

THE EFFECTIVENESS OF USING QUIZIZZ IN TEACHING NARRATIVE TEXT AT THE EIGHT GRADE STUDENT OF SMP N 1 COMAL IN ACADEMIC YEAR 2023/2024

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Abstract

This research was motivated by the large number of students who got grades under KKM or not yet completed as well as teachers who apply methods and a monotonous or less varied learning approach. Formulation of the problem in this research is whether there is an effect of implementing the Quizizz Application on learning outcomes in students' narrative text material SMP N 1 Comal? In this regard, the aim of this research is to find out whether there is an influence in implementing the Quizizz application on the learning outcomes of narrative text material for students at SMP N 1 Comal. This study uses a quantitative approach. Design used in this research is Two Groups Pretest- Posttest Design. Population in this research is class VIII students of SMP N 1 Comal. This research aims to determine the effectiveness of the Quizizz application on English Narrative Text material in improving the learning outcomes of students who have not previously reached the Minimum Completeness Criteria (KKM). The development model used in this research is the DDD-E model with the research subjects being 32 students in class VIII A and 32 students in class VIII B at SMP N 1 Comal. The data analysis used was the T-test which showed that the results of $t_{count} < t_{table}$ were $-2.421 < 1.66940$, these results showed that there was a significant difference in students' scores before and after using the Quizizz application. Apart from that, the effectiveness of using Quizizz is also shown by the difference in the average student score from 44.53 to 87.19. So, it can be concluded that using the Quizizz application in Narrative Text material can increase students' grades.

Keywords: Quizizz, Narrative Text

a. Introduction

Learning is an integral part of the educational process which aims to improve students' understanding and skills in subject matter. In the context of English learning, teaching narrative texts is an important aspect to develop, because narrative texts have a significant role in enriching vocabulary, sentence structure and understanding of cultural context. However, the challenge that is often faced in teaching narrative texts is creating interesting and effective learning methods for students.

One innovation in learning is the use of technology, where the Quizizz application is a tool that can be used to increase student interaction and involvement in learning. With Quizizz, it is hoped that students can learn in a more fun and interactive way, so that they can improve their understanding of the subject matter. In this context, this research aims to explore the effectiveness of using Quizizz in teaching narrative texts to eighth grade students. By conducting this research, it is hoped that empirical evidence can be found that supports the use of Quizizz as an effective learning method in increasing students' understanding of narrative texts. Apart from that, it is also hoped that this research can make a positive contribution in developing innovative and interesting learning methods for students.

b. Literature Review

The Effectiveness

Effectiveness stems from the term "effective," indicating the ability to produce an impact or result. It refers to the degree of success attained by a specific action. In educational contexts, this action typically pertains to the utilization of teaching approaches, methods, or strategies. Therefore, the greater the success achieved, the more effective the learning activity is considered to be.

EkaNurAnisa (2013: 5), the effectiveness of learning is determined by the alignment between the intended goals and the actual outcomes of a lesson. The attainment of comprehensive learning outcomes indicates the successful achievement of planned learning objectives, thereby signifying the effectiveness of the learning process. The same thing was expressed by Daryanto (2013: 57) that effectiveness is the level of achievement in learning objectives. The level of accomplishment serves as a benchmark that students must reach during the learning process. Achievement of learning objectives may involve enhancing knowledge, skills, and competencies. Understanding the effectiveness of a lesson is crucial as it offers insights into the degree to which learning goals are met. Hence, innovative learning activities are essential to support students' comprehension and facilitate their achievement of learning objectives by aiding them in grasping the concepts presented by the teacher.

Hamruni (2012: 23) highlights that effective learning is not solely determined by outcomes but also by the learning process itself. He identifies key principles of effective learning, such as goal orientation, active engagement

in activities, consideration of individual needs, and maintaining integrity throughout the learning process.

a) Goal-oriented

It is evident that effective learning is characterized by being oriented toward specific goals. All teacher and student activities are carried out to achieve good learning objectives.

b) Activities

Learning is not interpreted as transferring knowledge from teacher to student or memorizing information in learning resources. Learning is an activity for students so that they gain learning experience and knowledge. Learning experience will make learning meaningful because students experience the process themselves through the activities carried out.

c) Individuality

Effective learning is learning that is comprehensive and can be easily accepted by all students. However, in essence the goal achieved is a change in the behavior and mindset of each student.

d) Integrity

Teaching does not only focus on cognitive abilities. Effective learning will involve and develop all aspects, namely cognitive, affective, and psychomotor. Based on the description above, effective learning requires a classroom atmosphere that is designed in such a way that students can interact with one another. Therefore, it can be concluded that learning is said to be effective if it has achieved the goals set by going through a learning process that focuses on student activities. The purpose of this study was seen from the results of the test of creative thinking ability with learning completeness using the minimum completeness criterion of 75 in accordance with criteria set by the school.

