

# Needs Analysis for the Development of Teaching Materials for Writing Speech Texts in Grade VIII of Junior High Schools/Islamic Junior High Schools

Dinil Arifah<sup>1</sup>

Charlina<sup>2</sup>

Hasnah Faizah<sup>3</sup>

<sup>123</sup>Magister of Indonesian Education, Universitas Riau, Pekanbaru

<sup>1</sup>dinil.arifah6894@grad.unri.ac.id

<sup>2</sup>charlina@lecturer.unri.ac.id

<sup>3</sup>hasnah.faizah@lecturer.unri.ac.id

## Abstract

This study aims to analyze the needs for developing instructional materials for teaching speech text writing to eighth-grade students in junior high schools (SMP/MTs). It focuses on identifying the gaps between existing materials and the actual needs of teachers and students to support effective and contextual speech-writing instruction. A descriptive qualitative method was employed through classroom observation, questionnaires, and document analysis involving Indonesian language teachers and eighth-grade students at MTs Baituddin Petapahan. The findings reveal a significant gap between the availability and the necessity of instructional resources, with 90% of teachers and 78% of students indicating the need for specialized materials, while only 25% of schools provide them. Existing materials were considered inadequate in terms of varied examples, language clarity, step-by-step guidance, and interactive exercises. Moreover, 83% of students reported difficulty understanding the content, and 72% noted insufficient practice opportunities. Although the visual design was rated moderately attractive, the materials lacked contextual relevance and substantive quality. In conclusion, the development of innovative, context-based materials that are visually appealing, structured, and enriched with diverse exercises is urgently required to improve students' speech-writing skills. This study contributes theoretically by enriching the body of research on needs analysis in writing instruction, particularly in the context of speech text writing at the junior high school level, and practically by providing empirical evidence that can serve as a foundation for developing contextual, model-based, and learner-centered teaching materials. Recommendations include creating model-based instructional resources that incorporate local cultural values, authentic examples, and interactive digital media to enhance student engagement and instructional effectiveness.

**Keywords:** *needs analysis, instructional materials, speech text, writing skills, junior high school*

## Introduction

The transition from elementary to junior high school represents a critical developmental stage characterized by significant academic, social, and emotional challenges for students. During this phase, students must adapt to a more complex, subject-based learning system that demands higher cognitive skills. Socially, they begin forming independent identities, with peer influence playing an increasingly important role in shaping attitudes and behaviors (Harris & Nowland, 2021). The root of the problem addressed in this research lies in students' limited ability to cope with these increased

cognitive demands, particularly in writing activities such as speech text writing, due to the absence of instructional materials that are developmentally appropriate, contextual, and supportive of their transitional learning needs. These adjustments often impact students self-confidence, motivation, and interpersonal relationships, which in turn affect their academic performance.

One of the most notable adjustments in junior high school is the shift from an integrated elementary curriculum to a subject-specific one. This transition requires students to master more advanced skills, particularly in writing, which involves higher-order thinking. In the Indonesian language curriculum, writing speech texts is an essential competency because it trains students to organize ideas coherently, select precise diction, and communicate persuasively. Mastery of speech writing not only supports academic achievement but also equips students with formal communication skills for real-world contexts (Arifah & Charlina, 2025).

Writing is a fundamental language skill that facilitates indirect communication without face-to-face interaction. Tarigan, (2008) asserts that writing enables individuals to express ideas, emotions, and information to readers through written media in the absence of physical presence. This process requires more than the ability to produce grammatically accurate words and sentences; it also demands an understanding of communicative purpose, context, and audience characteristics. Consequently, writers must ensure clarity, coherence, and accuracy to convey the intended message effectively.

Hyland (2022) conceptualizes writing as both a social and cognitive activity that develops within a specific cultural context. Writing is not merely an individual cognitive process for expressing ideas but also a social practice influenced by interactions, cultural values, and norms within a discourse community. Every written text exists within a social system governed by conventions and structures that shape how writers organize and present ideas.

Based on these perspectives, writing is a complex process that integrates critical thinking, linguistic competence, and socio-cultural awareness to produce meaningful and communicative texts. Therefore, writing skills should not be viewed merely as technical abilities to arrange words, but rather as productive competencies requiring sensitivity to communicative purpose, audience expectations, and social norms to ensure effectiveness and relevance.

