

The Development of Pictorial Anecdotal Text Materials as an Alternative Language Learning

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Abstract: This research was based on literacy recommendations in schools by the ministry as well as the attachment to the Minister of National Education Regulation Number 16 of 2007 concerning Academic and Competency Qualification Standards regarding expectations about the writing of teaching materials. In this regard, this study aims to produce pictorial anecdotal text material. Furthermore, *Research and Development* was used as a research method. To collect data, researchers used several instruments such as observation, interviews, and documentation. Besides that, quantitative and qualitative approaches were employed to analyze the data. In the development process, several stages were conducted, namely identifying learning objectives, analyzing learning, analyzing learners and contexts, formulating performance goals or specific learning objectives, developing assessment instruments, developing learning strategies, developing and selecting materials for learning, designing and implementing formative evaluations, learning revisions, designing and carrying out summative evaluations. Then, the feasibility test of media experts and material was carried out on the learning material developed. Based on these data appropriate teaching materials are used with categories *excellent* as a learning material in anecdotal text. In other words, the results of this study in the form of illustrated anecdotal text materials can be used the learning of anecdotal texts.

1 INTRODUCTION

Learning development has an important role in achieving learning objectives. Therefore, it is necessary to develop through various models (Nasrullah, Marlina, & Dwiyantri, 2018). To achieve the learning objectives of students need to be given a variety of ideas and innovation skills contained in the learning model (Chootongchai & Songkram, 2018). This condition means that traditional methods have not been able to meet the needs of students in various ways (Zhang, 2018). Thus, teachers need to develop models or teaching materials used in learning.

One of the things that is important and very supportive for learning both from the perspective of the teachers and students is learning material (Wahyuni, 2018). Interesting and simple learning materials is the key to ease in learning (Pardo, Fernanda, & Téllez, 2009). Regarding to the needs, the researchers consider it as

an innovation to create interesting and up-to-date learning materials to help and facilitate learning. Learning materials should be developed by the teacher because the teacher is very aware of the learning conditions in each class he teaches (Asnawi, 2016). Besides, each class has a unique condition to adjust. It is necessary to develop learning materials that are suitable for the learning conditions in the class. The learning materials provided by the government do not necessarily correspond to the classroom conditions in the regions (Eriyani, 2018). Therefore, the researchers think that it is necessary to develop learning materials to facilitate learning as an alternative to support the learning process. There are a number of reasons why teachers need to develop learning materials. Based on the attachment to Permendiknas Number 16 of 2007 concerning Academic and Competency Qualifications Standards, teachers as professional educators are expected to possess the ability to develop teaching materials in accordance with existing mechanisms

by noting the characteristics and social environment of students. In line with that, Thamrin(2014) revealed that there were three reasons that were taken into consideration in developing learning materials. The first one is, the availability of teaching materials that fit the demands of the curriculum. The second one is, the availability of teaching materials in accordance with the characteristics of the students. The third one is, the availability of teaching materials in accordance with the demands of problem solving learning.

Further, the development of learning materials must be based on the curriculum adopted, the 2013 curriculum in this case. This is for the relevance of the teaching materials to the vision and mission that have been regulated by the Ministry of Education so that the desired national achievements are realized and uniform.

One of the texts in the 2013 curriculum is anecdotal text. Laksono & Baehaqie(2015)stated that anecdotal texts have a very important role in people's lives, especially in processing ideas or ideas and training students to think critically, and express opinions politely. This certainly will provide an opportunity for students to give criticism in a language that is unique to what he feels as a student, whether it is criticism in the school environment, region or as large as the country. These skills can also be addressed directly to officials, state apparatus, society and others (Nasir, Yusuf, & Wardana, 2019). Indirectly anecdotal text can be social control. Because through this text anyone can be criticized and anyone can criticize it of course in the form of facts with polite language and contain lessons through anecdotal stories that he wrote. The anecdotal text is created as social control or a means of social criticism based on the facts of the student's observations of what happened in the community both to the country (Littlejohn, 2012). Therefore, the purpose of this research is to produce a pictorial anecdotal learning material as an alternative language learning.

