

**DEVELOPMENT OF TEACHING MATERIAL OF SHORT STORY TEXT
WRITING BASED ON 3M TECHNIQUE (COPYING-PROCESSING-DEVELOPING)
ON STUDENTS CLASS XI SMA NEGERI 3 MEDAN ACADEMIC YEAR 2017/2018**

Ernita Mauli Simanjuntak¹, Biner Ambarita², Daulat Saragi²

¹Master Student in State University of Medan (Unimed), Medan, Indonesia

² Lecturer in State University of Medan (Unimed), Medan, Indonesia

ABSTRACT: *This study aims to know the results of the development of teaching materials to write short story text based on 3M technique (copy-process-develop) students class XI SMA Negeri 3 Medan. The research method used is research and development (R & D) method proposed by Sugiyono refers to Borg & Gall model. The trial subjects consisted of 3 students with individual trials, 9 small group trial students, and 44 students with limited field trials. Data collection techniques used are observation, interviews, questionnaires and short story text writing tests. The research results show that (1) material expert validation includes content feasibility with an average of 85.22% on very good criteria, presentation feasibility with an average of 85.06% on very good criteria, and language aspect with an average of 88.54% on very good criteria, (2) design expert validation with an average of 87.06% on very good criteria, (3) teacher response with an average of 87.5% on very good criteria, (4) individual testing with an average of 78.46 % on very good criteria, (5) small group test with an average of 80.47% on very good criteria, and (6) limited field test with an average of 84.82% on very good criteria. The result of learning of writing short story text test by student before using module is equal to 74,65, while the result of learning writing short story text by student after using module increased equal to 84,54. The difference is 9.89 from before to after. This proves that teaching material for short story text developed can improve student learning outcomes by using short story text writing material based on 3M technique (copy-process-develop).*

KEYWORDS: Teaching Material, Short Story Text, 3M Technique (Copy-Process-Developing)

INTRODUCTION

The use of teaching materials should be able to motivate and attract students' attention. Students will be easier to learn by using teaching materials, when students do not understand or understand less explanation delivered by the teacher, then the only way done by students is to read the teaching materials given by teachers.

In fact, the teaching materials used by students during this time still make them confused in understanding it, from the questionnaire dispersion done by the researcher it can be known that the teaching materials used in SMA Negeri 3 Medan is still difficult to understand from 44 students in one class only 25% (11 students) who are able to understand the teaching materials of Indonesian. This is stated by Wena (in Lubis et al, 2015:18), the provision of quality teaching materials is still very less, teaching materials used more emphasis on the mission of delivery of knowledge or facts alone.

The research was conducted on March 2017 by bringing up short story text writing material, based on interview result and direct observation by the writer at SMA Negeri 3 Medan with

Mrs. Natalia Simarmata, S.Pd., and M. Sadri Cotto, S. Pd., Said that all this time, the book used is just a book entitled "Indonesian Language" Ministry of Education and Culture Revised Edition 2017 Class XI SMA/MA/SMK/MAK and on text material for short story is just a plain text, a discourse thus students are having difficulties to understand the contents of the text. SMA Negeri 3 Medan is one of three schools in Medan city that apply Curriculum 2013 starting from X-XII class since 2016 so this research is correct to be done in SMA Negeri 3 Medan.

Ability to write short story text by students class XI SMA Negeri 3 Medan is also still low, it can be known from the average score that only reached 65 or can be said to still be under KKM. In short story writing lessons, teachers sometimes still use learning methods that tend to be monotonous such as the use of discussion methods. In this regard it is also necessary to use techniques of interest to revive the interest of students in short story writing skills. Another factor is the lack of facilities and infrastructure supporting the needs of students in writing short stories. In addition, students only write short stories when there is a task from the teacher.

The development of teaching materials for short story texts based on 3M (Copy-Process-Developing) technique is later packaged in modules that students can use to study independently with or without teacher guidance. The module developed contains material on short stories and short story writing steps based on 3M technique (Copy-Process-Develop).

The development of instructional materials of this module is expected to increase the interest and creativity of students in writing short stories. In addition, short story writing module based on 3M (Copy-Process-Develop) can help teachers in managing effective and efficient learning, and can also be a reference in short story writing learning. As suggested by Edgar Allan Poe, in his essay "The Philosophy of Composition," said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words". Reading short stories does not take much time, anywhere and takes up to two hours. In fiction, short stories contain only 1000 words to 20,000 words.

