IMEIJ
Indo-MathEdu Intellectuals Journal

p-ISSN: 2808 – 5604
e-ISSN: 28-8 – 5078
Volume. 6, No. 5, 2025

INTEGRATED INFORMATION TECHNOLOGY DESCRIPTIVE TEXT COMPREHENSION READING SKILLS

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Article History

Received: 25-07-2025

Revision: 03-08-2025

Accepted: 05-08-2025

Published: 07-08-2025

Abstract. This research aims to describe and analyze the implementation of information technology integration in learning descriptive text reading skills in the 7th grade of SMP Nahdlatul Wathan Mataram. This study uses a case study approach with descriptive qualitative methods. In-depth observations were conducted in two stages during the Indonesian language learning process that integrated information technology, focusing on descriptive text reading skills. The research location is SMP Nahdlatul Wathan Mataram, Jalan Kaktus No. 1-3 Gomong, Mataram. The subjects of the study are 21 students from the 7th grade of SMP Nahdlatul Wathan Mataram. Data collection techniques include participatory observation, in-depth interviews with teachers and students, as well as documentation. The research results show that the integration of information technology in learning, particularly the use of projectors and Chromebooks to access e-book applications, has a significant impact and increases the efficiency and effectiveness of the learning process for reading descriptive texts. The use of this technology stimulates active student participation and expands their understanding of the descriptive texts being studied. Students show high enthusiasm in interacting with technology-based learning media. However, there are several identified obstacles, including limited internet access in some school areas and the lack of participation and motivation from some students during group discussion stages.

Keywords: Reading Skills, Descriptive Text, Technology Integration

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis implementasi integrasi teknologi informasi dalam pembelajaran keterampilan membaca teks deskriptif di kelas VII SMP Nahdlatul Wathan Mataram. Penelitian ini menggunakan pendekatan studi kasus dengan metode deskriptif kualitatif. Observasi mendalam dilakukan dalam dua tahap pada proses pembelajaran mata pelajaran Bahasa Indonesia yang mengintegrasikan teknologi informasi, dengan fokus pada keterampilan membaca teks deskriptif. Lokasi penelitian adalah SMP Nahdlatul Wathan Mataram, Jalan Kaktus No. 1-3 Gomong, Mataram. Subjek penelitian adalah 21 siswa kelas VII SMP Nahdlatul Wathan Mataram. Teknik pengumpulan data meliputi observasi partisipatif, wawancara mendalam dengan guru dan siswa, serta dokumentasi. Hasil penelitian menunjukkan bahwa integrasi teknologi informasi dalam pembelajaran, khususnya penggunaan proyektor dan Chromebook untuk mengakses aplikasi e-book, berpengaruh signifikan dan meningkatkan efisiensi serta efektivitas proses pembelajaran keterampilan membaca teks deskriptif. Pemanfaatan teknologi ini memicu partisipasi aktif siswa dan memperluas pemahaman mereka terhadap teks deskriptif yang dipelajari. Siswa menunjukkan antusiasme yang tinggi dalam berinteraksi dengan media pembelajaran berbasis teknologi. Namun, terdapat beberapa kendala yang teridentifikasi, antara lain terbatasnya akses internet di beberapa area sekolah dan minimnya partisipasi serta motivasi beberapa siswa dalam tahap diskusi kelompok.

Kata Kunci: Keterampilan Membaca, Teks Deskriptif, Integrasi Teknologi

How to Cite: Oxtaria, V., Hersulastuti., Kholid., Setiyadi, D. P., & Tukiyo. (2025). Integrated Information Technology Descriptive Text Comprehension Reading Skills. *Indo-MathEdu Intellectuals Journal,* 6 (5), 7251-7263. http://doi.org/10.54373/imeij.v6i5.3903

INTRODUCTION

In this digital era where everything is connected, Information Technology (IT) has established its position as a driving force in various sectors, including in the education ecosystem. Adopting IT in the learning process empowers students to become self-directed learners and explore innovative approaches in processing and presenting information. Essentially, IT functions as a catalyst to optimize student learning outcomes. According to Rusman et al. (2012), IT is defined as a series of comprehensive processes in managing information. This includes initiating information sources, managing information distribution channels, strategically filtering information, storing and accessing data, and utilizing the information itself. Integrating IT into the curriculum and learning methodology is imperative in the modern educational landscape. IT introduces elements of novelty that are inherently appealing to today's generation of learners.

