Analysis of Information Literacy Skills in Student Essay Writing Using Mind Mapping

*F S Regina¹, V S Damaanti¹, Y Mulyati¹, A Sastromiharjo¹
¹Doctoral Indonesian Language Education Study Program, Indonesian Education University, Indonesia

ABSTRACT

Information literacy is an ability that accommodates 21st-century skills. The aim of this research is to determine students' literacy skills in essays prepared with the help of mind mapping. This type of research is descriptive quantitative with the population namely students for the 2020/2021 academic year who have contracted the Criticism and Essay courses. This research analyzes student essays with assessment indicators containing aspects of information literacy based on the Association of College and Research Libraries (ACRL) with adjustments. The results showed that 41.17% were not yet competent, 47.05% were quite competent, and 11.78% were competent. Based on the research results, show that students' literacy skills expressed in essay form are still low. This was concluded because students were less proficient in developing a thesis, unable to modify information in their own words, and did not have written sources to support the statement. Apart from that, abilities at the phonological, morphological, and syntactic levels still need strengthening. Mind maps in essay writing can be combined with learning media to improve information literacy skills that can be described in essays.

INTRODUCTION

Everyone has a different level of literacy, depending on how internal and external factors affect the individual. According to the Great Dictionary Indonesian (Language Development and Cultivation Agency, 2022), literacy is defined as the ability to write and read; knowledge or skills in a particular field or activity; and the ability of individuals to process information and knowledge for life skills. Literacy is a form of competence inherent in the development of the current era. Literacy is not only seen as a process of reading and writing but is defined more broadly as how to process information that is useful for themselves (Abidin et al., 2021; Jatnika, 2019). While information is interpreted as illumination, ad, or news about something (Language Development and Cultivation Agency, 2022). Information has a wide scope. Types of information, namely (1) information that must be provided and announced periodically, (2) information that must be provided and announced immediately, (3) information that must be available at all times, and (4) information that is excluded (Diskominfo Kota Madiun, 2023). Information literacy is needed as a support in the development of the times, especially in the digital era which is increasingly developing at this time it needs to be supported by critical power and sensitivity in processing information (Aswita et al., 2022; Purwaningtyas, 2019).

Information literacy is not only an ability that needs to be possessed by students majoring in libraries, but more broadly must be possessed by everyone. This ability will make a person able to think critically and creatively. Information literacy is the ability to understand, access, analyze, evaluate, and communicate information in the form of media content in order to avoid
hoaxes both from mass and digital media (Burhanuddin, 2022; Pratiwi & Asyarotin, 2019; Yunitasari & Prasetya, 2022). Information literacy as a skill of the 21st century must be able to be presented in an academic atmosphere. Lecturers must be able to present a lecture process that familiarizes students to communicate, collaborate, think critically, and think creatively (Oktafiany et al., 2022; Susanty, 2020). 4C century skills can be trained through learning in educational (Arnyana, 2019; Septikasari & Frasandy, 2018). This is not an easy thing, but it is also not a difficult thing to do. The use of media in searching for information eventually resulted in a new form of literacy, namely digital literacy. Digital literacy is the ability to obtain relevant, valid, and accountable information by utilizing various digital media, such as websites, blogs, digital images or videos, digital audio, and others (Ginting, 2021; Prasetyo et al., 2022; Sujana & Rachmatin, 2019).

Scientific papers at the university level have various forms, one of which is an essay. Essays as one of scientific papers give freedom to the author to provide views on certain topics or phenomena (Saputra et al., 2021). At the university level, students are required to be able to perform and complete varied and complex tasks to measure the ability to manage and organize the writing process, so as to produce academic texts that can elaborate and regulate the extent of knowledge gained (Castelló et al., 2010; Escorcia et al., 2017). Digital literacy in learning is one of the abilities that need to be improved. This is because digital literacy can increase the ability to understand the material better and increase one's motivation to learn something (Akbar & Anggraeni, 2017; Siswanto et al., 2022).

