

## **IMPROVING STUDENTS' WRITING SKILLS BY USING THE AUDIO-LINGUAL METHOD IN THE SIXTH SEMESTER OF THE ENGLISH DEPARTMENT AT HKBP NOMMENSEN MEDAN**

**\*<sup>1</sup>Jernih Aslina Laia, <sup>2</sup>Nelinda Kristauli Nasution, <sup>3</sup>Paulina Marbun, <sup>4</sup>Nova Kalsim Hasugian, <sup>5</sup>Veni Juwita, <sup>6</sup>Rina Oktavia Simarmata**

<sup>\*1,2,3,4</sup>HKBP Nommensen University Medan

Email: <sup>\*1,3,4,5</sup>jernihaslina.laia@student.uhn.ac.id, <sup>2</sup>nelindanelinda8@gmail.com

<sup>6</sup>rinasimarmata@uhn.ac.id

### **Abstract**

This study aims to improve students' writing skills by using the Audio-Lingual Method on Semester Six students of the English Department of HKBP Nommensen University Medan. The main problem identified was the students' low writing ability, characterized by incorrect grammar, limited vocabulary, and poor sentence structure. To overcome these problems, this study used the Audio-Lingual Method approach which emphasizes repetition and intensive practice in listening before writing. This research uses the Classroom Action Research method by conducting tests to see the improvement of students' skills. The data collection technique in this research is by collecting results from Observation, Interview, Questionnaire, Documentation, Test and Evaluation, Statistical Analysis, and data analysis techniques conducting Observation, Interview, Documentation, Test, and Statistical Analysis. The results showed a significant improvement in students' writing skills after the application of the Audio-Lingual Method. Students showed improvement in the use of correct grammar, richer vocabulary, and better sentence structure. Audio Lingual is effective in improving student's writing skills and can be adopted as one of the methods of teaching writing in higher education.

**Keywords:** Writing, Audio Lingual, Improving

### **Abstrak**

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis mahasiswa dengan menggunakan Metode Audio-Lingual pada mahasiswa Semester Enam Program Studi Bahasa Inggris Universitas HKBP Nommensen Medan. Masalah utama yang diidentifikasi adalah rendahnya kemampuan menulis mahasiswa yang ditandai dengan tata bahasa yang tidak tepat, kosakata yang terbatas, dan struktur kalimat yang buruk. Untuk mengatasi masalah tersebut, penelitian ini menggunakan pendekatan Metode Audio-Lingual yang menekankan pada pengulangan dan latihan intensif dalam menyimak sebelum menulis. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan melakukan tes untuk melihat peningkatan kemampuan siswa. Teknik pengumpulan data dalam penelitian ini adalah dengan mengumpulkan hasil dari Observasi, Wawancara, Angket, Dokumentasi, Tes dan Evaluasi, Analisis Statistik dan teknik analisis data dengan melakukan Observasi, Wawancara, Dokumentasi, Tes dan Analisis Statistik. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kemampuan menulis siswa setelah penerapan Metode Audio-Lingual. Siswa menunjukkan peningkatan dalam penggunaan tata bahasa yang benar, kosakata yang

lebih kaya, dan struktur kalimat yang lebih baik. Audio Lingual efektif dalam meningkatkan kemampuan menulis siswa dan dapat diadopsi sebagai salah satu metode pengajaran menulis di perguruan tinggi.

**Kata kunci:** Menulis, Audio Lingual, Improving

## INTRODUCTION

Writing is the process of writing or creating text to communicate ideas, information, or stories in various forms, such as essays, articles, short stories, novels, poetry, audio content or even posting on social media through writing. Writing skills are very important as they allow one to express their thoughts, share information, and influence or entertain others. Writing has a very important role for humans. Writing is an activity that has a relationship with the thinking process and expression skills in the form of writing. Writing can be said to be a very complex activity because it lies in the demands of the ability to arrange and organize ideas coherently and logically, as well as the ability in the context of present writing in a variety of written language and different writing rules. (Munawarah & Zulkifli, 2021). Writing is a means of communication just like speaking. However, in practice, the use of language in writing is not the same as oral communication. (Supriadi, Amar Sani, & Ikrar Putra Setiawan, 2020). Writing has the main function as an indirect communication medium. Writing also helps to think critically, solve problems, and structure experiences (Tarigan, 2013). It allows teachers to provide immediate feedback on students' writing skills, identify areas where they need to improve, and provide personalized guidance and support to help them overcome those challenges. The audiolingual method has been proven effective in improving student's writing skills, especially when used consistently and regularly throughout their writing learning process. Writing is an important skill that enables individuals to communicate effectively and express their thoughts and ideas through writing. According to Good, (2015) Writing is an integrated language skill, which is demonstrated to produce something called writing. However, many students have difficulty developing their writing skills, especially when they have to write in a foreign language.

