

## The Development of News Text-Based Problems Teaching Materials in 12<sup>th</sup> Grade Students of Vocational High School at TR Sinar Husni of 2019/2020

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### Abstract

*This research aims to develop the material teaching of News text based Problem in 12th grade Students of Vocational High School at TR Sinar Husni. The methods used is quantitative method. It also use random sampling system. The product that was developed was in the form of a problem-based module on writing news text material entitled "News Text -Based Problem" for 12<sup>th</sup> grade students of Vocational High School at TR Sinar Husni qualified and suitable for use as individual teaching materials based on the assessment of material experts and learning design experts. The feasibility of teaching materials by material experts included in the criteria is excellent with aspects of the feasibility of the contents of 90.1%, the feasibility of the presentation of 90.3%, and the feasibility of aspects of the language of 93.2%. The feasibility of the design by the design experts in the criteria is excellent with an average score of 89.5%, the module size aspect with an average score of 89%, the module cover design (cover) with an average score of 91.6%, and the module design with an average score of 87.5%. The student news text test results after using the news text module increased by 9.47, with an average pretest learning outcomes or before using the module of 76.07 while the posttest learning outcomes or after using the module amounted to 85.54.*

### Keywords

teaching materials; news text; problem based



### I. Introduction

Teaching material is located as a tool or a means to achieve core competencies. The preparation of teaching materials should be guided by Core Competencies, Basic Competencies, and Graduates Competency Standards. Teaching materials that are prepared without reference to KI, KD, and SKL, certainly will not provide much benefit to students. Through teaching materials, the teacher will be easier to carry out learning and students will be more helped in learning. In addition according to Widiastuti (2019) teaching materials should be designed and written according to the rules of learning, i.e. adapted to learning materials, arranged based on learning needs, there are evaluation materials, and the instructional materials are interesting for students to learn. Teaching materials are arranged with the aim of providing teaching materials that are appropriate to the needs of the learner covering the characteristics and social environment of students.

The development of teaching materials that starts from conventional to innovative becomes very important because it really helps the learning process for the teacher itself, especially to help students in learning to be interested and fun. If students feel happy learning then learning will increase. The key to developing innovative teaching materials lies in the creativity of the teacher himself. This should not be an obstacle but a challenge for teachers to

be able to upgrade their ability to develop their potential, especially in developing innovative teaching materials.

Majid (2011: 173) explains that "teaching materials are all forms of teaching materials used to assist teachers / instructors in carrying out teaching and learning activities in class. The material in question can be either written material or unwritten material. The same thing was explained by Djamarah (2014: 327) that "teaching material is material or subject matter that is systematically compiled that is used by teachers and students in the learning process.

## **II. Literature Review**

### **2.1 Teaching Materials**

The success of the learning process is determined by many factors. Teaching material is one of the important factors besides the factors of educators, students, facilities and other components. The interaction between these components is very important in achieving the learning objectives designed by the teacher. Good teaching materials will be able to motivate students to study harder and be able to develop the potential of students. One of the tasks of educators is to provide a pleasant learning atmosphere. Educators must find ways to make learning fun and rule out threats during the learning process. One way to make learning fun is to use teaching materials that are fun too, namely teaching materials that can make students feel interested and happy to learn these teaching materials.

### **2.2 Modules**

The learning module is one of the learning materials that can be used independently by students. A good module must be arranged systematically, interestingly, and clearly. Modules can be used anytime and anywhere according to student needs.

### **2.3 The Definition of News Text**

According to Eriyanto (2001: 3), Text is almost the same as discourse, the difference is that text can only be delivered in written form, whereas discourse can be delivered in oral or written form. And according to Luxemburg Understanding Text is an expression that has a content, pragmatic syntax, and it all becomes a unity that makes the text has a meaning that is an explanation of a thing.

### **2.4 The Definition of Problem Based Learning (PBL)**

Improving the quality of the process and learning outcomes occur changing center (focus) learning from teacher-centered learning to student-centered learning. In other words, when learning in class, the teacher must strive to create conditions for a learning environment that can teach students, can encourage students to learn, or provide opportunities for students to play an active role in constructing the concepts being learned. Learning activities in which students only receive material from the instructor, take notes, and memorize them must be changed to sharing knowledge, searching (inquiry), actively finding knowledge so that an increase in understanding (not memory). To achieve these goals, teachers can use innovative approaches, strategies, models, or learning methods. Problem-based learning (PBM), is one of the innovative learning models that can provide active learning conditions for students.

