

# UTILIZATION OF MOBILE LEARNING MEDIA IN LITERATURE BROWSING MATERIALS TO IMPROVE STUDENT ESSAY WRITING SKILLS

Sary Sukawati<sup>1</sup>, Riana Dwi Lestari<sup>2</sup>

<sup>1,2</sup>IKIP Siliwangi

[sarysukawati@ikipsiliwangi.ac.id](mailto:sarysukawati@ikipsiliwangi.ac.id) <sup>2</sup> [rianadwilestari@ikipsiliwangi.ac.id](mailto:rianadwilestari@ikipsiliwangi.ac.id)

## Abstract

This research is motivated by students' difficulties when writing essays. Observation results show that it is difficult for students to argue properly with evidence and reinforcement from various theories. Students also lack references in writing ideas. In the current digital era, lecturers must continue to innovate to provide adequate facilities according to student needs. Based on these problems, the purpose of this research is to: 1) find out the design of mobile learning media in exploring the library material. 2) Knowing the effectiveness of using mobile learning media to improve students' essay writing skills. This research was conducted using the Exploratory Sequential Design mix method. This method was chosen according to the characteristics of the research questions that involve combining qualitative and quantitative data. Data collection techniques using tests. The research instruments were in the form of learning media devices, test questions, and questionnaires. The results of the study show that the design of mobile learning media is presented through multimedia in the form of text, images and videos accessed via the internet. The results of learning to write essays are in the good category and have increased from before. It can be concluded that the use of mobile learning media in exploring the Library material has proven to be effective in improving students' essay writing skills.

**Keywords:** essays, learning media, and mobile learning

## Abstrak

*Penelitian ini dilatarbelakangi oleh kesulitan siswa saat menulis esai. Hasil observasi menunjukkan bahwa sulit bagi siswa untuk berargumentasi dengan baik dengan bukti dan penguatan dari berbagai teori. Siswa juga kekurangan referensi dalam menulis ide tulisan. Di era digital saat ini, dosen harus terus berinovasi untuk menyediakan fasilitas yang memadai sesuai kebutuhan mahasiswa. Berdasarkan permasalahan tersebut, tujuan dari penelitian ini adalah untuk: 1) mengetahui desain media mobile learning dalam mengeksplorasi bahan pustaka. 2) mengetahui keefektifan penggunaan media mobile learning untuk meningkatkan keterampilan menulis karangan siswa. Penelitian ini dilakukan dengan menggunakan metode campuran Exploratory Sequential Design. Metode ini dipilih sesuai dengan karakteristik pertanyaan penelitian yang melibatkan penggabungan data kualitatif dan kuantitatif. Teknik pengumpulan data menggunakan tes. Instrumen penelitian berupa perangkat media pembelajaran, soal tes, dan angket. Hasil penelitian menunjukkan bahwa perancangan media mobile learning disajikan melalui multimedia berupa teks, gambar dan video yang diakses melalui internet. Hasil belajar menulis karangan termasuk dalam kategori baik dan mengalami peningkatan dari sebelumnya. Dapat disimpulkan bahwa penggunaan media mobile learning dalam mengeksplorasi bahan Pustaka terbukti efektif dalam meningkatkan keterampilan menulis esai siswa.*

**Kata kunci:** karangan, media pembelajaran, dan mobile learning

## INTRODUCTION

Writing competence is a skill that must be possessed by every student in tertiary institutions. Every student must be able to express ideas and thoughts in written form. Almost all assignments done by students cannot be separated from writing. For example, each subject must have the task of writing scientific papers in the form of: papers, essays, articles, reading reports, etc. All of this is not easy, along the way students often complain of being confused and have difficulty putting ideas into writing. Even though the idea has emerged, students still have difficulty putting the idea into writing.

The fact that writing is not a simple activity has been expressed by several experts. Alwasilah (2013: 99) says "writing is a long and winding process." Djuharie (2021) suggests "in writing, it is not enough to just have an idea. The way of conveying ideas also plays an important role in the success of this written information transfer process." Sukirman stated more fully that (2020) writing is an activity of expressing ideas, ideas, thoughts or feelings in linguistic symbols. This activity involves aspects of using spelling and punctuation, diction and vocabulary, effective sentence structure, developing paragraphs, processing ideas that lead to the development of essay models. Therefore, it is important to always appreciate every piece of writing that has been compiled, one of which is essay writing.