The ability of each student to compile written works must be measured by certain standards so that the level of understanding can be known. The ability of learners to organize ideas, choose words, and combine various grammatical elements is the initial focus in learning to write (Gunawan & Palupi, 2016; Huda, 2018). The results of these measurements will be used as initial information to deepen the material in the next learning. The learning strategy that will be carried out by educators would have a significant impact if the initial information obtained is specific, namely in which parts of the measurement results are weaknesses for most students, and in which parts are difficult for certain students. David in Suprapto (2018); Djalal (2017) states that the learning strategy contains the meaning of planning, meaning: the strategy is basically still conceptual about the decisions to be taken in a learning implementation. The weaknesses experienced by the majority of students can be used by educators as material for improving material delivery methods in learning activities so that the measurement results are not only used as a medium for assessing student work but also as an indicator of educators' success in delivering lecture material (Khusnul & Suharyadi, 2021). Learning strategies are ways that will be chosen and used by a teacher to deliver material to make it easier for students to achieve goals at the end of learning (Hidayat et al., 2020; Uno & Mohamad, 2022).

The rapid development of information technology has become two blades for students in collecting data and information that will be used as a reference in compiling scientific papers. The number of accessible resources makes it easier for students to find references that will be used. Finding legitimate reference sources and knowing whether the writing contains elements of plagiarism or not still experiences many obstacles (Rahardja et al., 2016). Students need to improve their ability to identify the validity of data and information from selected sources (Anjali & Istiqomah, 2020; Sari et al., 2020).

Information literacy is needed to increase confidence in socializing or arguing because the individual has a basis for conveying the results of his thoughts (Simanjuntak, 2019). In addition to being proficient in information literacy, students must also be able to write down their ideas in a variety of formal writing. This is the basis for someone to be able to explain their ideas as a whole and can be understood by readers. But in fact, it is still common to find errors of a mechanical nature. Structural errors are found in sentence cohesiveness errors, errors in wholeness, conciseness, and sentence attention-centeredness (Dewi et al., 2014). This error will certainly make the arguments given by students incomplete and can disguise meaning.
RESEARCH METHOD
This research uses descriptive quantitative research to measure information literacy skills in student essays. Student essays were obtained from students of the Indonesian Language Education Study Program who had contracted for the Criticism and Essay Course. The research uses documentation techniques in the form of document analysis of students' written essays which are assessed based on five aspects, namely: (1) content, (2) organization, (3) vocabulary and diction, (4) language (grammar and structure), and (5) spelling. After all respondents were assessed, the data was interpreted based on four indicators and criteria, namely (1) not yet competent; (2) competent enough; (3) competent; (4) very competent.

RESULTS AND DISCUSSION
Results
In this study, data analysis testing was carried out using the help of the SPPS program. Based on the results of the analysis, data was obtained based on five aspects assessed in an essay. The first assessment of the content aspect can be seen in Table 1.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>47.1</td>
<td>47.1</td>
<td>47.1</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>47.1</td>
<td>47.1</td>
<td>94.1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>5.9</td>
<td>5.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Based on the identification carried out in the content section, the results were obtained by 16 students or 47.1% getting incompetent criteria, 16 students or 47.1% getting competent enough criteria, 2 students or 5.9% getting competent criteria and no students getting very competent criteria. Furthermore, the second assessment for organizational aspects is presented in Table 2.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>35.3</td>
<td>35.3</td>
<td>44.1</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>44.1</td>
<td>44.1</td>
<td>88.2</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Based on the identification carried out in the organization, 3 students, or 8.8% got the criteria for not being competent, 12 students or 35.3% got the criteria for being quite competent, 15 students or 44.1% got the criteria for being competent, and 4 students or 11.8% got the criteria for being very competent. The third assessment related to aspects of vocabulary and diction is presented in Table 3.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>11.8</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>44.1</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>47.1</td>
<td>47.1</td>
<td>91.2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Based on the identification carried out in the organization, 4 students, or 11.8% got the criteria for not being competent, 11 students, or 32.4% got the criteria for being quite competent, 16 students, or 47.1% got the criteria for being competent, and 4 students or 8.8% got the criteria...
for being very competent. The fourth assessment about grammar and structure can be seen in Table 4.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>29.4</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>47.1</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>50.0</td>
<td>50.0</td>
<td>97.1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the identification carried out in the organization, 10 students or 29.4% got the criteria for not being competent, 6 students or 17.6% getting criteria for being competent enough, 17 students or 50.0% getting competent criteria, and 1 student or 2.9% getting very competent criteria. The fifth assessment of punctuation can be seen in Table 5.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>47.1</td>
<td>47.1</td>
<td>47.1</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>79.4</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>97.1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the identification carried out in the organization, 16 students or 47.1% got the criteria for not being competent, 11 students, or 32.4% got the criteria for being quite competent, 6 students, or 17.6% got the criteria for being competent, and 1 student or 2.9% got the criteria for being very competent.

