

The Effectiveness of Learning to Write Procedure Text in Pjbl Model with Poster Media Based on Collaborative Competency of Grade Xi Islamic Senior High School Students

Muhammad Mansyur ✉, Ida Zulaeha, Tommi Yuniawan

Universitas Negeri Semarang, Indonesia

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Abstract

The educational needs of students need to be adapted to the needs of the local and global environment in the era of society 5.0. The application of 21st century competency content, especially collaboration, can make students able to compete, think critically, creatively, and innovatively in solving problems. This research aims to determine the effectiveness of learning writing procedural text skills in a project-based model with poster media based on collaborative competence in grade XI Madrasah Aliyah students. This type of research is an experimental design with a non-equivalent control group design. The purpose of this study was to determine the difference between students' initial abilities and the state after treatment. The result of the research is that there are significant differences in the process and learning outcomes of the PjBL model in the ability to write procedural texts with poster media based on collaborative competence in grade XI Madrasah Aliyah students. Poster media is effectively used in learning to write procedural texts based on the collaboration competence of grade XI Madrasah Aliyah students. This is evidenced by the students' pre-test and post-test learning outcomes. The pre-test data of experimental class students' learning outcomes showed an average of 66.00 while the post test results were 85.00 so there was a difference of 19.00. The results of the paired sample t-test on the poster media showed that student learning outcomes had a Sig value. (2-tailed) 0.000 <0.05 while the t-count value is 15.855 > the t-table value is 1.688. In addition, the results of the assessment of student attitudes during the learning process showed a value of 87.57%. The benefit of research is that it provides a choice of teaching models and media for teachers and students to help students understand procedural texts.

✉ Correspondence address:

RT 02 RW 07 Tengguli Bangsri Jepara

E-mail: muhmanzoer@students.unnes.ac.id

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INTRODUCTION

The development of technology and the openness of information systems makes the needs of students in the world of education need to be adapted to the needs of the local and global environment in the era of society 5.0. The learning process is demanded with results that can create a generation that is ready to face global challenges. The application of 21st century competency content, especially collaboration, will make students able to compete, think critically, creatively, and innovatively in solving problems.

Collaborative competence is a relevant part of the background of grade XI students who are part of generation Z. Kosasih (2014) explains that procedure text aims to explain the procedure for doing something by containing complete, systematic, detailed, and clear stages. Procedure text criteria also has a unique text structure in the form of systematic objectives and steps (Kristanti: 2015). Writing procedure text is the process of creating a text that contains stages or procedures in carrying out an activity (Winarsih: 2015). The process of conveying ideas in the form of procedural text requires creative thinking so that it is in accordance with the objectives of the activity. This is in line with the opinion (Kurniawan & Subyantoro, 2016) which states that in writing procedural texts, accuracy, coherence, coherence, and logic of one sentence are needed.

The implementation of the learning process that occurs especially in the Islamic school environment is still monotonous and boring. The use of varied learning models and media is almost not found at all levels of education in the Islamic school environment. This is reflected in the research conducted (Mandasari, Wella. A; Atmazaki; Noveria, 2017). The limitations of teaching media greatly affect the learning outcomes achieved by students. Prastowo in (Wijayanti & Zulaeha, 2015) educators only use media that are already available and not varied. Media are all forms and channels used to convey messages or information (Marhayanti: 2018). Poster media is

one of the media that can be used in learning procedure text writing skills. Posters are images that provide one main idea so that they are easy to understand briefly (Sumardi et al., 2019). According to Istiqlal (2018) posters can be used to convey certain impressions and posters are also to influence and motivate the response to the actions of those who see them.

Poster media can help students to design sentence structures in procedural texts. Image captions on posters provide brief information that students will convert into more complex sentences so that the stages or steps of the procedure text become clearer. The use of poster media is in line with the thinking power of grade XI students who are more interested in visual media with unique images than reading texts.