### III. Research Methods

The place of this research was conducted in 12<sup>th</sup> grade students of Vocational High School at TR Sinar Husni. The reason for choosing this school is that in Vocational High School at TR Sinar Husni there has never been a research on the same problem, the location of Vocational High School at TR Sinar Husni is easily accessible. This research was conducted in July to September 2019.

The population in this research and development are 12th grade students of Vocational High School at TR Sinar Husni. The sample is set in this study amounted to 28 students.

### IV. Discussion

Based on the results of the analysis of the need for teaching materials, the authors develop teaching materials to help increase understanding of the news text. Development is carried out on the display of teaching materials, the form of teaching materials, and also on material, examples, and practice questions about the news text.

**Table 1.** News Text Material in the Problem Based Module

Learning Activities	Material
Activities I	1. The Definition of News Text 2. The Functions OF News 3. The News Text Structure 4. The News Elements 5. The Rule of the News Text 6. The Comparison Between News Text and Historical Text 7. Producing News Text
Activities II	8. Definition of Problem Based Learning 9. Characteristics of Problem Based Learning 10. The Steps in Problem Based Learning 11. Strengths and Weaknesses of Problem Based Learning 12. Competence test

**Table 2.** Expert Assessment of Teaching Material News Text-Based News Issues for Content Feasibility

Sub-Component	Indicator	Average (%)	Criteria
A. Material compatibility with KI and KD	1. Completeness of material	88	Excellent
	2. The extent of the material	88	Excellent
	3. Material depth	100	Excellent
B. Material Accuracy	4. The accuracy of the concepts and definitions	100	Excellent
	5. Accuracy of facts and data	88	Excellent
	6. Accuracy of examples and cases	100	Excellent
	7. Accuracy of drawings, diagrams, and illustrations	88	Excellent
	8. Accuracy of terms	100	Excellent

	9. The accuracy of the notations, symbols and icons	88	Excellent
	10. Accuracy of library references	88	Excellent
C. Material Update	11. Suitability of the material with the development of science	88	Excellent
	12. Showing a contextual approach	75	Good
	13. Constructing the concept of the material in each lesson	88	Excellent
	14. There is an inquiry activity in it	100	Excellent
	15. Creating the ability to ask	88	Excellent
	16. Encourage students to work together	75	Good
	17. Pictures, diagrams, and illustrations in everyday life	88	Excellent
	18. Using case examples in everyday life	100	Excellent
	19. There is a workmanship model in carrying out existing tasks	88	Excellent
	20. There is a reflection of students in remembering the lessons that have been passed by students	88	Excellent
	21. There is an assessment of the work done	88	Excellent
	22. Library updates	88	Excellent
D. Encourage curiosity	23. Encourage curiosity	88	Excellent
	24. Create the ability of asking question	100	Excellent
<b>Average</b>		<b>90,1</b>	<b>Excellent</b>

**Table 3.** Percentage of Expert Material Ratings on Content Feasibility

No.	Sub-Component	Average (%)	Criteria
1.	Material compatibility with KI and KD	91,6	Excellent
2.	Material accuracy	92,8	Excellent
3.	Material updates	87,5	Excellent
4.	Encourage curiosity	93,7	
<b>Average</b>		<b>90,1</b>	<b>Excellent</b>

**Table 4.** Expert Assessment of Teaching Material News Text Problem Based for Presentation Feasibility

Sub-Component	Indicator	Average (%)	Criteria
A. Presentation Techniques	1. Systematic consistency of presentation in learning activities	88	Excellent
	2. Concept dementia	88	Excellent
B. Learning Presentation	3. Involvement of students	100	Excellent
	4. Student-centered	88	Excellent

	5. Stimulate students' abilities in each learning activity	88	Excellent
C. Completeness of Presentation	6. Examples of questions in each learning activity	88	Excellent
	7. Practice questions at the end of each lesson	87	Excellent
	8. Key answers to the practice questions	100	Excellent
	9. Introduction	88	Excellent
	10. Table of contents	88	Excellent
	11. Glossary	88	Excellent
	12. Bibliography	88	Excellent
	13. Summary	100	Excellent
<b>Average</b>		<b>90,3</b>	<b>Excellent</b>

**Table 5.** Percentage of Expert Material Evaluations on Presentation Eligibility

No.	Sub- Component	Average (%)	Criteria
1	Presentation technique	87,5	Excellent
2	Presentation of learning	91,6	Excellent
3	Completeness of presentation	90,6	Excellent
<b>Average</b>		<b>90,3</b>	<b>Excellent</b>