Thus, it can be concluded that based on these five aspects, data were obtained from as many as 14 students or 41.17% were not competent in writing information literacy-based essays, 16 students or 47.05% were competent enough in writing information-based essays, and 4 students or 11.78% were competent in writing information-based essays.

**Discussion**

The criteria for being very competent in the content aspect are being able to write down the main concepts in developing a thesis; modifying information using one's own words; inserting quotations and paraphrasing to support statements; writing other sources as comparisons to support statements. Based on these indicators, no data have obtained very competent indicators because essay writing obtained from the sample has not included citations that support the statement in the essay. Citations are an important element in presenting information. Citation is not in accordance with the rules as a form of preventing plagiarism (Dewi & Diani, 2021; Wicaksa, 2019). Forms of errors in the application of plagiarism, namely: (1) plagiarizing as a whole, (2) using wrong spelling, and (3) misapplying rules ( Harliansyah, 2017; Sidiq et al., 2021). The statement given is still in the form of the author's understanding without relating it to theories or previous research results. Ideally, in the argument presented by the author, there should be supporting facts (Nur et al., 2021; Shalatun, 2021). Argumentation equipped with facts will help someone express thinking patterns to achieve certain goals (Saputra et al., 2021; Stebbing, 2022). This is illustrated in the following rip.

**Data S10**

"… Berbicara soal hukum, Indonesia merupakan negara yang masih sangat lemah dalam penegakan keadilannya. Segelintir orang mengabaikan profesionalitasnya sebagai pengacara untuk menerima suapan dari para kliennya. Hal tersebut membuat semakin banyak pengacara yang tidak jujur dan adil. Tak hanya itu, mereka juga membuat praktik korupsi semakin menyebar. Praktik korupsi, kolusi, dan
nepotisme tidak hanya dilakukan oleh orang-orang di ranah hukum, tetapi oleh para pejabat pemerintahan juga….”

Data S13
“… Hubungan profesionalisme dan cinta ini bukanlah suatu hal yang asing lagi di masyarakat. Apalagi jika hal ini berhubungan dengan adanya ikatan keluarga. Seperti halnya dalam masyarakat seorang tokoh ternama ketika ia berhadapan dengan masyarakat harus menyusukan posisinya sebagai tokoh utama sesuai dengan tugasnya. Namun, ketika ia memposisikan diri dalam ikatan keluarga. Tentunya, ia memposisikan layaknya anggota keluarga yang hangat dan tidak adanya batasan”.

Quotations of S10 and S13 data can be concluded that students are good enough to explain the main concepts using their own language, but have not included citations to support their statements. Quotations will enhance the writing as a form of positive argumentation support that supports the author’s argument (Tahamtan & Bornmann, 2019; Warburton, 2020). However, it was found that students were not able to express the main concepts, as in the following data.

Data S9
“… Perwujudan Indonesia sebagai negara hukum sangat baik untuk didukung dan dijunjungtinggi. Karena di dalam usaha menjadi negara hukum terdapat unsur-unsur di antaranya menghargai hak asasi dan martabat manusia, adanya pembagian dan pemisahan kekuasaan, pemerintah dijalankan berdasarkan konstitusi negara, adanya peradilan administrasi dalam perselisihan antara rakyat dengan negara. Hal ini menunjukkan tidak ada kebebasan mutlak bagi rakyat, penyeenggaraan negara maupun lembaga-lembaga negara dalam menjalankan kehidupannya. Negara dengan hukum yang baik dan benar tentunya akan mengatur bagaimana rakyatnya harus bertindak sebagai warga yang baik dan patuh terhadap hukum dan mengatur bagaimana pemerintah harus menjalankan tugas dan tanggung jawabnya ….”

Citations of S9 data found indications of plagiarism based on an article (Martoredjo, 2020). This proves that students are still unable to have an attitude of appreciation for the work of others and understand that articles are written works that give freedom to the author to be able to express views in accordance with their ideology. Plagiarism is an act that is not allowed because it is considered a form of theft from an idea or someone’s work (Pencegahan Dan Penanggulangan Plagiat Di Perguruan Tinggi, 2010). Thus, plagiarism is an action that must be avoided and needs awareness to be able to overcome these actions.

