

Variations in The Competence of Students at SMP N 2 Gondangrejo in Writing Field Trip Report

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Abstract

This study aims to analyze the variation in the competence of students at SMP N 2 Gondangrejo in writing field trip reports in terms of content completeness. This study uses a qualitative descriptive approach. The data collection techniques used in this study are documentation and reading techniques. The analysis techniques in this study include data reduction, data presentation, and conclusion drawing. Data validity in this study uses source and theory triangulation. Based on the analysis results, it can be concluded that the ability of students at SMP N 2 Gondangrejo in writing field trip reports still requires guidance. This is because none of the students' field trip reports fulfilled the aspect of completeness of content. The field trip reports of students at SMP N 2 Gondangrejo can be grouped into: (1) incomplete because one aspect is missing, (2) incomplete because three aspects are missing, (3) incomplete because four aspects are missing, and (4) incomplete because five aspects are missing.

Keywords: Directive speech acts, teachers, learning

Introduction

Writing is a language skill used to communicate indirectly, not face-to-face with other people (Setyawan & Nartani, 2015). This is in line with the opinion of Aidah & Purawinangun (2019), who state that writing is a language skill used to communicate indirectly, meaning not face-to-face with other people, but through written media. Writing skills must be possessed by students starting from the lowest level. Without adequate writing skills from an early age, children will experience learning difficulties in the future. One form of writing taught in junior high school is writing various types of texts. Texts themselves can be divided into two broad categories, namely fiction and non-fiction texts. Fiction texts are imaginative and are not always based on reality or facts. On the other hand, non-fiction texts focus on conveying real information or facts. Non-fiction texts are used for educational, informative, or persuasive purposes, where the writer conveys information based on data and facts that can be accounted for.

One type of non-fiction text that students must learn is travel reports. A travel report is a text that presents a description or explanation of a person's experiences while traveling to a place, whether it be a tourist trip, a business trip, or other types of travel. A travel report is a summary of the results of a trip or visit to a place. This report is written based on what was seen and observed during the trip, from departure to return (Ariani & Saragih, 2020). According to Sari et al. (2020), a travel report is a report presented to someone or students that contains information about a person's activities while visiting a place or traveling to a place they visited with the intention of finding out the contents of the travel report.

Travel reports must be based on observations, experiences, and direct observations of the specific places visited by Ariani & Saragih (2020). According to Juhara (2005), travel reports contain the following: 1). Places visited 2). Time of visit 3). Conditions of the places visited 4). Interesting aspects of the visited location 5). How to reach the location 6). Benefits gained from the visit. Meanwhile, according to (Arani & Saragih, 2020), in order for the report to be easily understood by readers, the following points need to be considered: 1). Name of activity, containing the identity of the activity carried out, 2). Rationale, containing the background to the writing of the trip report, 3). Time and location of the trip, containing the time, place, and location of the trip, 4). Purpose of the trip, containing the indicators to be achieved after writing the report, 5). Participants, containing who participated in the trip, 6). Costs and sources of costs, containing the funds and where the funds were obtained, 7). Discussion, containing descriptions and conclusions. This discussion contains important information that you want to convey from the beginning to the end of the trip.

In general, the purpose of a report is to help readers solve problems, improve decision-making skills, and understand how an issue has developed (Diana et al., 2024). A travel report aims to provide a clear picture of the places visited, the activities carried out, and the experiences gained during the trip. A travel report is a type of semi-formal report that is

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systematically organized but does not meet the requirements of a formal report. A travel report consists of various important elements, such as a description of the places visited, the activities carried out, and the impressions and lessons learned during the trip. There are several things that must be considered when writing a travel report, namely: (1) The report must be presented in accordance with the agreed structure; (2) The report must be complete and in accordance with the framework that has been written; and (3) The report must be clear and coherent (Ariani & Saragih, 2020).

However, in the writing process, the quality of the travel reports produced by the students showed significant variation. Some students were able to compose reports with clear structure, good language, and the ability to describe their experiences in detail and in an interesting manner. Meanwhile, other students had difficulty composing reports that complied with the rules of correct language, systematic structure, and the ability to describe their experiences accurately. This phenomenon is interesting to explore further, because in the writing process, each student has different competencies.

