

USING FRESTO APPLICATION TO TEACHING WRITING SKILLS OF NARRATIVE TEXT

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ABSTRACT

Writing skills are very important skills for students and will always be used by students in learning activities at school and outside of school if they have graduated and are involved in various activities in the community. The success of the teaching and learning process is largely determined by the student's ability to write. Therefore, students' writing skills should be improved as early as possible in their school life. There are some texts in writing. One of them is the narrative text. A narrative text is a non-fiction story that can be a fairy tale, myth, folklore, animal story, and so on. The purpose of a narrative text is to entertain the reader with a story made in such a way that it is interesting. Narrative texts have three elements that must be present in a story or writing, such as orientation, complications, and resolution. E-Learning Fresto is a paid e-Learning that provides a variety of services that are useful in supporting the learning process, evaluation, and assessment of learning. Fresto also provides video call facilities that allow teachers and students to meet face-to-face and online in learning. E-Learning Fresto is an application that can help the learning process in the classroom and have a positive impact on teachers and students, make students not feel bored and make the learning process more interesting. The purpose of this study is to determine the achievement of students' writing skills in writing narrative texts with and without the application of fresto. The population is 36 students of class X TEI 2 SMK N 4 Semarang. The author took one class as an experimental class. Research instruments in the form of tests, there are two types of tests, namely pre-test and post-test. Written tests are used to collect data. After data collection, there was a significant difference between before and after learning using the fresto application. The results of the study were that the average score of students who wrote narrative texts without fresto application was 77.41667 and the average score of students after using the fresto application in writing narrative texts was 89.86111

KEY WORDS: *Writing, Narrative Text, Fresto App*

1. INTRODUCTION

English is an international language that is used as a communication tool that has been implemented in the curriculum in Indonesia. According to the 2013 curriculum, English is one of the compulsory subjects at the junior high school (SMP/MTS) and high school (SMA/MAN/SMK) levels. English has four skills, including speaking, listening, reading, and writing. Menur (2018) stated that English subjects are studied so that students know English as a means/container for communicating and interacting with foreign nationals. English has a variety of materials, with the aim of students gaining knowledge of basic English concepts from grammar (grammar), conversation (conversation), and types of text. The material taught follows the syllabus with concepts according to the Lesson Plan (RPP) carried out by the teacher in the teaching and learning process in the classroom. However, writing skills in other subjects need to be designed according to students' experiences in life.

Writing for active learning is usually using their own everyday language where it is the focus of attention of the hand, writing to write we see the whole text will include not only the use of appropriate language but also the construction of the text layout, style, and effectiveness. Writing to write on the other hand is aimed at developing students' skills as writers. In other words, the main purpose of this type of activity is that students should become better at writing, regardless of the type of writing.

Several reasons made the writer choose the topic, first, to find out students' mistakes in writing narrative texts in English using Fresto's e-learning media, by using this media we can find out the mistakes made by students during the writing learning process. Second, to see students' mistakes by

analyzing using Fresto's e-learning media, so that students can minimize errors in writing English narrative texts. The third is to train students in writing skills by doing assignments in the form of narrative texts, to find out and measure how well students write in English using the Fresto e-learning application.

Statement of the Problems

Based on the background of the research above, the authors formulate the formulation of the problem, as follows:

1. How is Fresto e-learning application used in Teaching English?
2. What difficulties do students in writing English?
3. What benefit do students get in using Fresto?

Objectives of the Study

Based on the formulation of the problem above, the authors arrange the research objectives as follows:

1. To find out the difficulties faced by students in developing writing skills in English.
2. To be able to find out what factors make it difficult for students to learn to write English, especially during the learning process using Fresto's e-learning media.

2. LITERATURE REVIEW

Definition of Writing Skills

Writing skills are very important skills for students and will always be used by students in learning activities at school and outside of school when they have graduated and are involved in various activities in the community. The success of the teaching and learning process is largely determined by the student's ability to write. Therefore, students' writing skills should be improved as early as possible in their school life. Syafi'e in Slamet (2008) Setiowati (2019). According to Wijayatiningsih & Mulayadi (2012). Writing skill is one of the skills in English that provides the text in the description of learning. Writing skills are the "ultimate goal" or main competence that must be addressed for students. Writing skills are used in text-type material, one of which is descriptive text.

