

THE APPLICATION OF NEARPOD MEDIA WITH PROJECT BASED LEARNING MODEL IN LEARNING TO WRITE EXPLANATORY TEXTS

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ABSTRACT

This article describes the improvement of writing expository text with the theme "Three Pillars of Cianjur Culture" and students' responses to applying Nearpod media based on Project Learning. The method used in this research is experimental, with a pre-experimental group pretest and posttest design. The results of this study showed an increase before and after treatment. This can be seen from the pretest and posttest average difference test, which obtained a Sig. (2-tailed) 0.000, which means smaller than 0.005, and it can be said that there is a significant increase in both data. Thus, it can be concluded that applying Nearpod media based on Project Based Learning can improve students' writing of explanatory texts. On the other hand, the questionnaire results show that most students feel helped by applying Nearpod media in learning to write explanations.

Keywords: Writing, Explanatory Text, Media, Nearpod, Project-Based Learning.

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INTRODUCTION

This research is motivated by the numerous difficulties students face in expressing their ideas, thoughts, and information in writing and by the fact that teachers are still less effective and efficient in using learning media. In addition, the lack of attracting students' attention and the underutilization of digital-based media in the 21st-century globalization era, especially in learning explanatory texts. Dewi et al. (2021) stated that the obstacles felt by students are as follows: first, students do not understand the explanatory text material taught, so students' interest in learning is still low; second, students do not understand the

language structure in the explanatory text, third, students cannot put their ideas into writing because they do not understand the structure of the explanatory text.

In practice, the role of a teacher is crucial in determining the learning outcomes of students, particularly in their skills development. In the independent curriculum, teachers are required to be skilled in managing learning in the classroom in an engaging, innovative, creative, clear, easy-to-understand manner. Several factors that teachers must pay attention to in classroom learning to support students' success include the application of the right learning media and models. This is in line with Emiyati and Kurniawan (2016), who suggest that the use of learning media can influence achieving success in learning. Meanwhile, according to Sutikno (2019), choosing the right learning model for a particular material can yield good results, even enhancing the classroom atmosphere so that students will readily accept and understand the material being studied. The application of appropriate media and learning models can make it easier for students to develop ideas or ideas and creativity in writing. An explanatory text is challenging if it does not incorporate an appropriate learning model (Ardiansyah, Cahyaningsih, and Rukiyah, 2022).

In a study conducted by Putri Rizona and Afrita (2023) entitled "The Effect of Picture and Picture Model on Students' Explanatory Text Writing Skills," The Picture and Picture model is a learning approach that utilizes images to facilitate students' understanding of the material. However, there are problems found in research using the Picture and Picture model, namely students whose low cognitive and imagination levels are defeated by students who have high cognitive and imagination levels, making students less motivated because they are defeated by students who are dominant in terms of cognitive and imagination and require sufficient time because this model in its implementation requires various sources, materials, and tools that support to provide sources that are by the material.

Further research was conducted by Rahmadhani (2022) with the title "Development of Nearpod Learning Media on Exposition Text Material for Class X Students of SMA Negeri 5 Tanjungbalai". The purpose of this study was to develop learning media products using the Nearpod application for the Exposition Text material in class X at SMA Negeri 5 Tanjungbalai. The type of research conducted is research with research and development methods (R&D). The model used is a combination of the Bord and Gall development model, as well as Allesi and Trollip. From the results of this study, it appears that no one has previously researched students' writing skills about media and models; however, this study focuses on the feasibility of using media in expository text materials.

Based on these two studies, there is an opportunity for further researchers to complement the shortcomings of previous studies by testing a Nearpod media and Project Learning model in the context of learning to write explanatory texts. In this study, researchers aim to address a problem identified in the background by utilizing Nearpod media and Project-Based Learning models, which can enhance the classroom atmosphere to be more effective and efficient. The goal is to make learning engaging, capturing students' interests, and utilizing digital-

based learning media by the development of the globalization era. Project-based learning is a model in which students are presented with real-world problems that are considered meaningful, and they then act collaboratively to create solutions to these problems (Aziz & Nurachadijat, 2023). The application of these media and models can provide opportunities for students to express their creativity and skills from their point of view and understanding. This is based on one of the objectives of the independent curriculum, namely that students can actively participate in expressing their creativity in writing and strengthen their competence properly. According to Riskayanti (2021), one way educators can develop 4C skills is by applying the Project-Based Learning model, also known as Project-Based Learning in Indonesian.