Essay is one type of writing that is often used as a tool to measure one's intelligence. Someone who is knowledgeable will be able to convey ideas in a coherent, logical and interesting way (Noviyanti, 2018). Djuharie (2021) confirms that in an essay several effective paragraphs are mixed in such a way as to explore or present attitudes/solutions to a theme of the problem in an accurate, systematic, sharp, reliable and convincing manner. Furthermore, it is said that the indicators of a good essay are fulfilling the structure, content, and grammar according to the applicable rules.

This research is motivated by students' difficulties when writing essays. Observation results show that it is difficult for students to argue properly with evidence and reinforcement from various theories. Students also lack references in writing writing ideas. In the current digital era, lecturers must continue to innovate to provide adequate facilities according to student needs. The presence of mobile learning media is a breath of fresh air for writing learning. Through mobile learning media students can look for ideas by exploring the library anywhere, without limits. The role of the lecturer as a facilitator is shown by directing students to enter various links to get ideas for writing their essays.

The term mobile learning can be interpreted as the use of handheld and mobile technology devices such as mobile phones, PDAs, tablets, and laptops which are then used in learning (Tamimuddin in Musahrain, 2017). It was further stated that mobile learning is the use of a mobile device that is used specifically to search for or access various information (knowledge) without having to be in a certain place and limited by a certain time.

In line with the theory above, Pedro (2018) stated that some authors identified m-learning as a natural consequence of the e-learning evolution, but more recent definitions position m-learning as a method that intersects mobile computing and e-learning (Chee et al., 2017), that adopts the use of mobile technology to achieve anytime, anywhere, ubiquitous learning (Hung & Zhang, 2012) and that emphasizes learners' mobility and personalized learning (Vázquez-Cano, 2014). Thus it can be said that mobile learning is part of e-learning which has the characteristics of being able to learn anywhere and anytime.

Learning media can be interpreted as intermediaries, instruments or tools used by educators to convey information or lessons (Arsyad, 2020). According to Ibrahim (2017) the development of learning media is inseparable from the role of learning technology. Therefore, mobile learning media is expected to be a significant technology-based tool for students to broadly seek ideas or additional data. Through the use of mobile learning media, students can explore libraries anywhere to meet various information needs. This is a new thing for most students. Zenab (2022) states "different processes allow for different learning outcomes to be obtained".

Based on the description above, the purpose of this research is 1) to find out the design of mobile learning media in exploring the library material. 2) to determine the effectiveness of using mobile learning media to improve students' essay writing skills. Similar research related to essays and the use of mobile learning media was conducted by Sari (2017) with the title "Student Perceptions of Film Implementation in Learning to Write Argumentative Essays." The results of the research showed several student perceptions, namely the implementation of film in learning to write argumentative essays can make changing the atmosphere more fun, can increase creativity, and requires guided writing techniques by lecturers. Through film as a fun learning medium, students are expected to be able to more easily express critical ideas to write argumentative essays. The difference between the research above and this research lies in the treatment given to

improve essay writing. In this study, researchers used mobile learning media, while Sari's research (2017) used film.

In addition, research with the title "Development of mobile learning-based learning media in digital simulation subjects" has been published by Rahmat, et al. (2019). The results of the study show that android-based mobile learning in digital simulation subjects is feasible to be used as a supporting medium for independent learning. The results for the control class were 74.125% and for the experiment was 83.25%. Thus the researcher hopes that mobile learning media can also be successful in increasing students' writing essays as in the results of previous studies.

## **METHOD**

This research was conducted using the Exploratory Sequential Design mix method. This method was chosen according to the characteristics of the research questions that involve combining qualitative and quantitative data. According to Creswell (2010: 5) in Mulyanah (2021) the mixed method is a research approach that combines or associates qualitative and quantitative forms.

The reason for the research design using the exploratory sequential design is because data collection in this study begins with qualitative data and then continues with quantitative data collection. In accordance with the research procedures carried out, the qualitative data in question is the design of the application of mobile learning media in the material exploring the Library. Followed by quantitative data in the form of calculating the results of the acquisition value of essay writing skills and calculating questionnaire scores for the effectiveness of using mobile learning media on learning outcomes.

