

THE EFFECTIVENESS OF SOCIOCOGNITIVE MODELS ASSISTED BY INTERACTIVE MULTIMEDIA IN IMPROVING THE ABILITY TO WRITE NARRATIVE TEXTS FOR GRADE 2 ELEMENTARY SCHOOL STUDENTS

Indah Nurmahanani¹, Yeti Mulyati², Kikit Wiriyanti³

¹²³Universitas Pendidikan Indonesia

¹nurmahanani@upi.edu, ²yetimulyati@upi.edu, ³kikitwiriyanti30@upi.edu

Abstract

Various studies on the ability of students to write narrative texts from elementary school level to high school level show a number of difficulties experienced by students. This study discusses the effectiveness of socio-cognitive models assisted by interactive multimedia in improving the ability to write the narrative text of students in grade 2 elementary school. The model was applied to 195 students in grade 2 elementary school in Bandung. Differences in students' abilities before and after research are measured using descriptive statistical analysis. Based on the results of the study, it was concluded that the application of socio-cognitive models assisted by interactive multimedia had a significant effect on the ability of students in writing narrative texts. Descriptive statistical analysis is used to measure differences in students' abilities before and after research. The results showed that the application of socio-cognitive models assisted by interactive multimedia had a significant influence on the ability of students to write narrative texts. The Effect of Application of Models on Improvement of Students to Write Narrative Text in the Content Aspects of Ideas, Content Conformity with Title, Diction, and Spelling Use is 70%, 62%, 79%, and 83%. This model can be further developed to be applied to improving the ability to write other genre texts.

Keywords: Effectiveness, Elementary School, Interactive Multimedia, Socio-Cognitive Model, Writing Narrative text.

Abstrak

Berbagai penelitian mengenai kemampuan siswa menulis teks narasi dari tingkat sekolah dasar sampai tingkat sekolah menengah atas menunjukkan adanya sejumlah kesulitan yang dialami siswa. Penelitian ini membahas efektivitas Model Sosiokognitif Berbantuan Multimedia Interaktif dalam meningkatkan kemampuan menulis teks narasi siswa kelas 2 SD. Model tersebut diterapkan pada 195 siswa kelas 2 SD di Bandung. Perbedaan kemampuan siswa sebelum dan setelah penelitian diukur menggunakan analisis statistik deskriptif. Berdasarkan hasil penelitian, disimpulkan bahwa penerapan Model Sosiokognitif Berbantuan Multimedia Interaktif memberi pengaruh signifikan terhadap kemampuan siswa dalam menulis teks narasi. Analisis statistik deskriptif digunakan untuk mengukur perbedaan kemampuan siswa sebelum dan setelah penelitian. Hasil penelitian menunjukkan bahwa penerapan Model Sosiokognitif Berbantuan Multimedia Interaktif memiliki pengaruh signifikan terhadap kemampuan siswa menulis teks narasi. Pengaruh penerapan model terhadap peningkatan kemampuan siswa menulis teks narasi dalam aspek isi gagasan, kesesuaian isi dengan judul, diksi, dan penggunaan ejaan masing-masing adalah 70%, 62%, 79%, dan 83%. Model ini dapat dikembangkan lebih lanjut untuk diterapkan dalam peningkatan kemampuan menulis teks genre lainnya.

Kata Kunci: efektivitas, model sosiokognitif, menulis teks narasi, multimedia interaktif, sekolah dasar.

INTRODUCTION

Writing ability is one of the four basic language skills. A number of researchers say that, compared to listening, reading, and speaking skills, writing skills are the most difficult for language learners to master (Berman & Cheng, 2010; Chitravelu et al., 2005; Richards & Renandya, 2002). Students' difficulties in writing are caused by various factors, including lack of vocabulary, lack of fluency in expressing ideas, lack of familiarity with using language in everyday communication, lack of understanding of story themes, and lack of ability to think abstractly (Khotimah & Suryandari, 2016).