The location chosen for this research is SMAN 1 Bojongpicung. The reasons the researcher selected this location, based on the interview results, are as follows. First, SMAN 1 Bojongpicung is a school that has implemented an independent curriculum, and there is no Indonesian language teacher who uses the Nearpod application media. Second, the Indonesian language teacher of SMAN 1 Bojongpicung is still lacking in utilizing digital-based media. Third, the researcher aims to determine whether the Project-Based Learning model and Nearpod media in class XI of SMAN 1 Bojongpicung result in an increase in students' writing skills in explanatory texts. Therefore, in light of the previous explanation, this article is entitled "Application of Nearpod Media with Project-Based Learning Model in Learning to Write Explanation Text."

RESEARCH METHODS

The method employed in this research is an experimental approach with a quantitative focus. According to Indrawan and Yaniawatty (2014), a quantitative approach is a form of scientific research that examines a problem by studying a phenomenon and identifying possible links or relationships between variables related to the specified problem. The research design employed was a pre-experimental one-group pretest-posttest design. In this study, the sampling theory employed is the type of random or probability sample, specifically simple random sampling (SRS). The sample of this research is class XI-F5 SMAN 1 Bojongpicung.

In this study, two data collection instruments were used, namely tests and questionnaires. The test instrument was used to assess how students' explanatory text writing results changed before and after the application of Nearpod media. The questionnaire instrument was used to gather students' responses after the application of Nearpod media in learning to write explanatory texts. For the analysis of research results, SPSS version 26 is used.

RESULT AND DISCUSSION

The research results were obtained using two instruments: tests and questionnaires. The data obtained from the test are used to describe the results of applying Nearpod media in learning explanatory text in class XI of SMAN 1 Bojongpicung. According to the pretest results, students were not optimal and had difficulty working on questions before treatment, often copying content from the internet. This is due to the student's lack of knowledge or understanding of

the structure, linguistic rules, and how to choose a title that aligns with the content of the discussion, specifically the theme of the three pillars of Cianjur culture: Laos, mamas, and menpo. In the posttest results, students performed well by the procedures given by the teacher, without plagiarizing from the internet, and submitted their work. This can be seen from the completeness of the structure, linguistic rules, and the selection of titles that match the content of the discussion.

The results of the pretest and posttest data showed a significant increase. This can be seen from the results of the descriptive statistical test of pretest and posttest. The following table shows the results of the descriptive statistical test through SPSS version 26.

Tabel 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	40.00	75.00	50.6452	8.82628
Posttest	31	75.00	95.00	83.8710	6.67204
Valid N (listwise)	31				

Based on Table 1, the pretest results for learning to write explanatory text yielded an average score of 50.64, which falls within the insufficient category. The lowest score was 40, and the highest score was 75 out of 31 students, with a standard deviation of 8.82628. The posttest results yielded an average value of 83.87, which falls within the good category. The lowest score was 75, and the highest score was 95 from a sample of 31 students with a standard deviation of 6.67204.

Based on these results, after applying Nearpod media with the Project-Based Learning model, the students' work in writing explanatory texts has shown significant improvement. This is reinforced by the acquisition of values in the final test (posttest) or after treatment, in the form of applying Nearpod media with the Project-Based Learning model, which is greater than the initial test (pretest) or before treatment. As for the requirements test before data processing using SPSS version 26, as a condition of statistical testing.

1. Normality Test

The existence of a data normality test in the study aims to help researchers decide whether the normality assumption is acceptable or not in the statistical analysis to be carried out with Shapiro-Wilk, because the sample used is less than 50 with a significant 0.50. Then the test results are:

Tabel 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.174	31	.017	.903	31	.009
Posttest	.207	31	.002	.865	31	.001

a. Lilliefors Significance Correction

Based on Table 2, the results of the data normality test, as indicated by the Shapiro-Wilk test, suggest that neither dataset is normally distributed for writing skills in learning explanatory text using Nearpod media and Project-Based Learning models. The results of the data normality test show that the initial test

value (pretest) is 0.009 and the final test value (posttest) is 0.001, with each p-value less than 0.05, indicating that H_0 is rejected. Therefore, the data come from a non-normal population. Furthermore, since neither dataset had a normal distribution, the Non-Parametric test with the Wilcoxon Test was used.

