



**IMPROVING STUDENT'S WRITING SKILL OF PROCEDURE TEXT  
BY USING PICTURE SERIES OF EIGHT GRADE YEAR STUDENT  
SMP IT AN-NAAS BINJAI**

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**Abstract**

*The objective of the study is to find out the improvement Students' Writing Skill Of Procedure Text By Using Picture Series Of Eigh Grade Year Student SMP IT An-Naas Binjai In Academic Year 2017/2018. The subjects of this study are students who sit in class VIIISMP IT An-Naas BinjaiAcademic Year 2017/2018 there are 32 Students consisting of 13 Men and 19 Women. And the object in this study is all student in eight grade SMP IT An-Naas Binjai. The improvement of this classroom action research can be known from the learning process and the result of the writing of the Student Text Procedure after being given action by using picture series. Improvement of the process can be seen from the motivation of student learning to be better with the student's enthusiasm in writing procedure text with the existence of picture picture will facilitate students in making dialog in procedure text, students' imagination become more developed, and student literature appreciation woke up well. In cycle I, 22 students are failed and 10 students are good. In cycle II, 5 students are failed, 23 students are good and 4 students are Very good. From the results of this study it can be concluded that the use of picture picture series can improve the ability of writing procedure text students.*

**Keywords:** Picture Series; Writing Procedure Text.

**Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan Kemampuan Menulis Siswa Terhadap Teks Prosedur Dengan Menggunakan Gambar Seri Siswa Kelas Eigh Grade SMP IT An-Naas Binjai Tahun Ajaran 2017/2018. Subyek penelitian ini adalah siswa yang duduk di kelas VIIISMP IT An-Naas BinjaiAkademik Tahun 2017/2018 ada 32 Siswa yang terdiri dari 13 Pria dan 19 Wanita. Dan objek dalam penelitian ini adalah semua siswa kelas delapan SMP IT An-Naas Binjai. Perbaikan penelitian tindakan kelas ini dapat diketahui dari proses pembelajaran dan hasil penulisan Prosedur Teks Siswa setelah diberi tindakan dengan menggunakan seri gambar. Perbaikan proses dapat dilihat dari motivasi belajar siswa agar lebih baik dengan antusiasme siswa dalam menulis teks prosedur dengan adanya gambar gambar akan memudahkan siswa dalam membuat dialog dalam teks prosedur, imajinasi siswa menjadi lebih berkembang, dan literatur mahasiswa. apresiasi terbangun dengan baik. Pada siklus I, 22 siswa gagal dan 10 siswa itu baik. Pada siklus II, 5 siswa gagal, 23 siswa itu baik dan 4 siswa sangat baik. Dari hasil penelitian ini dapat disimpulkan bahwa penggunaan picture picture series dapat meningkatkan kemampuan penulisan teks tugas siswa.

**Kata Kunci:** Seri Gambar; Teks Prosedur Menulis.

## **I. INTRODUCTION**

English is international language which widely used in many people around the world to communicate with each other. English has a big contribution in accommodating many people to enrich their knowledge and skills in various fields, such as education, tourism, religion, technology, and global economy. By those reasons, Indonesia, as a developing country, determined English as the first foreign language and put it as one of the compulsory subjects in the formal school from the junior high school to university levels.

It can be concluded that writing is a language skill that is used as a communication tool that serves to pour out regular thoughts and feelings through graphic symbols so that it can be understood by others. Through writing we can express ourselves totally. Writing is a creative process of putting ideas in the form of written language for the purpose of, for example, telling, convincing, or entertaining. The result of this creative process is commonly referred to as essay or writing. Both terms refer to the same results even though there is an opinion saying the two terms have different meanings. Some people find writing difficult and to do it requires special talent. Actually no! Writing it is easy and can be done by anyone. Only, in order to continue to develop writing skills, one must have the will and practice of writing itself. Without a strong will and discipline to keep practicing, surely you can not conquer the obstacles that often arise in writing.

Writing is an alternative way to communicate with others in written form. Harmer (2004:79) states that writing is a form of communication to deliver thought or to express feeling through written form. It means that writing can become a tool of self expression, by writing we can express and share our feeling to the reader. In English especially writing, many problems that need to be anticipated include vocabulary mastery, ability to use tenses, the ability to understand the types of tenses, and most importantly motivate themselves to not be lazy to write in procedure text.

