



The Learning Inductive Paragraph Writing Skills Based on Deductive Paragraphs Using a Process Skills Approach in Special Teaching Materials

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ABSTRACT

This study aims to explore: 1) the learning procedure for inductive paragraph writing skills based on integrated deductive paragraphs using process skill approach in specialized teaching materials; 2) the learning outcomes of inductive paragraph writing skills based on integrated deductive paragraphs using process skill approach in specialized teaching materials. This study was conducted at SD Negeri 8 Mataram in the odd semester of 2026. The population of this study was 5th-grade students who participated in inductive paragraph writing skills learning based on integrated deductive paragraphs using specialized teaching materials. They numbered 16 out of 18 students. This study used a total sample, meaning all members of the population were included as sample members. The main instruments of this study were specialized teaching materials containing knowledge of deductive and inductive paragraphs, examples of how to change deductive paragraphs into inductive paragraphs, and practice pages for changing deductive paragraphs into inductive paragraphs. The second instrument was a skill test for changing inductive paragraph writing based on integrated deductive paragraphs. Other instruments were lesson plans, observation guidelines, and an inductive paragraph writing test through integrated deductive paragraphs. Data on learning procedures were analyzed using a thematic approach by examining the alignment between lesson planning procedures and classroom implementation procedures. Learning outcome data were analyzed using descriptive statistical procedures. The results of the study were: 1) the learning procedure for inductive paragraph writing skills based on deductive paragraphs using process skill approach in special teaching materials contained 3 initial activities, 18 core activities, and 2 final activities, in accordance with the learning plan; 2) the learning outcomes for inductive paragraph writing skills based on deductive paragraphs on integrated topics using process skill approach in special teaching materials reached a mean of 80.33 percent, above the minimum competency standard of 75.00.

Keywords: writing skills, inductive paragraphs, deductive paragraphs, process skill approach, special teaching materials

INTRODUCTION

Paragraph writing skills are essential for upper-grade elementary school students. Paragraph writing skills are essential for writing narrative texts such as descriptive and expository texts. In other words, narrative text writing cannot be completed without the knowledge and skills to write paragraphs.

From the perspective of the writer's thinking style, paragraphs are divided into deductive and inductive paragraphs. If the writer thinks deductively, starting from a universal, relatively general, and ending with specific points, the resulting paragraph is called a deductive paragraph.

If the writer thinks inductively, starting from specific points and ending with general points, the resulting paragraph is called an inductive paragraph (McCrimmon, 1984; Hairston, 1984; Dalman, 2013).

Given the importance of paragraph writing knowledge and skills, regular learning is necessary. Paragraph writing skills are based on the paragraphs listed in the questions. Each question provides a deductive paragraph of only four sentences. Students were asked to transform deductive paragraphs into inductive paragraphs through learning using enrichment teaching materials. In other words, the learning process for

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collecting learning data did not utilize the required textbook. The reason being that the required textbook contains learning material for two semesters. Consequently, much of the important material on paragraphs was insufficient.

The special teaching materials consisted of 7 pages of A4 HVS paper, including the cover page. This enrichment teaching material was believed to facilitate students' achievement of learning objectives.

Based on the description above, scientific research was deemed necessary. This research activity was entitled "Learning Inductive Paragraph Writing Skills Based on Deductive Paragraphs Using Special Teaching Materials."

This research was conducted based on two research questions. The questions are presented as follows:

- 1) What is the procedure for learning inductive paragraph writing skills based on deductive paragraphs using special teaching materials?
- 2) What are the learning outcomes of inductive paragraph writing skills based on deductive paragraphs using special teaching materials?

These are the two objectives of the paragraph writing skills research. The intended objectives are:

- 1) to describe the learning procedure for inductive paragraph writing skills based on deductive paragraphs using special teaching materials;
- 2) to describe the learning outcomes of inductive paragraph writing skills based on deductive paragraphs using special teaching materials.

This research has many benefits. First, for elementary school/Islamic elementary school teachers, the development of similar teaching materials can be used to improve students' inductive paragraph writing skills. Second, for prospective elementary school and/or Islamic elementary school teacher students, this article is also useful because it can be used as a reference

when completing academic assignments. Third, from the perspective of school principals, this research can be used as discussion material in Principal Working Group meetings on teaching inductive paragraph writing in upper elementary school/Islamic elementary school classes.