According to Ekorini, (2021) Writing is one of the skills that students need to master in the English learning process in the classroom. According to Iskandar Wassid, the ability to write relies on language skills that are active and productive, this is the same as learning kalam. These two abilities are both a skill that expresses all the contents of the heart, the difference is only in the way of conveying it, pharaoh kalam is conveyed by using oral, and maharoh kitabah is conveyed by using writing. According to Mira, (2021) Writing is an activity to create a record or information on a medium using characters. Writing is usually done on paper using tools such as pens or pencils. According to (Dermawan, Setiawati, Supriadi, & Alinawati, 2017) Writing as one of the language skills in learning English in particular is a very important part of expressing thoughts, feelings, and opinions. However, with the development of technology, as it is today, writing can also be done using a computer or laptop. Tarigan (2008) explains that: Writing is a language skill that is used to communicate indirectly, not face-to-face with other people. Writing

is making notes, information, or stories with characters. You can write on work media with tools such as pens or pencils. But writing was originally done using pictures, such as hieroglyphic writing in Ancient Egypt. Around 5,000 years ago, scriptwriting emerged. The Iraqis made many symbols on clay. Unlike hieroglyphic letters that represent words or objects, symbols represent sounds. Writing is also the process of conveying ideas or creativity in the form of writing, which is called an essay because writers convey their ideas, opinions, or desires through writing.

Writing skills refer to a person's ability to compile and convey ideas, information, or stories in written form in a clear, effective, and interesting way. Writing skills are language skills that pour ideas in the form of meaningful writing that is used to communicate indirectly. (Krismasari Dewi, Kristiantari, & Ganing, 2019). According to James W, Elston D, (2020) Writing skills can be defined as an activity that requires a lot of language skills and knowledge outside of language which is the content of the writing, which is an idea or ideas systematically so that they are easy to understand by the reader. According to (Nugraha, MS, & Fuad, 2019) Writing skills are very important for students to master because students can freely express their ideas, thoughts, and ideas to others through writing. According to Sari, (2018) Writing Skills are a process to pour or convey an idea, or opinion in the form of written language that aims to inform, convince, or entertain the reader. According to Marlani & Prawiyogi, (2019) Therefore writing becomes a very important skill that is a must owned by students. Through writing skills, every student can produce deep work in his life.

The audio-lingual method involves recording and playing back speech, allowing them to hear and understand what they are saying again after which students write what they have heard. According to Hermawan, (2011) Audio-lingual is a way of teaching by giving exercises to what students have learned to acquire certain skills. The word practice means something that is always repeated, but in any case, between the first learning situation and the realistic learning situation will try to train students' skills. If the learning situation is personalized in condition so that it demands a changed response, the skill will be more refined. (Aprianto, Ritonga, Marlius, & Nussyur, 2020). The audio-lingual method is a method of teaching language through dialogue that emphasizes the formation of student habits through repetition, and memorization. (Amelia, 2012). The audio-lingual method is a language teaching approach that centers on repetition and understanding of sentence patterns through listening and speaking exercises. Initially, this approach focused on repetition and understanding of sentence patterns through listening and speaking exercises. However, the audio-lingual approach can also be used to improve students' writing skills in a variety of ways. According to Kurniawati, (2017), The audio-lingual method is a practice method of practicing example language, namely by the way students listen to models of correct expressions in a foreign language and then imitate them. According to Kartika, Ahadiat, & Astuti, (2020) The use of the audio-lingual method is a method that listens a lot and repeats what is heard. Therefore, the author always repeats the material that has been delivered to the learners. According to Rahim & Ahmadi,

(2021) The audio-lingual method does not focus on teaching vocabulary but the teacher drills the student in using grammar and pushes the students to parrot the utterances spoken out by the teachers to train their pronunciation.