## **II. THEORETICAL STUDIES**

According Mark and Kathy Anderson (1998:28) to We usually find many kinds of text in our daily life. One of those text is procedure text which is an instructional text that describes how to make something or how series of sequenced steps or phases. Mark and Kathy Anderson through their book text types in English 3 defined a procedure text as a piece of text that tells the readers or listener how to do something, for making something, doing something, or getting somewhere. The problem of writing especially writing in

english should be overcome. Mistakes or omissions in learning writing skills at the junior level will affect them in the future. The author seeks to provide solutions to overcome the problems faced by students by providing a learning technique that is by using picture series. According to Harmer (2004:69) states that picture can stimulate students' creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by picture. Based on the background study above, the problems identified are Some people find writing difficult and to do it requires special talent. Actually no! Writing it is easy and can be done by anyone. Only, in order to continue to develop writing skills, one must have the will and practice of writing itself. Without a strong will and discipline to keep practicing, surely you can not conquer the obstacles that often arise in writing.

In English especially writing, many problems that need to be anticipated include vocabulary mastery, ability to use tenses, the ability to understand the types of tenses, and most importantly motivate themselves to not lazy to write. From all the above information then the author is very interested to conduct an educational research by raising the title "Improving Students' Writing Skill of Procedure Text By Using Picture Series of Eighth Grade Year Student SMP IT An-Naas Binjai In Academic Year 2017/2018".

### **III. RESEARCH METHODS**

This research will be conducted at SMP IT An-Naas Binjai Academic Year 2017/2018. The reason research does research in the school because it has a strategic location and has never held similar research.

The timing of the research will be conducted in the odd semester of the 2017/2018 academic year. The subjects of this study are students who sit in class VIII SMP IT An-Naas Binjai Academic Year 2017/2018 there are 32 Students consisting of 13 Men and 19 Women. And the object in this study is all student in eight grade SMP IT An-Naas Binjai.

This research uses Classroom Action Research type (CAR) with cycle model. Classroom Action Research is an amalgamation of qualitative research and quantitative research, but for CAR itself is more inclined to qualitative research approach. Classroom Action Research (CAR) has 4 bases. Generally 4 bases in Classroom Action Research are described as follows:

1. Planning Stage, this planning stage consists of drafting an action that explains what, why, when, where, by whom, and how the action is performed. At the planning stage, the researcher determines the focus of events that need special attention to be observed.

2. Stage of Action Implementation, this stage is the application of strategy and learning scenarios. Prior to the drafting of the action, the teacher first practices the implementation of the action within the class according to the scenario.
3. Observation Stage, this stage should go hand in hand with the moment of action. During the observation, the researcher observes and records all the things that are needed and occurs during the execution of the action. This data collection is done by using the observation format that has been prepared, including careful observation of the implementation of action scenario from time to time and its impact on the process and result of student learning.
4. Reflection Stage, this stage is intended to thoroughly review the actions that have been done, based on the data that has been collected, then evaluated to improve the action.

Technique of data collecting by writer in this research is observation, interview, test, and documentation. Technical data analysis in this research by data reduction, triangulation and Rubric of Assement.

Table 1 Procedure Text Rubric

No	Assasment	Value
1	Idea/ content	0-20
2	Schematic structure &	0-20
3	linguistic features	0-20
4	Punctuationand Grammar	0-20
5	Vocabulary	0-20
	<b>Total</b>	<b>100</b>