Relevant articles can be found in various online journals. These scientific articles include:

- 1) Zubaidah & Murni (2024). entitled The Learning Outcomes Ability to Find Ideas for Science Theme Paragraphs through an Individual Approach Using Special Teaching Materials. Research activities were carried out in the odd semester of the 2023/2024 academic year. The research population was 21 grade 4 students who took part in learning to find ideas for single paragraphs on science themes through an individual approach using special teaching materials. The sample was set at 20 students. To collect data on learning outcomes to find ideas for science theme paragraphs, a 3-option multiple choice test was used. To collect data on science learning outcomes, multiple choice tests were also used.
- 2) Damayanti et al., (2025) entitled The Feasibility of Gurindam Writing Teaching Materials Based on Narrative Text for Grade X Using Construct Validity. This research, which uses a quantitative descriptive method, took place in the even semester of the 2024/2025 academic year. Integrated teaching material data were collected using observation guidelines and checklists with a time triangulation system. The feasibility of the teaching material was determined by each of a material validator, method validator, and practitioner validator to assess each indicator using a value scale of 1-4.
- 3) Sadiyah & Herdiansyah (2023). entitled The Effectiveness of Numerical Substitution Techniques through Special Teaching Materials to Improve



Mathematical Paragraph Writing Skills. The research was conducted at SD Negeri 11 Lembang. Research activities took place at the beginning of the odd semester of the 2023/2024 academic year. The population of this study were 5th grade students who took a learning test on mathematical paragraph writing skills both before and after using numerical substitution techniques using special teaching materials. This population is divided into 14 male students and 10 female students. The sample was set at 22 students; 13 male students and 9 female students were selected at simple random without replacement.

METHOD

This research was conducted at SD Negeri 8 Mataram, Jl. Hos Cokroaminoto, Gg. Macan IV Mataram, West Monjok, Selaparang District, Mataram City, West Nusa Tenggara Province. This school, with the National Student Identification Number (NPSN) 50204632, has 75 male and 52 female students enrolled in six study groups.

The research took place in August, in the odd semester of the 2024/2025 academic year. This time was divided into preparation, implementation, and reporting activities. Preparation activities included presenting enrichment learning materials, including the preparation of formative tests, and compiling checklists for data validation and research data analysis. Implementation activities included learning inductive paragraph writing skills based on deductive paragraphs using enrichment learning materials. Reporting activities included data processing and analysis, and writing a scientific article.

The study population was fifth-grade students of SD Negeri 8 Mataram who participated in inductive paragraph writing skills based on deductive paragraphs using enrichment learning materials. The fifth-grade class of SD Negeri 8 Mataram comprised 15 out of the 18 registered

students.

The sample size for this study was 15 students. This means that the study used a total sample.

The use of a total sample is common. This occurs when the population is small and the data analysis procedure does not use inferential statistics (Razak, 2023; Fraenkel et al., 2014; Sukmadinata, 2012; Malik & Hamied, 2014).

The main instrument of this research was enrichment teaching materials. These teaching materials were structured with a cover page and a contents page. The cover page contained the title of the teaching material and the author's name, student attributes (name and class), and at the bottom, the institution's name, SD Negeri 8 Mataram.

The contents pages (7 A4 pages) contained knowledge of deductive and inductive paragraphs, examples of how to change deductive paragraphs to inductive paragraphs, and practice pages for changing deductive paragraphs to inductive paragraphs. At the end of the teaching materials, there are two questions: a formative test of inductive paragraph writing skills based on deductive paragraphs using special teaching materials. In other words, the formative test is included in the teaching materials, which serve as the second instrument in this article.

To produce a test with content validity, a test construction procedure is presented. The procedure is outlined below.

First, determine the number of sentences in the deductive paragraph that form the basis for writing the inductive paragraph. Each paragraph should have four sentences.

Second, determine the number of questions to be tested. This article only contains three formative questions.

Third, determine the topic of the deductive paragraph according to the questions. Deductive paragraph 1 is prophetic, deductive paragraph 2 is mathematical, and deductive paragraph 3 is science.

Fourth, determine the testing system. This study used a test script integrated into the special teaching materials.

Fifth, develop a grid or specifications for the inductive paragraph writing skills test based on deductive paragraphs. These specifications are included in the table below.