The audio-lingual approach emphasizes repetition in that students will more easily remember the correct sentence structure when writing if they frequently listen to and speak grammatically correct sentences. Vocabulary Enhancement: Students will be exposed to a lot of new vocabulary through listening and speaking exercises. A good command of vocabulary will help them write more variably. Language Habit Development: Students will become better at using the target language by listening and speaking it frequently. This will help them write more fluently and more naturally. Dialogue-Based Writing Exercises: Students can be asked to write dialogues that they have heard or spoken. This will help connect their writing and speaking skills. Sentence Writing from Learned Patterns: To improve students' understanding of sentence structure, students can be asked to write new sentences that use the patterns they have learned through audio-lingual exercises. Dictation: Dictating sentences or short texts can help students improve their writing skills, especially spelling and punctuation. Listening and Rewriting Exercise: Students are asked to listen to a text and then rewrite the text in their own words. This will help them understand and re-express the information in a written way. Teachers can help students improve their listening and speaking skills by applying an audio-lingual approach to writing instruction.

Writing is an important skill that enables people to communicate well and express their ideas and thoughts. Writing is an integrated language skill that makes writing possible. Despite this, many students face difficulties in writing, especially in foreign languages. One of the important things when learning English is writing. Writing requires active and productive language skills, which are comparable to speaking but communicated through writing. Writing can also be done with technology such as computers or laptops. Writing is a skill used to communicate indirectly, such as by making notes or information with the script. In addition, writing is the process of conveying ideas or creativity in written form, known as an essay. The audio-lingual method, which involves listening and speaking exercises, can help students improve their writing skills. This method emphasizes repetition, memorization, and understanding of sentence patterns through listening and speaking exercises. Students can write dialogues they hear or speak, write new sentences based on patterns they have learned, or rewrite texts they have studied. This method helps improve students' language habits, as well as their sentence structure and vocabulary. The ability to organize and convey ideas, information, or stories in a clear, effective, and engaging way is known as a writing skill. These skills include things like grammar, vocabulary, structure, organization, writing style, creativity, editing, and revision. Writing skills are essential in various fields as they enable people to communicate well. Critical thinking, problem-solving, and structuring experiences are also influenced by writing. The audio-lingual method shows good results in improving writing ability.

Many sixth-semester students in the English Department experience various problems when writing. These include poor grammar, insufficient vocabulary, difficulty organizing ideas, and vagueness in conveying written messages. They can experience an impact on their overall academic performance due to these difficulties, especially when it comes to assignments and exams that require good writing skills. This research will solve the problem of how to improve students' writing skills using the Audio-Lingual Method In The Sixth Semester Of English Department HKBP Nommensen Medan. Writing is one of the essential skills in language learning that is useful in professional and personal communication as well as in completing academic assignments. It is essential to succeed in a variety of jobs that require good writing skills, especially for English graduates who may work as teachers, writers, translators, or other jobs that require strong written communication skills. The Audio-Lingual Method is an approach to language teaching that centers on repetition and rehearsal of language structures through listening and pronunciation. It is based on behavior learning theory which emphasizes the importance of habituation and positive reinforcement. This method has the potential to improve student's writing skills as it helps them improve their grammar and vocabulary through repeated and intensive practice. After improving their vocabulary and grammar, they can then use them when writing. HKBP Nommensen Medan has diverse students from various backgrounds. To complete the study program, sixth-semester students majoring in English need to improve their writing skills. The Audio-Lingual Method provides a clear structure and consistent practice, so it can be a relevant and effective approach to improving students' writing skills given the challenges students face. The purpose of this study is to find out how effective the audio-linguistic technique is in improving the writing skills of sixth-semester students. This research will focus on the application of the Audio-Lingual method in learning writing among sixth-semester students majoring in English at HKBP Nommensen Medan and provide recommendations for the application of more effective teaching methods in the English study program.

