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Application of the *Snowball Throwing Model* in Improving Skills Writing Review Texts at Makassar City Middle School

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Abstract

This research aims to determine the application of the snowball throwing model to improve review text writing skills in Makassar City Middle School students. The type of research used is Classroom Action Research. The research was carried out over 2 cycles. Each cycle consists of planning, implementation, observation and reflection. The subjects studied were 31 students in class VIII of SMP Negeri 34 Makassar, consisting of 16 male students and 15 female students. Data collection was carried out using observation and tests. The instruments used consisted of learning implementation observation sheets and review text writing skills tests. The data analysis used is descriptive data analysis. The results of the research show that the application of the Snowball Throwing model is able to improve the review text writing skills of junior high school students in Makassar City. This was obtained based on data obtained from the results of research on the learning process which was carried out in two cycles. Data on the ability to write review texts was obtained. The data obtained were that 26 students (83.9%) had obtained a complete score and 5 students (16.1%). Based on the success indicators applied at school, it is said to be complete if the number of students $\geq 75\%$ of students get a score of 75 or above.

Keywords : Snowball throwing, writing, review text

Introduction

Education is an activity to optimize the development of students' potential, skills and personal characteristics. The aim of education is directed at four targets, namely: (1) development of personality aspects, (2) development of social abilities, (3) development of the ability to continue study, and (4) development of skills and readiness to work. The main assumptions of education are: (1) education is actual, (2) education is normative, and (3) education is a process of achieving goals. It can be concluded that education can make people useful both in terms of religion and society. Education can improve people who have morals, faith, knowledge and good deeds (Yanti, 2022).

Indonesian is one of the subjects that must be taught in formal education, from elementary school level to the level given according to the needs and pedagogical characteristics of the student's educational level. Language skills can be formed in the surrounding environment, a person can unconsciously master language skills through listening followed by speaking, however writing and reading skills are not directly obtained from the surrounding environment, but can be developed through education obtained from the school environment. Because the basic aim of Indonesian language lessons at elementary, middle school and high school levels is the realization of Indonesian language skills which include four aspects, namely (1) listening skills , (2) speaking skills , (3) reading skills , (4) writing skills (Purba, 2021).

Writing skills are one of the four aspects of language skills. The writing skill aspect is a person's way of communicating in compiling and using written language well and correctly (Supriadi, and Sampara, 2018). Furthermore, writing is a language skill that is used to communicate indirectly, not face to face with other people, but by expressing productive and expressive ideas or thoughts (Supriadi, Jufri, 2023) . Writing activities are a means of inviting, convincingly influencing, and describing events based on facts or observations made (Herawati & Supriadi, 2022) .

Writing is one of the four language skills. Writing also means the process of someone expressing their ideas into writing and addressing it to the reader. Writing is a communication activity in the form of conveying written messages or information to other parties using written language as a tool or medium (Dalman, 2016). Writing is a directed and conscious human activity to express ideas, concepts, thoughts, feelings or experiences in the form of writing that is systematically organized using logical sentences, so that other people can understand the meaning conveyed in accordance with the author's goals. Hatmo (2015) Writing provides a number of benefits to the author. Simarmata (2016) explains several benefits of writing, namely: Preventing dementia, writing is a learning medium, forms a wise and polite person, produces new ideas, is the best communication medium, trains oneself to be ready and criticized by others and trains to solve problems . Based on the description of writing, it can be seen that writing is a language process in the form of written language symbols.

Writing skills are an element that students must learn and master in learning Indonesian in junior high school. This is based on the description of the aim of learning to write, namely the ability to convey ideas, responses,

and feelings in written form eloquently, accurately, responsibly, and/or conveying feelings according to context. According to the 2022 BSKAP Decree, the learning achievement in Phase D, in this case in Junior High Schools, is that at the end of Phase D, students have the language skills to communicate according to objectives and understand directive/instructional texts, short story texts, simple poetry texts, drama texts, personal letters, and official letters. Students are able to understand simple reading content and respond to it in various forms, speak politely, politely, with clear intonation and are easy to understand. Students are also able to rewrite the contents of directive/instructional texts, short story texts, simple poetry texts, drama texts, personal letters, and official letters.

Based on this, the main lesson that needs to be studied in junior high school is writing review texts. A review text is a text that contains a review, assessment or review of a work such as a film, drama or book. The review text is also called a review. When reviewing a work, the reviewer must be critical so that the results of the review can contribute to the progress of the work. The review text functions to weigh, assess and submit criticism of the work or event being reviewed (Riana, 2022). A review or review text is a piece of writing whose content is to consider or assess a work written or created by someone else. Assessing and weighing works is done so that we can see how the work written by someone is in terms of production, in terms of the strengths and weaknesses of the work (Isnaton and Farida, 2015).