Previous research has been done by Prima Nucifers in 2017 in her thesis "The Development of Short Story Writing Teaching Material Based on Local Wisdom in SMAN 1 Langsa" obtained preliminary data of the average daily replication of Indonesian on short story writing material amounting to 67 with 55% completeness. This shows that during this time students have not obtained maximum results on short story writing materials.

Based on the case, the writer is encouraged to conduct the development of teaching materials with short story writing materials. The development of instructional materials will be integrated with 3M technique (Copy-Process-Develop) based on the appropriateness of this technique with short story writing materials. In addition, 3M technique can encourage students to be always active in the learning process. Learning activities that emphasize the process of learning collaborative and active in solving problems themselves and teachers function as a facilitator and companion, this makes 3M technique more unique, innovative and appropriate technique used in improving the ability to produce short story text.

LITERATURE REVIEW

Teaching Material

Teaching materials is one source of learning which is very instrumental in the learning process. Majid (2011:173) states that "teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities". Another opinion (quoted in Hamdani, 2011:120 vol.5), "they are required for planning and review upon training implementation. Text and training equipment are included in the teaching material". Dick and Carey (2009:230) added that "instructional material contain the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also include information that the learners will use to guide the progress."

The same thing was also conveyed by Prastowo (2015:17), who concluded that teaching materials are all materials (information, tools, and texts) systematically arranged, featuring a complete figure of competence to be mastered by learners and used in the learning process with the purpose of planning and reviewing the implementation of learning. For example, textbooks, modules, handouts, LKS, model maket, audio teaching materials, integrative teaching materials, etc.

Based on the above opinion the writer agrees with the theory put forward that the material is a material used to help teachers/instructor in carrying out teaching and learning activities, and the writer concludes that the teaching materials is a set of learning materials (information, tools, and text) arranged systematically and used in teaching and learning activities.

Module as Teaching Material

Module according to Ashyar (2012:155) can be defined as a form of teaching material based on printed that will be designed to learn independently by learners, so the module comes with self-study instructions. Learners can do their own learning activities without the presence of teachers directly.

Where according to Winkel (2009:472) Learning module is the smallest unit of study program, which is studied by individual students individually or taught by students to themselves (self-instructional). Goldschmid (1988:128) explained that the learning module is a kind of planned learning activity unit, designed to help students complete certain goals. Modules are a kind of programming package for learning purposes. Anwar (2010:115) said the module is a systematic and interesting teaching material that includes material content, methods and evaluation that can be used independently to achieve the expected competencies.

Based on the above understanding, it can be concluded that the module is a systematically organized teaching material containing materials, methods, limitations of learning materials, instructional activities, exercises and ways of evaluating that can be used by learners independently. Through the module a person or a participant learns to be self-educated, independent of others.

Essence of Writing Short Story

Text does not only necessary mean the form of written language, but the text can also be in oral form. Text is a complete expression of the human mind in which there is a situation and

context. Halliday (in Muchtar, 2012:89) the text as a product is a text which is seen as a result which can be expressed by a certain terminology.

According to Jabrohim 2004:165-166, "The short story is a short, solid, fictional form of the prose, whose elements of the story are centered on one major event so that the number and development of the limited actors and the whole story gives a single impression ".Edgar Allan Poe (in Jassin, 2006:72) the famous American writer said that "story is a story that is read in one sitting, roughly ranging from half to two hours." An impossible thing to do for a novel.

The short story, as the name implies, is a short story, but some of the short lengths do not have a rule, there is no agreement between the authors and the experts (Nurgiyantoro, 2013: 10). Meanwhile, Sayuti (2000: 10) suggests that short stories show compression-compacting qualities, 'concentration' and 'deepening' intensity, all of which are related to the length of the story and the structural qualities required by the length of the story. Jakob Sumardjo (1997:184) explains that the short story is a short fiction that one could finish read it in "one sitting".

Based on the notion of writing and understanding of short stories above, the writer refers to Sayuti's theory of short stories showing compression 'compaction' qualities, 'concentration', and 'deepening' intensity, all of which relate to the length of the short story. It can be concluded that the short story which is the process of disclosing an idea of an essay in the form of short stories relating to the length of the story and the structural quality implied by the length of the story.

3M Technique (Copy-Process-Develop)

"The 3M technique (Copy-Process-Develop) is the result of the development of the technique *copy of the master*" (Kingkin, 2013:3). Literally, *copy of the master* comes from English which means it is a model to imitate. The model to be imitated is not only limited to lateral impersonation, but there is an improvement stage. The imitation stage up to this improvement is prominent in this technique.

