- Simaremare, J. A., Hutauruk, R. S., & Simanjuntak, H. (2024). Pengaruh Penggunaan Media Motion Graphic terhadap Kemampuan Menulis Teks Deskriptif Kelas VII SMP Swasta HKBP Sidorame Medan 2023 / 2024. 3, 4675–4684.
- Sakke, E. B. (2019). Keefektifan Model Contextual Teaching and Learning dalam Menulis Karangan Argumentasi Siswa Kelas X SMA Negeri 4 Palopo. *Jurnal Sinestesia*, 9(2), 75–85.
- Simanjuntak, H., Saragih, A. F., & Panggabean, S. (2023). Hubungan Penguasaan Struktur Kalimat Dengan Kemampuan Menulis Teks Eksposisi Siswa SMP Negeri 14 Medan. *Innovative: Journal Of Social Science Research*, 3(2), 480–490. Retrieved from <https://j-innovative.org/index.php/Innovative/article/view/352>
- Simanjuntak, H. (2025). *Persiapan Guru Mengajar*. Editor: D. Fadhila. Jakarta: Yayasan Pendidikan Cendekia Muslim.
- Thomas, O., Centauri, B., Thomassoyan, M., & Toendan, K. (2024). Pengaruh Aplikasi Brainly terhadap Minat Belajar Kelas XI SMK Negeri 4 Palangka Raya Tahun Ajaran 2022/2023. *Jurnal Teknologi Pendidikan*, 4(2), 20–25. DOI:10.37304/jtekipend.v4i2.7679
- Utami, A. D., Fadlilah, M., Aini, N. Q., & Syafutri, R. A. (2024). Struktur dan Ciri-Ciri Teks Argumentasi dalam Bahasa Indonesia: Analisis dan Contoh. *Semantik: Jurnal Riset Ilmu Pendidikan, Bahasa dan Budaya*, 2(3), 234–243. <https://doi.org/10.61132/semantik.v2i3.845>
- Zalukhu, F. S., Laoli, A., Zebua, E. P., & Daeli, H. (2026). The Influence of Teacher Teaching Styles on English Learning Motivation of Eighth-Grade Students at SMP Negeri 1 Afulu. *Jurnal Pembelajaran Bahasa dan Sastra*, 5(2), 1545–1554. <https://doi.org/10.55909/jpbs.v5i2.1312>