According to Yustina (2017), review texts have the following text structure: work identity, orientation, synopsis, analysis, evaluation and recommendations. The language of the review text (Hendrisman, 2019), namely: Attitude adjectives, nouns and verbs, metaphors, sentences in review texts and reference words. Suryadi (2020) explains that there are 3 characteristics of review texts, namely as follows: Review texts contain information based on the author's views or opinions on the work, opinions or opinions written in the form of facts interpreted from the work, Review texts that review the book/novel / other written works are known as reviews.

The results of observations and interviews of Indonesian language subject teachers in class VIII at SMP Negeri 34 Makassar showed that students' ability to identify review texts was still lacking. The average score obtained by students is 70, while the Minimum Completeness Criteria in identifying review texts is 75. In identifying review texts, there are several student weaknesses, namely: students are less able to understand identifying review texts, students' curiosity is still lacking, students are still lacking able to choose the right words to express an idea. So as a result, students' ability scores in studying review texts are still relatively low or below the KKM that has been set for class VIII students at SMP Negeri 34 Makassar . The problem of low ability to write review texts has been addressed (Pinasti et al., 2013) which shows the low competence of teachers in implementing Indonesian language learning, especially in review texts, namely planning, teaching materials and the media used. Apart from that, students in the process of learning review texts feel bored and have difficulty developing ideas. (Nugroho, 2021) stated that studying Indonesian for class VIII SMP Negeri 2 Mekarbaru was still not satisfactory. Student learning is not optimal due to factors, namely that learning still uses conventional models, learning that is only centered on the teacher. (Riana & Gulo, 2022) Students' ability to identify review texts is still lacking. The average score obtained by students is 70, while the Minimum Completeness Criteria in identifying review texts is 77.

The description above reinforces the problem of students' low ability to write review texts which is still found in other schools. This shows that the ability to write review texts is a problem for students in educational units that must be resolved by the teacher. The problem of low ability to write review texts can be solved with the Snowball Throwing learning model . This model requires student involvement to obtain various information and experiences in learning.

Snowball Throwing Learning Model is a series of presentations of teaching material that begins with delivering the material then forming groups and group leaders, then each

group leader returns to their respective groups, then explains the material presented by the teacher to their friends and continues with each group. Each student is given one sheet of paper to write down any question related to the material that has been explained by the group leader (Istarani, 2016). The Snowball Throwing Learning Model is a development of the discussion learning model and is part of the cooperative model. However, in this model the activities are arranged in such a way that the teaching and learning process can take place more pleasantly (Shoimin, 2017). The Snowball Throwing learning model has been proven to improve the learning outcomes of review texts in class VIII students at Anastasia Private Middle School to be more effective and the results obtained are optimal, the acquisition of each aspect of the learning process assessment has increased from small class to medium class (Lasmi Simanjuntak, Asnita Hasibuan, 2023) . The effectiveness of Snowball Throwing has also been proven (Nurhanah & Mubarak, 2024) which states that learning activities are carried out in a quality and effective manner and learning is established and achieved in the learning process.

Based on In the description above, the author conducted research " Application of the Snowball Throwing Model to Improve Review Text Writing Skills for Students in Middle Schools in Makassar City " . This research was conducted to determine whether the application of the snowball throwing *model* can improve students' review text writing skills in Makassar City Middle Schools.

Research Methods

The type of research used by the author in this research is Classroom Action Research (PTK). Classroom action research is action research to improve the quality of learning practices in the class, so that it focuses on the class or on the learning process that occurs in the class. Therefore, classroom action research is closely related to the daily learning practice problems faced by teachers. There are two cycles in this research .

research design is designed in a cyclical form until the desired results are achieved, namely in accordance with the research success criteria that have been determined using the learning model proposed by Kurt Lewin, namely planning, implementing, observing and reflecting.

This research was carried out at SMP Negeri 34 Makassar which is located on Jalan Terpedo III, Sudiang Raya, Biringkanaya District, Makassar City . This research was carried out in the even semester of the 2023/2024 academic year. The subjects in this research were 31 students in class VIII of SMP Negeri 34 Makassar , consisting of 16 male students and 15 female students. The variables in this research are review text writing skills and the application of the Snowball Throwing Model .