In Indonesia, learning to write is taught based on text types such as narratives, descriptions, procedures, expositions, and so on (Permendikbud RI Number 37 of 2018, 2018). The level of complexity of the text varies, depending on the level of education of students. At the elementary school level, students are taught to write simple texts. One of the earliest types of simple texts taught is narrative text. Research on students' ability to write narrative texts shows that students still experience various difficulties at every level of education (Khotimah & Suryandari, 2016; Laia, 2019; Nuraeni, 2019; Sinaga, 2020). At the elementary school level, students' difficulties in writing narrative texts hampered the achievement of learning objectives. Suhartika & Indihadi (2021) found that more than 80% of students did not meet the minimum completeness criteria (KKM) in writing narrative texts. The difficulties experienced by elementary school students in writing narrative texts can be classified into aspects of ideas (content of ideas, suitability of titles and contents) and technical aspects (use of spelling and choice of words/diction) (Khotimah & Suryandari, 2016; Rohmawati et al., 2022).

To improve students' ability to write narrative texts, social cognitive learning theory can be applied. This theory emphasizes the role of cognition and individual abilities in managing their learning process, with a focus on continuous and reciprocal relationships between cognitive factors, behavioral factors, and environmental factors (Bandura, 1986, 2012; Schunk, 2012). Sociocognitive learning is based on observational learning. In other words, student behavior and learning outcomes are strongly influenced by the student's learning environment. According to Bandura (2012), Nabavi (2012), and Zimmerman (2000), the basic principle in social cognitive learning is that students learn by imitating and modeling behavior through a process called modeling. Models that are observed and

imitated can be interpersonal models (other people) (Nabavi, 2012) or media (Zhou & Brown, 2015).

The benefits of the socio-cognitive approach in improving students' academic abilities, including writing skills, can be found in a number of studies (Chandrasegaran et al., 2007; Cheung et al., 2021). Chandrasegaran et al. (2007) describe how a sociocognitive approach can be applied in teaching writing to improve students' abilities. They emphasized that text types can be combined with social cognitive models to produce various writing learning activities that can improve students' writing skills. Cheung et al. (2021) states that learning to write for students with low abilities can be carried out by utilizing a sociocognitive approach. The results of their research indicate that the sociocognitive approach is effective in improving students' abilities. Meanwhile, research by Kasnidawati (2018) and Mariana et al. (2018) emphasized the important role of the environment (teachers and students) in building students' writing skills. Kasnidawati (2018) applies the conference writing method, in which students write narrative texts together with their teachers and colleagues. This method involves imitation processes, examples of behavior, and modeling which form the basis of the sociocognitive approach. The results of his research showed a significant increase in students' ability to write narrative texts. Meanwhile, research by Mariana et al. (2018) emphasized that the teacher's role greatly determines the improvement of students' writing skills. Therefore, teachers must apply appropriate learning approaches and models to achieve maximum results.

The application of the sociocognitive learning approach can be carried out using interactive multimedia, as shown by Mayer (2014a, 2014b, 2014c). Mayer's studies describe how interactive multimedia is utilized in the process of presenting examples, observations, and imitation so as to significantly improve students' abilities. Meanwhile, a number of studies (Adlani et al., 2021; Cahyono & Sukartiningsih, 2019; Hikamudin & Hartati, 2018; Nurhayati, 2017; Sari et al., 2019) have shown how interactive multimedia can be applied to improve students' ability to write narrative text. elementary school students. These studies use a variety of multimedia, ranging from media cards, picture series, video and image-assisted mind maps, to text videos. From the results of these studies, it can be concluded that the ability to write narrative texts of elementary school students can be significantly improved by using multimedia in the learning process.

The socio-cognitive model assisted by interactive multimedia (SKBMI model) was developed by the author to apply socio-cognitive learning that is integrated with interactive multimedia in improving students' ability to write narrative texts. The writer develops this model because the writer realizes that there is a void that needs to be filled in the learning process of writing narrative text. The void in question is the absence of a model that integrates the socio-cognitive approach with the application of interactive multimedia to improve students' ability to write narrative texts. It is hoped that the SKBMI model for learning to write narrative texts can help students overcome difficulties in writing narrative texts related to aspects of idea content, suitability of titles with content, selection of diction/vocabulary, and use of spelling. This study will discuss the effectiveness of applying the SKBMI model in improving the ability to write narrative texts of elementary school students.

