

## The Development of Fantasy Teaching Materials by Using VAK (Visual Auditory Kinesthetic) on 7<sup>th</sup> Grade Students in SMP Negeri 1 Medan

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### Abstract

*This study aims to produce teaching materials by using VAK (Visual Auditory Kinesthetic) on fantasy story material for 7<sup>th</sup> grade students of SMP Negeri 1 Medan. The research method used is Research and Development which refers to Borg and Gall model. The stages of development are the initial study phase, initial product development, and product trials. The results showed that the results of material validation included content eligibility with an average of 82% with a very good category, Eligibility for Presentation with an average of 87.5% with a very good category, and an assessment of language aspects with an average of 82.2% with a category very good. For the assessment of graphics by design experts obtained an average of 87% with the category "very good". Product trials are carried out in three stages: individual testing, small group trials, and limited field trials. Individual trials with an average of 86% with very good categories, small group trials with an average of 87.4% with very good categories, and limited field trials with an average of 88.3% with very good categories. The effectiveness of teaching materials is obtained through student learning outcomes in the pretest and posttest. Average score at pretest is 52 and at posttest is 76. This proves that the teaching material of fantasy story by using VAK (Visual Auditory Kinesthetic) is feasible, easy, and effective for use in 7<sup>th</sup> grade students of SMP Negeri 1 Medan. This research has implications for Indonesian language learning process, which is teaching material by using VAK (Visual Auditory Kinesthetic) which is developed to provide practical contributions, especially in the implementation of the learning process for teachers, teaching materials in the form of this module can be additional teaching materials to provide convenience in conveying fantasy story material taught, enriching and increasing students' knowledge about fantasy story so that learning will be more interesting and motivate students, trains students to learn independently.*

### Keywords

teaching materials; fantasy story; VAK (Visual Auditory



## I. Introduction

Development of teaching materials is used as a way to identify, develop, and evaluate learning content and strategies. Development of teaching materials as an understanding of learning design. In addition, the development of teaching materials considers the nature of teaching materials, the number of students, and the availability of material. Development of teaching materials using flexible principles. The principle of flexibility means being able to accept new things that have not been included in the contents of the subject at the time of implementation (Mbulu 2004: 8). The principle of flexible students are able to accept new things in the content of subjects that have not been

included in the teaching material delivered by the teacher.

Indonesian language learning is currently using the 2013 curriculum with text. Text-based learning is believed to help students improve their knowledge and abilities in the learning process. This was proven by Subyantoro's research (2016: 216) in his journal entitled *Developing a Book of Enrichment Text Writing with Local Wisdom Content for High School Class X Students*, Vol 2 states that "text-based learning is an appropriate and effective technique as a strategy to increase knowledge and the ability of students in writing." Therefore, text-based learning is used as a basis for developing the basic competencies of Indonesian subjects in the realm of knowledge and skills in the 2013 curriculum.

In the current era, the use of media is very important to support the learning process. Media as an introduction to messages from the sender to the recipient of the message. The media is also a tool for communication. Now there are so many media used by schools in supporting the learning process, both in the form of audio, visual and audio visual media. The media in the learning process supports students' understanding of the material presented. This is evidenced from previous research by Ary Purmadi (2016: 152) states that one of the efforts that can be made to create the best learning for students is to use a variety of learning resources. The existence of learning resources will make it easier in learning process in achieving learning objectives. Learning resources can be in the form of information presented in various types of media that can help students improve learning outcomes to be achieved.

The teacher is a facilitator in learning that functions to explore, develop, and optimize the potential possessed by students. Karwati & Priansa (2014: 62) said that students can obtain the transfer of knowledge and understanding needed for their development. Education can be carried out through learning in schools. The quality of teachers in education can be seen from the performance of teachers while learning. Learning is an interaction between components in learning activities, especially between teachers as instructors, students as learners, and books as learning resources (Sujana, 2014: 15).

