

**DEVELOPMENT OF EXPOSITION TEXT WRITING TEACHING MATERIAL
BASED ON RECIPROCAL TEACHING METHOD FOR STUDENTS CLASS X SMA
NEGERI 1 KISARAN**

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ABSTRACT: *This study aims to know the results of the development of exposition text writing teaching material based on reciprocal teaching method in students class X SMA Negeri 1 Kisaran. 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 students with small group trials, and 36 students with limited field trials. Data collection techniques used are observation, interview, questionnaire and expository writing test. The results show that: (1) material expert validation includes content feasibility with an average of 83.59% on very good criteria, presentation feasibility with an average of 87.5% on very good criteria, and language aspects with an average of 86.53% on very good criteria, (2) validation of design experts with an average of 94.16% on very good criteria, (3) teacher response with an average of 92.64% on very good criteria, (4) individual testing with an average of 78.47% on good criteria, (5) small group trial with an average of 84.72% on very good criteria, and (6) limited field trial with an average of 88.02% on very good criteria. The result of the writing test of the expository text of the students before using the module is 70, while the learning result of the writing test of expository text after the students using the module increased by 84.72. The difference is 14.72 from before to after. This proves that the teaching material to write exposition texts developed can improve student learning outcomes by using reciprocal method. The implication of this research is to give a practical contribution especially in the implementation of learning for teachers as additional teaching materials and as a means to assist and facilitate students in understanding the material of exposition texts thus they can be applied to their respective lives.*

KEYWORDS: Development, Teaching Materials, Exposition Texts, Reciprocal Teaching

INTRODUCTION

Exposition text is the focus of research that will be developed by the researcher into learning modules for learners. Based on the results of interviews on Wednesday, April 24, 2017 that the researcher conducted with Indonesian teacher in SMA Negeri 1 Kisaran, Netty Irianti, M.Pd., students are still difficult to write exposition texts this can be seen from the score of mastery of learning that are still in below average. Based on the explanation given by one of the Indonesian teachers then found problems in the exposition text learning among others (1) writing activities in schools have not received enough attention from students, (2) students' motivation towards writing is still low, because students assume that writing is a difficult activity compared to four other language skills, (3) students have difficulty finding and pouring ideas in writing learning.

The results of the analysis from the students' book, that the textbook of Indonesian in class X used as a source of learning in SMA Negeri 1 Kisaran is an Indonesian book published by the Ministry of Education and Culture of the Republic of Indonesia. The book contains 8 subject matter and in this research the focus is second subject matter that is material of exposition text. The teaching material that students hold to learn only present exercises without any prior understanding, although there are some exercises done by example.

The results of observations that the researcher conducted in teaching and learning activities it was seen that many students who did not understand the reading contained in the book, the lack of independence of students in learning namely, the students listened more information from the teacher and just seek from the book alone without trying to find reading materials in other forms. The result of the observation is supported from the data of students' learning mastery score that are under minimum mastery criteria with the scores of 76 thus there are still many students class X who have not mastered their study. This condition is also supported by the results of interviews to some students who said that in the learning process they tend to feel bored because students were only required to listen to teacher explanations and after that the students were faced with problem-solving or directly assigned a task individually. Learning activities that teachers performed to students was still teacher-oriented thus students only passively listen to the description of the material and receive just the science or information from the teacher. Generally, teachers teach materials in the same way that affects students' learning difficulties. Student learning difficulties are not always caused by intelligence factors, but can be caused by the use of inappropriate learning methods.

The problem can be solved so that students' learning ability can be improved thus students can improve their understanding to write in particular exposition text. To that end, the researcher tried to apply the development of teaching materials to write exposition text with reciprocal teaching base model. This learning is one of the student-centered learning approaches. Learning using reciprocal teaching can be applied to students through four specific self-defense strategies, namely summarize, question, explain and predict. In this case the teacher provides support, feedback and stimuli when students apply these strategies. Reciprocal learning is a learning by selecting a student to play a role like a teacher to explain material that the teacher has not yet delivered to another student friend. Thus teachers can monitor students' understanding in writing exposition texts.

The use of reciprocal teaching method can be proved through several researches among others by Khalaf Al-Makhzoom using reciprocal learning model to improve students reading habits, researcher using reciprocal method to see student ability in selecting 12 discourse materials on 50 students consisting of 30 female students and 20 male students, with the results of his research with the method of reciprocal teaching the ability of students' understanding of the text read increased. And many other studies by Cooper, Boschken, McWilliams, and Pistochini (2000) suggest that students' difficulties in understanding the text within 1-2 years can be overcome within 3-6 by using reciprocal method.