2 OVERVIEW

Development of teaching materials is done to make learning more interesting and can stimulate students' enthusiasm in learning. With the development of teaching and learning materials can meet the demands of student needs. Each student has a different way of learning. Therefore, it is necessary to develop teaching materials that are aligned to the needs of learners. In addition, teaching materials that

are designed or developed should be adjusted to the curriculum requirements that apply in each country. Then, the suitability of instructional materials that are designed with the characteristics of students also become part of the most mainstream in developing teaching materials. In this regard Thamrin (2014) revealed that there are three reasons to be considered for the development of teaching materials, namely:

First, the availability of teaching materials that are in line with curriculum requirements. Second, the availability of teaching materials in accordance with the characteristics of students. Third, the availability of teaching materials in accordance with the demands of solving learning problems. Teaching material is an arrangement of materials that have been collected and come from various learning sources that are made systematically. Therefore, teaching materials contain certain elements. According to (Prastowo, 2012) there are six components related to the development of teaching materials.

- 1) Learning instructions, this component includes instructions for educators and students. In it explained about how educators should teach material to students and how students should also learn the material contained in these teaching materials.
- 2) Competencies to be achieved, in teaching materials should be included competency standards, basic competencies, and indicators of achievement of learning outcomes that must be mastered by students. Thus, it is clear the objectives to be achieved by students.
- 3) Supporting information, is a variety of additional information that can complement a teaching material. It is hoped that students will more easily master the knowledge they will obtain. Copy that, the knowledge obtained by students will be more comprehensive.
- 4) Exercises, is a form of assignment given to students to practice their abilities after learning teaching material. Thus, the abilities they learn will be increasingly honed and thoroughly mastered.
- 5) Work instructions or worksheets, are sheets containing a number of procedural steps on how to carry out certain activities carried out by students relating to practice or others.
- 6) Evaluation, is one part of the assessment process. Because, in the evaluation component there are a number of questions addressed to students to measure how far mastery of the competencies that they have mastered after participating in the learning process

Teaching material that the authors developed follows the theory of Gerot and Wignell. According to Gerot and Wignell (1995) anecdote text tells about unpredicted events or things, out of ordinary that is amusing which means anecdotal text tells about unexpected events, ordinary things can be funny. A complete explanation through the theory of anecdotal text structure and how identify it. In this regard there are five anecdotal text structures that are often presented in several theories of anecdotal text development, namely abstract, orientation, crisis, reaction, and coda (Gerot and Wignell in Wachidah, 2004). The same thing was conveyed by Sudarmo (2004) believing there were five structures of anecdotal texts:

- a. Abstrack (abstraction) is the beginning of an anecdote that serves to provide a small overview of the contents of the text.
- b. Orientation is the initial introduction to the background of an event that occurs
- c. Crisis (crisis) is a part that becomes a unique thing (satire or protest) in the story.
- d. reaction (reaction) is the part of the answer or response to the crisis in the form of solving the problem of the crisis
- e. coda (koda) is the end of the story as a closing or as a conclusion of what was said before

Besides having structure, anecdotal text also has a function. In general, the function of the anecdotal text is as a means of expressing expression or is usually used as an expression of protest against events that do not match between expectations and reality. Furthermore, anecdotal text also functions as a means of entertainment that plays an analogy to dance to the reader's attention. More clearly, the function (Mulyadi Y, 2013) explained that anecdotes have two functions, namely:

- a. Primary function as a means of expression related to dissatisfaction, hatred, anger and so on.
- b. Secondary function as entertainment material, as analogy or example in explaining something as attracting attention and so on

3 METHODOLOGY

The type of research was commonly called *Research and Development* with Dick, Carey and Carey 2009 model. In this research, the implementation was not conducted. This study is at the stage of the creation of innovative products in anecdotal text learning materials. To collect data, researchers used several instruments such as observation, interviews, and documentation. Besides that, quantitative and

qualitative approaches were employed to analyze the data. In the development process, several stages were conducted, namely identifying learning objectives, analyzing learning, analyzing learners and contexts, formulating performance goals or specific learning objectives, developing assessment instruments, developing learning strategies, developing and selecting materials for learning, designing and implementing formative evaluations, learning revisions, and designing and carrying out summative evaluations. Then, the feasibility test of media experts and material was carried out on the learning material developed.