An example of this complexity in Indonesian language education is the writing of speech texts. Tarigan (2008) defines a speech text as a form of oral discourse prepared in a structured and deliberate manner to express ideas, opinions, or emotions directly to an audience. As a communicative act, a speech has a clear structure and purpose, which can influence cognitive, emotional, and even behavioral responses from its listeners. A speech is not merely a tool for delivering information but also an instrument for shaping opinions, evoking emotions, and inspiring action. Its success depends on content quality, rhetorical strategies, and the ability to establish an emotional connection with the audience. Consequently, mastering speech composition is an essential competency in public communication, education, and leadership.

Similarly, Anugari, Azizah, & Putriyani (2024) describe a speech text as a form of oral communication initially composed in written form with the intention of delivering messages persuasively, logically, or informatively. A speech text is typically structured into an introduction, body, and conclusion, organized in a coherent manner. Furthermore, the language used in a speech text should align with its communicative purpose and context, including the selection of persuasive vocabulary, effective sentence structures, and a style appropriate to the target audience. With proper planning, a speech text serves

as a powerful medium for transmitting ideas and fostering an emotional connection with listeners. Based on these perspectives, a speech text can be defined as a discourse composed in written form for oral delivery to an audience, aimed at systematically and convincingly presenting ideas, opinions, or information. This genre functions not only as a medium for message delivery but also as a persuasive tool that integrates logic, emotion, and audience awareness to foster understanding, influence attitudes, and motivate action.

Speech writing is considered a complex task as it requires students to present ideas logically, structurally, and persuasively. According to Syakroni, Kuntarto, & Kusmana (2022), writing speech texts develops students critical literacy and analytical thinking by encouraging them to construct coherent arguments and organize ideas effectively. This process requires not only linguistic proficiency but also creativity to produce engaging content. Therefore, instructional practices must address these multiple dimensions to ensure students achieve the expected competencies.

However, classroom observations indicate that many students encounter difficulties in writing speech texts. Common problems include the inability to identify and apply the text structure are introduction, body, and conclusion in a systematic way. Weak structural mastery results in disorganized writing that lacks clarity and persuasive power (Syakroni et al., 2022). Additionally, students often struggle to generate original ideas and present them creatively, leading to rigid and less engaging speeches.

A primary factor contributing to these challenges is the lack of contextual and engaging teaching materials. Many existing resources are generic and fail to reflect students real-life experiences or local contexts, which reduces motivation and relevance (Widodo, 2023). When students cannot relate to the topics provided, their sense of ownership over the writing process diminishes. This underscores the need for developing teaching materials that are meaningful and connected to students everyday realities. However, although this issue has been widely discussed, most existing studies have not specifically examined the instructional needs related to speech text writing at the junior high school level, particularly in relation to students' developmental characteristics and contextual learning needs.

Previous studies have identified similar problems in writing instruction across grade levels, but they largely focus on different genres and educational contexts. Research by Gusman, Apriliya, & Mulyadiprana (2021) examined poetry writing materials in elementary schools, while Yulianingsih, Fahrurrozzi, & Utami (2023) focused on descriptive text writing using thematic textbooks. Although these studies emphasize the importance of interactive, model-based, and contextual teaching materials, they do not provide empirical evidence specifically addressing the needs analysis of speech text writing instruction for junior high school students. This gap indicates the need for research that systematically explores teachers' and students' needs in developing effective and contextually relevant materials for speech text writing at the SMP/MTs level.

Similarly, Masrura, Rustam, & Suryani (2023) observed that junior high school teachers rely heavily on standard textbooks, which are often considered monotonous and irrelevant, i.e., the provided example texts are usually taken from fairy tales rather than local or real-life contexts, resulting in low student engagement, and therefore teachers recommend integrating local cultural values to make learning more meaningful and contextual. These findings suggest that improving the quality of teaching materials is a common concern across educational levels and writing teaching contexts.

Despite these valuable insights, a clear research gap remains. Most existing studies on writing instruction have focused on different genres, such as poetry or descriptive texts, or on elementary school settings, while empirical studies that specifically examine

the needs analysis for speech text writing at the junior high school (SMP/MTs) level are still limited. In addition, only a small number of studies have explored contextual and motivational factors that influence students' ability to write speech texts, even though this genre requires distinctive structural, rhetorical, and persuasive skills.