Learning Process

Learning is a process of student interaction with education and resources learning a learning environment. Learning is a great help given by educators so that the process of acquiring knowledge and knowledge can occur, mastery of skills and character, as well as the formation of attitudes and beliefs in student. In other words, learning is a process to help students to can study well. Learning is a complex activity. Learning on In essence, Teaching is not merely about conveying information but also entails professional activities that require teachers to employ fundamental skills in teaching and create effective learning environments (Mashudi, Toha et al., 2007: 3). Therefore, teachers need to establish a conducive atmosphere for learning and employ strategies that captivate students' interest. The quality of learning heavily relies on the creativity and motivation of teachers. Learning with high motivation, supported by effective teaching practices, leads to successful attainment of learning objectives. Changes in students' attitudes and abilities throughout the learning process serve as indicators of achieving learning targets. Well-designed learning experiences, coupled with adequate resources and teacher creativity, facilitate students in reaching their learning objectives.20 Trianto (2010:17) says "Learning is an aspect of activity" complex human beings, which cannot be fully explained". Learning can simply be interpreted as a product of interaction continuity between

development and life experience. Learning in a complex sense is the conscious effort of a teacher to teach their students (directing student interaction with resources) other learning) in order to achieve the expected goals. Hardini and Puspitasari (2012:10). "Learning is an activity that deliberately to modify various conditions that are directed to the achievement of a goal, namely the achievement of curriculum goals.

Humans are inherently social and cultural beings. As stated by Purwanto (2007: 84), "Learning holds immense significance in human life. It is a prolonged process for humans, starting from childhood until adulthood." Humans continuously engage in learning activities regardless of time and place. Effective learning occurs when students actively participate under the guidance of engaged teachers. One method to activate students in learning is by implementing effective teaching and learning strategies. Therefore, employing teaching strategies within a group setting tends to yield greater success in facilitating learning. As a basis for elaborating on what is meant by learning, First, some definitions will be stated as follows:

Hilgard and Bower (Purwanto, 2007:84), suggest: Learning related to changes in someone's behavior towards something a certain situation caused by repeated experiences in that situation, where the change in behavior cannot be explained or on the basis of a person's innate response tendencies, maturation, or state of affairs (e.g. drug exhaustion, and etc).

Gagne, (Purwanto, 2007:84), states that: Learning occurs when a Stimulus situations together with memory content affect students in such a way such that his actions (performance) change from the previous time he experienced the situation to the time after he experienced the situation earlier.

Morgan, Purwanto (2007:84), suggests: "Learning is a relatively permanent change in behavior that occurs as a result of a result of practice or experience". Sardiman (2011:21)." Learning is a series of physical and mental activities towards the full development of the human person, which means concerning the elements of creativity, taste and intention, the cognitive, affective and psychomotor".

Based on the aforementioned definitions, it can be affirmed that several key components delineate the concept of learning, including:

- a. Learning involves alterations in behavior, which can result in improved or deteriorated behavioral patterns.
- b. Learning encompasses changes brought about by practice or experiential training, excluding changes stemming from natural growth or maturation, such as those observed in infants.
- c. For a change to be classified as learning, it must demonstrate a relatively consistent pattern over an extended period. Although determining the exact duration of this period is challenging, the change should persist over a period potentially spanning days, months, or even years. This requirement excludes transient alterations in behavior resulting from factors like motivation, fatigue, adaptation, attentiveness, or sensitivity, which are typically short-lived.
- d. Learning-induced behavioral changes encompass a diverse array of facets within an individual's personality, spanning both physical and psychological

realms. These changes may manifest as alterations in comprehension, problem-solving/thinking capabilities, skills, abilities, habits, or attitudes.

Based on the description above, it can be concluded that learning is a truly internal process. Since learning is an internal process, it is not readily observable; it transpires within the individual who is undergoing the learning experience. While the factors that are very closely related relationship with the learning process is maturity, adjustment/adaptation, memorizing/remembering, thinking, and practicing. The factors that influence learning according to Purwanto (2007:102), can be divided into two groups, namely as follows:

- a. Factors that exist in the organism itself are called individual factors.
- b. Factors that exist outside the individual, among others, maturity/growth factors, intelligence, training, motivation, and personal factors.