4 DISCUSSION

In this research, the learning materials that are developed both from the expert's point of view and the perspective of the users of this teaching material later were only tested to its feasibility, not to the generalization of its use. The researchers only came to the feasibility of learning materials that are developed both from the expert's point of view and the perspective of the users of this teaching material later.

The researchers developed the learning material using Dick, Carey and Carey model. The results of media development through the models of Dick, Carey, & Carey (2009) from learning materials were anecdotal texts as follows: first, Identifying learning objectives.

The first step in this model is to identify the knowledge and skills that students must have at the end of learning. This is based on a list of goals, from needs assessment, from practical experience with student learning difficulties, from the analysis of people who do work, or from several other requirements for new instruction. As stated by (ZA Shaffiei, SR Hamidi, 2014) that needs analysis is done to conduct development and needs analysis can be used as an idea to design and develop content. This certainly refers to the Indonesian language curriculum that has been determined with some knowledge and skills in basic competencies. Thus it is identified that the learning objectives in this material are students can understand knowledge and are skilled in writing anecdotal texts.

The second one is performing learning analysis. This stage analyzes learning that is usually used, namely lecture and textual methods. The teacher interacts only with the text to build a connection between the concept of anecdotal text and the ability to understand students to be able to write well and

correctly. The relationship in question is actually not enough in learning. It is in line with the claim that teacher and student kinship does not have many roles in improving students' writing skills (Wahyuni, 2017). Although students have a good relationship with the teacher, it does not encourage students to write more (Othman, Daud, Zubairi, & Mohamad, 2007). Therefore, it is also necessary to add apperception, concept maps, keywords, customized texts and understanding tests in developing teaching materials as an analysis of learning needed in this context.

The third one is analyzing learners and context. The writer analyzes existing teaching materials to see all kinds of good and bad that affect attitudes and motivations so that later they can be better developed. It is important for language teachers and practitioners to have a good understanding of the attitudes and motivations of their students (Quinto, 2015; Wahyuni & Etfita, 2018). Further, the weaknesses of learning materials found as a result of the analysis of needs to be adjusted and developed based on the result of the analysis.

The following were the needs analysis that the researchers found. First, there were no keywords. Then, there was no concept map. Therefore, many students did not understand writing criticism with anecdotal concepts. Regarding the process, there was no apperception. Then, there were several texts that did not fulfill the concept of anecdotal text. Besides, students write humorous texts instead of anecdotal texts. The teacher specializes the topic of public services to students in writing anecdotal text. Additionally, there was a lack of instilling character values to students.

The fourth is, formulating performance goals or specific learning goals. This comes from the analysis that has been done before. This goal is at the core of the development of anecdotal text learning. The results of the analysis from the previous stages of the author found show that the specific objectives of this study provided pictorial teaching materials as an alternative to language learning. The pictorial teaching materials are able to provide a stimulus to the concept of anecdotal text to students.

The fifth stage is developing assessment instruments. This stage provides training as an understanding test. This is an instrument for assessing the understanding of anecdotal text teaching materials given. The author provides a comprehension test on each learning to achieve each predetermined learning goal. Comprehension test adjusted to the material given previously consisted of five essay questions. This is useful to see the level

of students' comprehension a correction of learning based on what has been given through the anecdotal text described earlier. As Gharehbagh, Stapa, & Darus (2019) stated that language teaching is always accompanied by corrections.

The sixth stage is developing learning strategies. Some of the strategies that the authors provide are the results of a needs analysis of pre-existing anecdotal text materials. The shortcomings in the instructional materials the authors add to the development that the authors did as part of the learning strategies adopted in the learning materials developed. The author adds sub-teaching materials ranging from basic competencies, concept maps, keywords, apperception, goals to be achieved, text and pictorial, understanding tests, and character assessments. This proves that the development of strategies carried out can improve learning for the better. Such research conducted by (Khlaisang & Mingsiritham, 2016) by designing and developing learning strategies and systems can improve communication and collaboration skills of higher education students in cultural communities.