The role of IT in the educational arena is very diverse and interrelated. First, IT acts as an amplifier of human capabilities by facilitating the delivery of information, tasks, or learning procedures. Second, IT enables the reconfiguration and adaptation of educational tasks or processes. The exponential development of IT has triggered the proliferation of new media that are widely adopted, as expressed by Imarshan (2021). In the context of education, IT functions as an information infrastructure that supports students' academic journey. One of the significant positive impacts of IT in education is the proliferation of electronic media as a source of knowledge and teaching materials. This phenomenon fundamentally advances the world of education by presenting a diversification of rich and adaptive learning methods. The diversity of learning models resonates with the preferences of today's learners. A concrete example is the use of audiovisual methods through platforms such as YouTube, TikTok, or Kahoot, which offer a more dynamic learning experience

With the support of IT infrastructure, students now have unlimited access to a wealth of information through the use of technology, especially the internet. The flexibility of interaction between teachers and students has also increased significantly. IT acts as an enabler of learning through various modern communication channels, such as computers, mobile devices, and email. This indicates that IT support opens up opportunities for educators to facilitate learning without always having to physically meet with students. Likewise, students can access materials, information, and references with a much wider scope, beyond geographical boundaries.

IT implementation is expected to encourage active participation of students in developing reading comprehension skills. Through the medium of technology, students can follow the teacher's instructions and explanations with a higher level of clarity and detail. Diversification of learning approaches is very important in today's era to foster students' intrinsic motivation in learning. Learning in schools that utilize IT is designed to enrich the learning experience and deepen students' understanding. The learning process can be implemented by utilizing various technologies, such as computers and internet connectivity. In addition, the integration of various types of technology in the classroom, including virtual classroom environments, contributes to creating students who are more proactive and involved in achieving learning goals. The benefits of technology integration in learning include: facilitating students' understanding of teaching methods, helping the process of summarizing materials, improving the quality of learning, and most importantly, making the learning experience more interesting and enjoyable.

By utilizing digital resources, educators can present a more interactive and engaging learning experience for students. This has crucial relevance in the context of reading comprehension learning, considering that students now have access to a variety of information and supporting materials that are abundant in cyberspace (the internet). The Indonesian language subject has strategic significance because it is directly related to learning one of the pillars of the national identity of the Indonesian nation, namely Indonesian as a unifying language (Farhurohman, 2017). The ability to read well and accurately is the foundation of essential literacy skills for every individual. Reading ability can be categorized into various types. In general, there are two modes of reading: oral reading or reciting text verbally, and silent reading or reading silently. Silent reading itself is divided into two categories: extensive reading and intensive reading (Gustiwati, 2019). The main purpose of reading activity is to achieve understanding, which is a fundamental aspect in the reading process. Thus, the purpose of reading is to internalize the desired understanding and information, not just to finish reading quickly without absorbing the essence of the information, because reading ability inherently includes the capability to understand reading content.

Reading comprehension skills are not an innate talent that is automatically acquired, but must be honed through systematic and continuous practice. Reading objects can vary, from philosophical works, literature, scientific publications, to other writings that contain innovative ideas and original thoughts. However, the reality is that until now only a handful of students have shown interest in readings that require such depth of understanding. They tend to prefer light readings that do not require critical analysis of their contents. Reading comprehension

skills play a vital role in the Indonesian curriculum. By mastering reading comprehension, students can engage in activities that facilitate the development of deep understanding and appreciation of the material. Readers are expected to be able to read effectively so that the information conveyed by the author can be fully understood. Thus, reading is not only a skill that supports academic success in school, but a universal skill that is crucial for every individual in social life, both during study and after completing formal education. This research aims to describe and analyze the implementation of information technology integration in learning descriptive text reading skills in the 7th grade of SMP Nahdlatul Wathan Mataram

METODE

Qualitative research has characteristics that distinguish it from other research approaches. This type of research produces findings that cannot be achieved through the use of statistical procedures or other quantification methods. In other words, qualitative research does not focus on numbers or quantitative measurements, but rather on an in-depth understanding of the phenomena being studied. The main objective of qualitative research is to gain a general understanding of social reality from the perspective of the participants involved. This understanding is not determined or formulated at the beginning of the research, but is obtained after conducting an in-depth analysis of the social reality that is the focus of the study. From this analysis, a conclusion is then drawn in the form of a general understanding of the observed reality. In fact, qualitative research has the potential to contribute to the development of new theories, as expressed by Sugiyono (2015). This shows that qualitative research not only describes, but can also produce new insights that can enrich the treasury of knowledge.