In addition to learning media, learning models also determine the quality and results of a learning process. The use of learning models will affect the climate or atmosphere of learning between educators and students. One of the scientific-based learning models is project-based or project-based learning. According to Mulyasa (2014:145) the PjBL learning model is a learning model that makes students focus on complex problems and aims to investigate so that students can solve these problems. While Tibahary (2018) mentions the PjBL model has advantages such as increasing students' motivation and creative thinking skills, students are more independent, and encouraging students to work together or collaboratively, students get the experience of learning to compose projects to complete them on their own. Project-based learning has six syntaxes starting with asking basic questions, planning projects, making project schedules, monitoring, testing project results, and the final stage of evaluation (Afriana et al., 2016).

The results in the learning process of the project-based learning model are the work of students who are real (realistic) and of course have useful values for all parties. Through the project-based learning model, students are faced with new experiences that are carried out alone and in groups so that students feel the experience for themselves because 21st century learning is centered on students (Hasanudin et

al., 2021). This learning model makes students more active, creative, and collaborative.

Research conducted by (Budijah, 2021) explained that the use of the project-based learning model shows an increase in knowledge aspects by 75% in the first cycle and 87.5% in the second cycle. Meanwhile, the increase in the aspect of scientific attitude or behaviour change was 72% in the first cycle and 73.5% in the second cycle. This shows that the application of the project-based learning model was able to improve the learning outcomes of procedural text writing skills. The difference with this study lies in the procedure text based on collaboration and the use of poster media. Meanwhile research (Sumardi, 2019) showed the results that the poster media for learning procedure texts containing Minangkabau culture was appropriate to be used as a BIPA learning medium. Another study on writing procedural text skills from Hidayani (2019) stated that the results of research using project-based learning models (PjBL) using video ecobricks were more effective than problem-based models (PBL).

Based on the problems that have been described and the results of research that has been done by other researchers, this becomes the basis for researchers to conduct research on the effectiveness of learning to write procedural texts based on creativity and collaboration competencies in a project-based model using poster media for grade XI Islamic Senior High School students.

METHODOLOGY

Experimental research aims to determine whether there are differences in the consequences of something or an action given to the subject. The design used is a non-equivalent control group design with the aim of knowing the significant differences in the initial and final learning outcomes of students after receiving treatment. The experimental class selected in this study was grade XI IPA 1 with a purposive sampling model. The experimental class received the treatment of learning to write procedure text in a project-based model with poster media based on collaboration competence. The experimental class was given an initial test to determine initial ability, then a final test was given to determine student learning outcomes.

The variables of this study consisted of the dependent variable in the form of procedural text based on collaboration competence, while the independent variables were the PjBL model and poster media. The instruments used in this study consisted of test and non-test instruments. The test instrument was then tested for validity and reliability. The results of the validity and reliability test of the instrument indicate that the instrument used is in the valid category. This study uses data analysis including normality, homogeneity, and paired sample t-test.

Table 1 Research Design

Group	Pretest	Treatment	Posttest
E ₁	O ₁	X ₁	O ₂

Information:

E1: Experimental group 1 (PjBL model with poster media)

O1: post test score of groups 1

X1: treatment in group 1

O2: post test group 1

This research step can be explained as follows:

Pre-test, the researcher conducted a pre-test in the experimental class 1 to obtain initial

data on the students' ability to write procedural texts

The action, the researcher did the treatment by using the PjBL learning model with

poster media on the students' competence in writing procedural texts

Post-test, the researcher conducted a post test in the experimental class 1 to obtain data on the results of the treatment using the PjBL learning model and poster media on the ability to write procedure text

RESULTS AND DISCUSSION

The results of this study are data that show the effectiveness of learning to write procedural texts based on collaboration competencies in the PjBL model with poster media. The research data are in the form of pre-test and post test data in the experimental class. The following are the research results that can be presented.