Teachers need a learning media that attracts students' attention and is in accordance with student learning styles so that learning fantasy stories in Indonesian (BI) subjects is more fun, creative, easy to understand, and in accordance with the world of students. One learning method that can be used to handle differences in student learning styles is to use Visual, Auditory, and Kinesthetic (VAK) media. This learning media is a "multi-sensory learning media that involves three elements of learning styles, namely vision, hearing, and movement". This is evidenced by previous research by Hevi Noer Maya Sari (2014: 03) states that applying VAK (Visual Auditory Kinesthetic) method to increase student motivation so as not to be sleepy when following the learning process of class X Student Achievement 2 MAN 2 Ponorogo.

Audio visual media is a combination of audio and visual media. Hasil yang produced from this media that is, the output of the appearance in the form of something that can be heard and can be seen, so students will more easily understand fantasy stories. VAK (Visualization, Auditory, Kinesthetic) method is able to involve students maximally in finding and understanding a concept through physical activities such as demonstrations, experiments, observations, active discussions, and being able to reach every student learning style.

Based on these descriptions, the authors are interested in conducting a study entitled "The Development of Fantasy Teaching Materials by Using VAK (Visual Auditory Kinesthetic) on 7th Grade Students in SMP Negeri 1 Medan"

## II. Review of Literature

### 2.1 Teaching Materials

Teaching materials used in the learning process if developed according to the needs of teachers and students and properly utilized will be one of the important factors that can improve the quality of learning. So with the teaching material then the role of the teacher and students in the learning process shifts. At first the teacher was perceived as the only source of information in the class, while students were positioned as passive recipients of information from the teacher, with the teaching material then the teacher was no longer the only source of learning in the classroom

Broadly speaking, teaching materials or teaching materials consist of knowledge, skills and attitudes that students must learn in order to achieve predetermined competency standards. Tomilson (1998), explained that "material refer to anything which is done by writers, teachers or learners to provide source of language input and exploit those sources in ways that maximize the liklehood intake: in other words the supplying of information about and experience of language in ways of design to promote language learning. "

Based on the learning strategy used, the function of teaching materials can be divided into three types, namely functions in classical learning, individual learning, and group learning.

a. The function of teaching materials in classical learning

- As the only source of information and the supervisor and control of the learning process (in this case, students are passive, meaning that it is limited to receiving knowledge and learning in accordance with the speed of students in learning).
- As a supporting material for the learning process that is held.

b. The function of teaching materials in individual learning

- As the main media in the learning process.
- As a tool used to compile and oversee the process of students in obtaining information.
- As a support for other individual learning media.

c.. The function of teaching materials in group learning

- As an integrated material with the group learning process, by providing information about the background material, information about the roles of the people involved in group learning, as well as instructions about the group's own learning process.
- As a supporting material for main teaching materials, and if designed in such a way it can increase learning motivation.

### 2.2 Modules as Teaching Materials

Prastowo (2015: 106) states that "The module is basically a teaching material that is arranged systematically in a language that is easily understood by students according to their age level of knowledge, so that they can learn independently with minimal assistance or guidance from students." Daryanto (2013: 9), states that the module is a form of teaching material that is packaged in a whole and systematic way, in which contains a set of learning experiences that are planned and designed to help students master specific learning goals. Through the module students can measure their own level of knowledge of the material discussed in each one unit of the module, so that if they have mastered it, then they can continue on to the next level one module unit.

Hamdani (2011: 219), defines "module is a learning tool or tool that contains material, methods, boundaries of learning material, instructions for learning activities, exercises and ways to evaluate systematically and attractively designed to achieve the competencies expected and can be used independently." Furthermore, James D Russel (in Sumiati and

Asra, 2016: 114), the module learning system is: A module is an instructional package dealing with a single conceptual unit of subject matter. It is an 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 controls the rate and intensity of his study ... The student can take it to the library, to a study carrel or to home. The length may be very few from only a few minutes of student time to several hours. The modules can be used individually or combined in a variety of different sequences.

Russel explained clearly about modules, which is a teaching and learning package regarding a unit of learning material. So the student module can reach the mastery level (complete) by studying individually. Students cannot proceed to the next unit of study before reaching completion. Usually the module uses multimedia, through modules students can control the ability and intensity of learning. Modules can be studied anywhere. The length of a module is not certain, it can be several minutes, it can also be several hours and it can be done in a haphazard way or given variations by other methods.