The implementation of this research applies the interactive data analysis model proposed by Saldana, which is based on the Miles, Huberman & Saldana framework (2014). In this model, qualitative data analysis activities are carried out interactively and continuously. This process continues until the collected data is considered saturated, meaning that no significant new information is obtained from additional data collection. Researchers use triangulation of data collection techniques to test the integrity and credibility of data which is carried out by checking data on the same source and different techniques. Triangulation of techniques or in this research method is in the form of data collection through interview results, observations, or documentation (Suryadi in Windatiningsih, 2019).

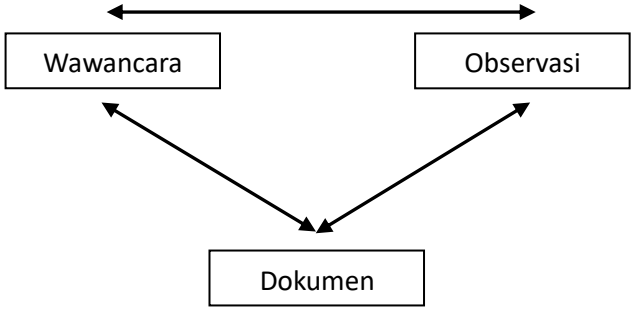

Figure 1. Engineering Triangulation (Source; Windatiningsih, 2019)

This study uses triangulation of data techniques and sources. Triangulation of data techniques in this study uses the methods of observation, interviews and data documentation in the integration of information

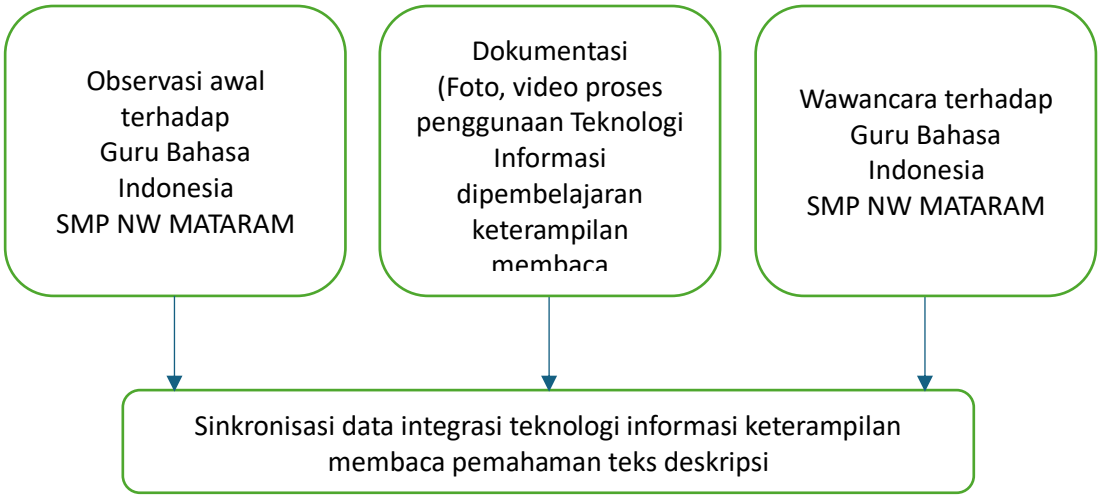

Figure 2. Triangulation Chart of Data Collection Techniques

Data source triangulation is used to check credibility by testing data that has been obtained through various sources (Nugroho in Windatiningsih, 2019).