The Learning Process of Writing Procedure Texts Based on Collaboration Competencies in the PjBL Model with Poster Media

Learning to write procedural texts using the PjBL model and poster media was carried out in the experimental class XI IPA 1. Learning was carried out based on the learning implementation plan that had been prepared by researchers and subject teachers. The implementation of the PjBL model learning with poster media was carried out in two meetings with a duration of one meeting of 30 minutes. The first meeting students were directed at understanding the content of the text, the procedure text section, and the linguistic elements of the procedure text. Meanwhile, in the next meeting, students practiced writing procedural texts using poster media.

Early learning activities began by providing stimulus and conditioning students to start learning activities. Students were given basic knowledge of writing procedure text material. Students were divided into 6 groups for discussion preparation and project planning. The stage of determining the project began with the teacher distributing poster media as information material in writing procedure text. The teacher and students agreed to determine the project of compiling a procedural text with a topic

according to the poster that has been prepared. Students in groups observed the posters that have been received from the teacher. The next activity, students discussed the topics and information on the poster as material for writing procedure texts.

The syntax for preparing the schedule and implementing the project was an agreement between the teacher and students about the duration of the project completion of writing procedure text. The preparation of the project implementation schedule was at the first meeting with the agreement that the project implementation was carried out at the second meeting with a duration of 20 minutes. The stages of project completion were carried out in the learning activities of the second meeting. The project completion time was 20 minutes. Project completion activities were practical activities of writing procedural texts using poster media as a source of information. Students practice writing procedure text individually which paid attention to the content of the text, the structure of the procedure text, and language.

The syntax for preparing reports and project presentations was carried out before the evaluation stage. At this stage, students were given the opportunity to present their project results in front of the class and other students paid attention to the presentation. The results of student projects were in the form of procedural texts based on collaboration competitions with poster learning media. Students respond to each other's project results delivered in front of the class on aspects of content, structure and language.

The last stage in the PjBL model learning process was post-learning evaluation which includes project processes and outcomes. The evaluation of the learning process that has been carried out is carried by the teacher together with the students. The evaluation stages include effectiveness, atmosphere, and learning outcomes that have been carried out. Evaluation of project results was carried out based on the results of students' learning to write procedural

texts and presentations made in the previous stage

The Result of Attitude Assessment of Project-Based Learning Process with Poster Media Based on Collaborative Competence

The results of the attitude assessment during the learning process were carried out using observation sheets which aimed to record the writing of procedure texts based on the competence of collaboration with project-based

models and poster media. The observation process was carried out to record the atmosphere, attitudes, motivation, enthusiasm, and interests of students during the learning process. Attitude assessment includes five aspects; 1) answer the teacher's greetings politely, 2) follow the lesson in an orderly and polite manner, 3) students are thorough and earnest, 4) work is done seriously and responsibly, and 5) respects opinions and is polite in discussions.

Table 2 Observation Results of Attitude Assessment

No	Aspect	Percentage	Category
1	Answered the teacher's greetings politely	100%	Very good
2	Follow the lesson in an orderly and polite manner	94.6%	Very good
3	Demonstrate a thorough, careful and sincere attitude	86.5%	Good
4	Take the task seriously and responsibly	81.0%	Good
5	Appreciate opinions and be polite in discussions	75.7%	Very good
	Total	437.8	
	Average	87.6	Very good

Information:

Very good: 80%-100%

Good: 70%-79%

Enoug: 60%-69%

Less :< 60%

Pre-test Results Writing Procedure Text Based on Collaboration Competence

The results of the pre-test writing procedure text based on student collaboration competence showed the highest score of 87 and

the lowest score of 37, while the average score was 66.00. The distribution of pre-test data based on the procedure text writing scale is as follows.