METHODS

Through purposive sampling, 195 grade 2 elementary school students in Bandung were selected as research subjects. The criteria for selecting this sample were students who were learning to write narrative texts. To explain the effectiveness of the model descriptively based on descriptive statistical measurements, this research applies a qualitative descriptive approach. Data collection was carried out through test instruments carried out before and after the implementation of the research. Preliminary tests were conducted to measure students' abilities in terms of content, suitability of titles with content, choice of diction/vocabulary, and use of spelling when writing narrative texts. Then, learning is carried out by applying the SKBMI model in eight meetings which are divided into two cycles (four meetings each). The final test was carried out after applying the model to measure the four aspects of the ability to write narrative texts. The test instrument used to measure aspects of the ability to write narrative texts was adapted from Nurgiyantoro (2009). The test results were then measured using a significance test and correlation test paired sample t-test to determine the effectiveness of the SKBMI model in improving the ability to write narrative texts. The GNU PSPP Statistical Analysis Software application is used to carry out statistical tests by comparing the results of the initial test

and the final test based on aspects of the content of the idea, suitability of the title with the content, selection of diction/vocabulary, and use of spelling.

RESULT AND DISCUSSION

Aspects of the ability to write narrative texts that are tested are the content of ideas, the suitability of the title with the content, the choice of diction/vocabulary, and the use of spelling. These four aspects were measured in the pre-test and post-test using an assessment instrument for writing narrative text skills adapted to the needs of this study. Student test results were grouped into five categories: Poor (score range 0-20), Poor (score range 21-40), Fair (score range 41-60), Good (score range 61-80), and Very Good (score range 81-100). Table 1 shows the results of descriptive statistical calculations of pre-test and post-test scores.

Table 1. Descriptive Statistics of Pretest and Posttest Scores

Paired Sample Statistics					
		<i>Mean</i>	<i>N.</i>	<i>Std. Deviation</i>	<i>S.E. Mean</i>
Pair 1	Idea Pretest	53.62	195	8.68	.62
	Idea Posttest	74.71	195	8.04	.58
Pair 2	Title Pretest	49.34	195	9.51	.68
	Title Posttest	75.45	195	7.87	.56
Pair 3	Word Choice Pretest	61.03	195	10.89	.78
	Word Choice Posttest	88.58	195	6.33	.45
Pair 4	Spelling Pretest	55.29	195	9.51	.68
	Spelling Posttest	74.56	195	9.59	.69

The data in Table 1 shows that after the SKBMI model was applied to improve the ability to write narrative texts, the students' average scores increased. For the content of ideas, the students' average score increased from 53.62 in the initial test to 74.71 in the final test. For the aspect of suitability between the title and the content, the average score of the students increased from 49.34 on the initial test to 75.45 on the final test. Then, the students' average score for the diction/vocabulary selection aspect increased from 61.03 in

the initial test to 88.58 in the final test, while the student's average score for the use of spelling aspect increased from 55.29 to 74.56 in the final test.

Correlation tests and significance tests were then carried out to obtain more in-depth information regarding the effectiveness of applying the SKBMI model in improving the ability to write narrative texts for 2nd grade elementary school students. The results of the correlation test with the Paired Sample T-Test are presented in Table 2.

Table 2. Correlation Test Results

<i>Paired Sample Correlations</i>				
		<i>N.</i>	<i>Correlation</i>	<i>Sig.</i>
Pair 1	Idea Pretest & Posttest	195	.84	.000
Pair 2	Title Pretest & Posttest	195	.79	.000
Pair 3	Word Choice Pretest & Posttest	195	.89	.000
Pair 4	Spelling Pretest & Posttest	195	.91	.000

Table 2 shows the significance level (sig.) of the effect of applying the model on increasing test scores. If sig. > 0.05, means that the application of the model has no effect on increasing test scores. Meanwhile, if sig. < 0.05, means that the application of the model has an effect on increasing test scores.

In Table 2, the significance level for each pair of ability scores is 0.000, which means sig. < 0.05. Because the significance level is less than 0.05, this study concludes that the application of interactive multimedia-assisted sociocognitive models has an effect on increasing the scores of students' ability to write narrative texts in the pre-test and post-test. That is, the socio-cognitive model assisted by interactive multimedia can improve students' abilities in writing narrative texts for aspects of idea content, suitability of titles with content, selection of diction/vocabulary, and use of spelling.