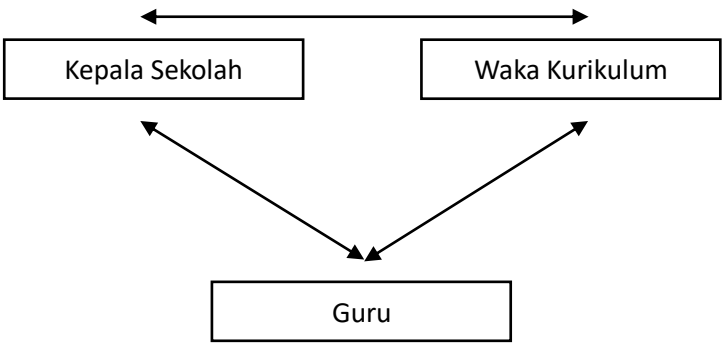

Figure 3. Source triangulation

This study applies the qualitative data analysis method developed by Miles, Huberman, & Saldana, consisting of four stages data collection, data condensation, data presentation, and data verification/conclusion

RESULTS

Description of Learning Process Results

Observation Results of Learning Activities

Researchers in this section can describe the results of observations in the learning process carried out by teachers of SMP Nahdlatul Wathan Mataram, such as when observations were made in class, showing that the use of information technology in learning to read and understand descriptive texts in class VII is quite good. The learning media used by teachers using projectors and laptops and for learning media, teachers use interactive reading applications such as ebooks with audiovisual methods and students use chromebooks to be able to access the learning account id device. In this case, each student already has a learning account id.

Results of the First Stage Learning Process

The teacher uses a projector and laptop to provide an in-depth explanation of the descriptive text, including its definition and characteristics. With full attention, the teacher delivers the material, after which he invites students to ask questions if there is something they do not understand. However, even though time for questions has been given, no students raised their hands to ask questions. Next, the teacher gives students an assignment to describe the Pantan Terong tourist attraction, according to the material in the Indonesian language book. The teacher collects the results of the exercises from the students. One by one, students are asked to come to the front of the class and explain their answers. During the explanation, the teacher carefully listens to everything the students say. After each student has finished, the teacher gives appreciation by stating that the answer given is correct and shows thoroughness in reading the descriptive text about the Pantan Terong tourist attraction

The teacher continued the lesson by asking students to pay attention again to the descriptive text in the e-book entitled "Pantan Terong". He then explained several meanings contained in the sentences in the text. At the end of the session, the teacher gave a summary of the definition of descriptive text and its characteristics. In addition, he also asked students to choose one idol figure that they would describe, and later the results would be collected at the next meeting. The lesson was closed with a reflection, where the teacher asked Furqon to

provide a conclusion regarding the descriptive text material that had been discussed. Students use Chromebooks with Belajar ID accounts to access e-books. During the learning process, some students seemed to listen attentively when the teacher explained about the projector. However, the researcher also observed that some students seemed focused, while others looked sleepy.

The learning process regarding descriptive text guided by the teacher takes place interactively and structured. Through the use of the e-book "Pantan Terong," students are invited to understand the meaning and characteristics of descriptive text correctly. Although there are variations in student attention, some are very focused while others seem sleepy, the interaction between students and teachers is still maintained, both through questions and direct discussions.

Based on observations from researchers that the learning process takes place starting from the teacher actively approaching students to ensure understanding, and the assignment to describe idol figures is expected to stimulate student creativity. Closing the learning with reflection provides an opportunity for students to summarize the material that has been learned. Overall, this learning shows effectiveness despite facing challenges in maintaining student attention.

Results of the Second Stage Learning Process

On the second day of learning, activities were carried out with the same theme as the first day, namely recognizing and understanding the Pantan Terong tourist attraction. From the results of observations, it can be seen that the teacher repeated the material in a structured manner to ensure that students can remember and understand the information that has been presented previously. This approach reflects a teaching strategy that aims to strengthen key concepts, so that students can more easily understand and digest the material.

In the context of reading, technology can play a role in helping students improve their literacy skills in a more effective way. For example, by utilizing reading learning applications or digital platforms that provide interactive text materials, students can practice reading in a more enjoyable way. They can listen to audio of the text being read, take interactive quizzes, or even collaborate with classmates through online discussion forums. All of this can deepen their understanding of the material and support collaborative learning.

Based on the results of observations on the second day, the learning outcomes went well and efficiently. Although the application of technology in presentations looks promising, there are opportunities to improve the integration of technology in practice and assessment. It is

hoped that teachers can better plan the use of technology at every stage of learning, to support students in developing the skills needed in this digital age. Deeper integration of technology in reading learning will not only make the learning process more interesting, but will also strengthen students' understanding of the material being taught and improve overall learning outcomes.