Table 3 Assessment Scale of Procedure Text Based on Collaboration Competence

No	Score	Frequency	Percentage	Criteria
1	0-71	23	62,2%	Less
2	72-80	10	27,0%	Enough
3	81-90	4	10,8%	Good
4	91-100	0	0	Very Good
	Total	37	100%	

Based on the table above, it can be explained that the results of the pre-test writing procedure text in the experimental class there are 23 students who get a value range of 0-71 (62.2%) in the poor category, there are 10 students get a score in the range of 72-80 (27.0%)

in the sufficient category. , there are 4 students who scored in the range of 81-90 (10.8%) in the good category. The value in the range of 91-100 or very good category, there are still no students who get it. This shows that the procedural text writing skills have not been fully mastered by the

students of grade XI IPA 1 as the experimental class.

Post-test Results Writing Procedure Text Based on Collaboration Competence

Post-test data is used to determine the ability of students' skills in writing procedural texts based on collaboration competence after

being given treatment. The post test results showed the highest score was 97 and the lowest was 73. Meanwhile, the average post test result for the experimental class was 85.00. The following is a presentation of the frequency distribution of post test data writing procedure text in the experimental class.

Table 4 Procedure Text Assessment Scale Based on Collaboration Competence

No	Score	Frequency	Percentage	Criteria
1	0-71	0	0%	Less
2	72-80	13	35,1%	Enough
3	81-90	17	45,9%	Good
4	91-100	7	19,0%	Very Good
Total		37	100%	

Based on the post test scoring scale table for the procedure text in the experimental class, it can be seen that there are no students who score in the range of 0-71 in the poor category. Furthermore, there are 13 students who scored in the range of 72-80 (35.1%) in the sufficient category, there are 17 students scored in the range of 81-90 (45.9%) in the good category, and there are 7 students who scored in the range of 91-100. (19%) very good category. So, it can be concluded that students' procedural text writing skills based on students' collaborative competence are good. These data indicate a change in students' learning outcomes of writing

procedural texts based on collaboration competencies from previous learning outcomes.

Differences in Pre-test and Post-test Data Writing Procedure Texts Based on Collaboration Competence

The difference in data on student learning outcomes at the beginning and at the end aims to find out the differences in learning outcomes for writing procedural text skills based on collaboration competence during the study with the PjBL model treatment and poster media. The following is a table of differences in the results of the final test on students' procedural text writing skills.

Table 5 Differences in Pre-test and Post-test Data

Test Results	Pre-test Experimental Class	Post-test Experimental Class	Difference
Top Rated	87	97	10
Lowest Value	37	73	36
Average	66.00	85.00	19

Based on the table above, there is a change in student learning outcomes in the experimental class. The highest pre-test score of 87 and post test 97 has a difference of 10 points, while the lowest value of pre-test 37 and post test 73 has a difference of 36 points. The average value of the experimental class before receiving

treatment with the PjBL model and poster media is 66.00 while after being given treatment is 85, 00 there is a difference of 19 points.

Differences in Pre-test and Post-test Data Aspects of Procedure Text Content Based on Collaboration Competence

The comparison of the results of the pre-test and post test aspects of the content of the procedure text aims to determine the differences in students' abilities in writing procedure texts based on creativity and collaboration

competencies before and after being given treatment. The following is a presentation of data on the comparison of student learning outcomes, data from the initial test and the final test, aspects of the content of the procedure text.

Table 6 Differences in Pre-test and Post-test Data Aspects of Procedure Text Content Based on Collaboration Competence

Result	Conformity of Writing Title	Conformity of title content	Student creativity competence	Student collaboration competence	Content understanding
Pre-test average score	1.78	1.92	1.42	1.67	1.78
Post-test average score	2.74	3.00	3.00	2.87	2.94
Difference	1.14	1.08	1.58	1.20	1.16