This study is not the first to focus on the completeness of student text content. Many previous studies, including those by Karisna (2020), Agustin (2019), Santi (2021), and Rinawati (2020), found that many student news texts were incomplete in terms of news elements, with only five or four elements being included. Meanwhile, Indriani's (2018) research found that the completeness of the descriptive text structure created by students was appropriate and complete, covering three structures. This study has similarities and differences with previous studies. The difference is in the texts analyzed. Karisna's (2020) Agustin (2019), Santi (2021), and Rinawati (2020) studied news texts, while Indriani's (2018) study examined descriptive texts. This study, however, examines the completeness of content in students' field trip reports. The similarity is that this study also examines the completeness of students' text content.

Based on these issues, this study aims to analyze the variations in the competence of students at SMP N 2 Gondangrejo in writing field trip reports in terms of content completeness. This study is expected to contribute to teachers, students, and other researchers in improving the quality of writing field trip reports.

Method

This type of research uses a qualitative descriptive approach. This approach is used to describe and analyze in depth the variations in the competence of students at SMP N 2 Gondangrejo in writing field trip reports in terms of content completeness. The descriptive method is a method of researching the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. The purpose of this descriptive research is to make a systematic, factual, and accurate description, illustration, or depiction of the facts, characteristics, and relationships between the phenomena under investigation. This research was conducted at SMPN 2 Gondangrejo, located in Wonosari, Jatikuwung, Gondangrejo, Karanganyar, Central Java. This study used twenty-four field trip reports from class IX D of SMP N 2 Gondangrejo. The reports were analyzed according to the completeness of the field trip report content, namely: 1). Places visited 2). Time of visit 3). Conditions of the places visited 4). Interesting things found at the places visited 5). How to reach those places 6). Benefits gained from the visit Juhara (2005). The data collection techniques used in this study were documentation and reading techniques. The documentation technique in this study involved collecting student field trip reports as the main data for analysis. The reading technique was carried out by reading all the contents of the field trip reports written by students in class IX D of SMP N 2 Gondangrejo and examining the completeness of the report contents to find variations in students' competence in writing field trip reports. This study used twenty-four reports from students in class IX D of SMP N 2 Gondangrejo.

The analysis technique in this study involved analyzing the data using data reduction, data presentation, and conclusion drawing techniques. Data reduction was carried out by filtering and selecting data to be grouped according to the completeness of the report content. Data presentation was carried out by presenting groups of variations in student report competence reviewed from the completeness of the content that had been grouped. Conclusions were drawn by drawing conclusions about the variation in student competence in writing field trip reports that had been grouped according to content completeness. Data validity in this study used the data source triangulation technique. Data source triangulation was used to explore and analyze information from data sources, namely student field trip report documents.

Results and Discussion

Based on the aspects of completeness of the field trip report according to Juhara (2005), namely: 1). Places visited 2). Time of visit 3). Conditions of the places visited 4). Interesting things found at the places visited 5). How to reach these places 6). Benefits gained from the visit. There are four different groups of completeness of content from the twenty-four field trip reports of students at SMP N 2 Gondangrejo.

A. Field Trip Report that does not contain one aspect

Table 01. Student field trip report that does not contain 1 aspect

No	Aspect of Content Completeness	Description
1.	Places visited	Available
2.	Time of Visit	Not Available
3.	The condition of the locations visited	Available
4.	Interesting things found at the places visited	Available
5.	How to reach those places	Available
6.	The benefits gained from the visit	Available

First, in terms of the places visited, the students mentioned the locations they visited in full. These places included Bedugul, Cocoa Land, Joger Jelek Bali, Tanah Lot, Kuta Beach, Krisna Oleh-oleh, Tanjung Benoa, Pujamandala Museum, Pandawa Beach, Garuda Wisnu Kencana, and the Balinese Barong Dance Attraction. Second, in terms of the timing of the visit, the students did not mention the timing. None of the students explained the day or date of the visit, so the element of timing is not included in the report.