Seventh, developing and selecting materials for learning. At this stage, the author chose and develops teaching materials by providing images as support in anecdotal text learning. As has been done by (Bataneh, 2014) utilizing online text can improve writing skills. The researchers chose images that are in accordance with the concept of anecdotal texts suitable and easily understood by students. The researchers also developed several sub-sections in the teaching materials such as providing concept maps, keywords and character assessments in addition to strengthening teaching materials and making it easier for students to understand anecdotal text learning. Likewise with the results of research conducted by (Pekerti, 2013) that overall, the combination of text-images can facilitate faster and better understanding and operation. This proves that the development of illustrated teaching materials can facilitate students in doing better learning.

Then, designing and implementing formative evaluations. This evaluation was aimed at evaluating the quality of teaching materials. The evaluation was carried out by lecturers and teachers as experts in this teaching material. Based on this, the results of the formative assessment from two media experts averaged 4.27 with a percentage of 85.3. The results of the formative assessment of the three material experts averaged 4.31 with a percentage of 86.15. The evaluation was important for evaluating the results of what had been developed and seeing the shortcomings that needed to be added before

conducting the final evaluation, namely summative evaluation.

Table 1: Summary of Formative Assessment Results Media Expert Validation

No	Rated Aspect	V 1	V 2	T
1	Propositional Layout			
2	Suitability of the use of teaching materials			
3	The suitability of teaching materials with teachers as users			
4	Clarity of the stages of teaching materials			
5	Ease of teaching materials			
6	Conformity of presentation instructions	4		
7	Freedom to choose material to study			
8	Resolution of teaching materials			
9	Clarity of motives on each sheet of teaching material			
10	Image clarity			
11	Clarity of caricature			
12	Color variations			
13	Variation in motifs			
14	The suitability of the form of teaching materials with the age of students			
15	The suitability of the illustrations in the text			
Total		63	65	128
Ideal Score		5	75	150
Average		4.2	4.3	4.25
Percentage		84	57.3	85.3
Category		V	V	V
		W	W	W

Note: V: validator, T: total, VW: very well

Table 2: Recapitulation of Formative Assessment Results Material Expert Validation

No	Rated Aspect	V1	V2	V3	T
1	The suitability of learning to core competencies and basic competencies	4	5	4	13
2	The suitability of learning with learning objectives	5	4	5	14
3	Appropriate application of	4	4	4	12

No	Rated Aspect	V 1	V 2	V 3	T
4	teaching materials: a. observation				
5	b. reading text	4	4	5	13
6	c. understand together	4	4	4	12
7	d. find the structure and rules	4	5	5	14
8	e. character planting	4	4	4	12
9	f. cooperate	4	4	4	12
10	g. supporting image	4	5	4	13
11	h. repetition of material	4	5	4	13
12	Suitability and clarity of learning through the overall picture	4	5	5	14
13	Clarity of use guidelines	4	4	4	12
14	The suitability of the contents of the material in learning	4	4	4	12
15	a. Understand	4	5	5	14
16	b. Compare	4	4	5	13
17	c. Analyze	4	4	5	13
18	d. Evaluate	4	4	5	13
19	e. Interpret	5	4	5	14
20	f. Writing and editing	4	4	5	13
21	h. Convert	5	4	4	13
22	Clarity in the delivery of practical material	4	4	4	12
23	Variation of information delivery	4	4	4	12
24	Suitability of the example given	5	4	5	14
25	Clarity of instructions for working on the questions	4	5	5	14
26	Appropriateness of practice questions to learning	4	4	4	12
27	Clarity of language used	4	4	5	13
Total		108	111	117	336
Ideal Score		130	130	130	390
Average		4.15	4.27	4.50	4.31
Percentage		83.0	85.3	90.0	86.1

Note: V: validator, T: total

The next stage is the revision of learning. This stage continues the results of the formative assessment in the form of bad that needed to be corrected from the development process. Lecturers and teachers gave their assessment of the teaching materials developed, namely the consistency of the color of teaching materials that should be uniform, make the text and test the understanding of one page, and improved the command sentences in each sub-section.

The next one is designing and implementing summative evaluations. Re-evaluation is done to get the feedback from students. This evaluation aims to see opinions directly from students as people who learn them. Summative assessment results were obtained from the teacher and students as the

future users of the materials. The teacher assessment results averaged 4.21 with a percentage of 83.55 while the assessment results from students averaged 4.23 with a percentage of 84.54. As confirmed by Ahmed (2017) that the learning material developed can be used in the teaching of anecdotes based on the experts' perception.