Table 2 also shows the different correlation values for each pair of pre-test scores and post-test scores. The correlation value indicates the percentage effect of applying the SKBMI model on improving students' ability to write narrative texts. To calculate the percentage of the effect of applying the model on each aspect of the ability to write narrative text, the correlation value is raised to the power of two.

For the aspect of the content of the idea (idea), the correlation level of the pre-test and post-test scores is 0.84. That is, the effect of applying the SKBMI model on improving the ability to write narrative text for the aspect of idea content is $(0.84)^2 = 0.70$. In other words, the application of interactive multimedia-assisted sociocognitive models has a 70% effect on improving students' ability to choose content when writing narrative texts. The rest, 30% increase in students' ability is influenced by other factors not examined in this study.

In the aspect of conformity between the title and the content (title), the level of correlation between the initial test scores and the final test scores is 0.79. That is, the effect of applying the model to increasing the ability to read syllables is $(0.79)^2 = 0.62$. In other words, the application of the interactive multimedia-assisted sociocognitive model has a 62% effect on improving students' ability to choose a title that matches the content of the narrative text written. 38% increase in students' abilities for the aspect of suitability of the title with the content is influenced by factors other than the application of the model.

Related to the aspect of diction/vocabulary selection, the level of correlation between the pre-test and post-test scores was 0.89. The effect of applying the model to increasing the ability to read words is $(0.89)^2 = 0.79$. This means that the application of the socio-cognitive model assisted by interactive multimedia has an effect of 79% on improving students' ability to choose the right diction/vocabulary for writing narrative texts. Factors other than the application of the model affect the 21% increase in students' abilities for aspects of diction/vocabulary selection. Further research is needed to find out what these factors are.

The last aspect that is measured is the use of spelling. The correlation level of pre-test and post-test scores for the use of spelling is 0.91. This means that the application of the model has an effect of $(0.91)^2 = 0.83$ or 83% on improving students' ability to write narrative texts in the aspect of using spelling. 17% increase in the aspect of the use of spelling is influenced by factors other than the application of the model.

Based on the results of this analysis, it can be concluded that the application of interactive multimedia-assisted socio-cognitive models has an influence on aspects of improving the ability to write narrative text in 2nd grade elementary school students. The lowest effect (62%) was on the aspect of suitability of the title with the content, followed

by the influence on the aspect of the idea content (70%) and the aspect of diction/vocabulary selection (79%). The biggest influence on the application of the SKBMI model is on the aspect of using spelling, which is 83%.

Furthermore, a significance test was carried out to measure the level of effectiveness of the interactive multimedia assisted sociocognitive model to improve the ability to write narrative texts. In this study, a 2-tailed paired-sample t-test was used to measure the significance level of model adoption. The results of the significance test are presented in Table 3.

Table 3. Significance Test Results with 2-tailed paired-sample t-test

Paired Sample Test										
		Paired Differences					<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	
		Mean	Std. Deviation	S.E. Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Idea Pretest & Posttest	-.42	.55	.04	-.50	-.34	-10.60	194	.000	
Pair 2	Title Pretest & Posttest	-1.16	.49	.03	-1.23	-1.09	-33.21	194	.000	
Pair 3	Word Choice Pretest & Posttest	-1.35	.55	.04	-1.43	-1.27	-34.36	194	.000	
Pair 4	Spelling Pretest & Posttest	-2.09	.44	.03	-2.16	-2.03	-65.72	194	.000	

The data in Table 3 can be interpreted by looking at the level of significance using the following assumptions:

H₀ = there is no significant difference between the students' pre-test and post-test scores

H₁ = there is a significant difference between students' pre-test scores and post-test scores.

If $\text{sig} > \alpha = 0.050$, then the null hypothesis (H₀) is accepted. That is, there is no significant difference between the pre-test and post-test scores of students after the

interactive multimedia-assisted sociocognitive model is applied to improve the ability to write narrative texts. Meanwhile, if $\text{sig} < \alpha = 0.050$, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. That is, there is a significant difference between the pre-test and post-test scores of students after the interactive multimedia-assisted sociocognitive model is applied to improve the ability to write narrative texts. sig. value (significance level) for all aspects of the ability to write narrative texts observed in this study is 0.000. This means $\text{sig} < \alpha$ ($0.000 < 0.05$). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In other words, the significance test shows that there is a significant difference between the results of the ability to write narrative texts (for each aspect) on the initial test and the results of the ability to write narrative texts on the final test.

