

Enhancing Play Script Writing Skills with Canva Media and KIK-IRMA Learning Model: A Study on Indonesian Literature Students

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ABSTRACT

This study investigates the use of Canva media combined with the KIK-IRMA learning model in teaching play script writing to students in the Indonesian Literature Study Program at FKIP, Universitas Jambi. The objective was to determine the effectiveness of this integrated approach in enhancing students' writing skills. A mixed-methods approach was employed, incorporating both qualitative and quantitative data. Qualitative data were collected through classroom observations, while quantitative data were gathered through pretests and posttests. The research instruments included observation sheets and test materials. Qualitative analysis was conducted descriptively and argumentatively, referencing relevant theories. Quantitative analysis was used to evaluate the validity, practicality, and effectiveness of the learning model. The study found a significant improvement in students' performance. The average pretest score was 57.72, increasing to 80.59 in the posttest. The normalized gain score (N-gain) indicated a moderate level of effectiveness. Prior to implementation, students struggled with play script writing. However, after applying Canva and the KIK-IRMA model, both the learning process and outcomes showed notable improvement. The findings demonstrate that combining Canva media with the KIK-IRMA model can address student difficulties in play script writing. This integrated approach fosters student engagement and supports learning goals effectively. The implementation of Canva media and the KIK-IRMA learning model in play script writing was systematic and yielded moderately effective results in the Indonesian Literature Study Program at FKIP Universitas Jambi.

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1. INTRODUCTION

Writing a play script is not just about putting words on paper, but about creating a dynamic learning experience (Rini Novia Candra Dewi, 2023). It helps students engage with storytelling, visualize different narratives, and develop critical thinking skills (Putri, 2023). The need for learning media in scriptwriting is key, especially for students who lack experience in this area. Tools like structured templates, interactive writing exercises, and digital platforms can provide much-needed

support in helping them craft compelling plays. As cited in (Wulan, 2016), interesting facilities enhance students' ability to translate their ideas into structured narratives.

Conflict resolution in playwriting is another significant aspect. As mentioned in (Sagimin, 2023), authors must craft various conflicts that lead to thought-provoking solutions. This process not only strengthens students' ability to develop logical and creative thinking but also makes their storytelling more engaging and immersive. Student engagement with college assignments can be a challenge, but conducting a needs analysis is an effective way to address it. As (M. Rusdi H. R., 2023) emphasizes, needs analysis ensures that the developed products align with student expectations and requirements, leading to higher-quality outcomes.

By identifying gaps in student motivation and understanding what they truly need, educators and developers can create more effective learning materials. This approach can shape assignments that feel more relevant and engaging, reducing disinterest and improving completion rates. Providing students with accessible and versatile learning media can significantly improve their ability to write play scripts. (Priyatna, 2023) states that Canva is a great choice, as it's intuitive and offers a variety of multimedia tools that can enhance scriptwriting. With features like editable templates, integrated images, and video options, students can visually structure their ideas and refine their storytelling. Since Canva is accessible across different platforms and easy to use, it removes barriers for students who may struggle with traditional writing methods. The flexibility it offers being available anytime and anywhere, aligns well with the needs of students looking for engaging, interactive ways to learn (Yundayani Audi, 2019).

The KIK-IRMA learning model is a highly effective approach for enhancing play script writing, as it promotes collaboration, interdisciplinary learning, and active knowledge construction (Novanti, 2014). When integrated with Canva media, the process becomes even more dynamic, enabling students to visually organize their ideas while following a structured sequence of learning stages. The model's four phases—Inquiry, Re-creation, Production, and Analysis—offer a clear framework for navigating the creative writing process. Inquiry stimulates idea generation; Re-creation helps refine these ideas into a coherent structure; Production transforms them into a complete play script; and Analysis supports critical evaluation and revision.

Tarsinih (2015) offers valuable perspectives on the essential components of drama scriptwriting. The study outlines a clear structural organization, distinguishing between main text and side text within the script, and arranging them into the traditional narrative format of opening, body, and closing. Incorporating key dramatic elements—exposition, complication, climax, resolution, and conclusion—ensures a coherent and engaging plot development. Additionally, the study explores the adaptation process from short story to drama script, highlighting the transformation of narrative elements such as plot, character, setting, theme, and values. These subtle yet meaningful changes are essential in reshaping the story for theatrical performance while preserving the integrity of the original work.