The use of reciprocal method in learning is expected to increase students' understanding in writing exposition texts. This is because when students are able to develop steps in reciprocal method they can find and investigate the material discussed independently so that the results obtained will be durable in memory and not easy forgotten by students. In this case, self-reliance does not mean that students should always construct concepts individually, but they can discuss the material with other students. By finding material independently, students' understanding of a concept is a notion that students really understand.

LITERATURE REVIEW

Definition of Teaching Material

Teaching material is a very important learning program in the learning process as the Ministry of National Education (2006:4) defines teaching materials as objects or activities provided by teachers to students in the learning process, which can reflect the contents of the syllabus basing on general broad goal into something that can be done. Teaching materials are information, tools and texts needed by teachers/ instructors for planning and reviewing learning implementations. Similarly, Djumingin (2017:53) also states that 'teaching materials are the resources a teacher uses to deliver instruction. In addition, Sanjaya (2010:141) defines materials or subject matter is everything that the curriculum content that must be mastered by students with basic competencies in order to achieve the competency standards of each subject in a particular educational unit.

Based on some definition stated, it can be concluded that teaching materials is a set of subject matter that can help the objectives of the curriculum arranged systematically and intact so as to create a pleasant learning environment, facilitate student learning, and teaching.

Definition of Module

Sabri (2007:143), module is a complete unit consisting of a series of activities designed to assist students in achieving goals that have been formulated. Department of National Education (2008:13), learning module allows a learner who has high speed in learning be faster to complete one basic competence compared with other students. Furthermore, James D Russel (in Sumiati, 2016: 114), module learning system is:

A module is an instructional package dealing with single conceptual unit of subject matter. It is attempt to individual learning by enabling the student to master one unit of contents before moving to another. A multy media learning experiences are often presented in a self instructional format. The student can take it to the library, to a study carrel or to home. The length may vary from only a few minutes of students time to several hours. The module can be used individually or combined in a variety of different sequences.

Based on the above opinion it is concluded that a module is a package of programs that are prepared and designed in such a way as independent learning materials to help students master their learning objectives. Therefore, students can learn according to their own speed

Components of Module

Surahman (in Prastowo, 2015:113), modules can be arranged in several components: (1) module title, (2) general guidance, (3) module material, (4) semester evaluation. Sani (2014: 184) suggests that in general learning by module system will involve several components, including: (1) student activity sheets, (2) worksheets, (3) key answer sheets, (4) question sheets, (5) answer sheets, and (6) key answers. The components are packaged in the following module formats: (1) introduction, (2) learning objectives, (3) preliminary tests, (4) learning experiences, (5) learning resources, and (6) final tests.

The explanation above explains that the module elements are inseparable from the teacher's role, even though the students learn to use the module independently, but the teacher's role still

exists. Based on the above opinion, it can be concluded that the components of the module are as follows. First, the formulation of teaching objectives. Second, instructions for educators. Third, sheet of student activities. Fourth, worksheet for students. Fifth, worksheet key. Sixth, evaluation sheet. Seventh, key evaluation sheet

Definition of Exposition Text

The writing of exposition tries to tell, peel, decipher, or explain something, the same thing expressed by Mahsun, (2014: 31) is a text that contains the exposure of ideas or suggestions of something personal. The expository text by Keraf quoted by Nasucha and Mudjiman (in *International Journal of Science and Research (IJSR)*, Vol. 5 Issue 2, 2016:876) as follows.

Keraf (2011) suggests that an exposition text aims at conveying description or information. The exposition text expresses a written idea or opinion or something that is necessary to convey to the readers. In this text, the relation of first paragraph, second paragraph, and the next paragraphs must mutually cohere in form and meaning to convey the content contained in a text.

Zainurrahman (2013:67) states that exposition text is a writing that provides information about why and how and explain a process or concept of something that happened. In line with the above opinion, according to Semi (2007: 61) exposition text is a writing that aims to provide information, explain and answer the question why, what, when and how. In the literature the exposition text is defined as text in the form of exposure as well as report text, procedural text, explanatory text, news text, and other texts. The exposition text as exposure is a text definition based on its purpose.

From the opinion expressed above, it can be concluded that exposition text is a form of discourse whose sole purpose is to inform readers with the utmost clarity. The reader is not compelled to accept the writer's opinion, but at least the reader knows that this is the writer's opinion.