The narrative text is a non-fiction story that can be in the form of fairy tales, myths, folk tales, animal stories, and so on The purpose of narrative text is to entertain the reader with a story that is made in such a way that it is interesting. The narrative text has three elements that must be present in a story or writing, such as orientation, complication, and resolution.

Definition of teaching media

According to Hartanto and Purbo, e-Learning is used as a term for all types of technology used to support teaching efforts through internet electronic technology Hartanto & Purbo (2006) in Prihati (2021). e-Learning is useful for facilitating interaction between students and subject matter and teachers. With e-Learning, students can share opinions or information about various things such as lessons, self-development, and so on. In addition, with e-Learning teachers can place teaching materials, assignments, or information in certain places on the website or application and can be accessed by students continuously or for a limited time.

Fresto E-Learning for Students in Writing Skills

The Fresto e-learning application is a web-based learning platform that has the same function as the Google Class Room application, Zoom Meeting, Google Meet, etc. Prihati (2021) reveals that Fresto's

e-Learning is a paid e-Learning that provides various services that are useful in supporting the learning process, evaluation, and learning assessment. Fresto also provides a video call facility that allows teachers and students to meet face-to-face and online in learning. Fresto e-Learning is used by all teachers and students in both foundations. In addition, Fresto also eased the workload of teachers where in making questions or learning evaluations each teacher had to make a grid of evaluation questions. With Fresto, the grid can be done automatically by simply marking the basic competencies that will be included in the question grid. Fresto also provides facilities for teachers who want to upload questions from other applications such as Microsoft Word or PDF, while the question key is entered through Fresto.

3. RESEARCH METHOD

The type of research that researchers use in this study is quantitative research using experimental methods. According to Kasiram (2008: 210) experimental research intends to find out how much the level of purity (truth) of the influence of X on Y. Experimental research is a research model that provides a stimulus, then observes the influence or consequences of changes in the stimulation of objects subjected to stimulation.

The data obtained is used as a comparison after being given treatment through the big book media. To see the ability of ablution in early childhood through this big book media, a different test analysis (t-test) was carried out. The research design used in this study is one group pretest-posttest design. In this design, a pretest is carried out before treatment is given. The reason why researchers took this study is because researchers want to see accurate results through several tests carried out, namely by pretest (before treatment) with posttest (after treatment).

Observation

A research instrument is a tool used to measure specifically observed natural and social phenomena, this phenomenon is called a research variable. To facilitate the preparation of instruments, it is necessary to use an instrument grid to be able to determine the indicators of each variable under study, so a broad and deep insight into the variables studied is needed. In accordance with the problem that will be researched, this instrument is made with reference to the correct text narrative writing component to reveal about the skills of writing narrative text using fresto application.

Pre-test

A pre-test is a test performed by a student before receiving treatment. Pre-test is carried out in an experimental class, this is done to find out how the students' basic ability is in writing narrative texts, researchers ask students to write narrative texts that they know.

Treatment

After a pre-test, the author began to treat students in experimental classes, this treatment was carried out to students by teaching the skills of writing narrative texts in the fresto application media.

Step 1

Researchers entered the commuting LAB room with class X TEI 2 students..

Step 2

After that the researcher uploaded a PPT about the narative text and explained the material in the fresto application

Step 3

In the end, the researcher gave some questions about the narative text to the students of the experiment.

Post-test

After providing pre-tests and treatments, researchers then conduct post-tests. Post-tests were conducted to measure student improvement as well as student improvement in writing narrative texts and this was

done after researchers gave treatment. The score on the post-test can be compared with the pre-test.