DISCUSSION

This study comprehensively describes the results of technology integration in learning reading comprehension skills of descriptive texts in class VII of SMP Nahdlatul Wathan Mataram. Data findings show that this learning process is categorized as efficient and effective. This efficiency and effectiveness can be seen from the use of technology such as projectors and laptops by teachers, as well as chromebooks and interactive applications (ebooks) by students. The use of this technology is in line with Degeng's (2004) view that the quality of learning is assessed from the process and results, encouraging student and educator initiatives.

During the observation, students showed activeness in reading material through ebooks accessed via chromebooks with belajar.id accounts. This activity supports Dee.T.S's (2001) view on increasing student participation through technology and Spence (2009) on opportunities for literacy exploration. In the context of Indonesian language learning, introducing descriptive texts is an important initial step. However, this study found that the curriculum in lower grades has not fully emphasized in-depth reading comprehension, focusing more on recognizing letters and texts. This is in accordance with Rahim's (2007) opinion which states that reading learning in lower grades has not been effective in building text comprehension.

In contrast to this view, Rahmawati et al. (2012) emphasized that reading comprehension is a crucial skill in language (listening, speaking, reading, writing), affecting the ability to convey ideas. Therefore, teachers need to apply learning strategies that deepen students' understanding through discussion, questions and answers, and critical analysis. In learning practice, students read descriptive texts carefully, then are able to describe their contents. Assessment of reading comprehension, according to Burhan Nurgiyantoro (2010:376-388), can be measured from the level of understanding of the entire text, including themes, explicit and implied meanings, through reading competency tests.

The learning process shows that teachers use ebooks as interactive applications to integrate technology. On the first day, the teacher explained the material using a projector and students used chromebooks to access the ebook. The teacher gave the opportunity to ask questions,

although few students asked. On the second day, the teacher used a laptop and projector again. However, the exercises were given manually using origami paper, where students described their idols, read the results, and attached them.

The results of observations over two days also identified obstacles, especially limited internet access when students accessed ebooks simultaneously, which sometimes required server transfer. Despite the obstacles, the use of ebooks in this technology integration has advantages, namely making it easier for teachers and students in the intensive reading learning process. Intensive reading, which is emphasized in this study, requires concentration, accuracy, and perseverance to achieve deep understanding, vocabulary mastery, and meaning of reading content (Ariningsih et al. 2012). The discussion of the results of this study needs to be compared with previous studies to highlight its uniqueness. Significant differences lie in the aspects of the domain of technology use and the level of education of the research objects.

Domain Aspect of Technology Use

Compared to Septiningrum's research which focused on the flipped classroom model and specific measuring tools to evaluate reading skills, the current research at SMP Nahdlatul Wathan Mataram has a broader approach, focusing on information technology elements that support reading skills, such as the use of e-books and chromebooks. Septiningrum's research emphasizes the methodology and structure of learning (independent learning at home through videos and modules), while the current research emphasizes the tools and media used in the learning process. Both provide valuable insights, but with different focuses and contexts.

Differences in technology domains can also be seen from the media used. Previous studies, such as Widyantara and Rasna (2020), predominantly used videos (YouTube) for general language skills learning, creating an interesting learning atmosphere. Current research is more specific, focusing on the integration of information technology for reading comprehension of descriptive texts.

Yeni's research on the implementation of online reading comprehension learning for elementary school students using Zoom Cloud Meetings and showed positive responses. The results of the current study show the effectiveness and efficiency of digital reading skills learning (ebooks/digital platforms) which fosters independent learning motivation in junior high school students. This shows the differences in the technological tools used (Zoom vs ebooks/digital platforms) and the level of education of the research objects.

Education Level Aspect

Another significant difference is the education level of the research object. Trendi Mahendra's research (2019) focuses on the implementation of multimedia in elementary education (grade 2 of elementary school) using PTK to improve reading comprehension skills through media such as comics and infographics. Mahendra's approach emphasizes the use of digital technology for an interesting, interactive learning experience and encourages independent learning according to the principles of elementary education.