In addition to that opinion 3M concept has in common with the concept of Niteni, Niroke, Nambahi presented by Ki Hajar Dewantara in Sabardi (Briliyan 2016:35). Niteni is finding things that matter. The connection with writing short story texts is that students can look for important things or main ideas in short stories imitated. Niroke is taking the best things to imitate. While Nambahi is the process of completing the writing to be better.

In addition 3M also refers to the Mimesis approach. According to Abrams in Nyoman Kutha Ratna (2007:69) Mimesis approach is the most primitive approach. It is contained in Plato and Aristotle's view. According to Plato's basic consideration is the world of experience, namely literature work itself cannot represent the reality, but only as imitation.

From some of the opinions above, the writer agrees with Andri Wicaksono's theory namely to develop the imagination of students in writing short story text. Imagination is obtained in the process of imitating the existing ideas, then processed using the creativity of students. After that the student can develop his idea into a whole story. So the writer concludes that 3M technique is a technique that can facilitate students in learning to write short story text. This technique starts from the process of copying the core idea of a short story and then developing that core idea into a beautiful and interesting story. The 3M technique is not exactly tracing the short story, but the development of stories that fit the environment around the students.

Steps to Writing Short Story Using 3M Technique (Copy-Process-Develop)

The role of teachers in this learning becomes very important and essential to implement short story text writing using 3M technique (Copy-Process-Develop) so that students can write short stories well, here are the steps: (1) Students experience the process of copying with pre-writing activities by reading a short story texts that the teacher distributed as the model, (2) Teachers with students analyze the contents of the story relating to Who, When, How, Where and Why, (3) Teachers with students analyze characters, backgrounds and plots in the story, (4) Students process the results of the adaptation by adding characters and describe the character that has been determined in accordance with the imagination of students in the story, (5) Teachers and students create a new sequence of events that are different from the short stories that teachers share. Identification can be used as the initial framework in making short stories to be developed. (6) At this stage students will develop new themes according to their world, develop new characters, develop new settings by describing in detail and developing new events using communicative language.

METHODOLOGY

This research uses Research and Development (R & D) method. The study was conducted from February to April 2018. This study's ultimate goal is to develop a product that can be used in learning. This research refers to Borg and Gall's research there are four stages with seven important steps in implementing R & D without reducing the value of research and development. Subjects in this study were students of class XI Negeri 3 Medan located at Budi Kemasyarakatan Street No. 3, West Medan, North Sumatra with an average number of students 44 people. To assess the product that has been developed, the main instrument used to collect data in this assessment is a questionnaire. The required questionnaire is a review questionnaire or response from a short story textual expert, an assessment questionnaire or a response from an instructional instrument design expert, a response questionnaire or teacher response, and response questionnaire or student response. The questionnaire instrument used is a closed questionnaire combination. The data obtained in this research is quantitative descriptive data by the formula below:

$$\% \text{ score} = \frac{\text{Total indicator per category}}{\text{Total indicator of total category}} \times 100\%$$

RESEARCH RESULTS

Previous Research Results to Teaching Material Development

The first stage is to observe. The result of observation done by the researcher both to teacher and student found that teachers and students only use teaching materials in the form of Indonesian textbook entitled "Indonesian Language", (Ministry of Education and Culture, Curriculum 2013 Revised Edition 2017).

Preliminary studies carried out further is a needs analysis questionnaire distributed to two Indonesian teachers and 44 students. Results of searches from questionnaires found all teachers and a small proportion of 19.85 students stated that they are already familiar with teaching materials, while most students 80.15 stated that they are not familiar with teaching materials.

100% or all teachers stated that they needed teaching materials for short story texts based on 3M technique (copy-process-develop) to make the learning process efficient and effective, and 100% of students stated that they needed teaching materials for short story texts based on 3M technique (copy-process-develop) especially on short story writing materials as a means of individual learning

Feasibility of Teaching Materials

The validation results by material experts and design experts on each aspect of the assessment as a whole is determined by the average score of each criterion. The results of the assessment are analyzed to determine whether short story text teaching material based on 3M technique (Copy-Process-Develop) is feasible).