The novelty of this study lies in its specific and systematic focus on conducting a needs analysis for speech text writing instruction at the SMP/MTs level by integrating both teachers' and students' perspectives. Based on this gap, the present study aims to analyze the needs for developing teaching materials for writing speech texts for eighth-grade students in junior high schools and Islamic junior high schools (SMP/MTs), with an emphasis on identifying deficiencies in existing materials and determining the essential elements of contextual, engaging, and student-centered resources. Through this approach, the study seeks to provide an empirical foundation for developing innovative teaching materials that support active learning and enhance students' speech-writing competence, thereby contributing to more effective Indonesian language instruction.

## Method

This study employed a descriptive qualitative design using a needs analysis approach to explore in depth teachers and students' needs, perceptions, and experiences regarding the development of teaching materials for writing speech texts. This methodological approach is particularly suited for examining complex phenomena within authentic learning contexts, offering a holistic perspective rather than simply quantifying variables (Sugiyono, 2021).

The research was conducted at Baituddin Petapahan Islamic Junior High School, characterized by a socially and culturally diverse student population. Participants were chosen using purposive sampling based on specific inclusion criteria:

1. Teachers: Indonesian language educators with at least two years of teaching experience, particularly those who have taught speech writing.
2. Students: Eighth graders who had received instruction in writing speech texts and voluntarily consented to participate (Maisarah & Nirwanto, 2024).

To facilitate clarity and reproducibility, the study utilized three main instruments, each underpinned by well-defined aspects and indicators:

1. Observation Sheet

*Aspects/Indicators:* Student engagement, structural application (identification and use of introduction, body, conclusion), idea originality, and creativity during writing tasks (inspired by thematic analysis frameworks for observation data) (Rusandi R., 2021).

2. Questionnaire

Implemented to capture participants perceptions and challenges.

- a. For Teachers: The items measured the need for teaching materials, their availability and quality, their alignment with students' needs, and the challenges encountered in using these materials .
- b. For Students: The items measured the need for teaching materials, their availability and quality, their relevance to students' real-life experiences, and the challenges faced in using these materials (Razak, 2019).

3. Document Analysis Checklist

- a. Purpose: To evaluate existing teaching materials and students' speech writing products.

- b. Indicators: Inclusion of structural components (introduction, body, and conclusion), incorporation of local or contextual elements, clarity and coherence of ideas, and demonstration of creativity.

## Results

Classroom observations revealed several important patterns regarding the speech-writing activities and the instructional materials provided. *First*, students were assigned to compose a speech text based on the structural guidelines previously explained during instruction and outlined in the textbook. To support this task, students were permitted to consult their personal collections of speeches, which predominantly consisted of sermon-style texts. This practice indicates a reliance on external sources beyond the official instructional materials, particularly when students encounter difficulties in generating ideas or structuring their texts.

*Second*, the primary instructional resources included student worksheets (*Lembar Kerja Siswa* or LKS) complemented by PowerPoint slides or the Ministry of Education's official textbook in PDF format. However, the quality and usability of these materials appeared limited. The LKS were printed in black and white, featured minimal examples, and lacked models corresponding to the specific speech genre being taught. Similarly, the Ministry-issued textbook provided only a small number of examples and did not address students' immediate needs for practical models. Consequently, students frequently reported a shortage of relevant examples, which often led them to rely on alternative sources such as personal collections of speeches or peer work for reference. Overall, these observations indicate that the instructional materials currently used in speech-writing instruction are inadequate in providing genre-specific models and practical guidance, resulting in students' dependence on external sources and difficulties in developing well-structured speech texts.

Based on the questionnaire distributed to teachers, the results of the needs analysis are as follows:

Table 1. Results of Teachers Needs Analysis

Indicators	Needs Analysis Results	Percentage
Need for Specialized Teaching Materials	Teachers need specialized teaching materials to teach speech writing skills.	90%
Importance of Speech Learning Materials	Teachers consider speech learning materials essential for achieving learning objectives.	95%
Adequacy of Current Learning Materials	Teachers feel that the existing learning materials are not sufficient to support students.	85%
Availability of Learning Materials from the School	Teachers state that the school provides specific materials for teaching speech writing.	25%
Alignment of Content with the Curriculum	The content of the available materials is aligned with the current curriculum.	80%
Ease of Language Used	The language used in the materials is easy for students to understand.	75%
Variety of Speech Text Examples	The speech text examples in the materials are sufficiently varied and relevant.	70%
Understanding of Speech Text Structure	The materials help students understand the structure of a speech text.	85%
Availability of Exercises/Assignments	The materials include exercises or assignments that support students' speech writing skills.	75%
Step-by-Step Guidance	The materials provide step-by-step guidance for writing speeches.	50%
Difficulty in Using Learning Materials	Teachers experience difficulties in using the available speech writing materials.	60%
Presentation of Learning Material	The presentation of the materials (design, images, colors) is attractive for students.	55%