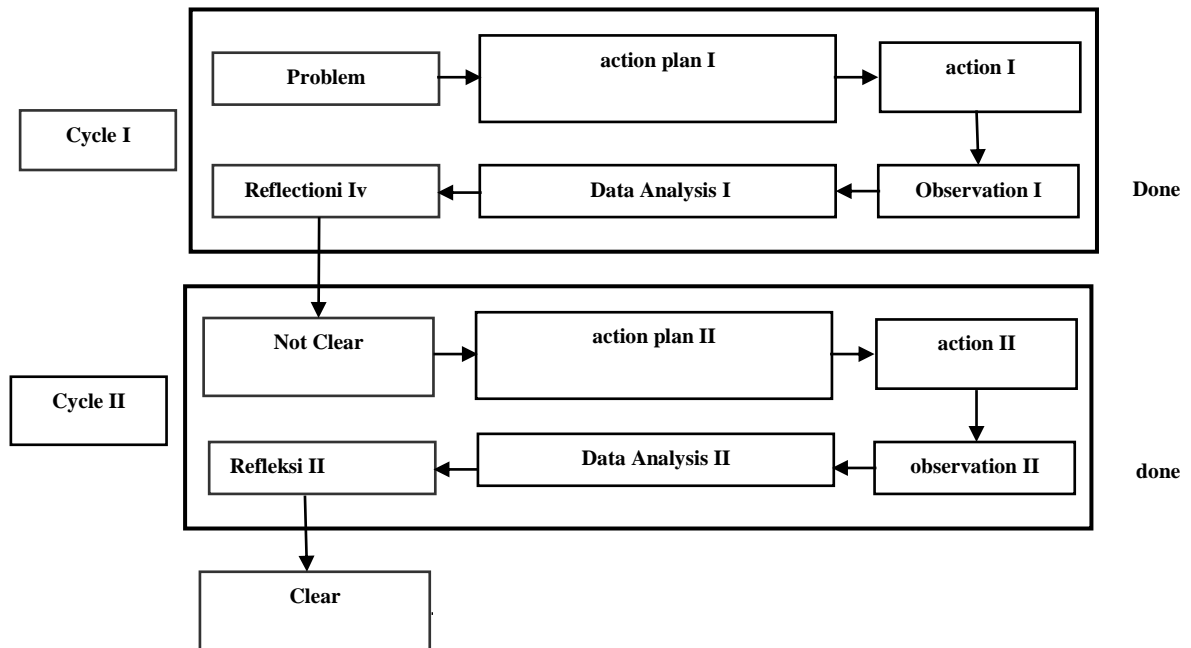
Performance indicator of the research to be achieved is the increasing of writing procedure text skill of class VIII student SMP IT An-Naas Binjai by using Picture Series method. Performance indicator of this research is derived from curriculum and syllabus of K13English class VIII with Minimum Exhaustiveness Criterion (KKM) that is 75 (source KKM from school concerned).

Implementation of the picture series method is considered successful when the ability to write procedure text can be improved in terms of content, organization, vocabulary, language use, and mechanics. Learning activities are said to increase if as many as = 80% of 32 students can achieve the minimum mastery criteria.

Table 2. Value Interpretation

Value	Interpretation
0 - 74	Fail
75 - 87	Good
88 - 100	Very good

The design of this study is a classroom action research. The classroom action research cycle as illustrated below :



**Diagram 1 Classroom Action Research Cycle**

Class Action Research (CAR) consists of four stages in each cycle. Each action cycle includes Action Planning, Implementation of Action, Observation, and Reflection.

The study was conducted in at least two cycles, each cycle consisting of two meetings. The study will be conducted during the learning process of Indonesian language with various materials of Writing Procedure text.

### Cycle I

#### 1. Action Planing

The planning phase for the first cycle begins to compose the instruments, namely the Learning Implementation Plan (RPP), quiz questions, achievement tests, interview guides, questionnaires, and observation guidelines by researchers consulted with supervisors and teachers. For the activities in this first cycle, the researcher prepares 3 pieces of quiz and one achievement test with sub subjects: definition, notation and order a Writing Procedure text, types of Writing Procedure text, and operations on Writing Procedure text. Before being given to the students, the quiz questions and the achievement test are consulted first with the supervisor, as well as the Indonesian teacher concerned first, to correct the validity of the question. After getting approval, then the quiz questions and achievement tests are given to the students.

#### 2. Implementation

Implementation stage is teaching and learning activities in the classroom with the setting according to the research plan that has been prepared. Implementation of learning process using expository method with sub subject of various kinds of Writing Procedure text and operation Writing Procedure text. The teacher guides the students in understanding the material and gives examples of problems. Then to find out the students' understanding of teachers give quizzes to students for 5-10 minutes are done independently by students and the results are collected to be assessed, about only one piece on each given quiz. Quizzes are given after the teacher guides the students in understanding the subject matter. The teacher watched as the students did quizzes and the researchers also helped to supervise.

When the students have finished the quiz, the teachers together discuss the quiz about the students. Then the teacher gives exercises about the problems done in discussions with my friends. When you have done the exercise questions, the teacher appoints one of the students to come to the front of the class. As long as the students explain in front of the class, the teacher and the other students listen carefully, after they have finished explaining, then the teacher asks if there are any who disagree or may have different answers from the answers of the advanced students if someone has a different opinion, then the student is welcome to give her opinion in front of the class as well. After that, the teacher sums up the correct answer and proceeds to the next material.

