

# The Use of Idol Media to Improve Students' Biographical Text Writing Skills

Hadi Wardoyo <sup>1\*</sup>, Akbar <sup>1</sup>, Jekti Wulandari <sup>2</sup>

<sup>1</sup> Universitas PGRI Kanjuruhan Malang, Indonesia

<sup>2</sup> Sekolah Menengah Atas Negeri 6 Malang, Indonesia

\* Author Correspondence

## Article History

Received: 8 June 2025;

Revised : 1 July 2025;

Accepted: 3 August 2025.

## Keywords

Idol Personality Media;

Improved Writing;

Biographical Text.



Check  
for  
updates

## Abstract

One of the important factors in the success of learning is the selection of media that is in accordance with the teaching material. Based on the results of observations in class X-5 of SMA Negeri 6 Malang, it was found that the ability to write student biographical texts is still low. Students have difficulty in developing ideas systematically and using the right language according to the biographical structure. To overcome these problems, this study applies the media of idol figures in learning to write biographical texts. This study is a Kemmis and McTaggart model class action research which was carried out in two cycles and involved 36 students in class X-5 as research subjects. Data were collected through a biographical writing test conducted before and after the action, then analyzed quantitatively using SPSS 27 to calculate the average score. The results showed that the average score of students before the action was 72.69. After the implementation of idol figure media, the average score increased to 78.47 in the first cycle and 85.61 in the second cycle. These results prove that the use of idol media is effective in improving students' biographical text writing skills. The implication is that the media of idol figures can be recommended as an alternative learning strategy to improve students' writing skills in secondary school.

**Contact :** Corresponding author  e-mail: [hadiwardoyo@unikama.ac.id](mailto:hadiwardoyo@unikama.ac.id)

**How to Cite :** Wardoyo, H., Akbar, A., & Wulandari, J. (2025). The Use of Idol Media to Improve Students' Biographical Text Writing Skills. *Educare : Jurnal Penelitian Pendidikan Dan Pembelajaran*, 5(1), 41-53. <https://doi.org/10.56393/educare.v5i1.3277>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/). Allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose. The journal hold the copyright.

---

## Introduction

Writing skills are one of the important components in the development of literacy in the 21st century that must be possessed by the global community, including in Indonesia. Writing not only serves as a means of written communication, but also as a medium for critical thinking, conveying ideas, and structuring information logically. In the context of national education, the Independent Curriculum places literacy as one of the main competencies that students must master. One of them is through strengthening writing skills as part of integrated language skills. The 2022 Programme for International Student Assessment (PISA) data shows that the literacy ability of Indonesian students is still below the OECD average, especially in the aspect of reading and writing literacy, which indicates the importance of improving writing skills in the secondary school environment (Kemendikbudristek, 2023).

In the field, students' writing skills, especially at the high school level, still face various obstacles. Many students have difficulty in developing ideas and ideas into systematic, logical, and linguistic writing. In addition, students' motivation in writing also tends to be low because learning is still dominated by lecture methods without involving interesting learning media. Research by Suprayogi et al. (2021) and Dama Yanti et al. (2021) shows that the main challenges in learning to write lie in students' low structured thinking skills, the accuracy of language use, and the lack of learning innovations that encourage students to write actively.

One type of text in Indonesian lessons that requires complex writing skills is biographical texts. Biographical texts occupy an important position in the high school curriculum because in addition to training descriptive and narrative writing skills, these texts also teach exemplary values through the life stories of inspirational figures. In accordance with the learning outcomes in class X, students are expected to be able to write biographical texts by paying attention to structure, linguistic rules, and interesting and informative presentations. However, writing a biography text requires special competence because students must be able to dig up information, arrange the flow of events, and choose the right diction and sentences so that the character's life story can be presented systematically and easily understood.

The results of initial observations carried out in class X-5 of SMA Negeri 6 Malang show that students' biographical text writing skills are still relatively low. From the results of the pretest, it is known that most students have not reached the Minimum Completeness Criteria (KKM) score that has been set, which is 75. The main difficulties faced by students are the inability to assemble information about the characters into complete writing, errors in the placement of text structures, the use of improper spelling, and the lack of appropriate vocabulary. Another influencing factor is the lack of interesting learning media that is able to stimulate students' interest in writing.

