

DEVELOPMENT OF WRITING TEACHING MATERIAL OF NEGOTIATION TEXT BASED ON EXPERIENCE OF STUDENTS CLASS X MAN 2 MODEL PADANGSIDIMPUAN

Nur Habibah¹, Tiur Asi Siburian², M. Oky Fardian Gafari²

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 find out about the results of development of teaching materials of negotiation text based on experience of students class X MAN 2 Model Padangsidimpuan. The teaching materials developed is modular. The research method used is research and development method of Research and Development (R & D) referenced on Borg & Gall model which proposed by Wina Sanjaya. The result of the research showed that: (1) validation of material experts include the feasibility of the content with an average of 93.75% on very good criteria, the feasibility of presentation with an average of 92.04% on very good criteria, and the evaluation of the language aspect with the average of 92.70% on very good criteria, (2) design expert validation with an average of 84,16% on either criterion, (3) teacher responses with an average of 87.25% on very good criteria, (4) individual testing with an average of 78.23% on either criterion, (5) small group trials with an average of 84.70% on good criteria , and (6) limited field tests with an average of 90.14% on very good criteria. The result of the test is to write the negotiation text of the student before using the module amounts to 70,12, while the result of the test of writing negotiation text of the student after using the module increased by 80,31. The difference is 10,19 from before to after using module. This proves that teaching materials to write negotiation text developed can improve student learning outcomes by using experiential learning.*

KEYWORDS: Development, Teaching Materials, Negotiation Text, Experience-Based

INTRODUCTION

Development of teaching materials should be done by teachers. It fits with regulation of the minister of national education No. 41 Year 2007 on Process Standards, which among other things governs the planning of the learning process which requires for educators in the educational unit to develop a lesson plan (RPP). One of the elements in RPP is learning resources. Thus teachers are expected to develop teaching materials as one source of learning.

Development of teaching materials should be compiled based on the basic competence demands to be achieved. The basic competence demands that exist in class X in the negotiation text material is that students must be able to understand the structure and rules of the language used in the negotiation text, the student must be able to analyze the content of the negotiation text, the student must be able to interpret the meaning of the negotiation text, and the student must be able to produce the negotiation text.

In connection with the demands of regulation of the minister of national education No.41 Year 2007, an interview with Indonesian teachers was conducted to reveal the facts contained in MAN 2 Model Padangsidimpuan school about the teaching materials used. Interviews were conducted to Mrs Gurwanti, S.Pd on April 2017. Based on the results of the interviews it is

found that the teaching materials used during the learning process in schools are only based on textbook of 2013 curriculum published by Ministry of Education and Culture. In fact textbooks used in MAN 2 Model (2013 Curriculum Book) have not been able to make students understand the learning well and easily. That is because textbooks are still too general, in the sense that (1) the examples and types of texts expressed in the book are not close to the students' daily life and grade of students; (2) there are no steps to write negotiation text; and (3) no further explanation of the explanation on the use of the negotiation text's linguistic principles.

Examples in textbooks contain only four examples of text that are too far away for students to understand because they are not sourced from everyday student life. For example "Negotiations between Employees and Employers", in this example class X students certainly never know how exactly the process of negotiation between employees and employers because the text should be suitable for higher levels. Furthermore, the text "Negotiations between the Seller and the Buyer in the Art Market of Sukawati", in this text it is probably already familiar with the life of the students because the students must have been trading and selling, but in this text, the negotiation is done by a seller from Bali and the buyer is foreign tourists. It caused a bit of confusion for the students because the process of buying and selling like that has never been experienced by the students and because of the differences in language and culture between the two. Furthermore, the text "Export of Cloth Sarong to the Yemen", in this text the one being presented is not a negotiation process conducted but more to the description of success in running the business. Furthermore, the text "Misunderstanding", in this text it is displayed a dialogue between restaurant receptionists, restaurant diners and restaurant managers, where in fact the text in this context has not been familiarized with the lives of everyday students.

The book used does not include the steps of writing negotiation text to facilitate students in writing. Students are only instructed to make a negotiation text either independently or in cooperation with only the theme, whereas instructions or steps to write are not given.