**Table 6.** Expert Assessment of Teaching Material News Text Problem Based for Language Aspects

Sub Component	Indicator	Average (%)	Criteria
A. Straightforward	1. The accuracy of sentence structure	88	Excellent
	2. Effectiveness of sentences	88	Excellent
	3. Rigidity of terms	88	Excellent
B. Communicative	4. Readability of the message	88	Excellent
	5. The correct use of language	100	Excellent
C. Dialogical and Interactive	6. The ability to motivate messages or information	100	Excellent
	7. The ability to encourage critical thinking	100	Excellent
D. Conformity with the level of students	8. Suitability of students' intellectual development	100	Excellent
	9. Conformity with the level of emotional development of students	100	Excellent
E. Tuning and cohesiveness of the mind	10. Collision and cohesiveness between learning activities	88	Excellent
	11. Collision and cohesiveness between paragraphs	88	Excellent

	12. Consistent use of the term	100	Excellent
	13. Consistency of use of symbols or icons	100	Excellent
<b>Average</b>		<b>93.2</b>	<b>Excellent</b>

**Table 7.** Percentage of Expert Material Assessments of Language Feasibility

No.	Sub-Component	Average (%)	Criteria
1	Straightforward	87,5	Excellent
2	Communicative	87,5	Excellent
3	Dialogical and Interactive	100	Excellent
4	Conformity with the level of development of students	100	Excellent
5	Collision and integration of the flow of thought	87,5	Excellent
6	Use of terms, symbols and icons	100	Excellent
<b>Average</b>		<b>93,2</b>	Excellent

Based on the results of the percentage of material experts on language assessment above it was found that the sub-component of assessment of the appropriateness had an average percentage of 87.5%, communicative with an average of 87.5%, dialogic and interactive with an average of 100%, conformity with the level of development of students with an average of 100%, wrinkling and integrated thought flow with an average of 87.5%, and the use of terms, symbols, and icons with an average of 100%. The average percentage of all sub-component assessment of language aspects is 93.2% with the criteria of "very good".

Suggestions from material expert validators both verbally and in writing can be seen in table 8 below.

**Table 8.** Suggestions from Material Expert Validators

No	Suggestions
1	It is necessary to develop broader examples of news texts related to student life
2	Fix ineffective sentences
3	Add the missing words to clarify the meaning

**Table 9.** Percentage of Design Expert Rating

No.	Sub-Component Assessment	Average (%)	Criteria
1	Module size	89	Excellent
2	Module cover design	91,6	Excellent
3	Module content design	87,5	Excellent
<b>Average</b>		<b>89,5</b>	<b>Excellent</b>

**Table 10.** Suggestions from Validator Design Experts

No	Suggestions
1	Use the right illustration
2	The cover must be adjusted to the substance of the material presented in the teaching material
3	The use of images is indicated by the source



**Table 11.** Indonesian Language Teacher Response Data on Subject Text Materials Problem Based News

No.	Indicator	Average Score (%)	Criteria
1	The overall module appearance is interesting	88	Excellent
2	The module usage guidelines are conveyed clearly	100	Excellent
3	The language used in the module can be understood	100	Excellent
4	Presentation of material in modules is arranged systematically	88	Excellent
5	The material in the module matches the learning objectives	100	Excellent
6	The use of images in the module is clear	88	Excellent
7	Learning activities stimulate critical thinking skills	100	Excellent
8	The types of activities in the module vary	100	Excellent
9	The latest information in the module is in accordance with the development of science and technology	75	Good
10	The use of symbols in accordance with existing rules	88	Excellent
11	Modules help students understand news text material	100	Excellent
12	Modules differ from normal teaching materials	100	Excellent
13	Modules can be studied independently by students	100	Excellent
14	Modules train students to enrich student knowledge	100	Excellent
15	Modules make it easier for teachers to evaluate students	100	Excellent
16	Modules make it easy for students to express their opinions in oral or written form	88	Excellent
17	The module makes it easy for students to conclude news text material	88	Excellent
<b>Average</b>		<b>94</b>	<b>Excellent</b>

**Table 12.** Student Response Data on Teaching Materials in Trials Small Scale (3 students)

No	Question	Average (%)	Criteria
1	This module makes me happy to learn it	75	Good
2	The presentation of material in this module starts from the easy to the difficult and the concrete to the abstract	83	Excellent
3	This module makes only questions that encourage me to think	83	Excellent
4	The presentation of material in this module encouraged me to discuss with other friends.	75	Good
5	This module material encourages my curiosity	75	Good
6	This module creates formative tests that can test how far I understand the news text material	83	Excellent
7	The language used is simple and easy to understand	83	Good
8	The letters used are simple and easy to read	67	Good
9	Using this module makes my learning more directed and demanding	75	Good
10	The appearance of this module is interesting	75	Good
11	Using this module can increase the desire to learn	75	Good
12	Using this module can make learning about news texts not	83	Excellent

boring		
<b>Average</b>	<b>77,77</b>	<b>Good</b>

**Table 13.** Percentage Acquisition of Small Scale Trial Scores for Problem Based Text Teaching Materials

No	Assessment Indicator	Average (%)	Criteria
1	Material	79,16	Good
2	Language	75	Good
3	Attraction	77.08	Good
	<b>Average</b>	<b>77.08</b>	<b>Good</b>