The criterion for being very competent in the content aspect is that students are able to write essays with a sequence of theses, arguments, and reaffirmations of opinions (Agustiyani, 2022; Triwidayati & Utami, 2020); cohesion and coherence between parts by utilizing precise and neat conjunctions. Based on the data obtained, S10 and S13 data have written essays in accordance with their three parts, namely thesis, argumentation, and reaffirmation of opinions. In the data also found the use of appropriate conjunctions, so that the paragraphs written cohesion and coherence, such as: in the story, talking about law, therefore, it, it can be concluded. However, there are still many essays writing that has not fulfilled the three parts of the essay and has not been cohesive or incoherent.

The criteria for being very competent in aspects of vocabulary and diction are that students can use vocabulary and diction effectively; mastering word formation; The selection of words is right according to the keywords. Based on the data identified, there are still many errors in word formation, such as those found in:

Data S7
“Pada esai ini ditemukan kesalahan pembentukan kata, seperti: carut maruk, dipersidangan, professional, mejadi, dimana-mana”.

Studies in Learning and Teaching
https://scie-journal.com/index.php/SiLeT
Analysis of Information Literacy Skills in Student Essay Writing Using Mind Mapping

https://doi.org/10.46627/silet.v5i1.361

Based on the S7, S22, and S31 data, students make many mistakes in word formation, word writing, and rewriting. Language errors in the phonology field, including rewriting words, typology writing, and standard word writing errors (McBride et al., 2022; Oktaviani et al., 2018).

The criteria for being very competent in language aspects (grammar and structure) are students mastering grammar; no errors in use and phrasing; choose the appropriate citation style consistently. In the data obtained, no one obtained the criteria of being very competent because in all articles analyzed there were no citations, so they could not identify a consistent citation style. There are still errors in the realm of morphology and syntax. Morphological level errors can be seen from the process of affix affixes, base word compounding, and unnecessary word repetition (Apriwulan et al., 2021). Meanwhile, syntax errors are divided into phrase field errors and sentence field errors (Alber & Febria, 2018). The following errors in the morphological and syntactic levels were found.

Data S22
"Pada esai ini ditemukan kesalahan penulisan, seperti: tida dating, Negara, profesionalan, kasusu, dinegara, tidakkan, professional".

Data S31
"Pada esai ini ditemukan kesalahan penulisan, seperti: beringkat. Pengacara, diamenceritakan, pantasnyamendapat, benarbenar, profesional. tidak disogok, pundi pundi, seakanakan, bintangbintang”.

The use of “dimana” in the above sentence is certainly not appropriate. The word “di mana” it is written has two errors, namely errors in writing and errors in meaning (use in sentences). Writing errors due to writing “dimana”, should be written separately (di mana). Misuse in sentences, where refers to the word question, while in sentences written by students refers to the word “karena”. Both examples are intended as mistakes and errors (Kurniawan, 2022; Mulyati, 2022). Mistakes are caused by negligence or forgetfulness in writing words and sentences, even though they already know the correct rules (Kurniawan, 2022; Nadhifa & Yanti, 2023; Ratminingsih et al., 2022). Meanwhile, errors are a form of inaccuracy and lack of concentration carried out by the author when producing words or sentences (Dewi & Diani, 2021).

Data S12
“… Cerita cerpen peradilan rakyat ini sangat relevan dalam kehidupan sehari-hari, dimana cerita ini menceritakan langsung dan mengkritik keadaan hukum yang terjadi saat ini, dimana para mafia yang memiliki kekuasaan bisa membebaskan diri dari kasus jeratan hukum yang menimpanya. Cerita pendek ini juga memberikan gambaran bahwa inilah hukum dan pengadilan yang terjadi di Indonesia ketika memiliki kekuasaan hukum pun mudah ditaklukan”.

The use of “dimana” in the above sentence is certainly not appropriate. The word “dimana” it is written has two errors, namely errors in writing and errors in meaning (use in sentences). Writing errors due to writing “dimana”, should be written separately (di mana). Misuse in sentences, where refers to the word question, while in sentences written by students refers to the word “karena”. Both examples are intended as mistakes and errors (Kurniawan, 2022; Mulyati, 2022). Mistakes are caused by negligence or forgetfulness in writing words and sentences, even though they already know the correct rules (Kurniawan, 2022; Nadhifa & Yanti, 2023; Ratminingsih et al., 2022). Meanwhile, errors are a form of inaccuracy and lack of concentration carried out by the author when producing words or sentences (Dewi & Diani, 2021).