Table 1
 Specifications for the Inductive Paragraph Writing Skills Test Based on Deductive Paragraphs

Deductive Paragraph	Topic	Item Test
His name was Abu Lahab. In the eyes of his people, he was a highly respected leader. He was respected for his position and wealth. However, he was actually despised by Allah Ta'ala because while he was still alive, he was reported to be a resident of Hell.	prophetic	1) Write it as an inductive paragraph
This is my right-angled triangle. Its ordinate is 6 cm. Its abscissa is 8 cm. Therefore, its diagonal is 10 cm.	math	2) Write it as an inductive paragraph
These are three of the many types of pets. First, chickens have two legs. Ducks also have two legs. Goats have four legs.	science	3) Write it as an inductive paragraph

The test instrument was developed following objective procedures, resulting in the development of test specifications for writing inductive paragraphs based on deductive paragraphs. Akbar (2013), Fulcher & Davidson (2007) and Azwar (2016) state that test specifications are the basis for developing test items, resulting in a content-valid test. The test items are presented below:

- 1) Write the inductive paragraph on the prophetic topic below as a deductive paragraph.
 His name was Abu Lahab. In the eyes of his people, he was a highly respected leader. He was respected for his position and wealth. However, he was actually despised by Allah Ta'ala because while he

was still alive, he was reported to be a resident of Hell.

- 2) Write the inductive paragraph on the mathematics topic below as a deductive paragraph.
 This is my right-angled triangle. Its ordinate is 6 cm. Its abscissa is 8 cm. Therefore, its diagonal is 10 cm.
- 3) Write an inductive paragraph about the science topic below based on the deductive paragraph.
 These are three of the many types of pets. First, chickens have two legs. Ducks also have two legs. Goats have four legs.

An answer key is provided for scoring guidelines. The answer key is:

- 1) In the eyes of his people, he was a highly respected leader. He was respected for his position and wealth. However, he was actually hated by Allah Ta'ala because when he was alive, he was reported to be an inhabitant of Hell. His name was Abu Lahab.
- 2) The ordinate axis is 6 cm. The abscissa axis is 8 cm. Therefore, the diagonal axis is 10 cm. That's my right triangle.
- 3) First, chickens have two legs. Ducks also have two legs. Goats have four legs. These are just three of the many types of domesticated animals.

The assessment indicator is the main sentence at the end of the paragraph with a score of 10, otherwise it is scored 0. Each supporting sentence in the first, second, and third sequences each has a score of 5. Thus, the total score per question is 25; the total score is 75.

The third instrument is a checklist. This instrument is useful for validating the collected data and the results of the analysis.

Data on the inductive paragraph writing skill learning procedures were analyzed using a thematic approach by determining the alignment between the inductive paragraph writing skill learning planning procedure based on deductive



paragraphs and the classroom learning implementation procedures.

Each student's answer was corrected to produce a raw score. Scoring used the following provisions (Razak, 2000):

- 1) A topic sentence located at the end of a paragraph is scored 10; one not at the end of a paragraph is scored 0; in the context of the content, the paragraph in question is scored 0 even if the supporting sentences match the key.
- 2) The main sentence that is in accordance with the key is worth 5, and the one that is less in accordance is worth 1.
- 3) Supporting sentence-1 that is in accordance with the key is worth 3; the one that is less in accordance with the key is worth 1.
- 4) Supporting sentence-2 that is in accordance with the key is worth 5; the one that is less in accordance with the key is worth 1.
- 5) Supporting sentence-3 that is in accordance with the key is worth 5; the one that is less in accordance with the key is worth 1.

The total score that the sample members could potentially achieve is 75. This score is derived from $3 \times 10 \times 15$. The minimum possible score is 0; this occurs when the sample members do not place the topic sentence at the end of the inductive paragraph.

The learning outcomes data for inductive paragraph writing skills were analyzed using descriptive statistical procedures. The types of procedures used were mean and percentage. Hatch & Farhady (1982), Malik & Hamied (2014), Razak (2005), Balaka (2012) stated that data that does not meet the requirements for analysis using inferential statistical procedures for certain reasons, such as sampling, can be switched to using descriptive statistics.

RESULT

A pretest was administered to sample members before the lesson began. Mean is 58,13 (low category). Below is a table containing the results of the pretest for writing an inductive paragraph based on a deductive paragraph.