### 3. Observation

At the time of learning took place, researchers observed all activities that occur during the learning process took place, both student activities, and teachers who teach. In order to obtain more accurate information, the researcher has prepared observation guidelines for the preparation of field notes.

### 4. Reflection

The researcher conducted a discussion with the teacher to conclude the results of the implementation of the action in cycle I and to prepare an improvement plan in cycle II which was consulted with the supervisor. The data obtained during the observation is used to determine the improvement of Indonesian students' learning motivation by giving quiz in Indonesian language learning.

Evaluation conducted include the achievement of learning indicators, the constraints faced during the action took place, the response of students to the action of learning, doing the evaluation I in the form of writing Procedure text writing to students based on test questions that have been prepared previously.

The overall result of the evaluation causing the obstacles to the achievement of targets in cycle I (if any) is used as a guide to cycle II, so that the achievement of better learning indicators.

## **Cycle II**

Planning phase in cycle II begins with problem identification based on the result of reflection on cycle I. Problems that arise in cycle I set the alternative problem solving in the hope of not repeating in cycle II later.

## **IV. RESEARCH RESULTS**

SMP IT An-Naas Binjai is located at Jalan SM Raja No 99 Kelurahan Tanah Tinggi, East Binjai District, Binjai City. Students who are the subject of research is class VIII with consideration of literature ability in class that still classified less. The less intended criterion is based on the evaluation result of English subject teachers namely Weni Puspita, S.Pd. during the learning process takes place, through observation of pre-research conducted on the basis of observation. Nevertheless, there are some students of class VIII who have the ability to write good literary works. In one week of learning English in class VIII is 6 hours of lesson (6 x 40 minutes) which is divided into three meetings, which is on Tuesday at 7-8, Wednesday 5-6 hours, and Thursday hours to 3-4 . Class VIII consists of 32 students with 13 male students and 19 female students with 100% attendance presentation or rarely absent students.

Classroom action research (CAR) to improve writing text writing skills by using picture series is carried out in two cycles. Meanwhile, the arrangement of the planned action plan of the research was conducted prior to the research. The schedule of the action plan has been discussed with Weni Puspita's mother, S.Pd. as a teacher of Indonesian class VIII B in junior IT An-Naas Binjai. The schedule of action plans carried out during English language hours is tailored to the needs of the research implementation, but still does not interfere with the teacher's performance. The results of the research interview with Mrs. Weni Puspita, S.Pd. it can be seen that as a teacher of English has never given a variety of learning strategies and also recognized students do not get many models that can be used as an example in learning writing procedure text. In other words, learning about writing procedure text in SMP IT An-Naas Binjai only limited to appreciate and analyze the intrinsic elements only. Teachers do this because the material writing procedure text is considered too difficult to give to students other than the time is also very limited unlike other skills lessons.

In addition to external constraints, internal constraints of students themselves greatly influence and hamper the learning of writing procedure text. Internal constraints are the factors of interest and motivation of students who lack in learning to write. Looking at the fact, it is necessary to find literature learning solutions that are able to attract interest as well as to motivate students. This research was conducted to know the use of learning strategy by using method, especially modeling component to improve skill of writing drama text of student drama with picture picture can improve writing text writing skills of grade VIII student of SMP IT An-Naas Binjai.

#### 1. Pre-action / Pre cycle

Prior to the action being applied to improve the writing text writing skills through using picture series, the researcher first conducted pratindakan. The activity is done so that the researcher can know the student's initial ability in writing procedure text. In this classroom action research, the teacher acts as an Indonesian teacher. Assignment given to the students in the form of writing procedure text with free theme. Students are given the freedom to write procedure text with free theme. is intended to make it easier for students to get ideas and not shackled with a single theme.

##### a. Planning

Planning in pracycle is done by English teachers. In this pre-cycle planning, two are some things that are needed when the implementation are preparation of materials to be delivered by teachers Bahasa English, preparation of research data collection tools, such as field notes, observation sheets.

##### b. Implementation of Action and Observation

Pracycle this study conducted a one-time meeting, on Saturday, October 5, 2017. In this pracycle, students write the procedure text without using new methods, but the teacher delivered the subject matter with the usual lecture method. Learning during pracycle lasted less smoothly. There are still many students who have difficulty in writing drama text and class conditions are crowded when the teacher delivered the subject matter. Such conditions resulted in the majority of students lacking concentration in writing drama texts. For the score or the value of the ability to write drama text on pracycle is still relatively low.