Quizizz

Learning media according to Surayya is a tool that is able to assist the teaching and learning process and functions to clarify the meaning of the message or information conveyed, so that it can achieve the learning objectives that have been planned. Quizizz is an adaptable educational gaming application primarily focused on narrative content. In addition to serving as a tool for content delivery, Quizizz doubles as an engaging and enjoyable assessment platform for learning [5].

Quizizz learning media is a formative assessment tool in the form of a multiplayer web that functions on all devices (computers, smartphones, tablets) in various operating systems. Quizizz learning media is considered fun because it uses creative elements such as memes, games, avatars in the teaching and learning process, this makes students interested and enthusiastic. According to Zhao Purba, Quizizz is an educational application based on gaming principles, introducing multiplayer activities into classroom settings to make learning exercises interactive and enjoyable [6]. With Quizizz, students can engage in classroom exercises using their electronic devices. What sets Quizizz apart from other educational applications is its incorporation of gaming elements such as avatars, themes, memes, and music, which add entertainment value to the learning process.

According to Suharsonoquiziz can display the work results of each quiz participant in detail, Quizizz is accessible online and can be downloaded in the form of an Excel file. It facilitates student competition, thereby fostering motivation for learning. Students participate in quizzes simultaneously during class, viewing their real-time rankings on the leaderboard. Instructors can oversee the process and download reports after quizzes to assess student performance. Utilizing this application aids in generating interest and enhancing student focus [7].

The media that we know is everything that is used to deliver messages from the source (is the teacher) to the recipient of the message (is students). The definition of media becomes broader, because it includes anything that is used to mediate student learning, the notion of learning media can be briefly stated as something (can be a tool, material or material) that is used as an intermediary for communication in learning activities. So, there are three

concepts that underlie the limitations of learning media, namely: the concept of communication, the concept of the system and the learning concept of Punaji Setyosari.

a. Quizizz Goals

According to Pujiasih, the purpose of Quizizz learning media is to make learning varied, not monotonous, not boring, create new experiences, be fun and make students experiment, finding and interacting with their environment, Quizizz is used to determine achievement and evaluate students' abilities in understanding the material that has been delivered by the teacher [8].

One of the goals of interesting and interactive learning media that prioritizes collaboration, communication, and can lead to interaction between students is through games which have the characteristics of creating motivation in learning, namely fantasies, challenges and curiosity [9].

The purpose of learning media games or games are all contests that lead to interactions with one another and players by following the rules that have been set in achieving a goal.

b. The Benefits of Quizizz

The utilization of the Quizizz application is envisioned as an alternative learning tool that emphasizes students' creativity, time management, and self-assessment. Achieving effectiveness in using the Quizizz application as a learning medium hinges on teachers' attentiveness to students' individual needs, shortcomings, and diversities. In addition, it is also used as an evaluation to measure student understanding as long as students get material that has been taught by learning media that uses the educational game Quizizz based. use it as a learning evaluation medium. learning activities in class can be boring activities for students if learning evaluations are carried out with text and also read by the teacher, teachers can use evaluation media by utilizing a variety of learning media to make it more interesting for students [6].

Utilizing Quizizz as a learning medium represents one of the endeavors aimed at addressing the challenges associated with traditional learning media in Indonesia, particularly in integrating technology-based education with computer-based learning approaches. Indeed, the technology-driven educational model holds strategic significance. Therefore, the utilization of the Quizizz application, particularly for high school students, presents a formulated approach to problem-solving efforts in education. High school students who are growing in emotional processing can sometimes slow down the brain's performance processes, when teaching and learning activities are taking place. In an endeavor to foster a more dynamic learning environment, incorporating the Quizizz application can be a valuable initiative without compromising the essence of the delivered material. The interactive nature of Quizizz games can effectively boost student motivation and enhance learning outcomes [11].

c. Quizizz Function

According to Arsyad, learning media, as outlined by Levie & Lentz, serves four primary functions [12]:

1) Attentional function

The function of visual media is the core, which is to attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning that is displayed or accompanies the text of the subject matter. Often at the beginning of the lesson students are not interested in the subject matter or the subject is one of the subjects they don't like so they don't pay attention.