The instruments used in this research were test and non-test instruments. This test is used to determine students' skills in writing review texts . The Ministry of Education and Culture (2017) states that there are five aspects that must be included in assessing review texts. These aspects include the completeness of the elements of the review text, clarity in the discussion, correctness of the content of the response, use of language and attractiveness of the presentation. Non-test instruments are instruments used to complete test data so that the data obtained is more valid. The instruments used were observation, questionnaires, interviews and photo documentation.

Data collection techniques, namely test and non-test techniques. Test techniques are given at the end of each cycle after learning using the Snowball Throwing Model . The test used is a review text writing test. The non-test technique is in the form of observation, namely collecting data related to the implementation of learning using the Snowball Throwing Model .

Data analysis techniques are carried out quantitatively and qualitatively. Quantitative data was obtained from the results of a review text writing test using the Snowball Throwing model . The test results from each cycle are then analyzed. Qualitative data is used to analyze qualitative data. Qualitative data was obtained from non-test data, namely observation, interviews, and photo documentation.

The indicators of success in this research are: Students' understanding based on the final test is said to have increased if the learning process shows an increase in the number of students who have completed. $\geq 75\%$ of students get a score of 75 and above .

Results And Discussion

1. Description of Cycle I

a. Planning

The plan implemented in this research is based on establishing competency standards and basic competency in Indonesian language subjects in accordance with the curriculum used in schools. Activities carried out at the planning stage are:

- 1) Identify the material being researched
- 2) Create a Learning Implementation Plan
- 3) Prepare the media used in learning and class settings that are appropriate to mastery of the material
- 4) Prepare research instruments
- 5) Develop evaluation tools

b. Action

The action implementation stage is carried out for researchers to carry out learning or research using learning tools according to the learning scenario in the learning implementation plan through the stages of initial activities, core activities and closing activities. In the implementation stage of this action, the researcher used the *Snowball Throwing Method* in learning . Cycle I was carried out on 25 July, 27 July, 1 August and 3 August 2023 with four meeting times

c. Observation cycle I actions

1) Learning Implementation Results

Observations of teachers were carried out by observers during learning using the *snowball throwing method* taking place. In general, the implementation of learning by teachers is in accordance with the learning scenarios in the Learning Implementation Plan.

Table 1. Data from Observations on the Implementation of Learning Using the *Snowball Throwing Method* cycle I

Meeting	Score	%	Category
I	15	75	Good
II	16	80	Good
III	18	90	Very good
IV	18	90	Very good
Amount	67	335	
Average	16.8	83.8	Good

Source: Primary data after processing (2023)

The results of teacher observations in cycle I above show that the actions taken by the teacher at meeting I were in the good category (75%), at the second meeting it increased to 80% (good), at meeting III it rose to 90% (good) and at meeting IV rose to 90% (good). The average learning implementation score is 83.8% and is in the good category.

2) Evaluation of Cycle I Review Text Writing Skills

The results of cycle I showed that the average score for writing review texts for students in cycle I was using *snowball throwing* method amounting to 66.2, it is in the quite good category. Of the 31 students, there were 7 students (22.6%) who got very good grades, there was 1 student (3.2%) who got good grades, 21 students (67.7%) got quite good grades, 2 students (6, 5%) got poor grades and there were no students (0%) who got very poor grades. Judging from the average score of students' writing review texts in cycle I, improvements were made in cycle II.

The results of the first cycle test are a combination of assessments of five different aspects in writing review texts. Five of these aspects include: 1) completeness of the elements of the review text, 2) clarity in the discussion, 3) correctness of the content of the response, 4) use of language and 5) attractiveness of presentation.

d. Reflection Cycle I

Based on the success indicators, it shows that the average student score is 66.2 and is in the quite good category. This does not meet the predetermined indicators of success, namely 75% of students have obtained a score of 75 and above. Based on success indicators, it also shows that only 22.6% of students have achieved the KKM score (75). Therefore, the application of the *snowball throwing method* to improve students' Indonesian language review text writing skills must be carried out again in cycle II. The solution that researchers

have taken to overcome these things is to further intensify the use of the *Snowball Throwing Method*.