Documentation

Documentation is the study's support result, as evidence of this study. The documentation data collected by the data that has been collected from this study:

In collecting the data, researchers measured students' writing ability through tests given about narative texts uploaded through the fresto app. Students are given two tests, namely pre-test at the beginning of data collection and post-test at the end. The steps for systematic data collection are as follows:

a. Pre-test

Pre-tests were carried out on the sample experimental class in the study, namely the class X TEI 2 experimental group. On the pre-test, students were asked to create a narative text about which they knew.

b. Post-test

Post-tests are also carried out in experimental classes. The difference that occurs in the post-test is that the test is given after the experimental class gets treatment. In this post-test, students are asked to do narative text tenatng questions that have been uploaded on the fresto application media and students do it directly through the cellphone they have brought.

Student Grade Classification

No	Classificatio n	Score
1.	Very good	85-100
2.	Enough	70-84
3.	Bad	83-55
4.	Very bad	0-54

The author provides a score for each element of the writing, in the form of content, organization, grammar, vocabulary, and mechanics both pre-test and post-test. According to Brown et al. (2019), there are five elements of the analytical scale for the task of rating composition. After the student's work score was formed based on five elements, the authors used the following grading scale proposed by Brown et al 2019.

4. RESULTS AND DISCUSSION

The writer explains the results and discussion. the detailed explanation in this part is as follows.

Descriptive statistical analysis was carried out by calculating the overall average score of students with and without the use of fresto applications in English learning in the experimental group.

1. Writing narative text using fresto apps

Students' ability to write recount texts taught by learning using fresto application media is shown by their pre-test and post-test scores. The pre-test and post-test scores of experimental class students are presented in a graph as follows:

Description Of Pre-Test and Post-Test Data For Experimental Class

Deskriptive Statistics					
	N	Means	Standard deviation	Minimum	Maximum
Eksclass pre-test experiment	36	77,41667	2,92159	72,00	85,00
Post-test class experiment	36	89,86111	3,27024	80,00	95,00

Based on observational data conducted on 36 students, it was shown that the average score of student pre-test was 77.41 with a standard deviation of 2.92, while the average score of student post-test was 89.86 with a standard deviation of 3.27. This shows that the average score of narative text writing skills in English after using fresto application media in English text narative learning is higher than the average ability to write naratve text in English before using fresto application. Then, the pre-test and post-test scores of students in the control class were calculated by researchers on the test.

T-Test (Wilcoxon Marked Rating Test)

Rank				
		N	Mean Rank	Sum of Ranks
Pre-Test Experiment Class	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	36 ^b	18,50	666,00
Post-Test Experimental Class	Ties	0 ^c		
	Total	36		
a. Before the Post-Test Experimental Class < the Pre-Test Experimental Class				
b. Post-Test Experimental Class > Pre-Test Experimental Class				
c. Post-Test Experimental Class = Pre-Test Experimental Class				

2. Interpretation of Output Rank

- Negative Rank or the difference (negative) between the results of learning to write narative English texts for the pre-test and post test is 0, be it at the value of N, Mean Rank, or Sum Rank. This value of 0 indicates no decrease (reduction) from the Pre Test value to the Post Test value.
- Positive Rank or (positive)between mathematics learning outcomes for Pre Test and Post Test. Here there are 36 positive data (N) which means that the 36 students experienced an increase in the results of writing narative English texts from the Pre Test score to the Pos Test score. The mean rank or average increase is 18.50 while the sum of rank is 666.00
- Ties is the similarity of the value of pre test and post test, here the value of Ties is 0, so it can be said that there is no equal value between pre test and post test.

Significant difference in writing narative text between not using fresto application media and after using fresto application in writing narative english text.

The following table is a description of control class improvement data and experiments based on Wilcoxon tests.

Improved Description For Experimental Class

Test Statistics	
	Post-Test Experimental Class – Pre-Test Experimental Class
Z	-5,301 ^b
Asymp. Sig. (2-tailed)	<,001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the output of "Test Statistics", it is known to Asymp. Sig. (2-tailed) is worth 0.001, because the value of 0.001 is smaller than <0.05 , it can be concluded that "Hypothesis is accepted", meaning that there is a difference between the results of learning to write narrative English texts for pre-test and post-test, so it can also be concluded that "there is an influence on the use of fresto applications on the results of learning to write narrative English texts in students of SMK N 4 Semarang.