Based on the statistical analysis above, it can be concluded that the application of the socio-cognitive model assisted by interactive multimedia has a significant effect on improving each aspect of students' ability to write narrative texts. The effect of applying the model to improving students' abilities for aspects of the content of ideas, suitability of titles with content, choice of diction/vocabulary, and use of spelling were 70%, 62%, 79%, and 83%, respectively. In other words, interactive multimedia-assisted sociocognitive models are effectively used to improve the ability to write narrative texts in 2nd grade elementary school students.

The results of this study indicate that the socio-cognitive model assisted by interactive multimedia can improve students' ability to write narrative texts. This finding is in line with the findings of Chandrasegaran et al. (2007) and Cheung et al. (2021) which states that sociocognitive learning can improve the ability to write narrative texts. This finding also supports the results of research that the use of interactive multimedia can improve the ability to write narrative texts.

CONCLUSION

Based on the findings and discussion of this study, it was concluded that the interactive multimedia-assisted sociocognitive model is effective for use in improving students' ability to write narrative texts related to aspects of idea content, suitability of titles with content, selection of diction/vocabulary, and use of spelling. The application of

this model significantly improves students' initial reading ability for each aspect of ability. The magnitude of the influence of the application of the SKBMI model on improving abilities in the aspects of idea content, suitability of titles with content, choice of diction/vocabulary, and use of spelling are respectively 70%, 62%, 79%, and 83%. Further research is needed to reveal what external factors influence the improvement of students' ability to write narrative texts. It is recommended that the interactive multimedia-assisted sociocognitive model be further developed to improve writing skills for other types of texts.

REFERENCE

- Adlani, S., Agustina, R. T., & Muchtar, M. (2021). Implementasi Video Teks Narasi untuk Meningkatkan Keterampilan Menulis Teks Narasi Siswa Kelas V. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 1(1), 72–77. <https://doi.org/10.17977/um065v1i12021p72-77>
- Bandura, A. (1986). Social foundations of thought and action : a social cognitive theory / Albert Bandura. *New Jersey: Prentice-Hall*, 1986, 16(1).
- Bandura, A. (2012). On the Functional Properties of Perceived Self-Efficacy Revisited. *Journal of Management*, 38(1), 9–44. <https://doi.org/10.1177/0149206311410606>. *Journal of Management*, 38(1).
- Berman, R., & Cheng, L. (2010). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics*, 4(1). <https://doi.org/10.1002/wdev.86>
- Cahyono, D., & Sukartiningsih, W. (2019). Implementation of Cooperative Learning Model Type Concept Sentence with Media Card Word to Improve Narrative Writing Skills Student Class VI SDN Kalisari I/242 Surabaya. In *International Journal of Innovative Science and Research Technology* (Vol. 4). www.ijisrt.com968
- Chandrasegaran, A., Evangeline, J. J., & Clara, K. K. M. (2007). Applying A Socio-Cognitive Model to The Teaching of Expository Writing. Paper 1: From Theory to Instructional Material. *Proceedings of the Redesigning Pedagogy: Culture, Knowledge, and Understanding Conference*, 1–12.
- Cheung, Y. L., Chu, Y. N. J., & Jang, H. (2021). Impact of a Socio-cognitive Approach to Teaching English Language Writing on Primary School Students' Compositions. *Iranian Journal of Language Teaching Research*, 9(1). <https://doi.org/10.30466/ijltr.2021.120973>