Table 6 shows the differences between the students' pre-test and post test data on the aspect of the content of the procedure text. The average value of the students' pre-test results in the aspect of the suitability of writing the title is 1.78, the suitability of the title to the content of the text is 1.92, the student's creativity competence is 1.42, the student's collaboration competence is 1.67, the understanding of the content is 1.78. While the average value of the post test results of students in the aspect of the suitability of writing the title is 2.74, the suitability of the title to the content is 3.00, the student's creativity competence is 3.00, the student's collaboration competence is 2.87, and the understanding of the content is 2.94. The data above also shows that there is a difference in student learning outcomes in the ability to write procedural texts in the experimental class. Aspects of the suitability of the title writing there is a difference of 1.14, the aspect of the suitability of the title with the content of 1.08, the aspect of creativity

competence of 1.58, the aspect of student collaboration competence of 1.20, and the aspect of understanding the content of 1.16. So, it can be concluded that the PjBL learning model and poster media have a significant influence on student learning outcomes on the competence to write collaborative procedure texts in the experimental class.

Differences in the level of collaboration between students in the experimental class

Data on the level of creativity and collaboration are sourced from questionnaire data that has been filled out by students. The results of the questionnaire were then described to determine the level of creativity and collaboration of students in the experimental class. The following is a presentation of data on the level of creativity and collaboration of the experimental class.

Table 7 Distribution of Student Collaboration Levels in Experiment Class

NO	Score	Frequency	Percentage	Category
1	80-100	8	21.6%	Hight
2	60-79	28	75.7%	Currently
3	<60	1	2.7%	Low
	Total	37	100%	

The table above shows that the level of collaboration of students in the experimental class 1 there are 8 students or 21.6% in the high

category, 28 students or 75.7% in the medium category, and only 1 student or 2.7% in the low category.

Table 8 Average Value of Experimental Class Student Collaboration Competence

Results	Student Collaboration Competency
Lowest score	58.33
The highest score	85.00
Average score	72.70

The average score of the collaborative level of students is 72.70 from the lowest data score of 58.33 and the highest of 85.00. This is because the experimental class students are more familiar with the group learning process than independently. So, based on the level of collaboration competence and learning outcomes of writing procedural texts, experimental class students are more effective using the PjBL model and poster media.

Test for Normality and Homogeneity of Data

The normality test of the data in the experimental class was carried out to determine the distribution of student learning outcomes after being treated with the PjBL model and poster media. The data is called normal if the value of Asymp.Sig. (2-tailed) more than 0.05. The following is the experimental class normality test data.

Table 9 Data Normality Test Results

Data	Asymp.Sig (2-tailed)	Description
<i>Data</i>	.101	Asymp.Sig (2-tailed) > 0.005 Normal

The results of the normality test of the experimental class data showed that the Asymp Sig. (2-tailed) of 0.101. It can be said that the data distribution is normal because $0.101 > 0.05$. The next step after the normality test is to perform a homogeneity test. This test is

conducted to determine the distribution of a data is homogeneous or not. The test to see the homogeneity of the data was carried out using the one-way Anova technique. Data can be said to be homogeneous if it has a significance value greater than 0.05.

Table 10 Results of the Homogeneity of Posttest Data

No	Data	Levene Statistic	df1	df2	Sig
1	<i>post-test result</i>	.140	1	69	.710

Based on table 10, it is shown that the data in the experimental class is homogeneous. The homogeneity test result is sig. $0.710 > 0.05$. The conclusion from these data is that student learning outcomes data have homogeneous data variants.

The paired sample t-test aims to test differences in learning outcomes of procedural text writing skills based on students' collaboration competence during the study. This test used the SPSS 24 application. The following is a table that shows the differences in student learning outcomes in the average value of the experimental class with the PjBL model treatment and poster media.

Paired Sample t-test Pre-test and Post-test

Table 11 Paired Test Results Sample t-Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
PPair 1	<i>pre-test</i> Experiment <i>post-test</i> Experiment	-18.40541	7.06108	1.16083	-20.75969	-16.05112	15.855	36	.000

The data above shows that the significance value between the pre-test and post test data is 0.000. The significance score is less than 0.05, the conclusion is H_0 is rejected and then H_a is accepted. So, it can be concluded that there is a significant difference in learning outcomes to write procedural texts based on collaboration competencies with the PjBL model and the experimental class poster media. Conclusions based on these data can also be interpreted that learning with PjBL models and poster media in writing procedure text materials is effectively used.