Preparation of teaching materials in the form of modules is one effort that can be done to minimize the causes of problems experienced by students in negotiation text writing materials. Preparation of teaching materials in its use can be integrated with meaningful learning for students. One meaningful lesson is experiential learning. This is reinforced by the research conducted by Peter Shea (in Sumiati and Asra, 2016: 176). Based on the results of this study, learning using experience will provide an excellent learning experience for students because it is done in a complex way, namely by verbalization and action (practice).

LITERATURE REVIEW

Teaching Material

Teaching materials are information, tools and texts that teachers/instructors need for planning and reviewing the learning implementation. Hakim (2008:115) defines instructional materials (knowledgeal materials) are the knowledge, attitudes and skills that must be possessed by students in learning in order to achieve a predetermined standard of competence. Lestari (2013:1) also explains that the teaching materials is a set of learning tool that contains learning materials, methods, limitations, and how to evaluate systematic and interesting design in order to achieve the expected goal of achieving competence or subcompetence with all its complexity. Mudlofar (2012:128) also adds teaching materials are all forms of materials used

to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be either written or unwritten material.

Saglam (2011:36) states that “All materials and resources used for developing the desired knowledge, skills, attitudes and values in students are regarded within the scope of teaching materials”. Kathleen (2000:149) also describes a similar thing with Brown about teaching materials ie “Materials are what a teacher uses, and techniques and activities are how she uses them. Develop the material for a unit for your course. these include the texts, visuals, etc. as well as the activities students will do”.

From the opinion above, it can be concluded that teaching material is everything that can be used to facilitate teaching and learning activities, whether it is information, tools and text that can be implemented to achieve a competence of learning.

Module as a Teaching Material

Module is one form of teaching material, namely teaching materials in printed form (printed). Instructional materials in the form of modules prepared with the aim that students can learn independently without or with teacher guidance. Regulation of the minister of national education (in Prastowo, 2014:20) states that the module is interpreted as a set of teaching materials that are presented systematically so that users can learn with or without a facilitator or teacher. While Majid (2008:176) gives the module a sense as a book written with the aim that students can learn independently without or with teacher guidance. Thus, a module should be used as a teaching material in place of the teacher's function. If the teacher has a function to explain something, then the module should be able to explain something with language that must be accepted by students according to their level of knowledge and age.

Houston & Howson (cited in Wena, 2014:230), module is a set of activities aimed at giving an ease to students to achieve a set of learning goals. As suggested by Sabri (2010:143) that a module is a complete unit consisting of a set of learning activities arranged to assist students in achieving their goals provided to study by themselves, students can learn without the presence of the teacher. This suggestion is in line with Regulation of the Minister of National Education (2002:5) that defines module as a unit of teaching material provided in the form of self-instruction, meaning that the teaching material is arranged in a module that can be studied by the students independently with limited assistance of teacher or others.

Based on some of the above opinions, the theory referred to is prastowo theory. So it can be concluded that module is a teaching material prepared with the aim so that students can learn independently without or with teacher guidance. Therefore, the module should contain instructional instructions, competencies to be achieved, subject matter content, support information, practice questions, work guidance, evaluation, and feedback on evaluation. By giving the module, students can learn independently without having to be assisted by the teacher.

Negotiation text

Text is a language (both oral and written) contained within a context of particular situation and cultural context. Text by Ministry of Education and Culture (2013:203) means lingual units that provided in writing or orally with a particular organizational order to express the meaning contextually. Types of texts commonly known are descriptions, reports, procedures, narratives,

explanations, expositions, discussions, letters, editorials, advertisements, negotiations, anecdotes, narratives, exemplars, etc. (Ministry of Education and Culture, 2013:203).

The art of negotiating in general is often done unnoticed. But if the negotiation is poured into the form of writing, then the negotiation is turned into negotiation text. Good Negotiation text is the text that follows the rules of writing. Then, department of national education team (2008:957), "Negotiation is a bargaining process by negotiating to reach mutual agreement between one party (another group/organization) or dispute resolution by negotiation between parties to a certain dispute". Meanwhile, according to Kosasih (2014:86), "Negotiation is a form of social interaction that serves to reach agreement among parties who have different interests". Basically negotiations are made between two interests to achieve the same goal. From the description, it can be concluded that generating negotiation text is to make a text which contains bargains to reach agreement between two parties.