Student Value Data Before Using The Fresto App

Class X TEI 2 Student Name	Vocabulary	Contents	Syntax	Mechanic	Organization	Total	Amount
Abdullah Hakim	3	3	3	3	3	15	75
Adrian Chrisnanta Wanji	4	3	3	3	4	17	85
Agtreean Davin Suswanto	4	3	3	3	3	16	80
Akhmad FakikHudin	3	3	3	3	3	15	75
Amila Putri Hunafa	4	3	3	3	3	16	80
Anisa Tiara Putri	3	3	3	3	3	15	75
Aulia Pratiwi	3	4	3	3	3	16	80
Benedictus Wisnu Pradita	3	3	4	3	3	16	80
Chaesa Akmal Aryandra	3	3	3	4	3	16	80
Dewi Sekar Puspita Sari	3	3	3	4	3	16	80
Dhea Agnez Syahrani	3	3	3	3	3	15	75
Diah Ayu Nuraini	3	3	3	3	3	15	75
Dwi Yuliyanto	3	4	3	3	3	16	80
Falah Aldelard Sulistiyo	3	4	3	3	3	16	80
Getar Jagad Satria	3	3	3	3	3	15	75
Janu Faizan	3	3	3	3	3	15	75
Mellyana Febrianti	4	3	3	3	3	16	80
Muhammad Faza Tazakka Al Jabar	3	3	3	3	3	15	75
Muhammad Zidan Aditya	3	4	3	3	3	16	80
Naufal Muhammad Aliy	3	3	3	4	3	16	80
Naufal Yodha Raditya	3	3	3	3	3	15	75
Nugroho Dwi Atmojo	3	3	3	3	3	15	75
Nurallifah Viani Futnul Inniah	3	3	3	3	4	16	80
Ody Setiawan Nugroho	3	3	3	3	3	15	75
Passa Cahyono	3	3	3	3	3	15	75
Rafa Rizky Wjjaya	3	3	3	3	3	15	75
Rangga Atha Yogananda	4	3	3	3	3	16	80
Rasyid Prayoga Ananta	3	3	3	3	3	15	75
Riski Tirta Mulia	3	3	3	3	3	15	75
Rizki Wahyu Estiadi	3	3	3	3	3	15	75
Safira Damayanti Kusumaningrum	3	4	3	3	3	16	80
Satrio Adi Nugroho	3	3	3	3	4	16	80
Satrio Aji Wibowo	3	3	3	3	3	15	75
Sindu Riski Ardiantoro	3	3	3	3	3	15	75

Taufik Saputro	3	3	3	3	3	15	72
Yosefina Hanni Elyada	3	3	3	3	3	15	80
Value statement :							
Average	: 77,4167						
Standard Deviasi	: 2,92159						
Maximum	: 85,00						
Minimum	: 72,00						