Another study by (Suryani I F. Y., 2020) highlights an important validation of the KIK-IRMA learning model—demonstrating its effectiveness in developing learning media for writing criticism and essays. The N-gain posttest results, which fall within the moderate range, suggest that the model successfully enhances students' writing abilities compared to their initial skills. The structured development process analyzing, designing, developing, implementing, and evaluating reinforces the importance of a systematic approach when creating educational tools. This ensures that learning media remains relevant, engaging, and adaptable to student needs. With the demonstrated success of KIK-IRMA-based online media in writing criticism and essays, there's great potential for applying the same structured methodology to play script writing. The breakdown of the KIK-IRMA Model Stage really emphasizes its structured approach to classroom learning. By incorporating introduction, core, and closing phases, lecturers can guide students effectively through the learning process while maintaining engagement.

The novelty of this research lies in its integration of Canva media into the KIK-IRMA learning model for teaching play script writing. This is the first study to explore the use of Canva within this pedagogical framework, offering an innovative approach to creative writing instruction. Canva's user-friendly interface and versatile design tools empower students to visualize, structure, and develop their

narratives with clarity and creativity. The platform's built-in templates and examples serve as effective inspiration, making the scriptwriting process more intuitive and enjoyable.

By combining Canva with the structured phases of the KIK-IRMA model—Inquiry, Re-creation, Production, and Analysis—this study presents a dynamic and engaging method for enhancing both the process and outcomes of scriptwriting. The approach encourages meaningful, competitive, and enjoyable learning experiences, aligning with modern educational goals. It also fosters the development of essential skills such as critical thinking, collaboration, and storytelling. For students of the Indonesian Literature Study Program at FKIP Universitas Jambi, this model not only improves technical writing proficiency but also builds confidence and creative capacity.

This research represents a significant step forward in play script pedagogy, offering a holistic learning experience that integrates digital tools with structured learning strategies. As such, it has the potential to influence future models of creative writing education, especially in contexts seeking to balance innovation with pedagogical rigour.

2. METHOD

This research employed a development research approach, focusing on the integration of Canva as a media tool for teaching play script writing within the KIK-IRMA learning model. Borg (1998) defines development research in education as a process aimed at designing and validating educational products. Sugiyono (2011) further explains that product development may involve modifying existing tools or creating new ones entirely. The R&D cycle, as outlined by Borg (1998), includes reviewing related research findings, developing the product based on those findings, testing it in real-world settings, and revising it to address any deficiencies. This cycle is repeated until the product meets its intended objectives and is deemed feasible for use.

In this study, the R&D procedures were simplified and adapted based on Richey's (2015) recommendations. The research subjects consisted of 10 Indonesian Literature students who had previously taken a playwriting course, making them familiar with the course's demands. Additionally, two lecturers who had experience teaching playwriting were interviewed to provide pedagogical insight. For the field testing phase, 30 students currently enrolled in the Playwriting course participated to evaluate the effectiveness of Canva media in conjunction with the KIK-IRMA learning model. To ensure the validity and academic rigor of the study, the product was reviewed by three experts—specialists in language, instructional content, and media. Conducted over four weeks, this validation process allowed for a comprehensive assessment of the model's clarity, practicality, and relevance.

This research also presents a structured approach to play script writing, integrating Canva with the (Zook and Smith, 2011) System Model to support strategic learning. The incorporation of KIK-IRMA learning model, which fosters collaboration and creativity among students, is a strong pedagogical choice. By enabling learners to explore knowledge together, the study aligns with active learning principles that enhance engagement and creative thinking. The connection between Zook's model and Reiser and (Dick, 2005) systematic framework further reinforces the structured learning approach. The identification and analysis of content as a real activity ensure that students engage deeply with their subject matter, while the early formulation of learning objectives provides a clear roadmap for instruction. Additionally, designing the assessment procedure before determining the strategy adds rigor to the methodology, ensuring that evaluation aligns with intended learning outcomes.

This research employs a well-rounded data collection approach, ensuring a comprehensive understanding of students' experiences in play script writing (Hasanudin, 1996). Interviews help uncover student needs, observations provide a closer look at learning interactions, and tests measure the overall effectiveness of the approach. The choice of undergraduate Indonesian Literature students taking the play script writing course as a sample offers a focused population, allowing for meaningful insights into the teaching and learning process. By integrating these methods, the study captures both qualitative and quantitative dimensions effectively.