Experience-Based Learning Method

Experiential learning method has been widely used in learning practice and research. Deep learning is based on the work of Kurt Lewin, John Dewey and others. Experiential learning theory offers a dynamic theory based on learning cycle driven by the resolution of action/reflection and experience/abstraction. These two dimensions define a holistic learning space in which the learning process takes place between individuals and the environment.

Silberman (2014:10), Experience-based learning is "the involvement of learners in concrete activities that enable them to 'experience' what they are learning. This learning is based on real work/life experiences and structured experiences that simulate or approximate actual work/life experiences. "Sanjaya (2010:160), defines" the learning experiences are a number of student activities performed to obtain information and "According to Sani (2014:153)," experience-based learning is inductive, student-centered, activity-centered learning."

Experiential learning method is a learning method that aims to enable students to build knowledge and skills as well as values and attitudes through experience directly. Therefore, this learning method will work when students participate and be critical in doing the activities. After that, they gain understanding and pour them in the form of oral and written according to the purpose of learning. In this case, experiential learning method uses experience as a catalyst to help students develop their capacity and abilities in the learning process.

Based on some of the above explanation, it can be concluded that experiential learning is a student-centered learning method based on the idea that people learn best from experience directly. Broad experience will change students' behavior, understanding and thinking. Through various experiences students are more creative in making decisions.

Steps to Learning Method Based on Experience

Huda (2014:172), ELT (*Experiential Learning Teori*) underscores two interrelated approaches in understanding experiences, namely concrete experiences and abstract conceptualizations as well as two approaches to changing experiences: reflective observation and active experimentation. The four approaches can be described in the following circle:

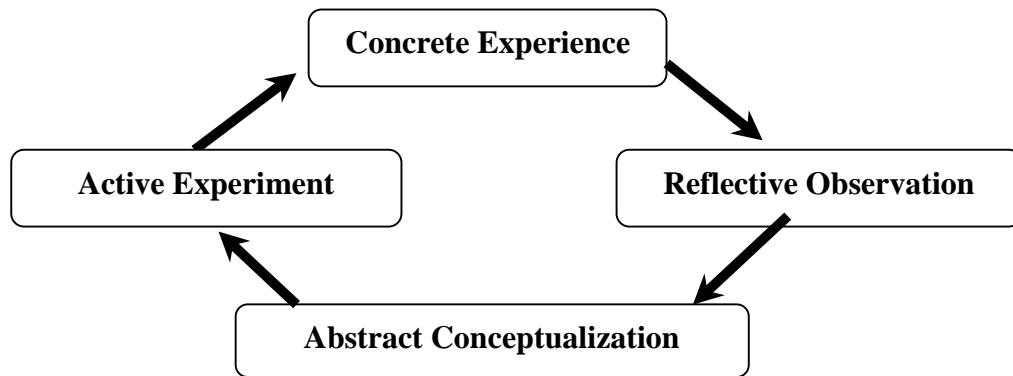


Figure 1. Kolb Learning Cycle (in Bartle, 2015:5)

Sharlanova (2004:37-38), explanation of learning steps in kolb learning cycle is as follows.

1) Concrete Experience

At the concrete experience stage, learners either individually, team, or organization only do the task. The intended task is a science activity that encourages them to engage in science activities or experience themselves a phenomenon to be learned. Students act as active participants. This phenomenon can depart from experiences that have previously experienced both formal or informal, or situations that are real problematic so as to arouse the attention of students to investigate further.

2) Reflective Observation

At the reflective observation stage, students review what has been done or learned. Listening skills, giving attention or responses, finding differences, and applying ideas can help in getting the results of reflection. Students observe carefully from the activities of science done by using senses or feeling and then reflect the results obtained. At this stage students communicate with each other on the results of the reflection performed.

3) Abstract Conceptualization (AC)

The abstract conceptualization stage is a mind-on stage or a "think" phase in which the learner is able to provide a thematic explanation of a phenomenon by thinking, looking at the reasons for the reciprocal-to-experience of experience gained after observation and reflection on scientific experience in the concrete experience phase. Learners try to conceptualize a theory or model of experience observed and integrate new experiences gained with prior experience).