Table 2
Pretest Results for Writing an Inductive Paragraph Based on a Deductive Paragraph

Sample Code	Total Score	X	Percentage
501	75	51	68,00
502	75	51	68,00
503	75	51	68,00
504	75	49	65,33
505	75	49	65,33
506	75	49	65,33
507	75	46	61,33
508	75	46	61,33
509	75	46	61,33
510	75	41	54,67
511	75	41	54,67
512	75	41	54,67
513	75	41	54,67
514	75	41	54,67
515	75	41	54,67
Sum		684	
Mean	75	45,60	60,80

1. Learning Procedures

1.1 Initial Activities

The initial learning activities for inductive paragraph writing skills based on deductive paragraphs using special teaching materials consisted of three activities. The activities in question are:

- 1) Students respond to the teacher's greeting when the teacher opens the class.
- 2) Each student receives special teaching materials for writing inductive paragraphs based on deductive paragraphs.
- 3) The teacher facilitates students in filling in the attributes, namely their name and class, on the cover of the special teaching materials.

1.2 Main Activities

The core activities for learning inductive paragraph writing skills based on deductive paragraphs using special materials consist of 20 activities. The activities in question are:

- 1) Students are facilitated by the teacher to copy in the blank space teaching materials about the meaning of deductive paragraphs.
- 2) Students are facilitated by the teacher to copy in the blank space teaching materials about the meaning of inductive paragraphs.
- 3) Students are facilitated by the teacher to copy in the blank space teaching materials about the similarities and differences between deductive and inductive paragraphs.
- 4) Students are facilitated by the teacher to copy in the blank space teaching materials about examples of deductive paragraphs on prophetic topics.
- 5) Students are facilitated by the teacher to copy in the blank space teaching materials about examples of inductive paragraphs based on inductive paragraphs on prophetic topics.
- 6) Students are facilitated by the teacher to copy in the blank space teaching materials about examples of deductive paragraphs on mathematics topics.
- 7) Students are facilitated by the teacher to copy in the blank space teaching materials about examples of inductive paragraphs based on inductive paragraphs on mathematics topics.
- 8) Students are facilitated by the teacher to copy in the blank space teaching materials about examples of deductive paragraphs on science topics.
- 9) Students are facilitated by the teacher to copy in the blank space teaching materials about examples of inductive paragraphs based on inductive paragraphs on science topics.
- 10) Students are facilitated by the teacher to answer question 1, namely changing paragraphs. Deductive paragraph into an inductive paragraph on prophetic topic-1 in the blank area of the teaching material
- 11) Students are instructed to answer question 2, namely changing a deductive paragraph into an inductive paragraph on prophetic topic-2 in the blank area of the teaching material
- 12) Students are facilitated by the teacher to answer question 3, namely changing a deductive paragraph into an inductive paragraph on prophetic topic-3 in the blank area of the teaching material
- 13) Students are facilitated by the teacher to answer question 4, namely changing a deductive paragraph into an inductive paragraph on mathematics topic-1 in the blank area of the teaching material
- 14) Students are facilitated by the teacher to answer question 5, namely changing a deductive paragraph into an inductive paragraph on mathematics topic-2 in the blank area of the teaching material
- 15) Students are facilitated by the teacher to answer question 6, namely changing a deductive paragraph into an inductive paragraph on mathematics topic-3 in the blank area of the teaching material
- 16) Students are facilitated by the teacher to answer question 7, namely changing a deductive paragraph into an inductive paragraph on science topic-1 in the blank area of the teaching material
- 17) Students are facilitated by the teacher to answer question 9, namely changing a paragraph Deductive paragraphs become inductive paragraphs on science topic 2 in the blank area of the teaching material
- 18) The teacher facilitates students to answer question 9, namely changing deductive paragraphs into inductive paragraphs on science topic 3 in the blank area of the teaching material



- 19) The teacher and students reflect on changing deductive paragraphs into inductive paragraphs
- 20) The teacher instructs students to answer questions 1 to 9, namely changing deductive paragraphs into inductive paragraphs in the blank area of the teaching material

All main activities in learning inductive paragraph writing skills based on deductive paragraphs use special teaching materials that are aligned with the core activities in learning planning.

1.3 Final Activities

The final learning activities for inductive paragraph writing skills based on deductive paragraphs using special teaching materials consisted of two activities. The activities in question are:

- 1) Students listen to the teacher's statement expressing appreciation for the students' active participation in learning.
- 2) Students respond to the teacher's greeting when the teacher closes the learning activity.

All of these activities in the inductive paragraph writing skills learning based on deductive paragraphs use special teaching materials aligned with the lesson planning activities. This alignment is reflected in the learning sequence and the objectivity of the learning activities.

2. Learning Outcomes

Data on the results of the inductive paragraph writing skills learning based on deductive paragraphs using special teaching materials for fifth-grade students at SD Negeri 8 Mataram are presented in a table. The table contains columns for serial number, X score, frequency, and percentage.