Data analysis was obtained through observation and open interviews at the field observation stage. The results of the observation showed that students had not been challenged optimally to develop their potential in writing playscripts. Open interviews were conducted with two lecturers and ten students. Interviews were conducted through several stages, starting from preparation, and data collection to drawing conclusions. This process involves reading carefully, understanding answers, and identifying themes, patterns, and relevant insights. The results can be concluded that students and lecturers stated that it is important for canva-based media to be developed so that there are interesting and motivating learning media. In addition, the results of qualitative data related to the media developed need to be revised in terms of color combinations, the attractiveness of the language delivery method, and several images.

Thus, improvements were made during development before the trial was carried out. Furthermore, the qualitative data analysis technique was carried out with theory triangulation, where the data found was compared with the theory used. For example, in the analysis of theoretical abilities and learning objectives, students can write dramas well related to themes, messages, plots, settings, characterizations, conflicts, and dialogues. In reality, there are many things that students must practice. Qualitative data related to the implementation of learning compared to how it should be implemented through the Collaborative, Integrative, Constructivism, Inquiry, Re-creation, Production, Analysis (KIK-IRMA) learning model must be implemented. Collaborative, Integration, and Constructivism learning begins with the first step of Inquiry, where students explore or analyze one of the existing play scripts. Then, the second step of Re-creation, creating a play script framework. In the third step of Producing, students write a drama script according to the framework and its seven intrinsic elements. The fourth step is for students to analyze the written play script. After being analyzed and interpreted, the research findings showed that the implementation of learning was in line with the KIK-IRMA Learning Model and Canva media.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Descriptions of Zook Model Development Steps

1. Determining Learning Objectives

This first step lays a solid foundation for the study. By setting a clear learning objective helping students write good play scripts—the research ensures that the applied KIK-IRMA learning model and Canva media are purposefully integrated into the learning process. Defining objectives early ensures that every subsequent step in the methodology aligns with student learning outcomes. This approach not only provides direction but also enables precise evaluation of student progress and the effectiveness of instructional strategies.

2. Identifying and Analyzing Content

The second step ensures a comprehensive approach to structuring play script writing through Canva media. By identifying and analyzing key content areas, ranging from understanding scripts to examples of essential elements like plot, conflict, and dialogue, the learning process is enriched with practical and theoretical insights.

Breaking it down into components such as play structure, categorizing language, dramatic structure, and characterization provides students with a well-rounded foundation for developing their own scripts. Including real examples like titles, themes, messages, prologues, and epilogues further reinforces creativity and technical skill-building.

3. Preparing Play Script Assessment Instruments.

This third step ensures structured evaluation aligned with learning objectives. By preparing a detailed assessment instrument or grid, lecturers provide a clear framework for measuring students'

mastery of play script writing. The assessment criteria—theme novelty, flow, setting, characters, conflict, language, and message—cover essential elements that define a compelling drama script. These parameters not only guide students in crafting well-rounded narratives but also ensure that their scripts meet creative and theatrical standards.