4) Active Experimentation (AE)

Meaningful learning process will take place at the active experimentation stage. The experiences learned by previous learners can be applied to new experiences and / or new problematic situations. Through this active experimentation activity students will practice critical thinking skills. Students know the extent to which understanding has been had in solving problems related to daily experience. There are important stages in teaching using Experiential learning summarized in the learning step.

Based on the above explanation, it can be concluded that the experiential learning method consists of four steps that include concrete experience, reflective observation, abstract conceptualization and active experiments.

METHODOLOGY

This research will be conducted in MAN 2 Model Padangsidempuan which is located at Sutan Soripada Mulia street number 27, Sadabuan, Padang Sidempuan Utara, in February 2018. This type of research is research and development. This research uses Borg and Gall model. The procedures of this study include: (a) preliminary study stage: FGD for obtaining responses from prospective users, (b) teaching material development stage into prototype product and prototype development into textbook, (c) evaluation stage, ie effectiveness and feasibility of experientially produced teaching materials. Instruments used in this study to collect data are grouped into 3 types namely: (1) Expert team validation instrument of experiential learning experiment-based learning material namely questionnaire validation paper of subject matter material and questionnaire validation of learning design expert; (2) Student and teacher response instruments to the module ie individual trials with 3 people, small group trials 9 people, limited field trials with 32 people, and Indonesian teachers' responses to the module of 3 people; (3) Student learning result test, the instrument is essay test. The test is intended to measure the level of students' knowledge of negotiation text. Assessment instruments for validators and individual trials, small groups and limited field groups are created in the form of Likert scales that have been scored. Then the data is analyzed by descriptive quantitative, by calculating percentage of indicator for each category on developed instructional material, the figure is generated in percent. The classification of scores is then changed to classification in the form of percentage (Sugiyono, 2011:118).

DISCUSSION OF RESEARCH RESULTS

Results of Teaching Material Development

Teaching material development results obtained from the development stage I to stage III with reference to the development stage of Borg and Gall is the preliminary study stage

1. Stage I Preliminary Study

Preliminary study is conducted by conducting field surveys (needs analysis) and literature survey. The result of the field survey (needs analysis) was obtained by distributing questionnaires to 2 teachers and 32 students of class X MAN 2 Model Padangsidempuan.

A total of 2 teachers (5.8%) said that they know the teaching materials in the form of module, while the total of 32 students (94.11%) stated that they are not familiar with teaching materials in the form of modules. All teachers and students (100%) stated that they do not use instructional materials in the form of modules in learning activities. All teachers and students (100%) claimed to require experiential materials in the form of modules.

The result of requirement analysis of the teaching materials indicates that the development of teaching materials that produce the product in the form of experience-based module is needed

by teachers and students in learning activities to create an innovation in learning and to improve the quality of learning.

The next step is to survey the literature. The results of the literature survey found that at present the teaching materials used by the Indonesian teachers of class X are teaching materials produced by Ministry of Education and Culture entitled "Indonesian Self-Expression and Academic." Curriculum that is run now is the revised 2013 curriculum in 2016.

2. Stage II Initial Product Development

The initial product of teaching materials developed is a modular teaching material on experience-based negotiation text material for class X, outline contains the following: (1) preface; (2) instructions for using modules; (3) table of contents; (4) conceptual maps; (5) introduction; (6) learning activities 1, 2, 3 and 4; (a) learning activities 1 include (Introduction, Negotiation text, Negotiation text structure, Negotiation text, Negotiation text, draft, Scoring and Level of Mastery), (b) learning activities 2 include (Introduction, Comparing Patterns of Presentation of Negotiation text, Example Text, Exercise, Summary, Scoring Guidelines and Level of Mastery), (c) learning activities 3 include (Introduction, Analyzing Negotiation Success Factors, Negotiation Text Example, Exercise, Analyze Couple Speech in Negotiation text, Exercise, Summary, Script Guidelines and Level of Mastery), (d) learning activities 4 include (Introduction, Negotiation Text Based Experimental Writing, Negotiation Text-Based Writing Steps, Concrete Experience Stage, Reflective Observation Stage, Abstract Conceptualization Stage, Active Experimental Stage, Negotiation Text Example, Final Project, Summary, Screening Guidelines and Level of Mastery); (7) Glossary; (8) References; (9) Answer Key. In the next stage, the material developed has been validated by a team of materials experts, design experts, responses from Indonesian language teachers and students. The stages will be described as follows.