---

To overcome these problems, this study offers a solution through the use of idol media in learning biographical texts. The media of idol figures was chosen because it can psychologically build an emotional closeness between students and the object of writing, making it easier to spark ideas and increase motivation to write. In addition, personal connection to the idolized figure is believed to encourage students to be more enthusiastic in compiling biographies and exploring the life stories of their chosen characters. The use of this media is expected to be an effective stimulus in helping students understand the concept of biographical texts while improving their writing skills.

Several previous studies support the effectiveness of the use of idol media in learning to write. A study by Nuryani et al. (2020) shows that students' average writing scores increase significantly after learning using idol figure media. Another study by Panjaitan and Rosmiati (2022) also stated that the use of similar media can improve students' motivation and quality of writing in writing biographical texts. However, most of the research has not integrated the selection of characters that are relevant to students' interests and aspects of visualization of characters through image media, so there is still room to contribute to the development of more contextual methods.

The uniqueness of this research lies in the application of idol figure media that is tailored to the interests and preferences of students, and supported by visualization of images of characters displayed during the learning process. Students are given the opportunity to choose idol figures from various fields, such as sports, art, politics, to heroes, who can build personal connections and increase their enthusiasm in writing. The integration of character images is expected to not only help students understand the character of the character, but also make it easier for them to compile biographical information in a concise and interesting manner.

Based on this background, this study aims to determine the effectiveness of idol figure media in improving the biographical text writing skills of students in grades X-5 of SMA Negeri 6 Malang. In addition, this research is expected to contribute to the development of creative and contextual media-based learning strategies, so that it can be an alternative solution for teachers in overcoming the problem of low writing skills of students in schools. Practically, the results of this research are useful for students in improving writing skills, for teachers in developing effective learning methods, and for the development of learning media based on students' interests.

## Method

This study employed the Classroom Action Research (CAR) method using the Kemmis and McTaggart model, consisting of four cyclical stages: planning, action, observation, and reflection, aimed at improving students' biographical text writing skills. The subjects were 36 students of class X-5 SMA Negeri 6 Malang, selected through

purposive sampling based on their low previous biographical writing scores. The research was conducted over three weeks in the even semester, from February 19 to 27, 2025, in two cycles. Each cycle involved preparing lesson plans, teaching materials, idol figure media (images in Cycle I and videos in Cycle II), observation sheets, and writing tests. Actions included applying idol figure media to support writing activities, while observations captured teacher and student engagement using standardized observation sheets. Data were collected through observations and biographical text writing tests (pretest and posttest) to measure students' skills before and after the intervention. The test instruments were validated by two Indonesian language education experts and analyzed quantitatively using percentage improvement and completeness formulas, with individual completeness set at a score of 75 and classical completeness at a minimum of 85% of students achieving the KKM. Observation results were analyzed based on predetermined implementation categories. All research procedures were directed at ensuring improvements in learning outcomes through the use of idol figure media in biographical text writing instruction.

## Results and Discussion

### Results

The learning media used in the teaching and learning process certainly affects the learning outcomes of students. In writing a biography, the first step that students take is to choose the character to be written, then collect important information about their life journey. The information includes important events in the character's life as well as exemplary values that can be learned from him. Therefore, in learning to write a biography text, students need to understand how important events in the character's life occur in sequence. In order for learning goals to be achieved more easily, teachers need to design learning that makes it easier for students to understand and organize biographical texts well.

In its implementation, the test was carried out three times, starting from the initial cycle, then continuing with cycle I, and ending with cycle II. Initially, the results of writing a biography in the initial cycle did not meet the expected criteria. Therefore, action planning was carried out to overcome these problems.

Solving this problem is carried out through two cycles, where each cycle consists of four stages, namely design, implementation, observation, and reflection. At first, students did not use learning media. However, in the process, they began to be given media in the form of idol figures as a reference.