2. Uji Wilcoxon

The Wilcoxon test is conducted as an alternative to the Paired Sample T-Test. The following explanation is presented through the table as follows.

Tabel 3. Uji Wilcoxon Ranks

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	31 ^b	16.00	496.00
	Ties	0 ^c		
	Total	31		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

As shown in Table 3, the Negative Rank between the initial test results (pretest) and the final test (posttest) is 0 for both N, Mean Rank, and Sum of Rank. Then, it shows that there is no decrease in value from the initial test (pretest) to the final test (posttest). Conversely, the Positive Rank between the initial test value (pretest) and the final test (posttest) is 31 positive data points (N), indicating that all students have improved their learning outcomes from the initial test value (pretest) to the final test (posttest). The Mean Rank or average increase is 16.00, and the Sum of the Rank is 496.00. Ties are the similarity of the initial test scores (pretest) and the final test (posttest); in this study, the Ties value is 0, so it can be said that there are no equal values between the initial test (pretest) and the final test (posttest).

3. Uji wilcoxon signed rank test

The Wilcoxon signed rank test is a statistical non-parametric hypothesis test used to compare two related samples to see the difference between two paired samples.

Tabel 4. Test Statistics^a

Posttest - Pretest	
Z	-4.882 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the results of the Wilcoxon hypothesis test, it can be concluded that there is an increase in students' writing skills in learning to write explanatory texts after the application of Nearpod media with the Project-Based Learning model. The results of obtaining the Asymp can prove this. Sig. (2-tailed) 0.000 <

0.005; then H_0H_0 is rejected, and H_1H_1 is accepted. So it can be concluded that "There is an increase in students' ability to write explanatory text after treatment by applying Nearpod media and Project Based Learning model in class XI SMAN 1 Bojongpicung".

Title

In assessing the title of the explanatory text with the theme of local wisdom, "Three Pillars of Cianjur Culture," there are three aspects to consider: the title is relevant to the theme, the title aligns with the content, and it contains informative words. Referring to the post-test results, it is shown that 31 students have not been able to load three aspects of the assessment on the title written, but most students are only able to load 1 or 2 aspects of the title.

Of the 31 learners, 14 learners, including PD02, PD06, PD09, PD10, PD14, PD16, PD17, PD25, and PD30, were able to write titles that contained only two aspects: the title was relevant to the theme and reflected the content. PD05, PD12, PD15, PD19, and PD23 were able to write titles that contained only two aspects: the title is relevant to the theme and contains informative words. Meanwhile, 17 students writing the title are only able to contain one aspect, namely the title aspect relevant to the theme, including PD01, PD03, PD04, PD05, PD06, PD07, PD08, PD11, PD13, PD18, PD20, PD21, PD22, PD24, PD26, PD27, PD28, and PD29.

While the post-test results showed that 7 out of 31 learners were able to contain titles with three complete aspects, namely PD02, PD06, PD11, PD14, PD19, PD22, and PD27, meanwhile, 21 learners namely PD01, PD03 to PD04, PD05, PD08, PD10, PD12, PD13, PD15, PD, PD23, PD26, PD28, PD29, PD30, PD31 were able to load three aspects. However, the title contained abbreviated or ambiguous words. Three learners, namely PD07, PD09, and PD21, only contain two aspects: the title is relevant to the theme, and the title is related to the content.

Structure of Explanation Text

In this study, the assessment of the explanatory text structure to be considered comprises three components: general statements, explanatory rows, and interpretations. In line with Kosasih's (2017) statement, the explanatory text has a structure composed of the following parts. (a) a general statement in the form of an initial explanation of the background, the general state of the theme to be conveyed, the process of its state or the process of its formation in a text, (b) a series of explanations in the form of a series of events/events, both chronologically and causally, (c) interpretation in the form of interpretation, meaning, or inference of a series of events that have been told before both social, historical, cultural and other events.