Sufficiency of Learning Time	The allocated instructional time is sufficient to utilize the materials.	65%
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The results of the needs analysis were interpreted using cognitive development theory and constructivist learning theory as the main analytical framework. According to Piaget’s theory, students at the junior high school level are generally in the formal operational stage, where they are expected to think logically, organize ideas systematically, and engage in abstract reasoning. However, the questionnaire data indicate that these cognitive potentials are not optimally supported by existing instructional materials. This is evident from the high percentage of students who reported difficulties in understanding the material (72%) and the low percentage who found the language easy to understand (33%). These findings suggest a mismatch between students’ developmental cognitive abilities and the instructional support provided by current teaching materials.

From a structural perspective, speech text writing requires clear understanding of text organization, including introduction, body, and conclusion. Although 85% of teachers perceived that the materials helped students understand speech text structure, only 61% of students reported feeling adequately supported. This discrepancy indicates that instructional materials may appear structurally sufficient from the teacher’s perspective but fail to function effectively as cognitive scaffolding for students. In cognitive development terms, students require explicit, step-by-step guidance to bridge abstract concepts and practical application, yet only 50% of students and teachers agreed that such guidance was adequately provided.

Constructivist learning theory emphasizes that knowledge is actively constructed through meaningful experiences, contextual content, and guided practice. The findings from both teacher and student questionnaires reveal that existing materials do not sufficiently support this process. A total of 78% of students reported a lack of varied and relevant examples, while 72% indicated insufficient exercises or practice opportunities. These results demonstrate that the instructional materials emphasize theoretical explanation rather than experiential learning, limiting students’ opportunities to construct understanding through repeated practice and contextual engagement.

Table 2. Results of Students Needs Analysis

<b>Indicators</b>	<b>Needs Analysis Results</b>	<b>Percentage</b>
Need for Specialized Teaching Materials	Students feel the need for specific materials to write speeches.	78% of students agree or strongly agree.
Importance of Speech Learning Materials	Students consider speech learning materials very important in the learning process.	100% of students consider it important.
Adequacy of Current Learning Materials	Students feel that the existing materials are not sufficient to help them.	83% of students feel it is inadequate.
Availability of Learning Materials from the School	The school does not provide specific materials for speech writing.	94% of students state it is not available.
Alignment of Content with the Curriculum	The available content is considered aligned with the current curriculum.	83% of students agree.
Ease of Language Used	The language used in the materials is difficult for students to understand.	Only 33% of students find it easy to understand.
Variety of Speech Text Examples	The speech text examples in the materials are not sufficiently varied and relevant.	78% of students feel it lacks variety.
Understanding of Speech Text Structure	The materials do not adequately help students understand the structure of a speech text.	Only 61% of students feel supported.

Availability of Exercises/Assignments Step-by-Step Guidance	The materials do not include enough exercises or assignments. The materials do not provide clear step-by-step guidance.	72% of students feel it is insufficient. Only 50% of students feel there is adequate guidance.
Difficulty in Using Learning Materials	Students find it difficult to understand the existing content.	72% of students experience difficulties.
Presentation of Learning Material	The visual presentation (design, images, colors) is fairly attractive.	72% of students agree.
Sufficiency of Learning Time	he allocated learning time is considered sufficient.	67% of students agree.

Based on the students' needs analysis, the majority expressed a strong need for specific teaching materials for speech writing, with 78% agreeing or strongly agreeing. This indicates that students are aware of the lack of specialized content to support their learning. Furthermore, 100% of students considered such materials highly important in Indonesian language learning, reinforcing the urgency of developing new content. However, 83% of students felt that the existing materials were inadequate in helping them write speeches effectively, further confirming the gap between needs and availability. This indicates that current materials fail to meet students' expectations.

Regarding availability, survey results show that most students do not receive specialized materials from their schools. As many as 94% of students stated that their schools do not provide specific teaching materials for writing speech texts. This is a major reason why students find the learning process difficult. Even among the 6% of students who reported that their schools provided materials, the majority still considered them inadequate. This condition highlights the necessity for independent initiatives to create teaching materials that are both accessible and usable for students, thereby addressing the issue of limited material access.