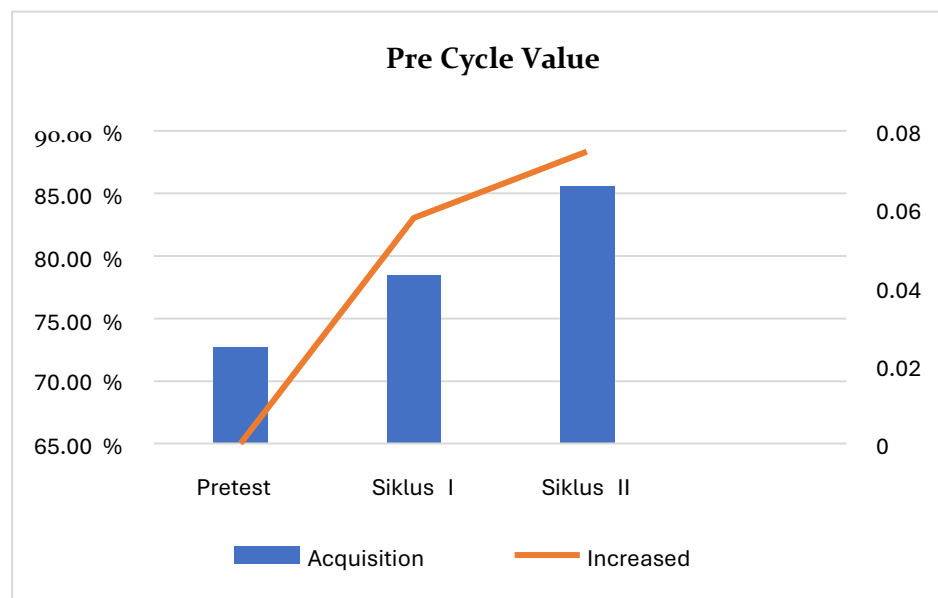
In the first cycle, some students still experienced confusion in writing ideas based on the idol they chose. Although their value has increased compared to the initial cycle, the results are still not optimal because there are still many who have not reached the expected target.

Therefore, in cycle II, teachers are more detailed in utilizing the media of idol figures and are more active in accompanying students who are experiencing difficulties. In addition, the teacher also guides and directs them to be able to write a biography better based on the idol figure they have chosen. The provision of this media turns out to have an influence on students' learning outcomes during the learning process.

**Table 1.** Early Biographical Writing Score (Before treatment)

Value	Number of Students	Presentase	Criteria
65-69	7	19,4 %	Less Talk
70-75	19	52,2 %	Enough Talk
76-85	7	22,3%	Speak
86-100	2	5,6 %	Very Talkative

A total of 7 students got scores in the range of 65 to 69, which is equivalent to 19.4% of all students. They are included in the "less capable" category, while there are 19 students who get a score between 70 to 75, or around 52.2% of the total students, and they are included in the category of "Quite capable.", while there are 7 students who get a score between 76 to 80 with a percentage of 22.3%, with the criteria of "Competent", and there are 2 students who get a score between 81 to 90 with a percentage of 5.6% with the very capable category.



**Chart 1.** Pre-Cycle Value

In the initial learning cycle, students still have difficulty in writing biographies. They have not been able to compose sentences according to the correct structure, so the content of the biography they write is not clear and difficult to understand. In addition, they also experience obstacles in using linguistic elements appropriately, do