a) Material Validation

Validation of material content to the product is intended to know the expert opinion of the material about the eligibility of the module contents, the feasibility of module presentation, and the language aspect. This validation is done by Prof. Amrin Saragih, M.A., Ph.D., who is a Lecturer at State University of Medan, and Dr. Syahnan Daulay, M.Pd who is a lecturer at State University of Medan. Assessment is carried out to obtain quality information developed teaching materials.

The result of the assessment on feasibility aspect of the material content that the teaching materials in the form of module writing negotiation text based on experience developed is stated "very good" with total percentage average 93,75%. Assessment results on the feasibility of presentation according to the expert material is considered "very good" with a total average percentage of 92.04%. The results of the assessment on the aspect of language according to the expert material is considered "very good" with a total average percentage of 92.70%.

b) Validation of Learning Design

The validation of instructional design is done by Dr. R. Mursid, M. Hum., And Dr. Surya Masniari Hutagalung, M.Pd., who are lecturers at State University of Medan. The results of validation of teaching materials by materials design experts concluded that the developed teaching materials are on the criteria of "good" with an average percentage of 84.16%.

c) Assessment of Indonesian Teachers on Teaching Materials

The assessment of Indonesian teachers on the development of teaching materials products is done by Guswanti, S.Pd., Ahmad Husein Harahap, S.Pd., and Amelia Siregar, S. Pd MAN 2 Model Padangsidempuan. The result of responses made by Indonesian teachers concluded that the teaching materials in the form of an experiential negotiation text writing module is included in the criteria of "excellent" with an average percentage of 87.25%.

3. Stage III Conducting a Trial

Stage III experiments on teaching materials through 3 pilot processes: 1) individual testing, 2) small group trials, and 3) limited field trials.

a) Results of Student Responses to Teaching Materials in Individual Trials

The result of the average percentage of assessment on the material rating indicator has an average percentage of 80.55%, the indicator of language assessment with an average of 77.77%, and the indicator of interest with an average of 75%. The average percentage result of the entire individual trial is 78.23% with "good" criterion. This means that the teaching materials in the form of a module writing negotiation text based on experience that has been developed is in accordance with the needs of students.

b) Results of Student Responses to Teaching Materials in Small Group Trials

Trials were conducted on 9 students with high, moderate, and low ability to re-examine students' perceptions of developed and revised products of weaknesses after individual trials.

The result of the average percentage obtained that the assessment of the material assessment indicator has an average percentage of 85.79%, the indicator of language assessment with an average of 84.25%, and an indicator of interest rating with an average of 83.32%. The average percentage outcome of all small group trials is 84.70% with "good" criteria, it is necessary to make a few revisions to simplify the language to make it easier for students to understand so that it can be continued on a limited field trial.

c) Results of Student Responses to Teaching Materials in a Limited Field Trial

Trials were conducted on 32 students with high, moderate, and low ability. A limited field trial yields data that will be used to find out how the product benefits students. The average percentage results obtained that the assessment of the material assessment indicator has an average percentage of 91.05%, the indicator of language assessment with an average of 87.49%, and an indicator of interest ratings with an average of 90.10%. The average percentage result of the entire limited field test is 90.14% with the criteria "very good".

Teaching Material Feasibility

The feasibility of teaching materials will describe four feasibility components that include: 1) the feasibility of the module contents; 2) the feasibility of module presentation; 3) the language aspect; and 4) the feasibility of the graft

1. Content Feasibility

Assessment results on the material conformity sub-component with core competence and basic competence is categorized as "excellent" with a total percentage of 93.75%. The results of the assessment on the sub-component of material accuracy is categorized as "excellent" with a total percentage of 87.50%. The results of the assessment on the sub-components of instruction learning materials is categorized as "very good" with a total percentage of 100%. The overall average amount of content eligibility is "very good" with a total percentage of 93.75%.