The subjects of this study were students of the Bakti Asih Analytical High School Level 1 in the D3 Health Analyst Study Program who contracted Indonesian Language courses with a total sample of 30 people. Data collection techniques using tests. The research instruments were in the form of learning media devices and test questions. The data analysis technique used is descriptive qualitative and simple statistical calculations with the help of excel.

## **RESULT AND DISCUSSION**

There are two types of research results, qualitative data and quantitative data. The first will be described and discussed for qualitative research data first. The results of the

study show that the design of mobile learning media is presented through multimedia in the form of text, images, videos, and website links accessed via the internet. The following will describe the results of the material design for exploring the library through mobile learning media to improve essay writing skills.

**The first step** taken by the lecturer is to compile materials for exploring the library through Power Point media which can be downloaded by students through the STABA LMS (Learning Management System) Platform.

**Picture 1.** LMS display

If the link on the LMS above [https://docs.google.com/presentation/d/1-XV5IUfVTPWS\\_A6gkAIutwsoWKzL-0Ll/edit#slide=id.p1](https://docs.google.com/presentation/d/1-XV5IUfVTPWS_A6gkAIutwsoWKzL-0Ll/edit#slide=id.p1) is clicked by the student, the following material will appear:

**Picture 2.** Google Docs view

Apart from containing material related to exploring the World of Libraries, the power point above also contains slides on work procedures for writing essays assisted by mobile

learning media. The slides contain procedural steps that must be carried out by students when compiling essays through mobile learning media. Here's how it looks:

### **Picture 3.** Project Procedure Slideshow

Referring to picture 3 above, the following will describe the next steps in designing the use of mobile learning media to improve students' skills in writing essays.

**The second step**, students download powerpoints from the Google Drive link that has been shared by lecturers at LMS. After the power point consisting of 12 slides has been downloaded, proof of attendance will automatically appear in the student's LMS for the meeting.

**The third step**, according to the work procedures listed in the PPT. College students look for viral news on social media. Lecturers advise students to open online media such as: youtube, tiktok, instagram, facebook, twitter, or other website-based online news pages such as: Kompas.com, detik.com, coil.com, tribunnews.com, etc. Furthermore, students must write a video or website link from the selected news on the Google Classroom assignment page.

**The fourth step**, students write down the important points of the news. Because this is a data search process to compose an essay, it is best to record the required data so you don't forget. Students can write down important points such as 5W+1H or SIMBA's ADIK. If described, student notes should contain what, who, when, where, why, and how in relation to the viral incident.

**The fifth step**, students determine the topic of the essay. Topics are selected from the core of the viral news that has been selected. Topics chosen by students may be about education, health, law, social, culture, etc. After this step is completed students can determine the title of the essay and start drafting the essay. The essay consists of an introduction, body, and conclusion.

**The sixth step**, students look for reference materials that match the chosen topic. Students can open several websites as journal search platforms, for example: Google Scholar, Garuda, OAJI (Open Academic Journal Index), Sinta, etc. Display one of them as in the image below.

**Picture 4**, Google Scholar view

to enter the display (picture 4), students must first enter the <https://www.google.com/> page. After the display above appears, students can enter keywords in the search section. Later, several choices of journal articles or e-books will appear that contain the topic we are looking for.

**Picture 5**. Example of Display Search Results

The display above will appear if we write down the search for Covid 19. Then select the article that suits your needs. It is better if the article is downloaded and inserted directly or

saved as a PC document so that it is stored neatly and does not disappear when needed to write citations.

**The seventh step**, students begin to write the identity of the journal. Identity is needed especially to complete the writing of bibliography. The identity of the journal in question is the title of the article, name of the journal, number, volume, and year of writing of the journal. Each selected journal should be read in its entirety to help find the right citation for the essay.

**The eighth step**, students begin to compose essays according to the framework that was made in the fifth stage. The introduction section can contain a general statement about the topic, background, or important reasons the author chooses to discuss the selected topic. In the introductory part, the writer can also write a theory quote as a reinforcement or confirmation of each written statement. In the contents section the author can write things that are closely related to the topic, a more detailed description of the introductory part, define terms related to the topic, write arguments accompanied by evidence, provide examples, facts, data, etc. At the end or closing the author can write a conclusion or summary of the topics discussed. The author can also write suggestions and appeals if needed.