Third, based on the conditions of the locations visited, the students have described the locations in detail. Bedugul is described as a quiet and natural place. Cocoa Land is described as a green, beautiful, and pleasant location. Joger is described as a lively, colorful, and artistic place. Tanah Lot is described as having a natural atmosphere that is calming and refreshing. Kuta Beach is described as having a cool sea breeze and soothing waves that give a comfortable impression. Krisna Oleh-oleh is described as a shop with a distinctive aroma of spices, colorful visuals, and a lively Balinese atmosphere. Tanjung Benoa is described as a naturally beautiful place that provides tranquility. The Pujamandala Museum is described as not only visually appealing, but also providing a deep spiritual experience. Pandawa Beach is described as having fresh air, calm waves, and beauty that soothes the soul. Garuda Wisnu Kencana is described as a spacious, clean, and enjoyable area to explore. The Bali Barong Dance attraction is described as having a distinctive Balinese atmosphere with aromas, sounds, and visuals that reinforce the cultural ambiance.

Fourth, in terms of interesting things to see at the places visited, the students of described interesting things at ten tourist locations, except for the Barong dance attraction. The attractions found were diverse, such as Bedugul, where there is the magnificent Ulun Danu Temple above the lake. At Cocoa Land, visitors can see the chocolate-making process firsthand. Joger has unique products that are full of creativity. Tanah Lot Temple stands in the middle of the sea and is an icon of Bali tourism. Kuta Beach offers a panorama of white sand, blue sea, and surfing activities. Krisna Oleh-oleh sells products that are not only valuable but also have cultural value. Tanjung Benoa has souvenir shops and restaurants that support tourism activities. The Pujamandala Museum has a collection of statues that are educational and religious in value. Pandawa Beach features Pandawa statues along the road leading to the beach. Garuda Wisnu Kencana features a giant statue and cultural performances. The Barong Dance attraction offers traditional performances that are entertaining and rich in cultural meaning.

Fifth, in terms of how to reach tourist attractions, students explained how to reach five tourist locations, namely Cocoa Land, Kuta Beach, Tanjung Benoa, Pandawa Beach, and Garuda Wisnu Kencana. All of these locations were explained to be reached by tourist bus.

Sixth, in terms of the benefits gained from the field trip, the students explained the benefits of the visit in detail. Bedugul provided emotional benefits in the form of tranquility and natural beauty. Cocoa Land provided knowledge about chocolate processing and a sense of togetherness. Joger provided entertainment and an understanding of local culture. Tanah Lot provided tranquility and spiritual meaning. Kuta Beach provided recreational experiences and a sense of togetherness. Krisna Oleh-oleh provides happiness and pride in local culture. Tanjung Benoa provides relaxation and entertainment. The Pujamandala Museum provides a religious experience and cultural understanding. Pandawa Beach provides a sense of gratitude and togetherness. Garuda Wisnu Kencana provides pride in national culture. The Balinese Barong dance provides an appreciation of traditional performing arts and local culture.

B. Field Trip Report that does not contain three aspects

Table 02. Student field trip report that does not contain 3 aspect

No	Aspect of Content Completeness	Description
1.	Places visited	Available
2.	Time of Visit	Not Available

3.	The condition of the locations visited	Available
4.	Interesting things found at the places visited	Available
5.	How to reach those places	Not Available
6.	The benefits gained from the visit	Not Available

First, looking at the places visited, the students have mentioned the locations they visited. These places include Bedugul, Cocoa Land, Joger Jelek Bali, Tanah Lot, Kuta Beach, Krisna Oleh-oleh, Tanjung Benoa, Pujamandala Museum, Pandawa Beach, Garuda Wisnu Kencana, and the Balinese Barong Dance Attraction.

Secondly, in terms of the timing of the visit, the students did not mention when it took place. None of the students explained the day or date of the visit, so the timing element is not included in the report. Third, based on the locations visited, the students described three locations, namely Bedugul, Kuta Beach, and Pandawa Beach. Bedugul is described as a cool mountainous area with an altitude of 1,200 meters above sea level. Kuta Beach is described as having a magnificent Balinese gate, soft sand, and a long coastline. Pandawa Beach depicts large cliffs and statues of Pandawa figures that highlight cultural values.

Fourth, based on the interesting aspects of the places visited, students from explained the interesting aspects of ten tourist locations, except for the Barong dance attraction. The attractions found were diverse, such as Bedugul, which has the magnificent Ulun Danu Bratan Temple in the middle of the lake. Cocoa Land offers an educational experience in the chocolate-making process. Joger provides a unique shopping experience through its layout and distinctive product designs. Tanah Lot has spiritual value through its sacred temple on a sea cliff. Kuta Beach has a beautiful panorama and Mandalika Hill as an additional attraction. Krisna Oleh-oleh offers a variety of local products and Balinese handicrafts. Tanjung Benoa offers a variety of water activities. The Pujamandala Museum shows the values of tolerance and harmony between religious communities with five houses of worship in one area. Pandawa Beach is hidden behind hills and features iconic Pandawa statues. Garuda Wisnu Kencana showcases cultural and artistic values through its large statues and surrounding art facilities.