The Effectiveness of Learning to Write Procedure Texts Based on Collaboration Competencies in the PjBL Model with Poster Media

The effectiveness of learning in this study can be seen in the data from the pre-test and post test results of students' procedural text writing skills based on collaborative competence. The data from the normality test in the experimental class showed the score of Sig (2-tailed) pre-test of 0.200 and post test of 0.101. These data indicate that the score of Sig. (2-tailed) > 0.05 so the data is called normal. This is the basic for making decisions on normally distributed data.

The results of the homogeneity test of the experimental class data showed a significance result of 0.465 pre-test and 0.710 post test. The data shows that the significance value is greater than 0.05, so it can be concluded that the data is homogeneous. So, based on the results of the normality and homogeneity test of the pre-test

and post test data in the experimental class, it can be concluded that the data is normally distributed and homogeneous.

Furthermore, the experimental class pre-test and post test data were analysed by testing the paired sample t-test. The results of this test showed the value of sig. (2-tailed) 0.000 and t-count 15.855 > t-table 1.688. According to the basic of data decision making, namely the score of sig. (2-tailed) < 0.05 and t-count > t-table, it is concluded that there is a significant difference between the data on students' initial learning outcomes and students' final tests. The research data showed the highest score was 87 and the lowest was 37. While the post test results of the experimental class showed the highest score of 97 and the lowest 73. So, it can be concluded that there is a significant effect and difference between the data from the pre-test and post test results in the experimental class with PjBL model learning and poster media on the ability to write procedure texts based on collaboration competence.

The effectiveness of using poster media in the PjBL model on the ability to write procedural texts is in line with research that has been done. (Wulandari & Asri, 2020) in their research explained that the PjBL learning model and serial picture media had a significant influence. The average score of students before the treatment was 62.76, while after the treatment it increased to 78.52. The results of this study indicate that the project-based learning model is very influential on the ability to write procedural texts of students. In line with the

results of this study, the results of this study indicate that the use of PjBL models and poster media has a significant effect on the ability to write procedural texts.

Subsequent research by (Indriani, 2021) entitled "Learning to Identify Procedure Texts Using the Poster Comment Method to Improve Learning Outcomes and Information Literacy Skills in Grade XI Students of SMA PGRI 2 Bandung in 2019-2020" one of the objectives was to determine the effect of using media poster comment on learning outcomes to identify procedure text. The results of this study indicated that there was a significant effect on student learning outcomes on the competence to identify procedure text using the poster comment media rather than the inquiry model. So, it can be concluded that the use of the poster comment method in learning to identify procedure texts and project-based models with poster media in learning to write procedure texts has a significant effect.

CONCLUSION

The use of poster media in the learning process of procedural text writing skills based on the collaboration competence of grade XI Islamic Senior High School students is effectively used. This is evidenced in the pre-test and post test learning outcomes of students of grade XI IPA 1. The results of the pre-test and post test results of experimental class students showed an average score of 66.00 while the post test results were 85.00 so that there was a difference between the pre-test and post test results of 19.00. The effectiveness of poster media is also supported by the results of the paired sample t-test showing the value of Sig. (2-tailed) $0.000 < 0.05$ and $t\text{-count } 15.855 > t\text{-table } 1.688$ so it can be concluded that H_0 is rejected and H_a is accepted and there is a significant difference between the results of the pre-test and post test. The effectiveness of learning outcomes to write procedural texts based on collaboration competencies with the PjBL model can also be shown from the results of attitude assessment observations during the learning process in the

classroom. The results of the observation of student attitude assessment showed a score of 87.57%. The results also show that students with high collaboration competence are more effective in using project-based learning models and poster media.

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