## **METHOD**

Classroom Action Research (CAR) is a research design that can be used by researchers to conduct research. As the name suggests, CAR is research conducted in the classroom and aims to solve problems faced by students. To achieve this goal, CAR utilizes various alternative actions to solve learning problems. Classroom Action Research can be defined as a form of study that is reflective by action, which is carried out to improve the rational stability of their actions in carrying out their duties, deepen their understanding of their actions, and improve the conditions in which learning practices are carried out. (Pendidikan dan Latihan Profesi Guru Mata Pelajaran Bahasa Daerah, 1993). This study used a classroom action research (CAR) approach with a two-cyclical model. Each cycle consists of four stages: planning, implementation, observation, and reflection. The research will be conducted in two cycles to observe the improvement of students' writing skills.

Cycle I: Application of the Audio-Lingual method in learning to write

- a. Planning:
  - Develop a learning plan using the Audio-Lingual method.
  - Prepare open materials or audio media.
  - Prepare observation and evaluation instruments.
- b. Implementation: Introducing the Audio-Lingual method to students Applying Audio-Lingual method steps: (a) Presenting dialogue or text via audio. (b) Students listen and imitate. (c) Carrying out drilling and substitution. (d) Students teach the language patterns they learn. (e) Provide writing assignments based on patterns that have been learned
- c. Observation:
  - Observing the learning process.
  - Record student responses and participation.
  - Collect student writing.
- d. Reflection:
  - Analyze observation data and student writing results.
  - Identify the strengths and weaknesses of the method.
  - Formulate improvements for the next cycle.

## RESULT AND DISCUSSION

This research was conducted on 24 sixth-semester students of the English Department of HKBP Nommensen Medan. The following are the results of the research conducted for 1 week.

**Table. Results of Student Writing Ability Assessment on the Use of Audio-Lingual Method in Cycle 1**

| NO | NAME OF STUDENTS | AVERAGE SCORE | PERCENTAGE OF SUCCESS |
|----|------------------|---------------|-----------------------|
| 1  | Atrice Mendrofa  | 62.5          | 62.5 %                |
| 2  | Agnes Tambunan   | 69.5          | 69.5 %                |
| 3  | Jona Hutasoit    | 65.5          | 65.5 %                |
| 4  | Yohana Naibaho   | 68.3          | 68.3 %                |
| 5  | Veni Juwita      | 65.5          | 65.5 %                |
| 6  | Paulina Marbun   | 65.5          | 65.5 %                |
| 7  | Nova Hasugian    | 66.5          | 66.5 %                |
| 8  | Nur Anjelina     | 67.6          | 67.6 %                |
| 9  | Kethrin Simamora | 65.5          | 65.5 %                |
| 10 | Sartika Manurung | 63.4          | 63.4 %                |
| 11 | Sriyana Tambunan | 63.4          | 63.4 %                |
| 12 | Sadrak Purba     | 60            | 60 %                  |
| 13 | Syavina Saragih  | 60            | 60 %                  |
| 14 | Rumondang Sagala | 61.5          | 61.5 %                |
| 15 | Aktri Veni       | 68            | 68 %                  |
| 16 | Elsya Elita      | 70            | 70 %                  |
| 17 | Grace Pasaribu   | 66.5          | 66.5 %                |
| 18 | Nova Ulina       | 65.5          | 65.5 %                |
| 19 | Winda Damanik    | 65.5          | 65.5 %                |
| 20 | Vilmin Zebua     | 65.5          | 65.5 %                |



|    |                   |      |        |
|----|-------------------|------|--------|
| 21 | Yufiriani Lase    | 69   | 69 %   |
| 22 | Cecelia Hutahaeen | 64,4 | 64.4 % |
| 23 | Atika Laia        | 62   | 62 %   |
| 24 | Celine Napitupulu | 60   | 60     |