Based on the pretest results of 31 students, two of them were able to write an explanatory text with a complete structure, namely PD02 and PD019. Additionally, one student contained three structures, but the content did not match the title, namely PD09. The explanatory texts written by PD04, PD05 to PD06, PD11, PD12, PD13, PD14, PD21, PD28, PD30 are only able to contain two structures. Meanwhile, 16 learners were only able to write one structure of the explanatory text, namely PD03, PD07 to PD08, PD10, PD15, PD16, PD17, PD18, PD20, PD22, PD23, PD24, PD25, PD26, PD27, PD31.

Meanwhile, the post-test results showed that 12 learners were able to write complete explanatory text structures, including general statements, explanatory sequences, and interpretations. Meanwhile, 19 learners were able to contain three structures, but there was no conformity with the title. Thus, the results of the pretest and post-test indicate an increase in the students' explanatory text writing results with the theme "Three Pillars of Cianjur Culture."

Language Elements

This aspect assesses the use of conjunctions, pronouns, and technical words. In line with what Kosasih and Kurniawan (2019) stated, the explanatory text has linguistic rules, namely 1) the use of conjunctions, 2) the use of pronouns, and 3) the use of technical words. Referring to the posttest results, it is evident that one of the 31 learners, namely PD09, applies three linguists; however, there is no conformity between the title and the content. The results of writing explanatory texts from 14 learners, namely PD04, PD07 to PD10, PD13, PD16, PD17, PD22, PD23, and PD25, only contain two aspects of linguistic elements, namely the use of pronouns and the use of technical words and PD01, PD03, PD15, PD18, PD31 only contain two aspects of linguistic elements, namely the use of conjunctions and the use of pronouns. While 16 learners can include one aspect of linguistic rules, which are divided into three parts, namely PD05, PD06, PD08, PD12, PD14, PD19, PD20, PD21, and PD29, they are also able to include one aspect of linguistic rules, the use of conjunctions. PD02, PD24, PD26, PD27, and PD30 were able to include one aspect of grammatical rules, namely the use of pronouns. Meanwhile, PD11 and PD28 can include one aspect of grammatical rules, namely the use of technical words.

The posttest results show that 4 out of 31 learners can completely contain linguistic rules, namely PD07, PD10, PD15, and PD16. Meanwhile, 15 learners, namely PD02, PD05 to PD06, PD08, PD09, PD11, PD17, PD19, PD20, PD22, PD23, PD26, PD28, PD29, and PD31, were able to load three linguistic rules; however, there was no conformity between the title and the content.

Furthermore, 11 students, namely PD03, PD12, PD14, PD24, and PD25, only contain two aspects of linguistic elements: the use of conjunctions and the use of pronouns. PD01 and PD13 only contain two aspects of linguistic elements, namely, the use of conjunctions and the use of technical words. While PD04, PD18, and PD21 only contain two aspects of linguistic elements, namely the use of pronouns and technical words. However, one learner, PD27, only contains one aspect of linguistic elements, namely the use of pronouns.

Response Questionnaire Results

In this study, the results of students' responses to learning outcomes are presented. To collect this data, the researchers developed a questionnaire and validated it with experts. After distributing the questionnaire, research was conducted among students, with a total of 31 students from Class XI-F5 at SMAN 1 Bojongpicung serving as respondents. The questionnaire data will be described and analyzed according to the information obtained. The questionnaire consists of 10 questions about learning to write explanatory text using Nearpod media and the Project-Based Learning model. A more complete explanation can be seen in the form of a diagram as follows:

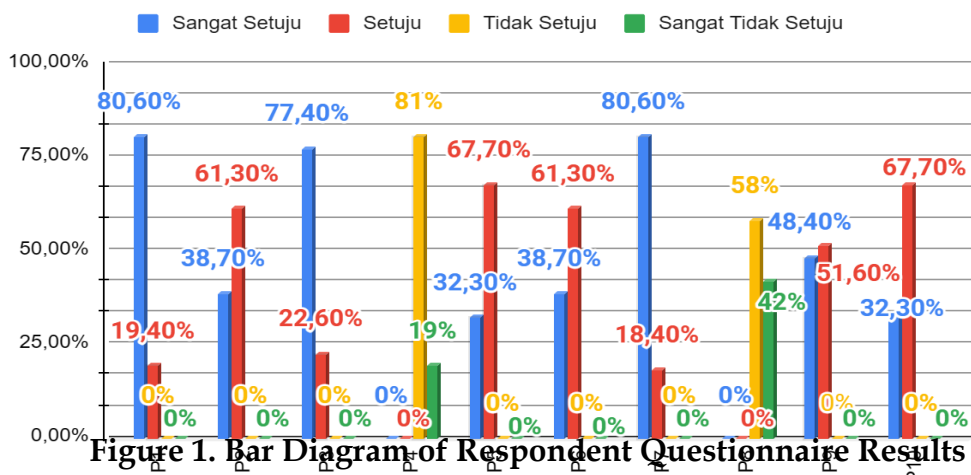
ANGKET RESPONDEN PESERTA DIDIK

Figure 1. Bar Diagram of Respondent Questionnaire Results

Description:

P : Statement

Based on the bar chart, P1 explains that the majority of students gave positive responses to the use of Nearpod media in learning activities. With the percentage of strongly agree (very good) of 80.6% of learners stated "strongly agree" that learning with Nearpod was "very interesting." This figure shows that 28 out of 31 learners responded enthusiastically, indicating a very high level of acceptance and satisfaction with the learning media. While the percentage of Agree (Good) was 19.4% of learners chose the answer "agree" for the same statement. Although the proportion is smaller, this response still falls into the "good" category, which means that all participants (100%) gave positive feedback (with no neutral or disagreeing responses).

In P2, it is explained that the majority of learners gave positive responses to the motivation to continue learning through the use of Nearpod media in learning activities. A percentage of agree (perfect) of 61.3% of learners stated "agree" that learning with Nearpod "feels motivated." This figure shows that learners respond enthusiastically, indicating a very high level of acceptance and satisfaction with the learning media. Meanwhile, 38.7% of learners chose the answer "strongly agree" to the same statement. Although the proportion is smaller, this response still falls into the "good" category, which means that all participants (100%) provided positive feedback, indicating that learning with Nearpod media motivated them (with no neutral or disagreeing responses).

Based on the bar chart in P3 explains that the majority of learners gave positive responses to the features of Nearpod media, which were very helpful in understanding the material. With a percentage of strongly agree (very good) of 77.4% of learners stated "strongly agree" that Nearpod media features are beneficial in understanding the material. This figure shows that learners respond enthusiastically, indicating a very high level of acceptance and satisfaction with the learning media. Meanwhile, 22.6% of learners chose the answer "agree" to the same statement. Although the proportion is smaller, this response is still included in the "good" category, which means that all participants (100%) provided positive feedback indicating that the features of Nearpod media can help learners understand the material (with no neutral or disagreeing responses).

P4 explains that the majority of learners responded disagree (very good), with a percentage of 80.6% of learners stating “disagree” that how to use Nearpod media is very difficult. This figure shows that students responded enthusiastically, indicating that the level of ease of using Nearpod media is very high. While 19.4% of learners chose the answer “strongly disagree” for the same statement. Although the proportion is smaller, this response is still included in the “good” category, which means that all participants (100%) provided positive feedback indicating that the features of Nearpod media can help students understand the material.

Based on the bar chart, P5 explains that the majority of learners give positive responses to the use of learning media, specifically the Nearpod application, which is very helpful in writing explanatory texts. A percentage of agree (perfect) of 67.7% of learners stated “agree” that the use of Nearpod application-based learning media is beneficial in writing explanatory texts. This figure shows that learners respond enthusiastically, indicating a very high level of acceptance and satisfaction with the learning media. While 32.3% of learners chose the answer “strongly agree” to the same statement. Although the proportion is smaller, this response is still included in the “good” category, which means that all participants (100%) provide positive feedback that the use of learning media based on the Nearpod application is beneficial in writing explanatory texts (no one is neutral or disagrees).

In P6, it is explained that the majority of learners give positive responses to learners’ understanding of the linguistic rules of explanatory text. A percentage of agree (perfect) of 61.3% of learners stated “agree” that learning about the linguistic rules of explanatory text can be understood by learners well. This figure shows that learners respond enthusiastically, indicating a high level of acceptance and satisfaction with the learning experience. While a percentage of 38.7% of learners chose the answer “strongly agree” for the same statement. Although the proportion is smaller, this response is still included in the “good” category, which means that all participants (100%) provide positive feedback indicating that students can understand the linguistic rules of explanatory text well (no one is neutral or disagrees).