Next will be described quantitative research data. This data is generated from student acquisition scores during two meetings. In the first meeting, students were given an assignment to write an essay by choosing a free theme and immediately putting ideas into writing. At the second meeting, students were given treatment during the learning process, namely the application of mobile learning media. The learning outcomes generated from 30 samples can be seen in the following table:

**Table 1.** Essay Writing Learning Outcome Data

| No. | Subject Name | Assessment Aspect |         |         | V1    | Assessment Aspect |         |         | V2    |
|-----|--------------|-------------------|---------|---------|-------|-------------------|---------|---------|-------|
|     |              | Structure         | content | grammar |       | Structure         | Content | Grammar |       |
| 1   | ZL           | 3                 | 3       | 3       | 75,00 | 3                 | 3       | 4       | 83,75 |
| 2   | HAN          | 4                 | 2       | 4       | 80,00 | 4                 | 3       | 3       | 81,25 |
| 3   | NN           | 4                 | 2       | 3       | 71,25 | 4                 | 3       | 3       | 81,25 |
| 4   | NJ           | 3                 | 3       | 3       | 75,00 | 3                 | 3       | 4       | 83,75 |
| 5   | IK           | 3                 | 3       | 3       | 75,00 | 4                 | 3       | 4       | 90    |
| 6   | RS           | 4                 | 2       | 4       | 80,00 | 3                 | 3       | 4       | 83,75 |
| 7   | NH           | 3                 | 2       | 3       | 65,00 | 3                 | 3       | 3       | 75    |
| 8   | PMR          | 3                 | 2       | 3       | 65,00 | 4                 | 3       | 3       | 81,25 |
| 9   | DTA          | 4                 | 2       | 4       | 80,00 | 3                 | 4       | 3       | 85    |

|    |                |      |      |      |       |      |      |      |       |
|----|----------------|------|------|------|-------|------|------|------|-------|
| 10 | AN             | 4    | 2    | 4    | 80,00 | 4    | 3    | 3    | 81,25 |
| 11 | IY             | 3    | 3    | 3    | 75,00 | 3    | 3    | 4    | 83,75 |
| 12 | LK             | 3    | 3    | 3    | 75,00 | 4    | 3    | 3    | 81,25 |
| 13 | FY             | 4    | 3    | 3    | 81,25 | 4    | 3    | 4    | 90    |
| 14 | SEA            | 3    | 2    | 3    | 65,00 | 3    | 3    | 3    | 75    |
| 15 | SMF            | 4    | 3    | 3    | 81,25 | 3    | 4    | 3    | 85    |
| 16 | IN             | 4    | 3    | 3    | 81,25 | 4    | 3    | 4    | 90    |
| 17 | IR             | 3    | 2    | 3    | 65,00 | 3    | 3    | 3    | 75    |
| 18 | ROA            | 3    | 3    | 3    | 75,00 | 4    | 3    | 3    | 81,25 |
| 19 | NP             | 3    | 3    | 3    | 75,00 | 4    | 3    | 3    | 81,25 |
| 20 | TFD            | 4    | 3    | 3    | 81,25 | 3    | 3    | 4    | 83,75 |
| 21 | SK             | 3    | 3    | 3    | 75,00 | 3    | 4    | 3    | 85    |
| 22 | APY            | 4    | 2    | 3    | 71,25 | 4    | 3    | 3    | 81,25 |
| 23 | RK             | 4    | 2    | 3    | 71,25 | 4    | 2    | 4    | 80    |
| 24 | IAS            | 3    | 3    | 3    | 75,00 | 4    | 3    | 3    | 81,25 |
| 25 | KL             | 3    | 3    | 3    | 75,00 | 4    | 3    | 4    | 90    |
| 26 | TK             | 4    | 2    | 4    | 80,00 | 4    | 3    | 4    | 90    |
| 27 | AS             | 4    | 2    | 4    | 80,00 | 4    | 4    | 3    | 91,25 |
| 28 | MTK            | 4    | 2    | 3    | 71,25 | 4    | 3    | 3    | 81,25 |
| 29 | DSN            | 4    | 2    | 3    | 71,25 | 4    | 3    | 3    | 81,25 |
| 30 | DR             | 4    | 2    | 3    | 71,25 | 3    | 4    | 3    | 85    |
|    | <b>Average</b> | 3,53 | 2,47 | 3,20 | 74,75 | 3,60 | 3,13 | 3,37 | 83,29 |

Based on the values above, we can calculate the increase from the N-Gain of the two values. N-Gain is obtained from the difference in the value of V2-V1. N-gain can show the effectiveness of mobile learning media treatment on improving students' essay writing skills. The following is the N-Gain table obtained from the two values.