**Table. Improvement of Cycle 1 and Cycle 2 Results**

| NO | NAME OF STUDENTS  | CYCLE 1 | CYCLE 2 | IMPROVEMENT RESULTS |
|----|-------------------|---------|---------|---------------------|
| 1  | Atrice Mendrofa   | 62.5 %  | 90.5 %  | 44.8 %              |
| 2  | Agnes Tambunan    | 69.5 %  | 86.7 %  | 24.74 %             |
| 3  | Jona Hutasoit     | 65.5 %  | 70.5 %  | 7.63 %              |
| 4  | Yohana Naibaho    | 68.3 %  | 87.8 %  | 28.55 %             |
| 5  | Veni Juwita       | 65.5 %  | 90.5 %  | 38.16 %             |
| 6  | Paulina Marbun    | 65.5 %  | 90.5 %  | 38.16 %             |
| 7  | Nova Hasugian     | 66.5 %  | 90.5 %  | 36.9 %              |
| 8  | Nur Anjelina      | 67.6 %  | 87.8 %  | 29.88 %             |
| 9  | Kethrin Simamora  | 65.5 %  | 80.5 %  | 22.90 %             |
| 10 | Sartika Manurung  | 63.4 %  | 70.7 %  | 11.54 %             |
| 11 | Sriyana Tambunan  | 63.4 %  | 70.8 %  | 11.67 %             |
| 12 | Sadrak Purba      | 60 %    | 70.5 %  | 17.5 %              |
| 13 | Syavina Saragih   | 60 %    | 70.5 %  | 17.5 %              |
| 14 | Rumondang Sagala  | 61.5 %  | 89.8 %  | 46.16 %             |
| 15 | Aktri Veni        | 68 %    | 80.6 %  | 18.52 %             |
| 16 | Elsya Elita       | 70 %    | 83.5 %  | 19.28 %             |
| 17 | Grace Pasaribu    | 66.5 %  | 83.3 %  | 25.26 %             |
| 18 | Nova Ulina        | 65.5 %  | 86.5 %  | 32.6 %              |
| 19 | Winda Damanik     | 65.5 %  | 83.5 %  | 27.48 %             |
| 20 | Vilmin Zebua      | 65.5 %  | 83.8 %  | 27.93 %             |
| 21 | Yufiriani Lase    | 69 %    | 87.7 %  | 27.10 %             |
| 22 | Cecelia Hutahaeen | 64.4 %  | 70.8%   | 10 %                |
| 23 | Atika Laia        | 62 %    | 87.8 %  | 41/61 %             |
| 24 | Celine Napitupulu | 60 %    | 75.8 %  | 26.33 %             |

Based on the results of data analysis in the table above, table 1 shows the results of the assessment of students' abilities in cycle 1. It includes the average score and percentage of success for each assessment aspect as well as the total average. Table 2 displays the same results for cycle 2, allowing us to see the progress that occurred after the improvement and further application of the Audio-Lingual method. Table 3 gives the direct improvement between the results of cycle 1 and cycle 2, showing the improvement that occurred in each aspect of the assessment. From the above tables, we can see that there was an improvement in all aspects of assessment from cycle 1 to cycle 2. The biggest improvement occurred in the grammar aspect (44.8%), which may reflect the effectiveness of the Audio-Lingual method in strengthening grammatical structures. The total average increased by (26.33 %), indicating the overall success of the intervention. In cycle 2, the results were satisfactory and showed that the research objectives had been achieved and the intervention was effective.

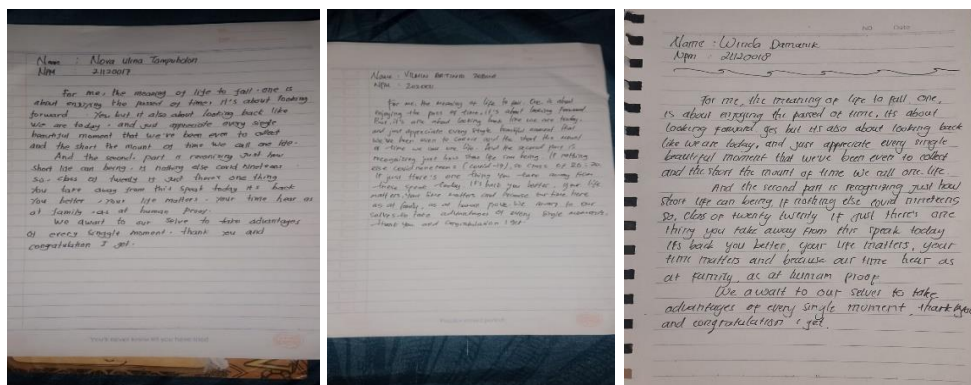
**Table. Results of Student Perceptions of the Audio-Lingual Method**

| ASPECT                                      | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE |
|---|----------------|-------|---------|----------|
| IMPROVING WRITING SKILLS                    | 75 %           | 70 %  | 25 %    | 5 %      |
| ENRICHING VOCABULARY                        | 70 %           | 65 %  | 30 %    | 0 %      |
| IMPROVE UNDERSTANDING OF SENTENCE STRUCTURE | 75 %           | 60 %  | 25 %    | 2.5 %    |
| MOTIVATING TO LEARN TO WRITE                | 80 %           | 70 %  | 40 %    | 2.5 %    |

Based on the results of students' perceptions and observations, the majority of students have a positive perception (80%) of the Audio-Lingual method in improving their writing skills, enriching their vocabulary, improving their understanding of sentence structure, and motivating them to learn to write. The percentage of strongly agree and agree answers was quite high for all aspects, and only a few expressed disagreement.