The observations made on this classroom action research praction include the implemantation of monitoring activities during the drama text writing process. During the pracycle action, Indonesian teachers and researchers conducted observations using instruments in the form of field notes and observation sheets.



Table 3 Percentage Absorption Power (PAP) And Completeness Cycle I

The Number Of Students	Criteria	
	PAP	Completeness
22	Fail	Not Complete
10	Good	Complete
0	Very Good	0

## 2. Cycle I

After doing pracycle/pratindakan, researchers discuss with teachers Bahasa Indonesia. Cycle I This classroom action research conducted two meetings that is.

### a. Planning

The first stage in this classroom action research is planning. After the observation to school and found the problem of writing text lesson in class VIII SMP IT An-Naas Binjai, researcher cooperate with class teacher to overcome the problem. In this first stage, the researcher plans to improve the learning of writing the procedure text of class VIII students of SMP IT An-Naas Binjai. Planning improvements in the learning of writing drama text means including planning action by looking at student conditions, learning scenarios from beginning to end, and preparing everything that is needed in the implementation of learning.

Researchers and teachers know the condition of learning English in junior IT An-Naas Binjai, especially learning text writing drama students of class VIII B. Researchers and teachers have a common perception of the problems that exist in learning writing Procedure Text class students VIII.

The cause of the occurrence of problems in learning activities of writing Class VIII Text Procedure has been well identified by teachers and researchers. Researchers together with teachers to design problem-solving problems in learning writing Procedure Text class VIII students. By looking at the condition of the students and the problems that exist in the classroom, the researcher and the teacher decided to try using picture series that is methods that can develop the creativity and imagination of students given wide space of movement so that students have the ability to appreciate their thoughts and feelings which are believed to bring changes in learning writing Procedure Text class students VIII.

Researchers and teachers set the time for conducting classroom action research in accordance with the VIII English language lesson schedule. in accordance with the agreement, the implementation of research cycle I held on 8-15 October 2017.

Researchers and teachers create learning scenarios, including scenarios of action implementation and preparation to create a learning method that is using picture series.

After all the equipment needed for learning the ability of writing Procedure Text on cycle I is ready, researchers and teachers prepare research instruments in the form of field notes, observation sheets, and cameras to document the learning activities of writing capabilities Procedure Text through using picture series that will take place.

**b. Implementation of Action and Observation**

The second stage of this class action research is the implementation of the action, ie the implementation or application of the contents of the design that has been made. Implementation of these actions is based on existing procedures. In this study, the implementation of using picture series is done as an action, so there are three actions done, namely the delivery of learning materials by English teachers, making using picture series, and the ability to write procedure text.

**c. Reflection**

This classroom action reflection was conducted by English teacher and researcher based on observation result during the learning process of cycle I. In this cycle, students still have many shortcomings, both in terms of concentration when writing procedure text, understanding of subject matter content and psychological condition of students also affect the success or failure in learning writing Procedure Text.

In terms of results, there are still some shortcomings in the writing of produ. Writing Procedure Text is not a trivial thing, but it takes the seriousness and creativity of each individual. Disadvantages in the process of learning writing procedure text on the first cycle is that students are still focusing on examples that are in the textbook of learning. Problems that occur in the action cycle I, in addition to due to limitations on the ability of students in writing Procedure Text, also due to lack of trained students in the procedure text.

To further improve the process of writing writing, especially in the writing of text procedures, teachers using picture series, to improve students' ability in writing Procedure Text. The existing problems must be addressed so that the utilization of using picture series as an effort to improve the writing ability of students' Procedure Text can be successful. How to overcome the existing problems must be careful because the first problem if difficult to overcome will hinder the implementation of further action.

Implementation of process activities writing Procedure Text through using picture series in cycle I was done smoothly. Nevertheless, the implementation of this cycle I

action has not shown satisfactory results. The problems of cycle I are then discussed together to find a solution. Solving the problem is to increase students' attention to the ability of writing procedure text. The percentage absorption power and completeness cycle I, as bellow:

Table 4 Percentage Absorption Power And Completeness Cycle I

The Number Of Students	Criteria	
	<b>PAP</b>	<b>Completness</b>
<b>22</b>	Fail	Not Complete
<b>10</b>	Good	Complete
<b>0</b>	Very Good	0

### 3. Cycle II

#### a. Revised Plan

Planning in this research is done by English teacher with researcher. Planning in this cycle includes preparatory activities of the things needed to be ready for use during the course of the research. The activities undertaken in this cycle II are as follows. Researchers and teachers discuss the material to be presented to the students. Researchers decided to further deepen the elements of Procedure Text that have not been realized well, namely elements of dialogue, figures and perwatakan, place or setting clearly, plot, and mandate. It is based on the results of tests in cycle I that most students have not been creative in the making of dialogue, has not described the figures and settings clearly, the flow and the mandate is still difficult to know.