2. Feasibility of Module Presentation

The feasibility of module presentation consists of three sub-components that include: a) presentation techniques, b) presentation and learning, and c) completeness of presentation. The results of the assessment on the sub-component of the presentation technique is categorized as "very good" with a total percentage of 90%. Assessment results on the presentation and learning sub-components is categorized as "excellent" with a total percentage of 91.66%. The results of the assessment on the sub-component of the presentation is categorized as "very good" with a total percentage of 95.83%. The overall average amount of presentation feasibility is "excellent" with a total percentage of 92.04%.

3. Language Feasibility

The linguistic aspect consists of six sub-components which include: a) straightforward, b) communicative, c) dialogical and inter-active, d) conformity with the developmental level of learners, e) demands and cohesiveness of thought flow, and f) use of terms, symbols and icons.

The result of percentage of material experts on the assessment of the aspects of linguistic above obtained that the sub-component assessment of the straightforwardness has an average percentage of 95.83%, communicative with an average of 93.75%, dialogical and interactive with an average of 75%, conformity with the level of development of learners with an average of 87.5%, demands and integrity of thought flow with an average of 93.75%, and the use of terms, symbols and icons with an average of 100%. The average percentage result of the overall sub-component of the language assessment aspect is 92.70% with the criteria "excellent".

4. Graphic Feasibility

The feasibility of graphics consists of three sub-components that include: a) the size of teaching materials, b) the cover design of the material (cover), and c) the content design of the teaching materials. The average percentage results shown in the table and from the above design experts found that the sub-component assessment of the size of the teaching materials had an average percentage of 87.5%, the design of the material cover with an average of 81.94%, and the design of the content of teaching materials with an average of 84.86%. The average percentage result of the overall sub-component of the feasibility assessment of presentation is 84.16% with the criteria of "good". This means that teaching materials in the form of a module writing experiment-based explanatory text that has been developed can meet the demands of learning needs.

Teaching Material Effectivity

The effectiveness of the module can be tested by looking at differences in student learning outcomes that do not use the module (textbook) with student learning outcomes using the module as well as the achievement of basic competencies demanded in the RPP. Student learning outcomes are data obtained from the test through pretest and posttest. The following

table shows the data of student learning outcomes and frequency distribution of learning result writing negotiation text.

Table 1. Frequency Distribution of Pretest & Posttest Score on Writing Negotiation text Test

Criteria	<i>Pretest</i>		<i>Posttest</i>	
	Frequency	Percentage	Frequency	Percentage
85- 100	1	3,12%	7	21,87%
75-84	5	15,62%	19	59,37%
65-74	19	59,37%	6	18,75%
55-64	7	21,87%	-	-
0-54	-	-	-	-
Σ	32	100%	32	100%

The two tables above describe the learning using experience-based module to make the learning outcomes of Indonesian by students become better, especially on negotiation text material. Note that at the time of pretest, students who scored 55-64 amounted to 7 people with percentage of 21.87% and less category. Students who score 65-74 amounted to 19 people with a percentage of 59.37% and enough category. Students who scored 75-84 amounted to 5 people with a percentage of 15.62% and good category. Furthermore, students who scored 85-100 amounted to 1 person with a percentage of 3.12% with very good category.

The posttest score of students after the use of modules in learning is better. Students who scored 65-74 amounted to 6 people with a percentage of 18.75% and fair category. Students who score 75-84 amounted to 19 people with a percentage of 59.37% and good category. Furthermore, students who scored 85-100 amounted to 7 people with a percentage of 21.87% and very good category.

The effectiveness of textbooks used in the learning process at school obtained a score of 2244 with an ideal score of 3200, then the following acquisition scores:

$$\begin{aligned}\text{Effectivity} &= \frac{\text{total score obtained}}{\text{total ideal score}} \times 100 \\ &= \frac{2244}{3200} \times 100 = 70,12\%\end{aligned}$$

While the effectiveness of experiential learning materials developed to obtain a score of 2570 with an ideal score of 3200, then the score of acquisition is as follows:

$$\begin{aligned}\text{Effectivity} &= \frac{\text{total score obtained}}{\text{total ideal score}} \times 100 \\ &= \frac{2570}{3200} \times 100 = 80,31\%\end{aligned}$$

The difference between percentage of pretest and posttest is 10.19% with posttest value better than pretest. So the effective contribution of the use of teaching materials is negotiation text based on experience of 10.19%. So it can be concluded that experience-based teaching materials developed is more effective than teaching materials with the effectiveness of learning materials developed by 80.31% with good category and the effectiveness of the student handbook of 70.12% with fair category. So experiential-based teaching materials are effectively used as additional teaching materials for students on negotiation text material.