## Documentation of the results of cycles 1 & 2

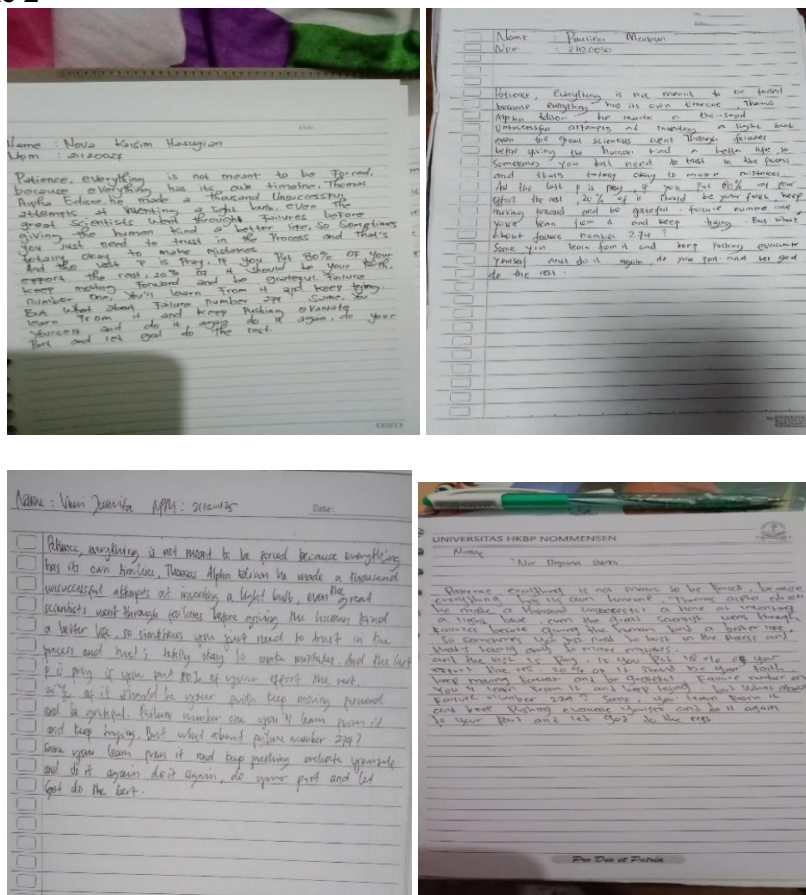
### a. Cycle 1



The picture above shows evidence of Audio-Lingual content written by students. The researcher and participants were still in the process of adjusting to the research methods, equipment, and procedures for documenting students' writing skills in this first round, which led to inefficient and suboptimal implementation. The results of the first cycle may not be satisfactory, but this is an important part of the research process. Unsatisfactory results provide valuable feedback for improvements and adjustments in subsequent cycles, which helps achieve the overall research objectives.



## b. Cycle 2



In this second cycle of documentary evidence, the desired results were achieved in cycle 2, the research did not continue to the next cycle.

## CONCLUSION

Writing is an important ability that helps people express their ideas and thoughts and communicate effectively through students' skills in writing. The Audio-Lingual method can help improve writing skills. Listening to the Audio-Lingual content repeatedly and writing it down. The writing skills of sixth-semester students at the English Department of HKBP Nommensen Medan were significantly improved through the use of the Audio-Lingual method. Students showed more precise and complex use of grammar and structure. The biggest improvement occurred in the grammar aspect 44.8%. This may indicate that the Audio-Lingual approach is very effective in learning and reinforcing linguistic structures. Overall, the total average improvement of 26.33% indicates the success of the intervention. The audio-lingual practice method improved their understanding of grammar rules. This method helps students expand their vocabulary by

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