**Table 2.** N-Gain Values 1 and 2

| No. | Subject Name | V1    | V2    | N-Gain |
|-----|--------------|-------|-------|--------|
| 1   | ZL           | 75,00 | 83,75 | 8,75   |
| 2   | HAN          | 80,00 | 81,25 | 1,25   |
| 3   | NN           | 71,25 | 81,25 | 10     |
| 4   | NJ           | 75,00 | 83,75 | 8,75   |
| 5   | IK           | 75,00 | 90,00 | 15     |
| 6   | RS           | 80,00 | 83,75 | 3,75   |
| 7   | NH           | 65,00 | 75,00 | 10     |
| 8   | PMR          | 65,00 | 81,25 | 16,25  |
| 9   | DTA          | 80,00 | 85,00 | 5      |
| 10  | AN           | 80,00 | 81,25 | 1,25   |
| 11  | IY           | 75,00 | 83,75 | 8,75   |
| 12  | LK           | 75,00 | 81,25 | 6,25   |
| 13  | FY           | 81,25 | 90,00 | 8,75   |
| 14  | SEA          | 65,00 | 75,00 | 10     |
| 15  | SMF          | 81,25 | 85,00 | 3,75   |

|    |         |       |       |       |
|----|---------|-------|-------|-------|
| 16 | IN      | 81,25 | 90,00 | 8,75  |
| 17 | IR      | 65,00 | 75,00 | 10    |
| 18 | ROA     | 75,00 | 81,25 | 6,25  |
| 19 | NP      | 75,00 | 81,25 | 6,25  |
| 20 | TFD     | 81,25 | 83,75 | 2,5   |
| 21 | SK      | 75,00 | 85,00 | 10    |
| 22 | APY     | 71,25 | 81,25 | 10    |
| 23 | RK      | 71,25 | 80,00 | 8,75  |
| 24 | IAS     | 75,00 | 81,25 | 6,25  |
| 25 | KL      | 75,00 | 90,00 | 15    |
| 26 | TK      | 80,00 | 90,00 | 10    |
| 27 | AS      | 80,00 | 91,25 | 11,25 |
| 28 | MTK     | 71,25 | 81,25 | 10    |
| 29 | DSN     | 71,25 | 81,25 | 10    |
| 30 | DR      | 71,25 | 85,00 | 13,75 |
|    | Average | 74,75 | 83,29 | 8,54  |
|    | V-Max   | 81,25 | 91,25 | 16,25 |
|    | V-MIN   | 65,00 | 75,00 | 1,25  |

Based on the quantitative data above, the results of learning to write essays are in the good category and increase from the previous value. The data shows that there is an increase in students' skills in writing essays seen from the acquisition of the highest score V1 (81.25) while V2 (91.25). Likewise with the acquisition of the lowest score at V1 (65.00) while V2 (75.00). The average value generated in V1 is 74.75 while V2 is 83.29. Thus the average N-Gain of the two values is 8.54. The highest Gain reached 16.25 and the lowest Gain was 1.25.

Judging from each aspect of the assessment, the highest average is obtained on the structural aspect with an average value at V1 3.53 while V2 is 3.60. When viewed from the increase, the value of this structure actually shows the lowest increase value because from the start students were detected to have no difficulty in making essays with the right structure. In contrast to the content aspect, which was found to be the most difficult in the first test because students were not yet rich in ideas, so the contents of essays tended to be shallow and did not show strong arguments and evidence. It was only in the second test that students felt very helped by the mobile learning media provided during the essay writing learning process.

Through this mobile learning media, students have access to find as much data as possible and complete sources of literature. Lecturer instructions that guide students in stages also help students follow learning to write essays better (see picture 3). The online

media YouTube and Tik Tok are the most chosen by students as media that lead to searching for essay topics. This is inseparable from the rise of viral news, which usually comes from tick tock and is then widely reviewed on the YouTube channel. However, there are still some students who get essay topic material from other online media, such as Instagram, Facebook, Twitter, Kompas.com, detik.com, coil.com, tribunnews.com, etc. Meanwhile, for literature review, more chose to source from Google Scholar.