Definition of Reciprocal Teaching

According to Trianto (2007:96) reciprocal teaching method is a constructivist approach based on the principles of making/asking questions. Method in this communicative approach has the benefits for learning objectives achieved through independent learning activities so that students are able to explain their findings to other parties and able to improve students' ability in self-study. According to Brown in Trianto (2007:96) in reciprocal teaching method teachers teach students important cognitive skills by creating an independent learning experience. The main purpose of this teaching is to teach students to learn from the will and self-ability / independent learners.

According to Huda (2013:216) Reciprocal teaching method is a learning strategy to improve reading comprehension. this approach is aimed at encouraging students to develop the skills possessed by the reader and the effective learner, such as summarizing, asking, clarifying, predicting and responding to what is read. Students use the following four understanding strategies, either in pairs or in small groups.

Based on some understanding it can be interpreted that the reciprocal teaching method is a communication approach in learning designed to provide benefits, so that learning is achieved and provide cognitive skills to students to create a learning experience independently. In

understanding what is read based on summarization, questioning, clarification and prediction. All of them are designed so that students become skilled in writing exposition text properly and correctly. Through a learning method based on a communication approach it allows students to be able to read and write well; students are able to learn with others; students are able to use the media; students are able to receive information; and students are able to convey information well. Thus the learning process will be more varied, innovative, and constructive in reconstructing knowledge insight and its implementation so as to increase student activity and creativity

METHODOLOGY

The place of this research was done in class X SMA Negeri 1 Kisaran located in Madong Lubis Asahan District Kisaran Timur District. This study was conducted in the even semester of the academic year 2016/2017. This type of research is research development of Research and Development. This research and development refers to the theory of teaching materials developed by Borg and Gall. Instruments for collecting data used are (1) Expert team validation instrument of the developed material namely: (a) validation sheet of material expert of exposition text, (b) questionnaire validation sheet of expert of learning design; (2) the teacher's and student's response instruments to the module; and (3) test of student learning outcomes. Assessment instruments for individual validators and trials, small groups and limited field groups are created in the form of Likert scales. Then the data is analyzed by descriptive quantitative, by calculating the percentage of indicator for each category on developed instructional material.

$$\text{Score Percentage} = \frac{\text{Total Indicator per Category}}{\text{Total Indicator Total Category}} \times 100\%$$

Subsequently converted into classification in the form of percentage (Sugiyono, 2011: 118), then interpreted with qualitative sentences listed in the following table.

Table 1. Percentage Criteria of Indicator Occurance on Teaching Material

No.	Answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Good	$61\% \leq X < 80\%$
C	Medium	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very bad	$0\% \leq X < 20\%$

(Sugiyono, 2011:118)

DISCUSSION OF RESEARCH RESULTS

The Results of Preliminary Research on the Developmet of Teaching Material of Exposition Text Writing Based on Reciprocal Method

In the indicator of teaching materials used, the results of observation indicate that teachers and students only use the book package issued by the government. Further preliminary studies were conducted through interviews. The interview result obtained a concise conclusion that there are still many students who have difficulty in writing exposition texts. Students prefer reading exposition text rather than writing exposition texts. The result of writing expository text of students is still lacking, it is evident that there are still students who do not pass based on the minimum criteria that have been established. The difference is not so much, so sometimes it is difficult to develop the idea to write. The teaching materials used are only Indonesian language books provided by Kemelikbud entitled "Indonesian of Self-Expression and Academic". If a book package published by the government is used independently students will experience difficulties, because although it is used accompanied by their teachers sometimes they still experience difficulties, especially if used independently. In the question items once developed teaching materials in the form of modules, the teacher stated that they have never developed the teaching materials in the form of modules in the school.

The next preliminary study is a questionnaire of needs analysis distributed to two Indonesian teachers and 36 students. The results of the search from the questionnaire given found some teachers (50%) stated not to know the teaching materials developed while most of the students (86.11%) stated not to know the developed teaching materials, all teachers (100%) stated not using the teaching materials (80.56%) of the students stated that they have not used the teaching materials developed, all the teachers (100%) stated that they need the teaching materials developed and most of the learners (91.67%) stated that they need the developed materials based on reciprocal teaching in the learning process.

Feasibility of Teaching Material of Exposition Text Writing based on Reciprocal Method

The feasibility of teaching material includes four components that include content feasibility, presentation feasibility, language feasibility, and graphic feasibility. The four components of this feasibility are obtained through the validation process done by the material expert (on the content feasibility, presentation, and language aspects) and the design expert (on the aspect of graphic).

1. Data on the Results of Material Expert Validation

Validation of the product is intended to know the opinion of the material expert on the content feasibility, presentation feasibility, and language. This validation is done by Prof. Dr. Khairil Ansari, M.Pd. and Dr. Malan Lubis, M. Hum. who are lecturers at State University of Medan.