Fifth, in terms of how to reach the tourist attractions, the students did not explain how to reach the locations. The students did not mention the means of transportation used to reach the eleven tourist attractions in the report. Sixth, in terms of the benefits gained from the tour, the students did not explain the benefits of the visit. The students did not explain what benefits were gained from the tour. The report focused more on describing the places and interesting things at each location without mentioning the students' personal experiences regarding the benefits they felt from the tour.

C. Field Trip Report that does not contain four aspects

Table 03. Student field trip report that does not contain 4 aspect

No	Aspect of Content Completeness	Description
1.	Places visited	Available
2.	Time of Visit	Not Available
3.	The condition of the locations visited	Available
4.	Interesting things found at the places visited	Not Available
5.	How to reach those places	Not Available
6.	The benefits gained from the visit	Not Available

First, looking at the places visited, the students have mentioned the locations they visited. These places include Bedugul, Cocoa Land, Joger Jelek Bali, Tanah Lot, Kuta Beach, Krisna Oleh-oleh, Tanjung Benoa, Pujamandala Museum, Pandawa Beach, Garuda Wisnu Kencana, and the Balinese Barong Dance Attraction.

Secondly, in terms of the timing of the visit, the students did not mention when it took place. None of the students explained the day or date of the visit, so the timing element is not included in the report. Third, in terms of the locations visited, the students explained the conditions of the locations they visited. Bedugul was described as a tourist area with lakes and mountains located in the middle of the island. Tanah Lot was described as having two temples located on top of a large rock. Tanjung Benoa has two seas, so it has many beach options. Pandawa Beach is located behind the hills and is often called the secret beach.

Fourth, in terms of interesting aspects of the places visited, the students did not describe anything interesting about the locations they visited. Fifth, in terms of how to reach the tourist attractions, the students did not describe how to reach the tourist locations. The students did not mention the means of transportation used to reach the eleven tourist locations in their reports. Sixth, in terms of the benefits gained from the field trip, the students did not describe the benefits of the visit. The students did not describe what benefits they gained from the field trip.

D. Field Trip Report that does not contain five aspects

Table 03. Student field trip report that does not contain 5 aspect

No	Aspect of Content Completeness	Description
1.	Places visited	Available
2.	Time of Visit	Not Available
3.	The condition of the locations visited	Not Available
4.	Interesting things found at the places visited	Not Available
5.	How to reach those places	Not Available
6.	The benefits gained from the visit	Not Available

First, looking at the places visited, the students have mentioned the locations they visited. These places include Bedugul, Cocoa Land, Joger Jelek Bali, Tanah Lot, Kuta Beach, Krisna Oleh-oleh, Tanjung Benoa, Pujamandala Museum, Pandawa Beach, Garuda Wisnu Kencana, and the Balinese Barong Dance Attraction.

Second, in terms of the time of the visit, the students did not mention when it took place. None of the students explained the day or date of the visit, so the element of time was not included in the report. Third, in terms of the condition of the location visited, the students did not explain the condition of the location visited. They only focused on the address of the location without explaining its condition.

Fourth, in terms of interesting aspects of the places visited, the students did not describe anything interesting about the locations they visited. Fifth, in terms of how to reach the tourist attractions, the students did not describe how to reach the tourist locations. The students did not mention the means of transportation used to reach the eleven tourist locations in their reports. Sixth, in terms of the benefits gained from the field trip, the students did not describe the benefits of the visit. The students did not describe what benefits they gained from the field trip.

Based on the completeness of the report content, it can be concluded that students of SMP N 2 Gondangrejo still need guidance in writing field trip reports. This can be proven by the incomplete content of the students' field trip reports. The field trip reports of students at SMP N 2 Gondangrejo can be categorized as follows: 1) incomplete due to one aspect missing, (2) incomplete due to three aspects missing, (3) incomplete due to four aspects missing, and (4) incomplete due to five aspects missing.