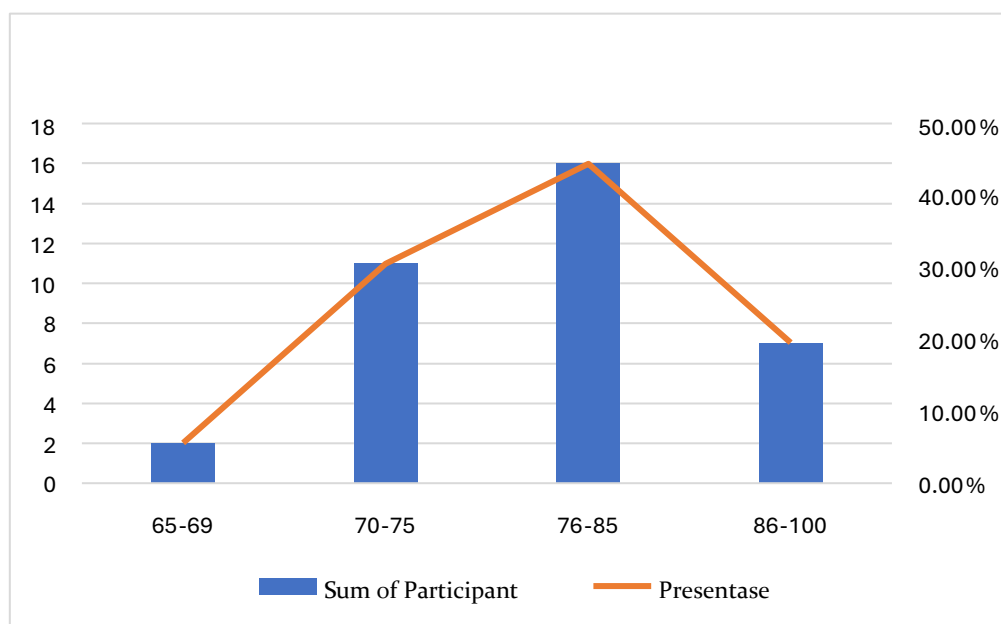
not present a complete biographical structure, and pay less attention to spelling and punctuation.

To overcome these problems, improvements were made through two learning cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. The following is an assessment rubric for students' writing in the first cycle.

**Table 2.** Biography Writing Score Cycle 1 (After Treatment Using Idol Character Media)

Value	Number of Students	Presentase	Criteria
65-69	2	5,6 %	Less Talk
70-75	11	30,5 %	Enough Talk
76-85	16	44,4%	Speak
86-100	7	19,5 %	Very Talkative

Based on the results of the table, it can be seen that students' writing skills in compiling biographies vary. In the early stage, there were 7 students (19%) who obtained scores between 65-69, which were classified as incompetent. Meanwhile, as many as 19 students (52.2%) got a score between 70-75, which is included in the category of quite capable.



**Chart 2.** Cycle I Value

After improvements were made in the first cycle, students' writing ability showed improvement. There was an increase in the score between 65-69 which initially went from 7 students to 2 students in cycle 1. A total of 11 students (30.5%) got a score between 70-75, which is still in the category of quite capable. Then, 16 students (44.4%) achieved a score of 76-85 and were categorized as capable. Meanwhile, 7 students (19.5%)

obtained the highest score, namely 86–100, which was included in the very capable category.

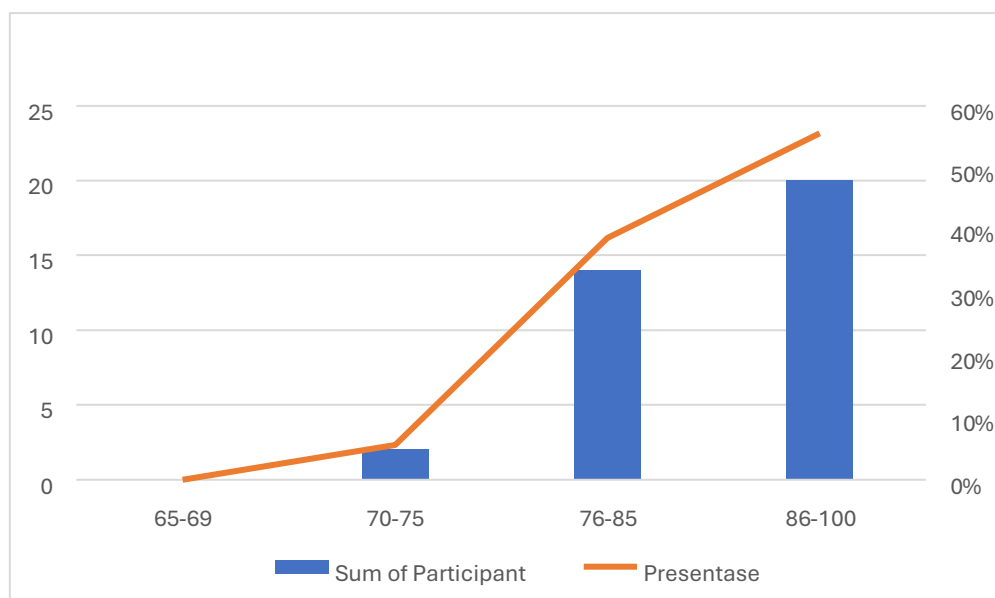
Based on the results of observations and tests, it was found that the research indicators had not been achieved optimally. Therefore, researchers try to find the causative factors and reflect. Some students are still not active in writing biographies using the media of idol figures.