CONCLUSION

- (1) The result of the development of teaching materials based on experience on negotiation text is obtained based on the needs analysis, the instructional material in the form of the developed module is very necessary and able to improve the learning result of writing negotiation text of the students. The average achievement of the students in the experiment-based negotiation text writing test before using the developed materials amounted to 70.12 while the average acquisition after using the teaching materials is 80.31. This proves that the students' learning outcomes in experience-based negotiation text writing tests increases with the difference in value of 10.19 and teaching material products in the form of experience-based modules effectively used as teaching materials on negotiation text writing materials.
- (2) Products developed in the form of experience-based modules on text writing materials are eligible and worthy of use as individual teaching materials, based on expert material judgments, and design learning experts. Expert material validation results include the feasibility of the content with an average of 93.75% on very good criteria, the feasibility of presentation with an average of 92.04% on very good criteria, the language aspect with an average of 92.70% on very good criteria, and the results of validation of the design of learning design with an average of 84,16% on either criterion.

REFERENCES

- Hakim, L. (2008). *Learning Planning*. Bandung: CV Wacana Prima.
- Huda, M. (2014). *Teaching and Learning Models*. Pustaka Pelajar: Yogyakarta.
- Kathleen, G. (2000). *Designing Language Course: A Guide for Teachers*. Canada: Heinle Publishers.
- Kosasih, E. (2014). *Intelligent Indonesian for MA/SMA/SMK group mandatory*. Jakarta: Erlangga.
- Language Central Organizer Team of National Education Department. (2008). *Indonesia Dictionary. 4th Edition*. Jakarta: Gramedia Pustaka Utama.
- Lestari, I. (2013). *Development of Competence Based Instructional Materials*. Jakarta: Indeks
- Majid, A. (2008). *Learning Planning: Developing a Teacher Competency Standards. 5th Print*. Bandung: Remaja Rosdakarya
- Ministry of Education and Culture. (2013). *Indonesian of Self-Expression and Academic SMA/MA/SMK/MAK Class X*. Jakarta: Center for Curriculum and Bookkeeping Balitbang Kemdikbud.
- Mudlofar, A. (2012). *Application of Curriculum Development of Education Unit Level and Teaching Material in Islamic Education*. Jakarta: Rajawali Pers.

- Prastowo, A. (2014). *The development of thematic materials*. Jakarta: Kencana.
- Regulation of the Minister of National Education. (2002). *Learning Techniques with Modules*. Jakarta: Director General of Primary and Secondary Education.
- Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2004 concerning *Process Standards for Basic and Medium Units*. Jakarta: Minister of National Education.
- Saglam, H. I. (2011). An Investigation on Teaching Materials Used In Social Studies Lesson. TOJET: *The Turkish Online Journal of Educational Technology* Vol 10 Issue 1.
- Sanjaya, W. (2010). *Planning and Design of Learning System*. Jakarta: Kencana.
- Sani, R. (2013). *Learning Innovation*. Jakarta: PT Bumi Aksara.
- Sharlanova, V. (2004). *Experiential Learning*. Departement of information and Qualification of Teachers. Trakia Journal of Sciences, Vol. 2, No.4.
- Silberman, M. (2014). *Handbook of Experiential Learning Experiential Learning: Learning Strategy from the Real World*. Bandung: Nusa Media.
- Sugiyono. (2011). *Mixed Methods*. Bandung: Alfabeta.
- Sugiyono. (2012). *Understanding Qualitative Research*. Bandung: Alfabeta.
- Sumiati & Asra. (2016). *Learning Method*. Bandung : CV Wacana Prima.
- Wena, M. (2010). *Strategy of Contemporary Innovative Learning A Conceptual Overview of Operations*. Jakarta: Bumi Aksara.