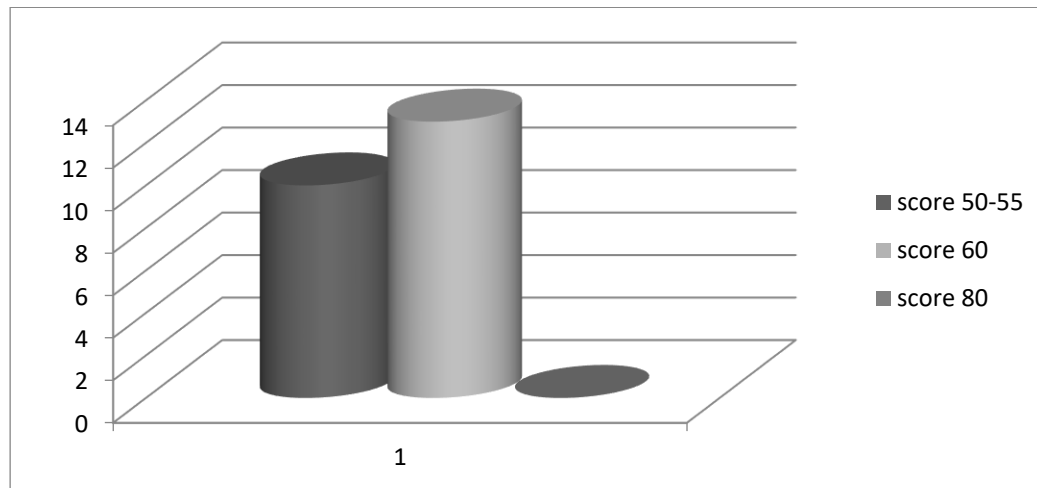


Figure 1. Pretest results of writing a play script Indonesian literature students

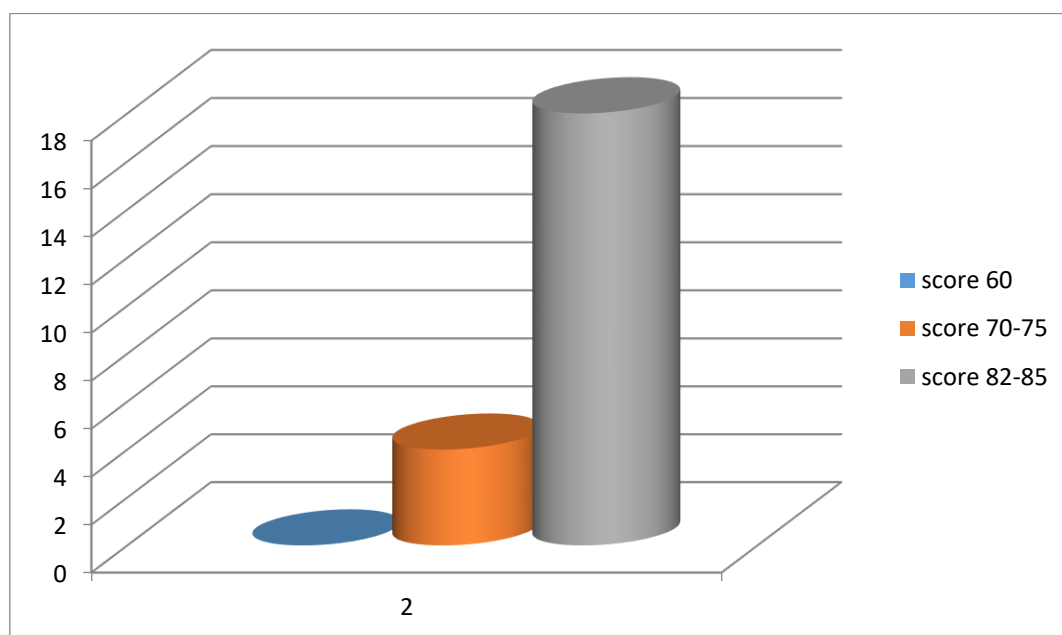


Figure 2. The results of the post-test in writing a play script Indonesian literature students

$$N - \text{gain} = \frac{S_{\text{Posttes}} - S_{\text{Pretes}}}{S_{\text{Maksimum}} - S_{\text{Pretes}}}$$

$$N - \text{gain} = \frac{80.59 - 57.72}{100 - 57.72}$$

These results indicate a significant improvement in students' play script writing abilities after utilizing Canva-based learning media. The increase from 57.72 in the pre-test to 80.59 in the post-test

demonstrates a noticeable enhancement in their skills. Calculating this through the N-Gain formula, the learning impact falls within the moderate range (0.54), meaning that while the intervention was enough effective, there is still room for further optimization. This suggests that the Canva-based approach successfully aids students in structuring and refining their scripts, fostering creativity and technical proficiency.

3.1.2 Diagnosis of Student Difficulties

The findings of this study reveal a marked improvement in students' play script writing skills following the implementation of the KIK-IRMA learning model supported by Canva media. Prior to the intervention, students exhibited considerable difficulty in constructing coherent plots, developing well-rounded characters, creating conflict, and employing appropriate stylistic techniques. These challenges were primarily due to the absence of a structured learning model and visual tools to guide the creative process. While students demonstrated a moderate ability to identify themes and establish background settings, their overall scriptwriting performance lacked cohesion and depth.