To overcome this, in cycle II, the researcher provides a more in-depth, detailed explanation, as well as directing and guiding students who experience difficulties. From the analysis of cycle I, it can be seen that there are still shortcomings that need to be corrected. Therefore, cycle II is carried out so that learning outcomes can be more optimal. The following is the assessment rubric for cycle II.

**Table 3.** Biography Writing Score Cycle II (After Using Idol Character Media)

Value	Number of Students	Presentase	Criteria
65-69	0	0 %	Less Talk

Based on the data in table 4, it can be concluded that students' writing ability in compiling biographies based on linguistic structure and rules has increased in cycle II compared to the previous cycle. No students obtained scores in the range of 65-69, which is included in the category of incompetent. A total of 2 students (5.6%) got a score between 70-75, which is included in the category of quite capable. Then, as many as 14 students (38.8%) obtained scores in the range of 76-85, which were classified as capable. Meanwhile, 20 students (55.6%) achieved scores of 86–100, which was categorized as very capable.



**Chart 3.** Cycle II Value



Based on the table and chart above, it can be seen that at the end of cycle II, almost all students have succeeded in writing biographical texts with the help of idol figures well. This can be seen from the number of students who achieved high scores, which was 34 people.

**Table 4.** Final Score Recapitulation of Initial Cycle, Cycle I, and Cycle II Biography Writing

No	Value	Pretest	Cycle I	Cycle II
1.	65-69	19,4 %	5,6 %	0 %
2.	70-75	52,2 %	30,5 %	5,6 %
3.	76-85	22,3%	44,4%	38,8%
4.	86-100	5,6 %	19,5 %	55,6 %

Based on the data in table 5, it can be concluded that students' writing skills have increased from the initial cycle to cycle II. In the initial cycle, there were still 19.4% of students who obtained scores in the range of 65-69. However, in cycle I it decreased to 5.6% and II, no more students got a score below 65. On the other hand, the number of students who got a score of 70-75 actually decreased. In the initial cycle, as many as 52% of students were in this category. However, in the first cycle the figure decreased to 30.5%, and in the second cycle it decreased to 5.6%. Meanwhile, the number of students who got a score of 76-85 has increased. In the initial cycle, as many as 22.3% of students obtained grades in this category. This figure increased to 44.4% in the first cycle, while to 38.8% in the second cycle. Meanwhile, in the initial cycle, only 5.6% of students obtained scores in the range of 86-100, then increased in the first cycle, with a percentage of 19.5%, and in the second cycle it rose again to 55.6%.

Students' biographical writing abilities have improved, as shown in the following diagram. Based on the data in table 4, it can be concluded that the students' writing ability score in terms of biographical linguistic structure and rules in cycle II increased compared to the initial cycle and cycle I. No students obtained scores in the range of 1-50, which is included in the category of incompetent. Meanwhile, as many as 4 students or 11% of the total students got scores in the range of 51-75, which is included in the category of quite capable.