Student Value Data After Using The Fresto App

Class X TEI 2 Student Name	Vocabulary	Contents	Syntax	Mechanic	Organization	Total	Amount
Abdullah Hakim	4	4	4	4	3	19	95
Adrian Chrisnanta Wanji	4	4	3	4	3	18	90
Agtrean Davin Suswanto	4	3	4	4	4	19	95
Akhmad FakikHudin	4	4	3	4	3	18	90
Amila Putri Hunafa	4	3	4	3	4	18	90
Anisa Tiara Putri	3	3	4	4	3	17	85
Aulia Pratiwi	4	4	4	3	4	19	95
Benedictus Wisnu Pradita	3	3	4	4	4	18	90
Chaesa Akmal Aryandra	4	4	3	4	3	18	90
Dewi Sekar Puspita Sari	4	4	3	4	3	18	90
Dhea Agnez Syahrani	4	4	4	3	4	19	95
Diah Ayu Nuraini	4	4	3	4	3	18	90
Dwi Yuliyanto	4	4	3	4	3	18	90
Falah Aldelard Sulistiyo	4	4	3	3	3	17	85
Getar Jagad Satria	3	4	4	4	3	18	90
Janu Faizan	3	4	4	4	3	18	90
Mellyana Febrianti	4	4	3	3	4	18	90
Muhammad Faza Tazakka Al Jabar	3	4	4	4	3	18	90
Muhammad Zidan Aditya	4	4	3	4	3	18	90
Naufal Muhammad Aliy	4	4	3	4	3	18	90
Naufal Yodha Raditya	3	4	3	4	4	18	90
Nugroho Dwi Atmojo	4	4	4	4	3	19	95
Nurallifah Viani Futmul Inniah	4	3	3	4	4	18	90
Ody Setiawan Nugroho	4	4	4	3	3	18	90
Passa Cahyono	3	4	3	4	3	17	85
Rafa Rizky Wijaya	3	4	4	4	3	18	90
Rangga Atha Yogananda	4	4	3	4	3	18	90
Rasyid Prayoga Ananta	3	4	3	4	4	18	90
Riski Tirta Mulia	3	4	3	3	3	16	80
Rizki Wahyu Estiadi	3	4	3	4	4	18	90
Safira Damayanti	3	4	4	3	4	18	90
Kusumaningrum	3	4	4	3	4	18	90
Satrio Adi Nugroho	3	3	4	4	4	18	90
Satrio Aji Wibowo	4	4	3	4	3	18	90
Sindu Riski Ardiantoro	3	4	4	4	4	19	95
Taufik Saputro	4	3	3	4	3	17	85
Yosefina Hanni Elyada	4	3	3	4	3	17	85
Value statement :							
Average:	89,86111						
StandardDeviation:	3,27024						
Maximum	: 95,00						
Minimum	: 80,00						

Discussion

In this section, the researcher describes the findings of the study above as follows:

To find out the achievement of students' writing skills in the narrative text before using Fresto application media to teach the ability to write narrative text before using the fresto application is quite low. These results were obtained by researchers based on students' pretest scores. The lowest score is 72 the highest score is 85, the average is 77.4166, and the standard deviation is 2.9215.

To find out the achievement of students' text narrative writing skills after using free application media the use of Fresto application media to teach students the ability to write narrative text before using the Fresto application is better than before. This can be seen from the students' post-test scores on the data obtained by the researchers. In the post-test that the researcher gave to the students, the lowest student score was 80, the highest student score was 95, the average score was 89.8611 and the Standard Deviation was 3.27024. From the results obtained Researchers. In the post-test that the researcher gave to the students, the lowest student score was 80, the highest student score was 95, the average score was 89.8611 and the Standard Deviation was 3.27024. The results obtained by students after using free application media, show that students can write narrative texts better.

Classes using fresto application media to teach students the ability to write narrative texts showed significant improvement. These results suggest that the use of such techniques can improve students' ability to write narrative texts based on data obtained by researchers. The use of fresto application media in learning can make it easier for students to organize ideas, develop ideas, and help to start writing narrative texts

5. CONCLUSION

Based on the results of the writing test, there are three conclusions as follows :

The ability of experimental classes at X TEI 2 SMK N 4 Semarang without using free application media as a learning medium for writing narrative texts is quite low. This can be seen in the average score of students' pre-test scores is 77.41667.

The ability of the X TEI 2 experimental class of SMK N 4 Semarang to write narrative texts using free application media as a learning medium increases and students are more proficient in writing narrative texts. This can be seen from the average score of students post-test, which is 89.27024. There is a significant difference in students' writing skills with and without using WhatsApp groups as a learning medium. This can be seen from the results of the T-test where the sig(2-tailed) value between before and after is $0.000 < 0.001$. So, it can be concluded that there are differences in student learning outcomes between with and without using fresto application media.

The use of fresto application media as a learning medium helps students to understand, develop ideas, and make narrative text examples easier. This can be proven by the average score of students at the time of the pre-test is 77.41667 while the average score obtained by students at the time of the post-test or after being given Treatment is 89.27024. How the sig (2-tailed) between before and after is $0.000 < 0.001$. So it can be concluded that there is a significant increase in students based on scores obtained before and after being given treatment using free application media. Jadi, dapat disimpulkan bahwa ada perbedaan hasil belajar siswa antara dengan dan tanpa menggunakan media aplikasi fresto

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