With the exploration of the world of literature through mobile learning media, students claim that they can more freely choose topics and study literature according to their needs. Especially what is most felt is when compiling the contents of the essay. Students are greatly assisted in describing the details of the problem, showing evidence in the form of facts and data to strengthen the arguments built, providing illustrative examples related to the topic, etc. In the end, the effectiveness of the use of mobile learning above can be seen from the increase in scores obtained on aspects of essay content. From the average value of V1 2.37 to 3.13 in V2.

## **CONCLUSION**

The results of the study show that the design of mobile learning media is presented in a structured manner through multimedia in the form of text, images, videos, and website links which are accessed by students via the internet. The results of learning to write essays are in the good category and increase from the previous score. The highest score on V1 was 81.25, while V2 was 91.25. The lowest value on V1 is 65.00 while V2 is 75.00. The average value generated in V1 is 74.75 while V2 is 83.29. The average N-Gain of the two values is 8.54. The highest Gain reaches 16.25 and the lowest Gain is 1.25. Thus it can be concluded that the use of mobile learning media in library research material has proven to be effective in improving students' essay writing skills.

## **REFERENCE**

- Alwasilah, C. A. dan Alwasilah, S.S. (2013). *Pokoknya menulis: cara baru menulis dengan metode kolaborasi*. Bandung: PT Kiblat Buku Utama.
- Arsyad, M. N., & Lestari, D. E. G. (2020). Efektifitas penggunaan media mobile learning berbasis android terhadap hasil belajar mahasiswa ikip budi utomo malang. *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 10(1), 89-105.
- Djuharie, O. S. (2021). *Skills and strategies for academic writing*. Bandung: Yrama Media.

- Ibrahim, N., & Ishartiwi, I. (2017). Pengembangan media pembelajaran mobile learning berbasis android mata pelajaran IPA untuk siswa SMP. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 8(1).
- Mulyanah, N., & Andriani, A. (2021). Strategi Bimbingan dan Pelatihan Guru Dalam Pembelajaran Menggunakan Aplikasi Google Pada Pembelajaran Daring Untuk Meningkatkan Efektifitas Belajar Siswa Dimasa Pandemi Covid-19. *Jurnal Riset Pendidikan Dasar (JRPD)*, 2(1), 67.
- Musahrain, M., Suryani, N., & Suharno, S. (2017, March). Pengaplikasian mobile learning sebagai media dalam pembelajaran. In *Prosiding Seminar Nasional Teknologi Pendidikan*.
- Nofiyanti, N., Sukawati, S., & Zenab, A. S. (2018). Penerapan Strategi Permainan Catalisting yang Berorientasi pada Kecerdasan Linguistik (PC-KL) dalam Pembelajaran Menulis Esai. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 24-36.
- Pedro, L. F. M. G., Barbosa, C. M. M. D. O., & Santos, C. M. D. N. (2018). A critical review of mobile learning integration in formal educational contexts. *International Journal of Educational Technology in Higher Education*, 15(1), 1-15.
- Rahmat, R. F., Mursyida, L., Rizal, F., Krismadinata, K., & Yunus, Y. (2019). Pengembangan media pembelajaran berbasis mobile learning pada mata pelajaran simulasi digital. *Jurnal Inovasi Teknologi Pendidikan*, 6(2), 116-126.
- Sari, F. M. (2017). Persepsi Mahasiswa terhadap Implementasi Film dalam Pembelajaran Menulis Esai Argumentasi. In *Seminar Nasional Bahasa dan Sastra. Universitas Teknokrat Indonesia*.
- Sukirman, S. (2020). Tes Kemampuan Keterampilan Menulis dalam Pembelajaran Bahasa Indonesia di Sekolah. *Jurnal Konsepsi*, 9(2), 72-81.
- Zenab, A. S., & Sukawati, S. (2022). Studi Komparasi Hasil Belajar Mahasiswa Melalui Metode Daring dan Luring Pada Mata Kuliah Bahasa Indonesia. *Semantik*, 11(2), 245-256.