Daryanto (2013: 9-11), to produce modules that are able to increase learning motivation, module development must pay attention to the characteristics required as modules.

a. Self instruction

Self Instruction is an important characteristic in the module, with these characteristics allow a person to learn independently and not depend on other parties.

b. Self Contained

Self contained, namely the entire learning material needed is contained in the module. The purpose of this concept is to provide the opportunity for students to learn the learning material completely, because the learning material is packaged in a unified whole.

### **2.3 The Nature of Fantasy Stories**

Fantasy stories are one type of narration. Narration is a fictional story that contains the development of events or events. Nurgiyantoro (2012: 2) explains that the term fiction is often used in contrast with reality so that its truth can be proven with empirical data. Fantasy genre fiction is an imaginary or imaginative world created by author. The characters, events, and settings used are also imaginative. In fantasy stories things that might not be used as usual.

The general characteristics of fantasy stories can be known through story ideas, settings, unique characters, traits, and language. Ideas in fantasy stories are not limited to reality or real life. Story ideas are open to the writer's imagination. The background used is cross-space and time. The characters in fantasy stories usually have magical powers, characters, and unique features that do not exist in everyday life. The language used is varied, expressive, and not formal (Harsiati, Agus, and Kosasih, 2016: 51-52).

### **2.4 VAK Assisted Learning Methods (Visuali, Auditory, Kinesthetic)**

Visual, Auditory, Kinesthetic (VAK) learning methods are learning models that emphasize that learning must utilize the senses that students have. Learning with the VAK learning model is a learning that utilizes learning styles of each individual with the aim that all student learning habits will be fulfilled.

This learning method assumes that learning will be effective by taking into account the potential of students, namely utilizing the potential of students possessed by training and developing it. The term is the same as the term in SAVI, with somatic equivalent to kinesthetic.

So the method of learning Visual, Auditory, Kinesthetic (VAK) is a learning method that combines the three learning styles (seeing, listening, and moving) of each individual by utilizing the potential they have by training and developing it, so that all student learning habits are met.

Thus, it can be concluded that this method provides opportunities for students to learn directly freely using their modalities to achieve effective understanding and learning.

a. Stand alone

Stand alone or stand alone is a characteristic of modules that do not depend on teaching materials / other media, or do not have to be used together with teaching materials / other media. By using a module, students do not need other teaching materials to learn or do the work on the module.

b. Adaptive

The adaptive characteristic in this case is that modules can adapt or adapt to the development of science and technology.

c. Friendly / familiar (User Friendly)

Modules should also meet the rules of user friendly or friendly / familiar with the wearer. Every instruction and information exposure that appears is helpful and friendly to the wearer, including the user's ease in responding and accessing as desired. The use of language that is simple, easy to understand, and uses terms that are commonly used is one form of user friendly.

### III. Research Methods

This research was conducted at SMP Negeri 1 Medan on Jl. Bunga Asoka No. 6 Medan Sunggal, Medan City, North Sumatra. This research was conducted in January to March 2020. The population of research and development is VII Grade Students of SMP Negeri 1 Medan. To see the effectiveness of the product being developed, the researchers only took samples using random sampling techniques, or random samples, or mixed samples. Researchers took a sample of 30 students.

This type of research is research and development, namely the development of fantasy teaching materials by using VAK (Visual, Auditory, Kinesthetic) for VII grade junior high school. According to Tegeh et al (2014: 7), development research is an effort to develop and produce a product in the form of material, media, tools or learning models, used to overcome classroom learning, and not to test theory.

### IV. Discussion

#### 4.1 The Feasibility of Fantasy Story Learning Modules by using VAK (Visual, Auditory, Kinesthetic)

The feasibility of the module is obtained based on the results of the validation of the expert team of material experts and design experts after being validated, the products are tested on individual students, small groups and limited field groups. The following will explain the module feasibility test.