In terms of learning resources, availability emerged as a critical issue. While 90% of teachers and 78% of students expressed the need for specialized teaching materials, only 25% of teachers and 6% of students reported that such materials were provided by the school. This gap highlights a structural limitation in instructional support, which further constrains the implementation of constructivist learning principles. Although the visual design of materials was perceived as moderately attractive (72% of students), this aesthetic strength did not compensate for weaknesses in content clarity, contextual relevance, and instructional guidance. Overall, the data indicate that existing teaching materials do not adequately align with cognitive development and constructivist learning principles, reinforcing the need for contextual, model-based, and practice-oriented instructional resources.

## Discussion

The findings of this study are consistent with cognitive development theory, which emphasizes the importance of instructional scaffolding for learners at the formal operational stage. Piaget's framework suggests that although students possess the capacity for abstract reasoning, they still require structured support to apply higher-order thinking skills effectively. The low level of language comprehensibility (33%) and limited step-by-step guidance (50%) observed in this study indicate that current instructional materials do not adequately facilitate this cognitive transition, resulting in persistent difficulties in organizing and developing speech texts.

From a constructivist perspective, the results further confirm that meaningful learning depends on active engagement, contextual relevance, and guided practice. The lack of varied examples and insufficient exercises reported by students aligns with constructivist critiques of traditional textbook-centered instruction. Similar findings were reported by Gusman, Apriliya, and Mulyadiprana (2021), who found that limited guidance and lack of interactive materials hindered students' writing development. Likewise, Yulianingsih, Fahrurrozzi, and Utami (2023) emphasized that conventional textbooks fail to address students' diverse learning needs, particularly in writing instruction. This limited comprehensibility is a significant barrier to effective speech writing, supporting Piaget's cognitive development theory (Kemendikbud, 2015), which posits that learners in the formal operational stage require concrete, structured learning supported by appropriately designed instructional media. Without clear and accessible materials, students may struggle to internalize the organizational structure and rhetorical strategies essential for speech writing.

At the junior high school level, the findings of this study strongly resonate with Masrura, Rustam, and Suryani (2023), who reported that teachers' reliance on standard textbooks results in monotonous instruction and low student engagement. The present study extends these findings by providing empirical evidence from both teachers and students that highlights not only the monotony of materials but also their misalignment with students' cognitive and contextual needs in speech writing. Unlike previous studies that focused on other genres or educational levels, this study positions itself as a needs analysis specifically targeting speech text writing, a genre that requires distinctive rhetorical and persuasive competencies.

Therefore, the position of this research lies in bridging theoretical principles and empirical classroom realities. By integrating cognitive development theory and constructivist learning theory with systematic needs analysis data, this study offers a clearer understanding of why existing instructional materials fail to support effective speech-writing instruction. The findings strengthen the argument that innovative teaching materials should combine clear language, structured scaffolding, contextual examples, and interactive practice. In this way, the study contributes both theoretically and empirically by clarifying the instructional requirements for speech text writing at the SMP/MTs level and providing a solid foundation for future material development research.

Overall, the study emphasizes the urgent need for instructional materials that combine clear language, varied and contextualized examples, structured guidance, and interactive exercises. Addressing these gaps is expected to enhance students' comprehension, engagement, and writing competence, thereby supporting more effective Indonesian language instruction. Integrating principles from cognitive development, constructivist theory, and previous empirical findings provides a strong foundation for the design of innovative teaching materials tailored to the specific needs of speech writing instruction.

## **Conclusion**

Based on the results of classroom observations, questionnaire analysis, and document review that align with the observational findings, it can be concluded that the need for developing instructional materials for teaching speech writing in junior high schools (SMP/MTs) is highly urgent. Although the existing materials are considered aligned with the curriculum, aspects such as language clarity, variety of examples, and the

completeness of practice exercises remain far from ideal. Both teachers and students acknowledge these limitations, as indicated by the high percentage of difficulties in understanding the material and the low level of satisfaction with the practical guidance provided. This situation is further exacerbated by the limited availability of specialized instructional materials in schools. Therefore, it is essential to develop contextual, practical, and visually appealing learning materials that include clear guidance and diverse exercises. Such development is expected to enhance students' speech writing skills and support the achievement of Indonesian language learning objectives effectively.

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