The result of the appraisal of the feasibility aspect on the content of the material that the writing material of expository texts based on reciprocal method developed is categorized as "very good" with the average total percentage of 83.59%. Data from expert material validation to content feasibility can be seen in table below.

Table 2. Percentage of Material Expert Assessment on Content Feasibility

No.	Sub Component	Average (%)	Criteria
1	Material suitability with KI and KD	91,67%	Very good
2	Material accuracy	83,92%	Very good
3	Material upgrades	78,12%	Very good
4	Encourage curiosity	81,25%	Very good
Average		83,59%	Very Good

Based on the results of the percentage of material experts on the feasibility of the above content obtained that the sub-component assessment of material conformity with core competence and basic competence has an average percentage of 91.67%, the accuracy of the material with an average of 83.92%, material with average 78.12%, and encourage curiosity with an average of 81.25%. The result of the average percentage of the overall sub-component of the content aspect feasibility evaluation is 83.59% with the criteria of "excellent".

The assessment of presentation feasibility according to the expert material is categorized as "excellent" with an average percentage of 87.5%. Data from expert material validation to the feasibility of presentation can be seen in the table below.

Table 3. Percentage of Material Expert Assessment on Presentation Feasibility

No.	Sub Component	Average (%)	Criteria
1	Presentation technique	81,25%	Very good
2	Presentation of learning	91,67%	Very good
3	Completeness of presentation	87,5%	Very good
Average		87,5%	Very Good

Based on the result of the percentage of the material experts on presentation feasibility, it is found that the sub-component of the assessment of the presentation technique has an average percentage of 81.25%, the presentation of learning with an average of 91.67%, and the presentation equipment with an average of 87.5 %. The average percentage outcome of the overall sub-component of presentation feasibility aspect assessment is 87.5% with the criteria of "excellent".

Assessment of the language aspect according to the expert material is considered as "excellent" with an average percentage of 86.53%. Data of expert material validation on language aspect can be seen in the table below.

Table 4. Percentage of Material Expert Assessment on Language Feasibility

No.	Sub Component	Average (%)	Criteria
1	Straightforward	83,33%	Very good
2	Communicative	81,25%	Very good
3	Dialogic and interactive	87,5%	Very good
4	Compliance with the level of development of learners	100%	Very good

5	Guidance and coherence of mind	81,25%	Very good
6	Use of terms, symbols, and icons	87,5%	Very good
Average		86,53%	Very Good

Based on the results of the percentage of material experts on the assessment of the language, it is found that the sub-component of assessment on the assignment has an average percentage of 83.33%, communicative with an average of 81.25%, dialogical and interactive with an average of 87.5% conformity with the level of development of learners with an average of 100%, demands and integrity of thought flow with an average of 81.25%, and the use of terms, symbols and icons with an average of 87.5%. The average percentage outcome of the overall sub-component of the language aspect assessment is 86.53% with the criteria "excellent".

2. Data on the Results of Design Expert Validation

The design expert validates the teaching-learning product on the design aspect of the lesson. The validation of instructional design is done by Prof. Dr.R. Mursyid, M.Pd. and Dr. Surya Masniari Hutagalung, M.Pd. who are lecturers at State University of Medan.

The results of validation of teaching materials by the design of learning experts concluded that the design of the developed learning is on the criteria of "very good" with a total percentage of 94.16%. Data from the design expert's validation can be seen in the table below.

Table 5. Percentage of Design Expert Assessment

No.	Sub Component of Assessment	Average (%)	Criteria
1	Module size	100%	Very good
2	Module cover design	95,93%	Very good
3	Design of module contents	92,76%	Very good
Average		94,16%	Very Good

Based on the results of the average percentage shown in the table above, it is found that the sub-component of the assessment of the module size has a percentage average of 100%, the module cover design with an average of 95.93%, and the module contents design with an average of 92.76%. The percentage result of the whole sub-component of the feasibility assessment of presentation is 94.16% with the criteria of "excellent". This means that the teaching materials in the form of an exposition text writing module based on reciprocal teaching developed can meet the demands of learning needs.

3. The Results of Response of Teachers on Teaching Material

Assessment of the response of Indonesian teachers to the development of teaching materials in the form of exposition writing module written by Netty Nirianti Pasaribu, M.Pd., and Natasya Kristy Panggabean S.Pd., who are Indonesian language teacher in SMA Negeri 1 Kisaran. Response of teaching materials to write exposition text developed to be done to obtain information that will be used to improve the quality of products developed. The results of the

assessment in the form of scores on the components of learning in accordance with Indonesian language learning, especially on the material to write exposition texts.