1. Data on the Results of Material Expert Validation

Validation of the product intended to know the opinion of the material expert on the content feasibility, presentation feasibility, and language. This validation is done by Mr. Prof. Amrin Saragih, M.A., Ph.D., and Prof. Dr. Khairil Ansari, M.Pd., who is a lecturer at Graduate of State University of Medan. Data from expert material validation to content feasibility can be seen in table below:

Table 1. Percentage of Material Expert Assessment on Content Feasibility

| No | Sub Component | Average (%) | Criteria |
|----------------|-------------------------------------|--------------|------------------|
| 1. | Material feasibility with KI and KD | 83,33 | Very good |
| 2 | Material accuracy | 85,71 | Very good |
| 3 | Material upgrade | 84,37 | Very good |
| 4 | Encourage curiosity | 87,5 | Very good |
| Average | | 85,22 | Very Good |

Based on the result of the percentage of the material experts on the content of the above content, it is found that the sub-component of the assessment of material feasibility with KI and KD has an average percentage of 83.33%, the accuracy of the material with an average of 85.71%, material content with average 84.37% and encourage curiosity with an average of 87.5%. The average percentage result of the overall sub-component of the content feasibility aspect was 85.22 with the criteria of "excellent".

The average percentage results from the feasibility aspects of the presentation of the sub-components of assessment of presentation technique, learning test, and completeness of presentation can be seen in the table below.

Table 2. Percentage of Material Expert on Feasibility of Presentation

| No | Sub Component | Average (%) | Criteria |
|----------------|------------------------------|--------------|------------------|
| 1. | Presentation Technique | 87,5 | Very good |
| 2 | Learning permit | 83,33 | Very good |
| 3 | Completeness of presentation | 84,37 | Very good |
| Average | | 85,06 | Very Good |

Based on the result of the percentage of material experts on the feasibility of the above presentation, it is found that the sub-component of the assessment of the presentation technique has an average percentage of 87.5%, the presentation of learning with an average of 83.3%, and the presentation completeness with an average of 84, 37%. The average percentage outcome of the overall sub-component of the assessment of the feasibility aspect of presentation is 85.06% with the criterion "very good".

The result of the average percentage of the language assessment aspects of the sub-components can be seen in the table below.

Table 3. Percentage of Material Expert on Language Feasibility

| No | Sub Component | Average (%) | Criteria |
|----------------|--|--------------|------------------|
| 1 | Straightforward | 93,75 | Very good |
| 2 | Communicative | 83,33 | Very good |
| 3 | Dialogic and interactive | 87,5 | Very good |
| 4 | Compliance with the level of development of learners | 87,5 | Very good |
| 5 | Guidance and coherence of mind | 91,66 | Very good |
| 6 | Use of terms, symbols, and icons | 87,5 | Very good |
| Average | | 88,54 | Very Good |

Based on the results of the percentage of material experts on the assessment of the language above obtained that the sub-component assessment of the straightforwardness has an average percentage of 93.75%, communicative with an average of 83.33, dialogical and interactive with an average of 87.5%, compliance with 87.5% learners' level of development, mindfulness and integrity of mind flow with an average of 91.66%, as well as the use of symbolic terms, and icons with an average of 87.5% The average percentage results of the overall sub-component aspect assessment of language is 88.54% with the criteria "very good".

2. Data of Design Expert Validation Results

The average percentage results obtained by sub-component assessment in the form of engraving materials, the design of the material cover, and the content design of teaching materials. Percentages for each sub component, can be seen in the table below.

Table 4. Percentage of Design Expert Assessment

| No | Sub Component | Average (%) | Criteria |
|----------------|----------------------------------|--------------|------------------|
| 1. | Module Size | 93,75 | Very good |
| 2 | Cover design | 80,55 | Very good |
| 3 | Design the contents of the cover | 86,90 | Very good |
| Average | | 87,06 | Very Good |

Based on the result of the average percentage shown in the above table, it is found that the sub-component of the assessment of module size has an average percentage of 93.75, the module cover design with an average of 80.55 and the module content design, in average is 86.90. The percentage result of the overall sub-component of the feasibility assessment of the presentation is 87.06 with the criteria of "excellent". This means that teaching materials in the form of short

story text modules based on 3M technique (copy-process-develop) meet the demand for learning.

3. Teacher's Response to Teaching Materials

The assessment of Indonesian teacher's response to the development of teaching materials products was done by Mrs. Agustina Naibaho, S.Pd., and M. Sadri Cotto, S.Pd, the teacher of SMA Negeri 3 Medan. Assessment of teaching material of short story text that was developed was done to obtain information that will be used to improve the quality of the developed product.

The teacher's response to teaching materials of writing short story texts based on 3M (copy-processing-developing) technique developed has an average percentage average of 87.5%. With the criteria "very good".

4. Student's Response to Teaching Materials

a. Results of Student Responses on Small Scale Trial (3 Students)

The result of the average percentage is obtained based on the assessment indicator in the form of material, language and interest to the developed teaching materials can be seen in the table below.