Table 3: Recapitulation of Summative Assessment Results Based on Teacher Responses

No	Rated aspect	t1	t2	t3	T
1	Clarity of teaching material titles	4	5	4	13
2	Clarity of presentation	4	4	4	12
3	The ropes of presenting the material	4	4	4	12
4	Ease of understanding the material	4	4	5	13
5	Material is easy to understand	4	4	4	12
6	Suitability of image example	4	4	4	12
7	Appropriateness of practice questions for each learning	4	4	4	12
8	Clarity of information in the picture illustration	4	4	4	12
9	Clarity in decomposition of the material	4	5	4	13
10	Suitability of material needed by students	4	5	4	13
11	Clarity in the use of material language	4	5	4	13
12	The suitability of the image in clarifying the material	4	4	4	12
13	Ease of using image text	4	4	4	12
14	Ease in understanding texts	4	5	5	14
15	Ease of understanding images on the material	4	4	4	12
16	The suitability of the interaction of teaching materials in instruction	4	4	4	12
17	Appropriate scientific stages	4	4	4	12
18	Suitability of the character	5	4	4	13

planting function					
19	Image attractiveness	4	4	4	12
20	Selection of type and size of letters	5	4	4	13
21	Readability of the text	4	4	4	12
22	Clarity of text color selection	5	5	5	15
23	Picture quality	5	5	5	14
24	Caricature presentation	4	4	5	13
25	Clarity of motives	4	4	4	12
26	Color match	4	4	4	12
Total		108	110	109	327
Ideal Score		130	130	130	390
Average		4.15	4.27	4.19	4.21
Percentage Category		83.0 VW	84.6 VW	83.8 VW	83.8 VW

Note: t: teacher, T: total, VW: very well

Table 4: Summary of Summative Assessment Results Based on Student Responses

No	S	T	IS	Av	%
1	P1	112	130	4.31	86.15
2	P 2	111	130	4.27	85.38
3	P 3	112	130	4.31	86.15
4	P 4	111	130	4.27	85.38
5	P 5	115	130	4.42	88.46
6	P 6	108	130	4.15	83.08
7	P 7	110	130	4.23	84.62
8	P 8	110	130	4.23	84.62
9	P 9	112	130	4.31	86.15
10	P 10	109	130	4.19	83.85
11	P 11	111	130	4.27	85.38
12	P 12	113	130	4.35	86.92
13	P 13	110	130	4.23	84.62
14	P 14	111	130	4.27	85.38
15	P 15	111	130	4.27	85.38
16	P 16	111	130	4.27	85.38
17	P 17	112	130	4.31	86.15
18	P 18	111	130	4.27	85.38
19	P 19	111	130	4.27	85.38
20	P 20	115	130	4.42	88.46
21	P 21	114	130	4.38	87.69
22	P 22	110	130	4.23	84.62
23	P 23	112	130	4.31	86.15
24	P 24	114	130	4.38	87.69
25	P 25	114	130	4.38	87.69
26	P 26	113	130	4.35	86.92
27	P 27	111	130	4.27	85.38
28	P 28	113	130	4.35	86.92
29	P 29	120	130	4.62	92.31
30	P 30	110	130	4.23	84.62

31	P 31	124	130	4.77	95.38
32	P 32	117	130	4.50	90.00
Total		3598	4160	4.32	86.49

Note: S: student, T: total, IS: Ideal Score,
Av: Average

5 CONCLUSIONS

Based on the research that has been conducted with various stages following the models of Dick, Carey and Carey, the researchers obtained the final results from the learning materials that have been developed. The learning materials developed have been tested to lecturers and teachers as experts with the category *excellent* for the results of formative assessment. The results of summative assessment were obtained from teachers and students as users of teaching materials in the category of *very good*. Thus, it was concluded that the teaching material anecdotes text display as the material of language learning alternative *Worth* from the standpoint of product quality. In case of this study, this learning material cannot be used as a generalization of its use in schools because statistical tests have not been carried out in detail from the point of view of the effectiveness of its use.

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