##### a. Material Expert Validation

Validation by material experts is intended to find out the opinion of material experts about the appropriateness of the content, the appropriateness of presentation and language of the fantasy story module by using VAK (Visual, Auditory, Kinesthetic). This validation was carried out by Prof. Amrin Saragih, M.a, P.h.D who is the language at Medan State

University and Dr. Shafwan Hadi Umry, M.Hum who is a language lecturer at Islamic University of North Sumatra. This validation was carried out to obtain quality modules to improve Indonesian language learning at the junior high school level, especially on fantasy story text material. The assessment was carried out as many times as revised.

**Table 1.** Data Results of Expert Material Validation on Content Feasibility

<b>Sub Components</b>	<b>Rating Indicator</b>	<b>Average Percentage</b>	<b>Criteria</b>
A. Suitability of the material with KI and KD	1. Completeness of fantasy story text material (structure, linguistic rules)	87,5	Excellent
	2. Extent of fantasy story text material	87,5	Excellent
	3. Content of fantasy stories	87,5	Excellent
B. Material Accuracy	4. Accuracy of concepts and definitions of fantasy story texts	75	Good
	5. Accuracy of facts and data	75	Good
	6. Accuracy of examples and cases	87,5	Excellent
	7. Accuracy of drawings, diagrams and illustrations	75	Good
	8. Accuracy of notations, symbols, and icons	75	Good
	9. Accuracy of library references	75	Good
C. Material Expertise	10. The suitability of the material with the development of science	87,5	Excellent
	11. Pictures, diagrams, and illustrations in life daily	87,5	Excellent
	12. Library updates	75	Good
D. Encouraging Curiosity	13. Encourage curiosity	87,5	Excellent
	14. Creating the ability to ask	87,5	Excellent
<b>Average Amount</b>		<b>82</b>	<b>Excellent</b>

The results of the questionnaire showed that the feasibility aspect of the presentation of fantasy story module by using VAK (Visual, Auditory, Kinesthetic) was stated to be "Very Good" with an average percentage of 87.5%. This means that the presentation of material in the module is considered feasible because it is above 75%. Presentation of material is declared inappropriate if it receives an average value of under 75%.

#### **b. Data Results of Design Expert Validation**

The design expert validation was carried out by Dr. Surya Masniari Hutagalung, M.Pd. and Dr. Mursid ST.M.Pd. who are lecturer at Medan State University. The assessment of this design was carried out to improve the display quality of fantasy story module by using VAK (Visual, Auditory, Kinesthetic). The results of the design expert validation show that the module writing fantasy stories by using VAK (Visual, Auditory, Kinesthetic) is in the category of "Very Good" with an average percentage of 87%. The results of the design expert data can be seen in table 2 below.

**Table 2.** Data Results of Design Expert Validation on Module

<b>Sub Components</b>	<b>Rating Indicator</b>	<b>Average Percentage</b>	<b>Criteria</b>
Size	Size conformity to ISO 216 standards (A4, A5 and B	75	Good
	Appropriate size to the material	75	Good
Cover design	The appearance of the layout elements on the cover face, back and back in harmony has a rhythm and unity as well as consistent.	100	Excellent
	Showing a good center point of view.	75	Good
	The color elements of the harmonious layout and clarify the function.	87,5	Excellent
	The composition and size of the layout elements (title, author, illustration, logo, etc.) are proportional, balanced, and in tune with the layout of the contents (according to the pattern).	87,5	Excellent
	The size of the module title letter is more dominant and proportional than the size, name of the author.	75	Good
	The module title color contrasts with the background color.	87,5	Excellent
	Don't use too many font combinations.	100	Excellent
	Describe the content / teaching material and express the character of the object.	100	Excellent
	The shape, color, size, proportion of objects according to reality.	75	Good
	Content design	Layout layout elements are consistent based on patterns	75
The separation between paragraphs is clear		75	Good
Print area and proportional margins		100	Excellent
Adjacent margins of proportional pages		75	Good
Spacing between text and illustrations accordingly		100	Excellent
Placement of learning activity titles, learning activity subtitles, and exact page / folio numbers		100	Excellent
Placement of illustrations and captions appropriately		75	Good
Don't use too many fonts.		100	Excellent
The use of letter variations (bold, italic, all capital, small capital) is not excessive.		100	Excellent
Normal letter spacing (kerning).		75	Good
The hierarchy / titles are clear, consistent and proportional.		75	Good