2) Affective function

The affective function of visual media can be seen from the level of enjoyment of students when learning (or reading) pictorial texts. Images or visual symbols can evoke students' emotions and attitudes, for example, information concerning social or racial issues

3) Cognitive function

Research findings demonstrate that visual media serve a cognitive function by aiding in comprehension and retention of information or messages depicted through visual symbols or images.

4) Compensatory Function

Research outcomes indicate that learning media fulfill a compensatory function, particularly evident in visual media providing contextual information for text comprehension. Such media assist students with reading difficulties in organizing and recalling textual information. In essence, learning media accommodate students who struggle with comprehending and assimilating lesson content presented in written or verbal formats.

5) Quizizz Advantage

Quizizz learning media is presented in the form of interactive multimedia. It offers various advantages as assessment materials, providing data and statistics on student performance that can be utilized for subsequent learning evaluations. Additionally, Quizizz serves as a platform for home-based learning, offering opportunities for students to engage in virtual classroom activities and complete assignments (homework). Moreover, Quizizz combines learning with play, fostering positive motivation through creative, innovative, challenging, and enjoyable gaming experiences.

Citra and Rosy explained that Quizizz has the advantage that the questions presented have a time limit, in this case students are taught to think precisely and quickly in working on existing questions. Another advantage of Quizizz is that the answers to the existing questions will be displayed in color and pictures and seen on the teacher's computer (as an operator) and on the student's device they will change automatically according to the order in which the questions are presented.

Noor said using Quizizz was very easy. This interactive quiz has up to 4- 5 answer choices including the correct answer. Furthermore, users have the option to incorporate an image into the background of the question and customize the question settings according to their preferences. Upon completion, the quiz can be disseminated to students by utilizing the generated 6-digit code. Quizizz can be used as a good and fun learning strategy without losing the essence of ongoing learning. Even this strategy can involve active student participation from the start.

Aini said that Quizizz as a tool for assessing learning outcomes has advantages, namely:

- 1) Quizizz as a medium that is fun, challenging, interactive, enhances the creativity of educators.
- 2) Improving student competence.
- 3) The competence of educators in the use of learning media is sharpened.
- 4) Effective.
- 5) There are data and statistics on student performance.
- 6) Online based.
- 7) Growing positive motivation for students' learning desires.
- 8) Interesting Quizizz display.
- 9) Accommodating learning from various subjects and levels
- 10) There is a ranking system in Quizizz
- 11) The questions presented in the Quizizz media have a time limit, students are taught to think properly and quickly in working on the questions in the Quizizz media.

Narrative Text

Percy in Permana and Zuhri (2013: 2) states that narrative is a type of essay that tells a story or a series of events in which a fictional or unreal story takes place. The goal is to give meaning to an event or series of events by telling stories. Meanwhile, Gerrot and Wignel (1994: 204) argue that narrative is related to the actions of problematic characters or events that lead to a crisis or turning point, which in turn finds a solution. In addition, Keraf (1989: 136) states that narrative is a form of composition that has the main goal of activities that are tied into an event that occurs at a certain time. According to Anderson, narrative is a piece of text, telling a story and, in doing so, entertaining or informing the reader or listener. (Anderson & Anderson, 1998). From the statement above it can be interpreted that narrative text is writing that usually comes from the past or the past which is then developed into a story.

It can be concluded that narrative text is a text that contains stories arranged chronologically or in an orderly manner. so readers can enjoy it. The author arranges it as attractive as possible which aims to give an interesting impression to the reader and provide entertainment for the reader.

a. Social function

Social function of narrative text is to amuse the readers with actual or imaginary experience in different ways.

- 1) To entertain the readers
- 2) To impart ethical principles.
- 3) To alter public perception.

b. Generic structure

- 1) Orientation: it is about the opening paragraph where the characters of the story are introduced, such as the introduction of the setting of the time, place and characters
- 2) Complication: Complication is conflicts that arise in the story
- 3) Resolution: Resolution is where the problems in the story is solved
- 4) Coda: Coda is that provides a comment or moral based on what has been learned from the story.

c. Language Features of Narrative text

The language features of narrative text are:

- 1) Nouns that identify specific characters and place in the story
 - 2) Adjective that provide accurate descriptions of the characters and settings Resolution Re-orientation
 - 3) Verbs that show the actions that occur in the story
 - 4) Time words that connect events to tell when they occur; the use of simple past
 - 5) Tense and past continuous tense.
- d. Kinds of Narrative text
- 1) Fairy Tale it's about fiction stories that are commonly known by people
 - 2) Legend tells about the origin of an area or event that has historical value such as Tangkuban Perai, Roro Jonggrang, Danau Toba
 - 3) Fable this story is about animals
- Mythe Stories that have become people's beliefs and affect the lives of the people around them. Example Nyai Roro Kidul

c. Metode

To address the research questions on the effectiveness of using Quizizz in teaching narrative text to eighth-grade students, the following research methods can be employed:

Research Design

1. Experimental Design: Conduct a quasi-experimental study where one group receives traditional teaching methods, and the other group receives narrative text instruction using Quizizz.
2. Pre-test and Post-test: Administer pre-tests and post-tests to both groups to measure the effectiveness of Quizizz in improving students' understanding of narrative text.

Participants

1. Sample Selection: Randomly select a group of eighth-grade students from SMP N 1 Comal to participate in the study.
2. Informed Consent: Obtain consent from the school, parents, and students to participate in the research.

Intervention

1. Quizizz Implementation: Integrate Quizizz as a supplementary tool in teaching narrative text. Create engaging quizzes that cover the social function, text structure, and language elements of narrative text.
2. Training: Provide training to teachers on how to effectively use Quizizz in the classroom.

Data Collection

1. Observations: Observe students' engagement and participation during Quizizz sessions.
2. Surveys/Questionnaires: Administer surveys to students to gather feedback on their experience with Quizizz.
3. Assessment: Evaluate students' performance in pre-tests, post-tests, and quizzes to measure learning outcomes.

Data Analysis

1. **Quantitative Analysis:** Use statistical tools to analyze the pre-test and post-test scores to determine the impact of Quizizz on students' understanding of narrative text.
2. **Qualitative Analysis:** Analyze survey responses and observations to gain insights into students' perceptions and experiences with Quizizz.

Ethical Considerations

1. **Confidentiality:** Ensure the anonymity of participants and protect their personal data.
2. **Informed Consent:** Prior informed consent should be obtained from all participants involved in the study.
By implementing these research methods, the study can provide valuable insights into the effectiveness of using Quizizz in teaching narrative text to eighth-grade students.

d. Findings and Discussion

Research result

- 1) **Improved Learning Outcomes:**
 - a. The use of the Quizizz application in learning narrative texts in classes VIII A and B at SMP N 1 Comal has proven effective in improving student learning outcomes.
 - b. Students' average score increased from 44.53 to 87.19 after using Quizizz.
- 2) **Positive Impact on Learning Motivation:**
 - a. The use of Quizizz not only has a positive impact on learning outcomes, but also on student learning motivation.
Explanation:
 - 1) **Advantages of Using Quizizz:**
 - a. The Quizizz application has advantages in presenting material visually, systematically presenting material, and having practice questions integrated in one application, making it easier for students to understand narrative text material.
 - 2) **Recommendations for Learning Development:**
 - a. Teachers can add elements of challenge and cooperation to the Quizizz game to increase student involvement in learning.
 - b. Grade 8 English teaching modules using the Quizizz game can be an effective and fun learning alternative.
 - 3) **Additional Learning Activities:**
 - a. Teachers can use quiz games and story guessing games to involve students in learning narrative texts.
 - b. English teaching module for class 8 semester 1 about narrative texts can help students understand the social function, text structure and linguistic elements of narrative texts.

Thus, this research shows that the use of Quizizz in learning narrative texts has a positive impact on students' learning outcomes and learning motivation. The included learning development recommendations can also serve as a guide for teachers in increasing the effectiveness of learning narrative texts in class VIII.

e. Conclusion

Based on this explanation, this was proves that the use of Quizizz in Narrative text for class VIII A and B at SMP 1 COMAL able to have a positive impact on students both in terms of learning outcomes and motivation in learning. Based on the results of research and development What has been done can be concluded that the Quizizz application in learning Narrative Text was effective in improving student learning outcomes. This matter shown through the results of the participants' pretest and posttest students in class VIII A and B at SMP N 1 Comal which was originally 44.53 to 87.19. This Quiizz application has Some of the advantages of its presentation include: was from a visual perspective, systematic presentation of material and the presence of practice questions integrated in one application making it easier students in understanding Narrative text material. Thus, the Quizizz App suitable and effective for use in language learning English independently by students. With this research on Narrative Text material, it was hoped that it can be put to good use in learning process inside and outside the classroom independently by students.

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