Table 23
 Data on Inductive Paragraph Writing Skills Learning Based on Deductive Paragraphs

Sample Code	Total Score	X	Percentage
502	75	75	100,00
503	75	75	100,00
506	75	71	94,67
508	75	71	94,67
515	75	71	94,67
510	75	69	92,00
512	75	69	92,00
501	75	67	89,33
504	75	67	89,33
507	75	67	89,33
511	75	65	86,67
505	75	55	73,33
513	75	55	73,33
514	75	55	73,33
509	75	51	68,00
Sum		983	
Mean	75	65,53	87,38

The post-test mean for inductive paragraph writing skills based on deductive paragraphs was 65.53, equivalent to 87.38 percent. The lowest score was 51, equivalent to 68.00 percent, held by one sample member. The highest score was 75, equivalent to 100.00 percent, held by two sample members, grade 5 students of SD Negeri 8 Mataram.

DISCUSSION

There is clear learning material. There are also clear learning techniques. However, all of this is less meaningful if learning materials and techniques are not translated into one container called special teaching materials. This teaching material has a dual function, namely as a learning medium; media that connects teacher expressions to reach students. This condition reinforces that learning media is very urgent in teaching and learning activities.

Many article writers are able to achieve their learning objectives by using teaching materials that align with their learning objectives and student characteristics. Some of these are presented in the citation below:

- 1) Niswanti et al. (2023) entitled Efektivitas Pendekatan Konstruktivisme melalui Media LKPD dalam Pembelajaran Pengetahuan Struktur dan Skema Teks Deskripsi Profetik. The results of the study: 1) knowledge of the structure and scheme of prophetic descriptive text before applying the constructivism approach using LKPD media did not reach the KKM of 75.00; 2) knowledge of the structure and scheme of prophetic descriptive text after applying the constructivism approach using LKPD media reached the KKM of 75.00.
- 2) Farokhah et al. (2024) entitled Pembelajaran Keterampilan Membaca Teks Cerpen Profetik Menggunakan Teknik Tes Pilihan Ganda Opsi Unik melalui LKPD. Research results: 1) The lesson plan contains 10 explicit and implicit indicators, 17 types of teaching and learning activities for reading prophetic short story texts using unique multiple choice test techniques, and a set of prophetic short story reading skill tests in the form of 4 multiple choice options totaling 10 questions; 2) the learning outcomes for reading prophetic short story texts are included in the high category.
- 3) Sadiyah, T., & Herdiansyah, J. (2023) entitled The Effectiveness of Numerical Substitution Techniques through Special Teaching Materials to Improve Mathematical Paragraph Writing Skills. Research results: 1) the skill of writing mathematical paragraphs before applying numerical substitution techniques using special teaching materials achieved a mean of 23.09 or equivalent to a standard percent value of 44.40; 2) the skill of writ-

ing mathematical paragraphs after applying numerical substitution techniques using special teaching materials reached a mean of 41.14 or equivalent to a standard score of 79.12 percent; 3) the application of numerical substitution techniques using special teaching materials has proven to be effective in learning mathematical paragraph writing skills.

- 4) Zubaidah, & Murni, D. (2024). The Learning Outcomes Ability to Find Ideas for Science Theme Paragraphs through an Individual Approach Using Special Teaching Materials. Research results: 1) learning outcomes for the ability to find ideas for science theme paragraphs reached 70.00; 2) science learning results reached 67.92; 3) there is a significant positive relationship between the learning outcomes of the ability to find ideas for a single paragraph on a science theme and the outcomes of learning science through an individual approach which produces $r = 0.569$.

The use of specialized teaching materials in this study had a domino effect, increasing students' learning motivation. They appeared to be engaged in the learning activities facilitated by the teacher through the teaching materials. Henry & Cliffordson (2013), Lamb (2012), and Lasagabaster (2015) stated that learning motivation significantly influences learning outcomes.

CONCLUSION

At the end of this article, two conclusions are presented. These conclusions are:

- 1) The learning activities for inductive paragraph writing skills based on deductive paragraphs using special teaching materials in grade 5 of SD Negeri 8 Mataram consist of 3 initial activities, 20 core activities, and 2 final activities; these activities align with the lesson plan.
- 2) The learning outcomes for inductive paragraph writing skills based on deductive



paragraphs using special teaching materials in grade 5 of SD Negeri 8 Mataram were 87.38 percent, with a minimum score of 68.00 and a maximum score of 100.00 percent.

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