At the end of cycle II, the results of the study showed that almost all students had achieved the set KKTP. This indicates an increase in the ability to write a biography. If you look at the data in table 4, it can be concluded that the students' writing ability scores, especially in terms of the structure and rules of biographical linguistics, have increased compared to the initial cycle and cycle I. No students obtained scores in the range of 65-69, which is classified as less capable. Meanwhile, as many as 2 students or around 5.6% got a score between 70-75, which was categorized as quite capable.



Entering the second cycle, the learning treatment was adjusted and improved based on the results of reflection and evaluation from the first cycle. Teachers are starting to implement more varied, interactive, and innovative learning strategies to answer previously encountered obstacles. Some of the improvement efforts were made, for example, by using picture and picture media, playing biographical videos of idol figures, group discussions to develop ideas, and providing more intensive guidance in the writing process. The learning in this second cycle is more student-centered by actively involving them in various collaborative activities. The treatment provided aims to improve the motivation, skills, and quality of students' writing. As a result, the student's biographical writing became more structured, complete, and interesting, and showed an improvement compared to the first cycle.

Based on the results of observations during the process of learning to write a biography, starting from the planning stage to cycle II, there was a significant increase. The students have been able to develop their ideas and thoughts in writing biographies better. After the initial cycle, there was an increase of 5.78%. Then, in cycle II, their achievement increased to 85.61%, which means there was an additional increase of 7.47% from cycle I.

The success indicator of the second action is the ability of students to achieve or exceed the score of the Learning Objective Completeness Criteria (KKTP) that has been set, which is 75. For more details, the results of students' achievements can be seen in the following recapitulation table.

**Table 5.** Student Completeness Recapitulation

Siklus	Acquisition	Increased
Pretest	72,69%	-
Cycle I	78,47%	5,78%
Cycle II	85,61%	7,47%

**Table 6.** Criteria

Criteria	Number of Students		
	Pretest	Cycle I	Cycle II
Conclusion	11	23	34
Incomplete	25	13	2
<b>Sum</b>	<b>36</b>	<b>36</b>	<b>36</b>

## Discussion

Based on the data from the research, the application of idol media has proven to be effective in improving students' ability to write biographical texts. This is shown by an increase in the average score from the pretest stage by 72.69% to 78.47% in the first cycle, and increased again to 85.61% in the second cycle. This increase reflects the

---

positive influence of the use of idol media on students' learning outcomes, in line with Vygotsky's view in the theory of social constructivism which states that learning will be more meaningful if it is associated with real experiences and contexts that are close to students' lives (Vygotsky, 1978). In this case, idol figures chosen according to students' interests can be an effective stimulus in building new knowledge and activating emotional involvement in the writing process. This result is also strengthened by the opinion of Ulfiana (2023) who states that media that is contextual and relevant to the world of students will increase motivation and facilitate the learning process of biographical texts.

Furthermore, the learning process with the media of idol figures not only helps students understand the structure of biographical texts, but also encourages critical and creative thinking skills. When students are asked to compose biographical texts based on the information of the characters they admire, they do not simply copy the information, but must choose important events, arrange the order of the stories, and present them in communicative language. This is in accordance with the theory of the writing process according to Harmer (2004), which emphasizes that effective writing activities occur when students go through the stages of planning, compiling, editing, and revising based on sources that are meaningful to them. In this context, the use of idol media has provided students with an interesting and personally relevant resource.

However, this study has some limitations that need to be considered. First, the study design involved only one class without a control group, so the results could not be generalized to the wider population. The results obtained may be influenced by the characteristics of the X-5 class which specifically has an interest in certain figures, so the positive response may be different in other classes or schools with different backgrounds. Second, the position of the researcher who also plays the role of a teacher in the classroom has the potential to cause bias, both in the implementation of actions and in the assessment of learning outcomes. Although observation and assessment instruments have been validated by experts, direct involvement of researchers in the classroom can still affect the objectivity of observation and student motivation due to the Hawthorne effect, where students show improved performance simply because they feel cared for (Adair, 1984).