The results of this study are relevant to Karisna's (2020) study, which found that students were unable to write news texts perfectly, especially the elements of news completeness consisting of 5W+1H. The results of this study are in line with the research of Santi et al. (2021), Sidiq et al. (2022), Listikal & Tamsin (2023), and Prayoga et al. (2024). The studies by Karisna (2020), Santi et al. (2021), Sidiq et al. (2022), Listikal & Tamsin (2023), and Prayoga et al. (2024) have differences and similarities with this study. The differences lie in the texts analyzed, as the studies by Karisna (2020), Santi et al. (2021), Sidiq et al. (2022), Listikal & Tamsin (2023), and Prayoga et al. (2024) analyze news texts, while this study analyzes field trip reports. The similarities are that the studies by Karisna (2020), Santi et al. (2021), Listikal & Tamsin (2023), and Prayoga et al. (2024) all analyze the completeness of junior high school/Mts students' writing.

The study by Eliza et al. (2021) found that Nadiem Makarim's biographical text contained a complete biographical text structure. The results of this study are in line with the study by Diana et al. (2024), which found that students were able to write travel reports using the correct structure and language. Furthermore, the research by Pakekong et al. (2023) found that students were able to write news articles that included complete news text, sequence of presentation, use of sentences, use of vocabulary, selection of titles, and determination of spelling in news texts. The results of this study are in line with the results of Oktaviani's (2023) study, which found that the suitability of students' text structure in writing reports can be categorized as sufficient. Furthermore, Rosmayanti et al.'s (2021) study also found that students were able to produce complete expository texts in terms of expository text structure. Pratiwi's (2018) research stated that eighth-grade students at SMP Negeri 1 Torue were not yet able to write news texts. Winarty et al.'s (2021) research also found that all opinions in the May 2020 edition of the *Serambi Indonesia* daily newspaper were expository texts with complete and intact text structures. The above studies have similarities and differences with this study. The difference is in the text analyzed. Eliza et al. (2021) analyzed biographical texts, Pakekong et al. (2023) and Pratiwi (2018) analyzed news texts, Rosmayanti et al. (2021) and Winarty et al. (2021) analyzed expository texts, while this study analyzed field trip reports. Pakekong et al. (2023) analyzed six aspects, and Oktaviani (2023) analyzed two aspects, while this study only focused on content completeness. The similarity between the studies by Pakekong et al. (2023), Oktaviani (2023), Rosmayanti et al. (2021) and this study is that they all examine the completeness of junior high school/Mts students' texts.

The study by Jultia et al. (2019) found that students were unable to complete or structure expository texts in the form of theses, series of arguments, and reaffirmation of opinions. The study by Jultia et al. has differences and similarities with this study. The difference is that in the text analyzed, Jultia et al.'s study analyzed expository texts, while this study analyzed field trip reports. Jultia et al.'s study analyzed nine aspects, while this study only focused on content completeness. The similarity is that Silvia et al.'s study and this study both examined the completeness of junior high school/Mts students' texts.

The study by Hairunisa et al. (2022) found that in writing explanatory texts, there are still some students who lack understanding of several aspects of writing explanatory texts. There are students who still lack understanding of the content aspect (factual and informative), and there are also students who write explanatory texts based on the accuracy and completeness of the explanatory text structure that are not accurate and complete. The study by Hairunisa et al. has differences and similarities with this study. The difference is that in the text analyzed, the study by Hairunisa et al. analyzed explanatory texts, while this study analyzed field trip reports. Oktaviani's research analyzed the selection of titles, content, organization, and writing, while this study only focused on the completeness of the content. The similarity is that Hairunisa et al.'s research and this study both examined the completeness of junior high school/Mts students' texts.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the ability of students at SMP N 2 Gondangrejo in writing field trip reports still requires guidance. This is because all of the students' field trip reports did not meet the requirements for a complete field trip report. The field trip reports of students at SMP N 2 Gondangrejo can be grouped into: (1) incomplete because one aspect is missing, namely the time of the visit, (2) incomplete because three aspects are missing, namely the time of the visit, how to reach the location, and the benefits gained from the visit, (3) incomplete because there are four aspects missing, namely the time of the visit, interesting things found at the place visited, how to get to the place, and the benefits gained from the visit, and (4) incomplete because there are five aspects missing, namely the time of the visit, the condition of the place visited, interesting things found at the place visited, how to get to the place, and the benefits gained from the visit.

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