Researchers and teachers improve the use picture series used in writing procedure text. The action is still the same as the procedure in using picture series. It's just that aspect is more emphasized on the aspect of creativity. Cycle II is executed starting on October 17, 2017 which is the delivery of material, making using picture series and writing Procedure Text based on methods that have been made by each student.

#### b. Implementation of Action and Observation.

Sikus II in this classroom action research conducted two meetings, namely on Saturday (October 17, 2017) and Wednesday (October 21, 2017). In this second cycle, students do writing Procedure Text still with picture picture. This method is used to facilitate students in improving the ability of writing procedure text. Writing Procedure Text in cycle I and cycle II is not much different, still both using picture series in writing.

Furthermore, teachers should also coordinate the class well, so that students can be more creative in writing procedure text. In addition, researchers and teachers also make

observations during the learning process takes place. The actions taken in the second cycle is divided into two meetings is the first meeting, the teacher delivered the learning material about the writing of the Text.

Procedure through using picture series that has not been understood by the students. Like the first cycle meeting, teachers always throw a few questions to the students. The students answer it, and the class atmosphere becomes crowded because many students who enthusiastic with the writing procedure text. The second meeting, the teacher re-explain the procedure in writing the Procedure Text through using picture series, then the students make the picture through picture and continued by doing the Procedure Text writing back based on picture picture in accordance with the theme of the image on each method. After the action on this second cycle, researchers and teachers reflect on the learning during cycle II. The results of the tests in cycle II showed an increase in score / value compared with the score / value in cycle I. The percentage absorption power dan completeness Cycle II, as bellow :

Table 5 Percentage Absorption Power And Completeness Cycle II

The Number Of Students	Criteria	
	<b>PAP</b>	<b>Completeness</b>
<b>5</b>	Fail	Not Complete
<b>23</b>	Good	Complete
<b>4</b>	Very Good	Complete

The learning process of writing Text Procedure is monitored starting from the initial test until the final test. At the time of the initial test, the teacher has not yet applied the new method. With that, finally students experience difficulties and disinterest of learning writing procedure text. Therefore, the problem must be addressed if you want to improve the ability of writing Procedure Text students. Teachers who only use the existing package of books, students finally tend to get bored quickly. The lack of variation in learning methods also causes the low interest of students to learn about writing procedure text. Looking at the limitations of the learning methods used in the classroom, researchers proposed using picture series that is more focused to improve students' writing capability. The use of picture picture is expected to attract the attention of students to do writing Procedure Text well.

This classroom action research on learning to write Text Procedure by using picture series is done in two cycles. The activities were held on October 14, 2017 for cycle I and 17 October 2017 for cycle II. After the students do the activities of writing Procedure Text through using picture series, performed a final test to determine the ability of writing

Procedure Text students. During the implementation of the action in both cycles, monitoring is always held from the beginning of the learning to the end of the lesson. To observe and monitor the implementation of learning process of writing Text Procedure through using picture series, researcher use field notes, observation format, and documentation. Initial test results by English teachers and researchers in this classroom action research can be seen in the following table

## V.CONCLUSION

Classroom action research conducted as an effort to improve the writing capability of Text Procedure through using picture series in grade VIII students of SMP IT An-Naas Binjai can be done well and there is improvement of writing capability of Student Text Procedure after held action during two cycles. The improvement of this classroom action research can be known from the learning process and the result of the writing of the Student Text Procedure after being given action by using picture series.

Improvement of the process can be seen from the motivation of student learning to be better with the student's enthusiasm in writing procedure text with the existence of picture picture will facilitate students in making dialog in procedure text, students' imagination become more developed, and student literature appreciation woke up well. In cycle I, 22 students are failed and 10 students are good. In cycle II, 5 students are failed, 23 students are good and 4 students are Very good. From the results of this study it can be concluded that the use of picture series can improve the ability of writing procedure text students

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