Table 5. Percentage of Small Scale Test Score (3 Students)

| No | Assessment Indicator | Average (%) | Criteria |
|----------------|----------------------|--------------|-------------|
| 1 | Material | 75 | Good |
| 2 | Language | 81,24 | Good |
| 3 | Interest | 79,16 | Good |
| Average | | 78,46 | Good |

Based on the average percentage results shown above, it is found that the assessment of the material has an average percentage of 75%, language with an average of 81.24%, and interest with an average of 79.16%, the average percentage yield of all small-scale trials are 78.46% with "good" criteria. This means that short story text materials based on 3M (copy-processing-developed) technique developed needs to be revised again especially on the language aspect, so that it can be continued to trials.

b) Results of Student Responses on Small Group Trials (9 Students)

The average percentage results obtained based on the assessment indicator in the form of material, language, and interest on the developed material can be seen in the table below.

Table 6. Percentage of Small Group Trial Score (9 Students)

| No | Assessment Indicator | Average (%) | Criteria |
|----------------|----------------------|--------------|-------------|
| 1 | Material | 80,55 | Good |
| 2 | Language | 77,75 | Good |
| 3 | Interest | 83,33 | Good |
| Average | | 80,47 | Good |

Based on the result of the average percentage shown above, the assessment of the material has an average percentage of 80.55%, language with an average of 77.75%, and interest with an average of 83.33%. The average percentage of total individual trials is 80.47%. With "good" criteria. This means that short story text materials based on 3M (copy-processing-developed) technique developed needs to revise the language aspect to make it easier so that students can proceed on a limited field trial.

c) Results of Student Responses on Large Scale Trial

The result of the average percentage is obtained based on the assessment indicator in the form of material, language, and criteria of teaching materials developed can be seen in the table below.

Table 7. Percentage of Large Scale Trial Scores

| No | Assessment Indicator | Average (%) | Criteria |
|----------------|----------------------|--------------|------------------|
| 1 | Material | 84,76 | Very good |
| 2 | Language | 84,37 | Very good |
| 3 | Interest | 85,35 | Very good |
| Average | | 84,82 | Very Good |

Based on the result of the average percentage shown above, the assessment of the material has an average percentage of 84.76%, language with an average of 84.37% and an interest with an average of 85.35. The average percentage yield of the overall large-scale trial was 84.82% with "excellent" criteria. This means that short story text material based on 3M (copy-processing-developing) technique developed has been declared feasible and meets the needs of overall criteria of either "excellent".

Teaching Material Effectiveness

Student learning outcomes have increased by 9.89. Average score before using module is 74.65 and average score after using module is 84.54. Comparison of pretest and posttest scores can be seen in Table 4:20 below.

Table 8. Comparison of Pretest and Posttest Average Scores

| No | Group | Average Score | Difference |
|----|---------------------------|---------------|------------|
| 1 | Before (<i>Pretest</i>) | 74,65 | 9,89 |
| 2 | After (<i>Posttest</i>) | 84,54 | |

The above table describes the comparison of the average score from pretest to the posttest obtained 9.89 with the pretest average of 74.65 with the category of "good" and the average posttest of 84.54 with the category of "very good". Based on this it can be concluded that the module based on 3M technique (copy-process-develop) effectively used in short story text writing, because it can improve student learning outcomes.

CONCLUSION

The conclusions obtained based on the results and the discussion in the research of the development of teaching materials to write short story texts based on 3M technique (copy-processing-develop) on students of class XI SMA Negeri 3 Medan mentioned earlier, described as follows:

- a. Based on preliminary study results from observation, interview, and requirement analysis, it is found that teachers and students only use teaching materials in the form of textbook issued by the government entitled "Indonesian Language" Ministry of Education and Culture Revised Edition 2017 Class XI SMA / MA / SMK / MAK, and teachers have never developed a short story text writing material based on 3M technique (copy-process-develop). All teachers and students claim to require teaching materials based on 3M technique.
- b. The feasibility of the material by the material expert is included in the criteria very good with the average score of content feasibility aspect of 85.22%, the feasibility of the presentation of 85.06%, and the language feasibility aspect of 88.54%. Design feasibility by design experts in the criteria of "excellent" with an average score of 85.83%. Aspects of module size with an average score of 93.75, cover design with an average score of 80.55%, and the design of module contents with an average score of 86.90%.
- c. The effectiveness of teaching materials for short story text based on 3M technique (copy-processing-develop) can be seen from student learning outcomes after module use. Student learning outcomes after using short story text writing module increased by 9.89, with the average pretest learning outcomes or before using the module was 74.65 While posttest learning outcomes after using the module amounted to 84.54.

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