The introduction of the KIK-IRMA model provided a clear and systematic framework—Inquiry, Re-creation, Production, and Analysis—that helped students navigate the complex stages of scriptwriting more effectively. Canva media further enriched the learning experience by offering accessible visual templates and design tools that allowed students to organize their ideas more creatively and logically. As a result, students became more engaged and confident in expressing their narratives.

Quantitative results support these qualitative observations: the average student score increased significantly from 57.72 (pretest) to 80.59 (posttest), indicating a substantial enhancement in performance. Improvements were particularly evident in the areas of plot structure, conflict resolution, character development, and stylistic expression. These outcomes suggest that the integration of Canva media with the KIK-IRMA learning model not only fosters creativity and engagement but also builds essential writing competencies in a structured and meaningful way.

3.2 Discussions

This research adopts a structured and systematic approach to teaching play script writing, grounded in the Zook System Model and enhanced through the integration of the KIK-IRMA learning model and Canva media. The methodology ensures a logical sequence of instructional design, fostering creativity while reinforcing foundational writing skills among Indonesian Literature students. By following the seven stages outlined in the Zook framework—setting learning objectives, content analysis, assessment preparation, strategy design, implementation, assessment, and diagnosis of student challenges—this study provides a well-rounded pedagogical approach.

A clear set of learning objectives is essential to directing student focus and aligning outcomes with instructional goals. In this study, the objectives were designed using the ABCD (Audience, Behavior, Condition, Degree) format, ensuring that the expectations were both measurable and achievable. According to Zook and Smith (2011), effective learning design begins with well-defined objectives, which serve as the foundation for subsequent stages of instructional planning. Integrating the KIK-IRMA learning model and Canva media into this framework allows students to engage more actively in the scriptwriting process, as they assume roles not only as learners but also as creators. For example:

- Audience: Indonesian literature students.
- Behavior: Developing playwriting skills through active engagement.
- Condition: Collaborative and media-rich environment.
- Degree: Evaluated through improvement in pretest and posttest results.

This model ensures that learning outcomes are focused, realistic, and aligned with both instructional content and student capabilities (Suryani, 2020).

In the second stage, relevant learning content was selected and analyzed, focusing on the intrinsic and extrinsic elements of drama. This included the structural components of playwriting such as theme, plot, characterization, setting, conflict, dialogue, and message. The theoretical foundation for this content analysis is drawn from Endraswara (2011), who emphasizes the importance of understanding the dynamics of drama texts, and Husnul (2010), who elaborates on the elements that differentiate drama from prose fiction.

Moreover, Dewi (2023) underlines the importance of integrating annotations, character profiles, stage direction, and dramatic tension to create scripts that are not only narratively compelling but also stage-ready. These content elements provide a scaffold that supports students in developing more nuanced and theatrical play scripts. By focusing on these aspects, students are better prepared to handle both literary and performance-oriented dimensions of scriptwriting.

Assessment design is crucial to measuring student progress and refining instructional methods. In this study, assessment tools were developed to evaluate key areas: originality of theme, narrative structure, characterization, setting, conflict development, dialogue style, and overall message. This comprehensive framework aligns with drama writing standards and allows for multidimensional feedback. According to Sugiyono (2011), effective assessment not only measures student outcomes but also informs instructional revisions.

The inclusion of language and stylistic quality in the assessment process ensures that students are trained to produce scripts that are not just technically sound but also engaging and performative. This dual focus—on structure and creativity—enhances the overall quality of student work.

The instructional strategy design was guided by the KIK-IRMA learning model, which stands for Collaboration, Integration, Constructivism-Inquiry, Re-creation, Production, and Analysis. This model is rooted in constructivist pedagogy, promoting active and student-centred learning. Suryani (2019) emphasizes that a carefully designed learning strategy allows students to explore, create, and evaluate in a supportive environment.

By integrating collaborative tasks and inquiry-based learning, students are encouraged to think critically and engage deeply with both content and peers. The use of Canva media supports this process by providing students with visual tools to structure and present their narratives, making abstract concepts more tangible and accessible.

The practical application of this framework was executed in the classroom through the KIK-IRMA model. The preliminary phase focused on setting expectations and motivating students, while the implementation phase emphasized collaboration and inquiry. Students engaged in a structured process: Inquiry, where they explored themes and ideas; Re-creation, where they refined their concepts; Production, where they created full scripts; and Analysis, where they reviewed and improved their work.