Data S1
“Keputusanmu sudah tepat. Menegakkan hukum selalu dirongrong oleh berbagai tuduhan, seakanakan kamu sudah memiliki di luar dari pengejaran keadilan dan kebenaran ….”

The use of your decision words at the beginning of the paragraph biases the meaning of what the writer wants to convey. The presence of your pronoun in your decision word certainly needs to be preceded by another sentence that previously explained the intended context. Pronouns themselves are classified as one of the important word classes because they function to replace nominal nouns or phrases (Ratnaningsih & Sudaryanto, 2023).

The criterion for being very competent in the punctuation aspect is that students can master the rules of writing based on punctuation without errors. In the data obtained, the majority still found errors in the use of punctuation. This can be found in the following data.
Data S2
“Konflik demi konflik terjadi apalagi saat keputusan sidang yang dihasilkan adalah keduanya sama sama menang hingga memberikan kebebasan pada penjahat tersebut.”
In the S2 data, students do not use hyphens (-) to rewrite “sama sama”.

Data S1
“… Karena dia yakin, negara tidak benarbenar menugaskan saya untuk membelanya....”
In the S1 data, students do not use hyphens (-) to rewrite “benarbenar”. In addition, word writing errors because “benarbenar” are written in a series.

Data S1 and S2 data show that errors in writing punctuation marks are still a classic problem. The word repeat in a rule should be inserted with a hyphen (‐) as a marker to connect the elements of the word repeat, thus clarifying the parts of the word (Hermandra & Zulhafizh, 2017). This error should no longer occur at the student level because the writing learning process has been obtained by students from elementary to secondary levels.

Essay assessment using five aspects of assessment which are integrated with information literacy skills shows that student essays have not accommodated information literacy skills. In fact, information literacy is a mechanism for measuring and testing a person's skills, thus helping in problem solving (Qomariyah et al., 2023). With the presence of information literacy, it is hoped that students will be more critical and ultimately be able to express ideas based on the issues developed in the essay.

In the content aspect, students have not been able to present a thesis that is in accordance with the topic taken and have not been able to present relevant citations. This shows that the essays produced by students have not explored elements of critical and creative thinking because the development of arguments given only describes what appears on the surface of a work. Apart from that, not referring to similar ideas from various articles published in various journals makes the essays produced by students seem to prioritize elements of subjectivity. Citation itself has a role in building a knowledge base and supporting the continuation of scientific dialogue (Sailendra et al., 2023).

The mind map used in making essays is not fully helpful, so it is necessary to collaborate with other models or other learning media. Collaboration between mind mapping and organizational patterns has been proven to improve students' essay writing (Warsidi, 2013). Collaboration allows students to better understand the concept maps prepared in developing essays. Thus, students still need guidance in expressing ideas supported by various sources to be able to present more comprehensive thoughts.

CONCLUSION
Students' literacy skills described in essay form are still low. This was concluded based on students' lack of proficiency in developing theses, not being able to modify information in their own words, and not having written sources to support statements. Apart from that, students' ability to write essays related to mechanics still needs to be strengthened, especially in writing without errors at the phonological, morphological, and syntactic levels. Errors at these three levels can ultimately obscure the meaning, so that the arguments and information conveyed by students through essays cannot be conveyed for the reader to understand. Thus, information literacy is a skill that students need to master as a form of strengthening critical and creative thinking. Main Mapping as a learning method has not been able to strengthen students' ability to write essays that match the indicators. Educators are expected to be able to develop learning methods that can strengthen information literacy skills.

ACKNOWLEDGEMENTS
The author would like to thank the Indonesian Language Education Study Program at doctoral level at the Indonesian Education University for guiding them and the Indonesian Language
and Literature Education Study Program at Pasundan University as a place for researchers to collect research data.

REFERENCES


---

**Studies in Learning and Teaching**


Vismaia S. Damaianti  
Doctoral Indonesian Language Education Study Program,  
Indonesian Education University,  
Jl. Doktor Setiabudi No. 229 Bandung 40154, Indonesia  
Email: vismaia@upi.edu

Yeti Mulyati  
Doctoral Indonesian Language Education Study Program,  
Indonesian Education University,  
Jl. Doktor Setiabudi No. 229 Bandung 40154, Indonesia  
Email: yetimulyati@upi.edu

Andoyo Sastromiharjo  
Doctoral Indonesian Language Education Study Program,  
Indonesian Education University,  
Jl. Doktor Setiabudi No. 229 Bandung 40154, Indonesia  
Email: andoyo@upi.edu