2. Description of Cycle I I

a. Planning

The planning carried out in this research was by following the curriculum used by the school and setting competency standards and basic competencies in Indonesian language subjects. The activities carried out at the planning stage are:

- 1) Identify the material being researched
- 2) Create a learning implementation plan
- 3) Prepare the media used in learning and class settings that are appropriate to mastery of the material
- 4) Prepare research instruments
- 5) Develop evaluation tools

b. Action

The action implementation stage is carried out for researchers to carry out learning or research using learning tools according to the learning scenario in the learning implementation plan through the stages of initial activities, core activities and closing activities. In the implementation stage of this action, the researcher used the *Snowball Throwing* method in learning. Cycle I I was carried out in four meetings, namely on 8, 10, 22 and 24 August 2023. In its implementation, the researcher served as a teacher, educator and student guide and was assisted by one fellow researcher to observe the learning process from the beginning to the end of the learning activity.

c. Observation Cycle II

1) Learning Implementation Results

Observations of teachers were carried out by observers during learning using the *snowball throwing method* taking place. In general, the implementation of learning by the teacher is in accordance with the learning scenario in the.

Table 2 Data from Observations on the Implementation of Learning Using the *Snowball Throwing Method* Cycle II

Meeting	Score	%	Category
I	19	95	Very good
II	20	100	Very good
III	20	100	Very good
IV	20	100	Very good
Amount	79	395	
Average	19.8	98.8	Very good

Source: Primary data after processing (2024)

The results of the teacher's observations in cycle II above show that the actions taken by the teacher at the first meeting were in the very good category (95%), at the second meeting it increased to 100% (very good), at the third meeting it rose to 100% (very good) and at the IV meeting it rose to 100% (very good). The average learning implementation score is 98.8% and is in the very good category.

2) Evaluation of Indonesian Language Review Text Writing Skills Cycle II

The value of Indonesian review text writing skills in cycle II it was discovered that the average score for writing review texts for students in cycle II was using *snowball throwing* method of 80.2, in the very good category. Of the 31 students, there were 22 students (70.9%) who got very good grades, there were 6 students (19.4%) who got good grades, 3 students (9.7%) got quite good grades, there were no students (0 %) got a poor score and there were no students (0%) who got a very poor score. Judging from the average score of students' writing review texts in cycle II, the research was stopped because it had met the success indicators.

The test results in cycle II are a combination of assessments of five different aspects in writing review texts. Five of these aspects include: 1) completeness of the elements of the review text, 2) clarity in the discussion, 3) correctness of the content of the response, 4) use of language and 5) attractiveness of presentation.

d. Cycle II Reflection

To measure how far the students' Indonesian review text writing skills in cycle II were , the researchers also carried out an evaluation at the end of the lesson. As for the Indonesian language review text writing skills of class VIII students after implementing the *snowball throwing method* in cycle II, it can be seen in table 4.9, it was found that 22 students had reached the very good category. This is because students have begun to understand the *snowball throwing* method well so they can improve their Indonesian language review text writing skills. Based on the results indicator, 83.9% of students had achieved the KKM score (75) and were in the complete category so the implementation of cycle II was stopped.

Discussion

Action Research (PTK) was carried out by researchers by applying the *Snowball Throwing Learning Method* The Indonesian language subject for Class VIII students at SMP

Negeri 34 Makassar went well and smoothly. The research took place over 2 cycles, namely cycle I and cycle II. The improvement achieved in this research can be seen from the increase in the results of students' review text writing skills and the increase in students' active role.

Snowball Throwing learning method has the advantage of making students directly involved in the learning process. Apart from getting a brief explanation of the material from the educator, students also get an explanation from a friend who is appointed as group leader. Students can discuss the material with a group of friends so that students will feel more comfortable and not be shy. By implementing the *Snowball Throwing method*, students are trained to be confident, responsible, and able to work together with their group.

The following is a discussion of Classroom Action Research (PTK) which has been carried out by researchers. In the first stage, the step taken is planning. The plan implemented in this research is based on establishing competency standards and basic competency in Indonesian language subjects in accordance with the curriculum used in schools.

The theory put forward by Ferdiansyah (2018) states that the first step in planning is basically the activity of preparing an action plan, which contains an explanation of what and why. When, where, who, and how to take action. This step is often referred to as answering or describing steps 5w and 1h. In the steps of classroom action research, the teacher who is the researcher often collaborates with researchers at the University of Education so that the teacher has very meaningful input in the research. Although it is actually ideal for teachers to be able to complete all the steps of classroom action research themselves. However, teachers have various limitations, such as understanding basic research techniques and theoretical insights, so collaboration will be very helpful.

In this research, researchers reflected on the evaluative aspect. In reflecting, the researcher has considered the experience of conducting classroom learning, to assess whether the impact (problems that arise) is desirable, and to provide suggestions about ways to continue the work. Researchers have also reviewed, developed a more vivid picture of the classroom learning process, of the obstacles faced in taking action in the classroom, and, more importantly, of what is possible for students to achieve the goal of improving learning.