Despite some time constraints, this model proved effective. As supported by Suryani (2020), comparisons between experimental and control groups showed that students using the KIK-IRMA model demonstrated stronger performance in scriptwriting, particularly in areas such as dialogue development and narrative coherence.

Assessment results demonstrated significant improvement in students' skills. The average pretest score was 57.72, while the posttest score rose to 80.59, yielding an N-Gain score within the moderate effectiveness range. This improvement reflects not only a better grasp of scriptwriting techniques but also an increased ability to apply them creatively.

These findings align with existing literature on digital learning and scriptwriting. For instance, Wulan (2016) supports the claim that using interactive and media-based approaches increases student motivation and learning outcomes. The combination of KIK-IRMA and Canva offers both structure and inspiration, reinforcing learning through both cognitive and affective domains.

An essential aspect of the research was diagnosing student difficulties throughout the learning process. Early challenges included a lack of structure in developing conflicts and creating natural dialogue. Even after the intervention, some students continued to struggle with these elements. The results suggest that while Canva media and the KIK-IRMA model are effective overall, certain areas—particularly conflict development and dialogue authenticity—require targeted support.

Addressing these challenges could involve additional strategies such as peer review, improvisational role-play, and guided conflict mapping. These interventions could help students practice dynamic storytelling and realistic conversational flow, leading to richer and more engaging scripts.

The development process aligns with the Zook and Smith (2011) framework, ensuring each step contributes to a cohesive and measurable instructional design. The cyclical nature of the development model—planning, implementing, testing, and refining—provides opportunities for continuous improvement. The use of expert validation (language, content, and media experts) also contributes to the credibility and effectiveness of the instructional product.

The structured phases of KIK-IRMA (Inquiry, Re-creation, Production, and Analysis) promote both creative and critical thinking. The ongoing assessment throughout the learning process enables instructors to adapt strategies based on student needs, further reinforcing the model's effectiveness.

This study offers a strong foundation for teaching play script writing in higher education. The integration of Canva media and the KIK-IRMA model has proven effective in fostering structured creativity and improving learning outcomes. However, it also highlights opportunities for further enhancement. One limitation of the study is its reliance on a single type of media (Canva). Future research could experiment with integrating video tools, interactive platforms, and physical texts to cater to diverse learning preferences.

These recommendations are supported by Wulan (2016), who argues that innovation in teaching methods is essential for sustained student engagement. Moreover, this study's findings resonate with Novanti (2014), who found that visual media, including imaginary situation image media, significantly support student development in drama writing. Both studies reinforce the idea that creative tools can amplify student engagement and learning effectiveness.

This research underscores the value of structured, media-supported learning models in enhancing play script writing skills. The systematic use of the Zook System Model, enriched by the KIK-IRMA framework and Canva media, created a dynamic and supportive learning environment. Students developed stronger narrative structures, improved stylistic techniques, and increased confidence in their creative abilities.

While some challenges remain—particularly in conflict construction and natural dialogue—the overall results demonstrate meaningful progress. By expanding the range of media and continuing to refine pedagogical strategies, educators can build on this model to develop even more effective and inclusive learning experiences in creative writing education.

4. CONCLUSION

This study demonstrates that the structured seven-step approach to play script writing, integrating Canva media and the KIK-IRMA learning model, offers an effective and engaging framework for developing students' creative writing skills. By guiding learners through a clear sequence—from setting objectives to evaluating outcomes—this method supports collaborative, integrative, and constructivist learning experiences. The improvement in student performance is evident in the pre-test and post-test results, with average scores rising from 57.72 to 80.59 and an N-Gain score of 0.54, indicating a moderate level of effectiveness. Notably, students showed significant progress in organizing narrative structure, developing characters, and exploring themes. Despite these positive outcomes, the research identified persistent challenges in conflict development and conversational dialogue, suggesting the need for further pedagogical refinement. A key limitation of the study lies in its exclusive reliance on Canva as the primary media tool, which may not address all learning preferences. Future research is encouraged

to explore a wider variety of instructional media—such as video, interactive simulations, and drama workshops—and investigate how these tools might further enhance student engagement, address current limitations, and support differentiated learning styles in play script education.

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