Based on the bar chart, P7 explains that the majority of learners give positive responses to learning to write explanatory texts because the theme taken is about local wisdom. With a percentage of “agree” (perfect) of 80.6%, learners stated that they “strongly agree” that interest in learning is very high because the theme is about local wisdom. This figure shows that learners respond enthusiastically, indicating a very high level of acceptance and satisfaction with the learning. While 19.4% of learners chose the answer “agree” for the same statement. Although the proportion is smaller, this response still falls into the “good” category, which means that all participants (100%) provided positive feedback indicating that interest in learning was very high, as the theme focused on local wisdom (no one was neutral or disagreed).

On P8, it explains that the majority of students gave a disagree (excellent) response, with a percentage of 58.1% of students stating “disagree” that students were not interested because of monotonous learning. While a percentage of 41.9%

of learners chose the answer “strongly disagree” for the same statement. Although the proportion is smaller, this response is still included in the “good” category, which means that all participants (100%) provided positive feedback indicating that students are interested in learning because it is fun and not monotonous.

Based on the bar chart, P9 explains that the majority of learners provide positive responses regarding their understanding of the structure of the explanatory text. With a percentage of agree (very good) of 51.6%, learners stated “agree” that the learning about the structure of the explanatory text can be understood well by the learners. This figure shows that learners respond enthusiastically, indicating a very high level of acceptance and satisfaction with the learning. While 48.4% of learners chose the answer “strongly agree” to the same statement. Although the proportion is smaller, this response is still included in the “good” category, which means that all participants (100%) provided positive feedback, indicating that learners can understand the structure of the explanatory text well (with no neutral or disagreeing responses).

On P10, it explained that the majority of learners gave positive responses to confidence in writing explanatory text after learning. With a percentage of agree (very good) of 67.7%, learners stated “agree” that after learning, learners feel confident in writing explainer text. This figure shows that learners responded enthusiastically, indicating a very high level of acceptance and satisfaction with the learning. Meanwhile, 32.3% of learners chose the answer “strongly agree” to the same statement. Although the proportion is smaller, this response still falls into the “good” category, which means that all participants (100%) gave positive feedback that after the learning, learners felt confident in writing the expansive text (no one was neutral or disagreed).

CONCLUSIONS

The results of the research in learning to write explanatory texts by applying Nearpod media based on Project Based Learning to students of class XI of SMAN 1 Bojongpicung revealed a significant increase between the pretest and posttest results in the ability to write explanatory texts of students of class XI of SMAN 1 Bojongpicung after the application of Nearpod media based on Project Based Learning. The pretest average score of 50.64 (range, 40-75) increased significantly in the posttest to 83.87 (range, 75-95), with a difference of 33.23 points.

The Wilcoxon statistical test results show the Asymp. Sig. (2-tailed) 0.000 < α 0.05, so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This finding demonstrates that integrating Nearpod media with the Project-Based Learning model effectively enhances students' explanatory text-writing competence. Based on the results of the data analysis, it can be concluded that the research hypothesis regarding the “Application of Nearpod Media with Project Based Learning Model in Learning to Write Explanation Text” is proven valid. The research findings empirically demonstrate that implementing a combination of Nearpod media and the Project-Based Learning model helps improve learners' competence in writing explanatory texts.

Based on the results of data analysis, the majority of students gave positive responses to the application of Nearpod media in learning to write explanatory texts. The research findings showed that 82.4% of respondents agreed or strongly agreed with the use of Nearpod media integrated with the Project-Based Learning (PBL) model in the learning process. The percentage of learners' answers to the statements in the questionnaire instrument fell within the outstanding category, with an average score of 4.2 on a scale of 5. The use of Nearpod media in conjunction with the Project-Based Learning model has been proven to help learners improve their writing of explanatory texts. This is evidenced by most learners who choose the disagree option against negative statements in the questionnaire. The data indicate that learners experience the real benefits in the form of increased effectiveness and efficiency in learning to write explanatory texts.

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