In addition, this study has not tested the effectiveness of idol figure media compared to other learning media or conventional methods. The success of improving learning outcomes in this study may be influenced by other external factors, such as class conditions, initial enthusiasm for the topic, or the novelty of the method. Therefore, follow-up research is recommended using a quasi-experimental design with a control group to test the effectiveness of idol figure media comparatively, as well as reach a wider range of research subjects so that the results can be generalized. Thus, although the media of idol figures shows great potential in improving the skills of

---

---

writing biographical texts, the results of this study need to be interpreted carefully by considering the context, limitations, and potential biases that exist.

## Conclusion

Based on the results of research conducted in class X-5 of SMA Negeri 6 Malang, the use of idol media in learning to write biographical texts shows an increase in students' writing skills from the stage before to after the action, marked by an increase in average scores in each cycle. These findings indicate that the media of idol figures has positive potential in helping students understand the structure and content of biographical texts more easily and contextually. However, the results of this study need to be interpreted carefully because it was only conducted in one class without a control group, so it cannot be generalized to other classes or schools with different characteristics. In addition, the involvement of researchers who also play the role of teachers has the potential to affect the objectivity of the learning and assessment process. Therefore, it is suggested that teachers can use idol media as an alternative to writing learning strategies by choosing characters that suit students' interests to increase motivation and learning engagement, and further research needs to be carried out with quasi-experimental designs and more diverse subjects to test the effectiveness of this media more broadly and objectively.

## Acknowledgments

The author would like to express his deepest gratitude to various parties who have provided support, assistance, and motivation during the process of preparing this class action research until it is completed. Thank you to the Principal of SMA Negeri 6 Malang for giving permission and opportunity to the author to carry out research in the school environment. The author also expressed his high appreciation to the entire teacher council, especially the Indonesian teachers in grades X-5, for their cooperation and assistance in accompanying the research process in the classroom. The sincere award is also aimed at students in class X-5 of SMA Negeri 6 Malang who have actively participated and shown extraordinary enthusiasm during the learning activities. Not to forget, the author would like to thank the supervisor who has provided very meaningful direction, advice, and motivation in the process of implementing this research. May all the help, kindness, and support given get a good return from God Almighty. The author also realizes that this research still has shortcomings, for which constructive criticism and suggestions are highly expected for the perfection of the next works.

## Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

---

---

## References

- Arikunto, Suharsimi. (2015). *Classroom Action Research*. Jakarta: Bumi Aksara.
- Avivah Zahwa Magfiroh, M., & Ulya, C. (2024). Implementation of the Independent Curriculum in the Learning of Biography Texts for Class X. *Widyantara*, 2(1), 1–10. <https://doi.org/10.51817/widyantara.v2i1.86>
- Azizah, M., Sulianto, J., Cintang, N., Teacher Education, J., & Dasar, S. (2018). Analysis of Critical Thinking Skills of Elementary School Students in Mathematics Learning Curriculum 2013. *Journal of Educational Research*, 35.
- Dama Yanti, N., Fadhillah, D., Enawar, E., & Sumiyani, S. (2021). Analysis of Critical Thinking Skills in Exposition Essay Writing Skills in Class V of SDN Cirewed, Tangerang Regency. *Berajah Journal*, 2(1), 49–57. <https://doi.org/10.47353/bj.v2i1.4>
- Faizin, N., Handayani, S., Maharani Umayu, N., & PGRI Semarang. (2024). The Application of Wordwall Media in Biography Text Learning for Class X SMA Negeri 11 Semarang, 14(2).
- Florentina, V. E., Kusmiarti, R., & Yuniarti, I. (2024). The Use of Image Media as Indonesian Language Teaching Materials in Writing Biography Texts in Class X Welding Engineering SMK Negeri 4 Rejang Lebong. *Edukreatif*, 5(3).
- Istiqomah, W. N., Dwija Iswara, P., & Ibrahim, T. (2021). Language Game Methods to Improve Writing Skills in Elementary School.
- Khadijah, K., Safina, N., & Rita, R. (2023). Audio-Visual Based Learning on Biographical Text Materials in Class X of High School. *Syntax: Journal of Indonesian Language & Literature*, 3(2), 160–164. <https://doi.org/10.57251/sin.v3i2.1010>
- Mayasari, D., Nurteti, L., & Aziz, A. (2019). Efforts to Improve Students' Writing Skills through Word Developmental Games. *Bestari: Journal of Islamic Education Studies*, 16(1), 73–88.
- Nadia, L., Marshanda, D., Suhaniah, A., Hilaliyah, T., & Tanjung, E. F. (2024). Ability to Write Biography through Documentary Video Learning Media for Grade VIII Junior High School Students, 8(1).
- Nazla Asyifa, Putri Azizah, & Valen Tania. (2024). Descriptive Text Writing Skills in Elementary School Indonesian Learning. *Semantics: Journal of Education, Language and Culture Research*, 2(3), 244–252. <https://doi.org/10.61132/semantik.v2i3.851>
- Padang, W. B., Rabiah, S., & Puspitasari, A. (2024). Improving Biography Text Reading Skills Using the Inquiry Learning Model in High School Students. *Educational: Journal of Educational Sciences*, 6(4), 3583–3593. <https://doi.org/10.31004/edukatif.v6i4.7412>
- Priyatni, E. T., & Harsiati, T. (2022). *Indonesian High School Class X*. Jakarta: Bumi Aksara.
- Rachman, M. (2015). *Quantitative Research Approach, Qualitative, Mixed, PTK, R&D*. Yogyakarta: Magnum Pustaka Utama.
- Rahimi, R., & Selian, S. (2022). The development of writing teaching materials based on a collaborative learning model to improve the writing skills of junior high school students. *JRTI (Indonesian Journal of Action Research)*, 7(2), 120. <https://doi.org/10.29210/30031680000>
-