The teacher's response to teaching material of exposition texts writing based on reciprocal teaching method developed has a mean total percentage of 92.64% with "very good" criteria. This means that teaching materials to write exposition texts that have been developed to meet the demands of learning needs that will be taught to students in class X.

4. Student's Response to Teaching Materials

The module will be tested for the first time on a small scale ie to 3 students who are considered to represent three levels of cognitive. Data collection as done using a student response questionnaire followed by a small group trial of 9 students. This small-scale product trial aims to know product readiness by using student response questionnaire. The last trial is a large-scale trial, large-scale trial conducted on 36 students of SMA Negeri 1 Kisaran. This large-scale trial produces data that will be used to find out how the product benefits students

a. Results of Student Responses on Small Scale Trial

The purpose of this small-scale trial is to identify product weaknesses and student responses to product development in the form of modules. The results of the individual trial assessments on the developed teaching materials is included in "good" criterion with an average percentage total of 78.47%. Individual trials are conducted to know the student's initial response and to identify the product deficiencies to the product developed prior to the small group trial.

b. Results of Student Responses on Small Group Trial

This trial was conducted to re-examine the students' perceptions of the developed and revised products of the weaknesses after individual trials. The results of small group experiments on teaching materials that have been developed show an average percentage of 84.72% with the criteria of "very good". This result is obtained after an improvement or revision of a small-scale trial thus the teaching materials are revised from the material arrangement and the use of language more easily understood by the students.

c. Results of Student Responses on Large Scale Trial

The result data of large-scale trial response to teaching materials that have been developed concluded that the teaching materials is included in the criteria of "very good" with the percentage of the average score of 84.72%. This means that the teaching materials developed have development improvement and able to meet the needs in learning. The assessment of this large-scale trial into the final stages of experimental product trial experiments in the form of teaching material of expository text based on reciprocal method in class X.

Students' Learning Results

The results of students' learning obtained from writing exposition text based on reciprocal teaching method shows an average percentage of 84,72. This test was given to 36 students class X SMA Negeri 1 Kisaran agter using a teaching material in a form of exposition text writing module based on reciprocal teaching method developed. Previously, the results of students' learning before using the teaching material of exposition text writing module based on reciprocal teaching method shows an average percentage of 70. Of these two percentages, obtained a difference of 14,72 between pretest (before using teaching material developed) with

posttest (after using teaching material developed). Thus, the teaching material of exposition text based on reciprocal teaching method developed is categorized to be effective to be used as a teaching material in exposition text material, according to the speed of respective students, learn to focus more, and not made students be bored because it has been equipped with materials, example of texts, and exercises.

CONCLUSION

The conclusion obtained based on the results of the study on the development of exposition text writing teaching material based on reciprocal teaching method on students class X SMA Negeri 1 Kisaran mentioned before, are as follows:

1. Based on the results of preliminary studies conducted based on the results of observation, interview, and needs analysis obtained data as follows:
 - a. Observation results found that teachers and students only use teaching materials in the form of an Indonesian textbook entitled "Indonesian Self-Expression and Academic".
 - b. The result of the interview was obtained from one of the teachers of SMA Negeri 1 Kisaran, Mrs. Netty Nirianti, M.Pd.,. The result of the interview was that she only used the Indonesian language book which was published by Kemendikbud only in the learning process and had never developed teaching materials.
 - c. Result of questionnaire of requirement analysis disseminated to teacher and student obtained by conclusion are: (1) some teacher (50%) stated that they do not yet know teaching material developed while majority of student (86,11%) stated that they do not yet know the developed teaching material; (2) all teachers (100%) stated that they have not used the developed teaching materials and (80,56%) learners have never used the developed teaching materials; (3) all teachers (100%) stated that they need teaching materials developed and most of the students (91.67%) stated that they need teaching materials developed based on reciprocal teaching method in learning process.
2. The feasibility of teaching materials by material experts is included in the criteria of very good with an average score of content feasibility aspect of 83.59%, presentation feasibility of 87.5%, and language feasibility of 86.53%. Design feasibility by design experts in the criteria of very good with an average score of 94.16%. Teacher response with an average of 92.64% on very good criteria, individual testing with an average of 78.47% on good criteria, small group trial with an average of 84.72% on very good criteria, and limited field trials with an average of 88.02% on very good criteria.
3. Student learning outcomes after using exposition writing module increased by 14.72 with averaged pretest learning outcomes or before using modules of 70 while posttest learning outcomes or after using modules amounted to 84.72.

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