The current research at SMP Nahdlatul Wathan Mataram has a different approach because the objects are junior high school students who are at different stages of development. The needs and appropriate learning methods are also different. This study focuses more on the application of specific information technology in the context of reading comprehension of descriptive texts, which are more complex types of texts than materials at the elementary school level. This study assesses the effectiveness of the use of information technology (online learning applications, digital platforms) in improving the ability of junior high school students to understand descriptive texts in more depth.

Soft Skill Development Aspect

Khomarudin's research in the article Technology Integration in the Implementation of Learning Science, Technology and Society has a more general scope of soft skill development compared to current research. Although both discuss the integration of technology in education, Khomarudin's research is broader and more comprehensive, covering aspects of education in general and the interaction of technology with society in the context of the industrial era. Khomarudin classifies the role of technology in learning as a media tool, a means of developing soft skills, and support for community activities. This research emphasizes the impact of technology in improving the learning process and developing society as a whole.

The current research, which focuses on the integration of information technology in learning descriptive text comprehension reading skills at SMP Nahdlatul Wathan Mataram, has a more specific focus on aspects of language learning, especially reading skills. This research explores the use of information technology in supporting descriptive text comprehension, which is an important aspect in language learning at the secondary level. The focus of the current research is more directed at teaching strategies and evaluation methods that use technology to improve students' reading skills more effectively and efficiently.

Differences are also seen from the methodological approach. Khomarudin's research may use descriptive and analytical methodologies to explore broad phenomena in education and society. In contrast, research at SMP Nahdlatul Wathan Mataram may apply an experimental or quasi-experimental approach to evaluate the effectiveness of using technology in teaching language skills, especially reading skills, to junior high school students more specifically.

General Soft Skill Development (Khomarudin)

Khomarudin's research has a broader target for soft skill development, namely the general public. The types of soft skills developed are general and relevant to various social and professional contexts. Examples of general soft skills include (1) adaptation: the ability to adapt to changes and new challenges, (2) emotional intelligence: the ability to understand and manage one's own and others' emotions, (3) negotiation: the ability to reach agreements through dialogue, (4) interpersonal skills: the ability to interact and build good relationships, (5) creativity: the ability to think innovatively and find solutions, (6) time management: the ability to manage time and priorities efficiently, (7) problem solving: the ability to analyze problems and find effective solutions, (8) leadership: the ability to motivate and lead others, (9) teamwork: the ability to work together to achieve common goals, and (10) communication: the ability to convey information clearly, both verbally and in writing.

Development of Specific Soft Skills (Current Research)

The development of soft skills in the current research, which is related to the integration of technology in learning reading comprehension skills of descriptive texts at SMP Nahdlatul Wathan Mataram, focuses more on specific soft skills and supports language skills, especially reading texts. This research hopes that students will be able to develop soft skills individually that are relevant to the learning process and outside of learning. Specific soft skills developed in SMP Nahdlatul Wathan Mataram students include:

- Creativity: the ability to think innovatively in understanding and interpreting texts.
- Communication: the ability to convey understanding of texts clearly, both verbally and in writing (for example when describing the contents of a text). This includes active listening when instructions are given.
- Teamwork: able to collaborate with friends in understanding texts or doing related tasks
- Adaptation: the ability to adapt to the use of technology (chromebooks, ebooks) in the process of learning to read.

Based on the comparison of the soft skill development aspect, it is clear that this study is an implementation of the technology integration learning process in the ability to understand descriptive text reading skills in junior high school students with a focus on developing soft skills that are more specific and relevant to reading skills. This contributes to increasing student motivation and creating a pleasant learning atmosphere. This study specifically aims to develop basic soft skills that support learning to understand descriptive texts, such as good communication, collaboration, independence, and adaptation to technology. This is the main difference with previous studies that have a more general scope of soft skill development.

CONCLUSION

Based on the results of the data analysis, it can be concluded that the integration of information technology in learning, particularly the use of projectors and Chromebooks to access e-book applications, significantly influences and enhances the efficiency and effectiveness of the learning process of descriptive text reading skills. The utilization of this technology triggers active student participation and expands their understanding of the descriptive texts studied. Students demonstrate a high level of enthusiasm in interacting with technology-based learning media. However, several identified challenges include limited internet access in some school areas and the low participation and motivation of some students during group discussion stages.

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