- Chitrawelu, N., Sithamparam, S., & Teh, S. C. (2005). *ELT methodology: Principles and Practice*. Penerbit Fajar Bakti.
- Hikamudin, M. I., & Hartati, T. (2018). Improving Story Writing Skills With Mind Mapping Assisted By Video And Picture Media To Class V Students At Sdn Kamojing Karawang District. *JURNAL INDRIA (Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal)*, 3(3), 221–248. <https://doi.org/10.24269/jin.v3n3.2018.pp221-248>
- Kasmidawati, K. (2018). Application Of Conference Writing Methods Can Improve Short Story Writing Skills. *Jurnal Ilmiah Pendidikan Scholastic*, 2(2). <https://doi.org/10.36057/jips.v2i2.270>
- Permendikbud RI Nomor 37 Tahun 2018 , Pub. L. No. 37 (2018).
- Khotimah, H., & Suryandari, K. C. (2016). Analisis Kesulitan Menulis Karangan Pada Siswa Kelas Iv Sdn 2 Panjer. In Moh. Salimi, Wahyudi, Suhartono, I. Suyanto, M. Chamdani, & Rokhmaniyah (Eds.), *Prosiding Seminar Nasional Inovasi Pendidikan Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN* (pp. 491–500). UNS Press.
- Laia, M. Y. (2019). The Difficulties of Students to Write Narrative Text at The Eight Grade Students of SMP Negeri 1 Lolowau. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 7(1), 125–131. <https://doi.org/https://doi.org/10.37081/ed.v7i1.803>
- Mariana, I., Purnomo, S., & Firdaus, A. R. (2018). Improving Student Writing Skills In Indonesian Language Learning Narrative Writing Materials Using Writing Process Approach. *COLLASE (Creative of Learning Students Elementary Education)*, 1(3). <https://doi.org/10.22460/collase.v1i3.2273>
- Mayer, R. E. (2014a). Cognitive Theory of Multimedia Learning: The Cambridge handbook of multimedia learning. In *The Cambridge Handbook of Multimedia Learning*.
- Mayer, R. E. (2014b). Incorporating motivation into multimedia learning. *Learning and Instruction*, 29, 171–173.
- Mayer, Richard. E. (2014c). The Cambridge Handbook of Multimedia Learning (Cambridge Handbooks in Psychology). In *The Cambridge Handbook of Multimedia Learning (Cambridge Handbooks in Psychology)*.
- Nabavi, R. T. (2012). Theories of developmental psychology: Bandura ' s social learning theory & social cognitive learning theory. *University of Science and Culture, January 2012*.
- Nuraeni, C. (2019). Enhancing the Ability in Writing Narrative Text of Junior High School through Picture Series. *Lingua Jurnal Pendidikan Bahasa*, 15(2), 23–28.
- Nurgiyantoro, B. (2009). *Penilaian dalam Pengajaran Bahasa dan Sastra* (3rd ed.). BPFE.

- Nurhayati, T. (2017). Peningkatan Kreativitas dan Keterampilan Menulis Karangan Narasi Melalui Penerapan Model Examples Non Examples dengan Media Gambar Seri. *Jurnal Dinamika Pendidikan Dasar*, 9(1), 7–12.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice* (J. C. Richards & W. A. Renandya, Eds.). Cambridge University Press.
- Rohmawati, N., Mushafanah, Q., & Mudzanatun, M. (2022). Analisis Kesulitan Siswa Kelas V Dalam Menulis TEks Narasi Tema 7 Subtema 2 di SDN Mojoagung 01. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 5(1), 1–10. <https://doi.org/10.31258/jta.v5i1.1-10>
- Sari, N. A., Fahrurrozi, F., & Sumantri, M. S. (2019). Improving Narrative Writing Skills Through Video Media Utilization in Class V Students of Malaka Jaya Elementary School 07 Morning. *International Journal for Educational and Vocational Studies*, 1(8), 898. <https://doi.org/10.29103/ijevs.v1i8.2254>
- Schunk, D. H. (2012). Learning theories: An educational perspective. In *Reading* (Vol. 5).
- Sinaga, R. T. P. (2020). The Students' Difficulties in Writing a Narrative Text at Grade Ten of SMA Negeri 4 Pematangsiantar. *Nommensen Journal of English Studies (NoJES)*, 1(1), 25–32.
- Suhartika, D., & Indihadi, D. (2021). Analisis Keterampilan Menulis Teks Narasi Peserta Didik di Kelas V Sekolah Dasar. *Journal of Elementary Education*, 5(2), 114–123. <https://www.jurnalfai-uikabogor.org/attadib>
- Zhou, M., & Brown, D. (2015). Educational Learning Theories: 2nd Edition. Education Open Textbooks. In *Education Open Textbooks*.
- Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25(1), 82–91. <https://doi.org/10.1006/ceps.1999.1016>