- 
- Sugiyono. (2019). Educational Research Methods: Quantitative, Qualitative, and R&D Approaches.
- Suhailah, A., Rita, R., Safina, N., & Syahputra, R. (2024). Development of Teaching Materials with Scrapbook Learning Media Biography Text Materials in Class X Students of SMA Istiqlal Deli Tua. *Syntax: Indonesian Journal of Language & Literature*, 4(1), 63–66. <https://doi.org/10.57251/sin.v4i1.1249>
- Suprayogi, S., Pranoto, B. E., Budiman, A., Maulana, B., & Swastika, G. B. (2021). Development of Writing Skills of SMAN 1 Semaka Students through School Web, 2(3).
- Susanti, R. H. (2023). Writing Scientific Papers as One of the Tools to Improve Critical Thinking Skills. *Journal of Educational Innovation*, 6(1).
- Suyanto. (1997). Guidelines for the Implementation of Class Action Research (PTK). Yogyakarta: Director General.
- Syamsuddin, & Damaianti, V. S. (2016). *Language Education Research Methods*. Bandung: Remaja Rosdakarya.
- Tamara Geraldin, A., Aprylia, A., & Dinata, S. A. P. (2024). The Effectiveness of the Core Model in Learning to Write Biography Texts in Indonesian Language Learning Class X at SMK. *Atmosphere: Journal of Education, Language, Literature, Arts, Culture and Social Humanities*, 2(2), 66–78. <https://doi.org/10.59024/atmosfer.v2i2.778>
- Tarigan, H. G. (2021). *Writing as a Language Skill*. Bandung: Angkasa.
- Vera, V. D. G., Valencia, B. J., Cardona, N. B., Cifuentes, M. A., Herrera, S. J., & Martínez, L. M. (2019). Should an effective language learning be through the development of just one language skill? *Qualitative Report*, 24(11), 2778–2793. <https://doi.org/10.46743/2160-3715/2019.4015>
- Wandani, I. G. A. K., Wihardit, K., & Nasution, N. (2016). *Classroom Action Research*. Jakarta: Open University.
- Zainab, I., Jaya, G. B., & Artini, L. P. (2020). Improving students' writing skills through Whatsapp Diary Writing. *Indonesian Gender and Society Journal*, 1(2), 60–68.
-