	Word deduction (hyphenation).	75	Good
	Being able to reveal the meaning / meaning of the object.	100	Excellent
	Creative and dynamic	100	Excellent
	<b>Average Amount</b>	<b>87</b>	Excellent

The feasibility of the graphics is obtained based on the results of validation by the design expert. The feasibility of the graphic includes 3 sub-components, namely 1) Size, 2) Cover Design, and 3) Design Content of the 25 indicators the two respondents have 3 different indicator assessments namely first on the color of the harmonious layout elements and clarify the function of Respondent 1 gives a score of 4 while the respondent 2 gives a score of 3. Second on the module title letter size indicator is more dominant and proportional than the size, the name of the author. Respondent 1 gives a score of 3 while respondent 2 gives a score of 4. Third on the indicator Do not use too many combinations of fonts Respondent 1 gives a score of 3 and respondent 2 gives a score of 4.

### c. Data Results of Teacher Assessment on Modules

Teacher assessment is also needed to develop a fantasy visual text module by using VAK (visual, auditory, kinesthetic). This module assessment was conducted by two Indonesian language teachers in SMP Negeri 1 Medan. It aims to obtain information about the quality of the modules developed so that it can be adjusted to the cognitive level of students of SMP Negeri 1 Medan. The results of the study conducted by the teacher showed that the fantasy text module by using VAK (Visual, Auditory, Kinesthetic) was in the "Very Good" category with an average percentage of 92.5%. The results of the teacher's assessment of the module can be seen in the following 3.

**Table 3.** Data on Teacher Response Results to Modules

No	Statements	Average Percentage	Criteria
1	The overall module appearance is interesting	100	Excellent
2	The language used in the module is easy to understand	100	Excellent
3	The presentation of material in modules is arranged systematically	100	Excellent
4	The material in the module matches the learning objectives	100	Excellent
5	The use of images in the module is clear	100	Excellent
6	Learning activities stimulate critical thinking skills	87,5	Excellent
7	The types of activities in the module vary	100	Excellent
8	The latest information in the module is in accordance with the development of Science and Technology	87,5	Excellent
9	The use of symbols in accordance with existing rules	100	Excellent
10	Modules help students understand the learning material of writing fantasy text texts	87,5	Excellent



11	Modules are different from normal modules	75	Good
12	Modules can be studied independently by students	100	Excellent
13	Modules train students to enrich student knowledge	100	Excellent
14	Modules make it easier for teachers to evaluate students	87,5	Excellent
15	Modules make it easy for students to express their opinions in oral or written form	75	Good
	<b>Average Amount</b>	93,3	Excellent

#### 4.2 The Effectiveness of Fantasy Story Teaching Materials by using VAK (Visual, Auditory, Kinesthetic)

The effectiveness of fantasy story teaching materials by using VAK (Visual, Auditory, Kinesthetic) can be seen based on student learning outcomes. Student learning outcomes obtained from the performance test scores writing fantasy text by using VAK (visual, auditory, kinesthetic). Student learning outcomes are carried out in two stages, namely by pretest and posttest. Data about student learning outcomes can be seen in table 4 below.

**Table 4.** Data Learning Outcomes of Fantasy Story Teaching Materials by using VAK (Visual, Auditory, Kinesthetic)

No	Student's Name	Pretes	Postes
1.	Agus saputra	55	80
2.	Alifah adawiyah	55	75
3.	Angel sri ulina	55	80
4.	Casey marito kesara sianipar	70	90
5.	David rodame sidabutar	55	80
6.	Dhea zafia ramadhani	50	80
7.	Dinda aini	60	75
8.	Edgar estalona warulitua sanaan	60	75
9.	Emailda romaito sianturi	60	75
10.	Febrian romaito sijabat	65	75
11.	Felysia Chrisaurel Br sitorus	45	75
12.	Gabriella suciana Br siburian	40	70
13.	Hasya murifah khairana hasby	50	80
14.	Husna luthfia hendra	55	80
15.	Jay priya	50	70
16.	Jovan ardinan sitepu	50	80
17.	Joy kezia situmorang	55	85
18.	Leonardo dongoran	50	75
19.	M. Alan fata gifari	55	80
20.	Marc claudio sitorus	55	80
21.	Maurits faizin	50	75
22.	Muhammad fikri fadil	50	75
23.	M. Radix maesa prandya	30	75