The researcher carried out a reflection by looking at indicators of student success during the learning process that implemented the *Snowball Throwing method*. The reflection that the researcher carried out in cycle I showed that the students' average score was 66.2 and was in the quite good category. This does not meet the predetermined indicators of success, namely 75% of students have obtained a score of 75 and above. Based on success indicators, it also shows that only 22.6% of students have achieved the KKM score (75).

The reflection that the researcher carried out in cycle II, namely the skills of writing review texts in Indonesian for Class VIII students after implementing the snowball throwing method in cycle II, was obtained as many as 22 students had reached the very good category. This is because students have begun to understand the snowball throwing method well so they can improve their Indonesian language review text writing skills. Based

on the results indicator, 83.9% of students had achieved the KKM score (75) and were in the complete category so the implementation of cycle II was stopped.

This shows that there is an increase in the skills of writing Indonesian review texts for Class VIII students at SMP Negeri 34 Makassar. This is because students have begun to understand well the application of the snowball throwing method so that they can improve their Indonesian language review text writing skills.

According to Istarani (2016), the *Snowball Throwing learning model* is a series of presentations of teaching material that begins with delivering the material then forming groups and group leaders, then each group leader returns to their respective groups, then explains the material presented by the teacher to their friends. friends and continued with each student being given one sheet of paper to write down any questions related to the material that has been explained by the group leader.

Snowball Throwing method trains students to be more responsive in receiving messages from other students in the form of snowballs made of paper and conveying the message to their friends in one group. Implementation of learning using the *Snowball Throwing Model* takes several steps. *The Snowball Throwing Model* steps are preceded by the teacher presenting the material to be presented. Next, students are asked to form groups. Each group member creates a question on a piece of paper shaped like a ball. Then the paper ball is thrown to other students to get answers for the specified time duration. Each student answers questions from the balls obtained (Shoimin, 2017).

This learning model emphasizes students' ability to formulate a question about the learning material presented. Students' ability to work together with friends and their individual abilities can also be measured through this learning model. The application of this learning model also explores students' creativity in writing questions and answering questions at the same time. This type of learning model combines communicative, integrative approaches and process skills. In the sense that the snowball throwing learning model can encourage students to think and move actively during the learning process so that the quality and objectives of learning can be achieved well, thereby increasing students' ability to write reviews.

The snowball throwing model in this research are students' general intelligence in asking questions, having good ethics, being able to absorb the material presented by the researcher and being able to respect the researcher.

The results of this research are in line with Valentina Febriyanti's research entitled Improving the Ability to Write News Texts Using the Snowball Throwing Model in Class VIII-B Students at Imelda Medan Private Middle School for the 2018/2019 Academic Year. The type of research used in the research is descriptive qualitative research. The research subjects were Indonesian language teachers and class VIII-B students at Imelda Medan Private Middle School. The results found were an increase in learning outcomes in the ability to write news texts using the Snowball Throwing learning model after going through two cycles with details of an increase from 59% complete to 82%.

This is also in line with Novi Yolanda Dwi Sapitri's research entitled The Effect of Using the Snowball Throwing Learning Model on the Short Story Review Writing Skills of

Class XI Science Students at SMA Negeri 9 Jambi City. This research method is a quasi-experiment with a quantitative approach used to measure short story writing ability objectively. From the research results, it can be seen that the average post-test score for experimental class students was 83 and the control class was 75.8. The normality test taken from the experimental class value is $0.095 > 0.05$ and the control class value is $0.057 > 0.05$. Meanwhile, the homogeneity test is significant where F is $0.439 >$ the significance level ($\alpha = 0.05$). The results of hypothesis testing obtained a value of $t_{count} 4.045 > t_{table} 2.000$ so that H_0 was rejected and H_a was accepted. Thus it can be concluded that there are differences in student learning outcomes using *Snowball Throwing* and conventional media. Students who use Snowball get higher scores compared to students who use Conventional Media.

Conclusion

Based on the results of the research and discussion, it can be concluded that the application of the *Snowball Throwing* model is able to improve the review text writing skills of junior high school students in Makassar City. This was obtained based on data obtained from the results of research on the learning process which was carried out in two cycles. Data on the ability to write review texts was obtained. The data obtained were that 26 students (83.9%) had obtained a complete score and 5 students (16.1%). Based on the success indicators applied at school, it is said to be complete if the number of students $\geq 75\%$ of students get a score of 75 or above.

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