24.	Nadia gadis kaliya	55	80
25.	Nashwan hafiz	50	80
26.	Raffi feriansyah surbakti	45	65
27.	Ratu cleonisa	50	75
28.	Rasya keyla anggia	50	65
29.	Saran aulia	35	65
30.	Fatihatumidho aulia	50	65
<b>Total</b>		<b>1555</b>	<b>2230</b>
<b>Average</b>		<b>52</b>	<b>76</b>

Based on the above table, it is obtained data that student learning outcomes before using the fantasy story text module by using VAK (Visual, Auditory, Kinesthetic) obtain an average score of 52 with the category "Enough" meaning that the value achieved by students needs to be increased again whereas, student learning outcomes after using fantasy story text module by using VAK (Visual, Auditory, Kinesthetic) obtained an average score of 76 with the category "Good" meaning that the students' grades were better than before. The distribution of the value of pretest and posttest learning outcomes of fantasy text aids by using VAK (Visual, Auditory, Kinesthetic) can be seen in table 5 below.

**Table 5.** Frequency Distribution of Pretest and Posttest Value Fantasy text texts

Criteria	Pretes		Postes	
	Frequency	Percentage	Frequency	Percentage
<b>85-100</b>	-	-	2	7%
<b>75-84</b>	-	-	22	73%
<b>65-74</b>	2	7%	6	20%
<b>55-64</b>	12	40%	-	-
<b>0-54</b>	16	53%	-	-
$\Sigma$	30	100%	30	100%

The table above shows that at the time of the pretest, students who scored 65-74 were 2 with a percentage of 7%, at 55-64 there were 12 people with a percentage of 40% and at 0-54 as many as 16 people with a percentage of 53%. In the post-test scores increased better learning outcomes ie 85-100 scores of 2 with a percentage of 7%, 75-84 scores of 22 with a percentage of 73%, 65-74 scores of 6 with a percentage of 20%

## V. Conclusion

Based on the formulation of the problem, research objectives, research results and discussion in the research development of fantasy teaching materials by using VAK (Visual Auditory Kinesthetic), it can be concluded that the process of developing a fantasy story text module by using VAK (Visual, Auditory, Kinesthetic) is carried out with three stages, namely the preliminary study stage, initial product development and product trials. In the preliminary study stage, a needs analysis for teachers and students is conducted. The results of the needs analysis show that 100% of teachers and students of SMP Negeri 1 Medan need a companion module in learning Indonesian. In the initial product development stage, product design and product validation are done to 2 material experts, 2 design experts. After the validation process, the product is declared eligible to be tested. In the third stage product trials are carried out in three ways namely individual trials, small group trials and limited

field trials. Individual trials received an average percentage of 86 in the "Very good" category, small group trials received an average percentage of 87.4 in the "Very good" category. Limited field trials received an average percentage of 88.3 in the "Very Good" category. Based on these data, it is obtained a module that is suitable for use by teachers and students in learning.

The fantasy text module assisted by VAK (Visual, Auditory, Kinesthetic) for XI grade students of SMP Negeri 1 Medan has been declared feasible and is suitable to be used as a student independent module. This is obtained based on the results of the assessment of material experts and design experts on the module. The results of the validation of material experts and design experts to the module. The results of the material experts validation on the feasibility of the content obtained an average of 82% with the category of "Very good" feasibility aspects of the presentation obtained an average of 87.5% with the category of "very good" and language assessment gained an average of 82.2% with the category " very good". For the assessment of graphics by design experts obtained an average of 87% with the category "very good".

The fantasy text module assisted by VAK (Visual, Auditory, Kinesthetic) is effective. This is evidenced from the test of student learning outcomes in writing fantasy story texts. At the time of the pretest obtained an average of 52 and at the time of the posttest obtained an average of 76. The difference between the pretest and posttest is 24% which indicates that learning using the fantasy story text module by using VAK (Visual, Auditory, Kinesthetic) is better than before.

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