**Table 14.** Student Response Data on Teaching Materials in Trials Small Groups (9 students)

No	Question	Average (%)	Criteria
1	This module makes me happy to learn it	86	Excellent
2	The presentation of material in this module starts from the easy to the difficult and the concrete to the abstract	89	Excellent
3	This module makes only questions that encourage me to think	89	Excellent
4	The presentation of material in this module encouraged me to discuss with other friends	83	Excellent
5	This module material encourages my curiosity	83	Excellent
6	This module creates formative tests that can test how far I understand the news text material	83	Excellent
7	The language used is simple and easy to understand	89	Excellent
8	The letters used are simple and easy to read	86	Excellent
9	Using this module makes my learning more directed and demanding	81	Excellent
10	The appearance of this module is interesting	83	Excellent
11	Using this module can increase the desire to learn	78	Good
12	Using this module can make learning about news texts not boring	78	Good
	<b>Average</b>	<b>82,5</b>	<b>Excellent</b>

**Table 15.** Percentage Acquisition of Small Group Trial Scores

No	Assessment Indicator	Average (%)	Criteria
1	Theory	85,64	Excellent
2	Language	87,5	Excellent
3	Attraction	79,86	Good
	<b>Average</b>	<b>84,33</b>	<b>Excellent</b>

**Table 16.** Student Response Data on Teaching Materials in Trials Large Scale (28 students)

No	Statement	Average (%)	Criteria
1	This module makes me happy to learn it	91,6	Excellent
2	The presentation of material in this module starts from the easy to the difficult and the concrete to the abstract	88,1	Excellent
3	This module makes only questions that encourage me to think	88	Excellent



4	The presentation of material in this module encouraged me to discuss with other friends	93	Excellent
5	This module material encourages my curiosity	86,1	Excellent
6	This module creates formative tests that can test how far I understand the news text material	89,5	Excellent
7	The language used is simple and easy to understand	87	Excellent
8	The letters used are simple and easy to read	87	Excellent
9	Using this module makes my learning more directed and demanding	90,2	Excellent
10	The appearance of this module is interesting	86,1	Excellent
11	Using this module can increase the desire to learn	87,5	Excellent
12	Using this module can make learning about news texts not boring	91	Excellent
<b>Average</b>		<b>88,8</b>	<b>Excellent</b>

**Table 17.** Percentage Acquisition of Large Scale Trial Scores

No	Assessment Indicator	Average (%)	Criteria
1	Theory	89,35	Excellent
2	Language	86,80	Excellent
3	Attraction	88,71	Excellent
<b>Average</b>		<b>88,28</b>	<b>Excellent</b>

**Tabel 18.** Frequency Distribution of Pretest Value Test Results News Text Before Using Module

Interval	Frequency	Percentage
55-58	0	0%
59-65	2	7,33%
66-70	7	17,89%
71-76	9	23,22%
76-80	0	0%
81-85	8	22,22%
85-90	2	7,33%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Table 19.** Frequency Distribution of Posttest Value Test Results of Text News after Using Module

Interval	Frequency	Percentage
70-73	1	4,47%
74-77	2	5,55%
78-81	5	12,67%
82-85	9	23,22%
86-89	0	0%
90-93	7	19,46%
94-97	4	11,11%
<b>Total</b>	<b>28</b>	<b>100%</b>

Students who have 70-73 scores only 1 person or 4.47%, who get 74-77 scores of 2 people or 5.55%, who get 78-81 scores of 5 people or 12.67%, who get grades 82-85 as many as 9 people or 23.22%, who received a value of 86-89 none or 0%, who received a score of 90-

93 as many as 7 people or as much as 19.46%, who received a score of 94-97 as many as 2 people or 11.11%.

After learning by using the problem-based news text module, student learning outcomes increased by 9.47. The average value before using the module 76.07 and the average value after using the module 85.54 Comparison of the pretest and posttest values can be seen in table 4.20 below.

**Tabel 20.** Comparison of Pretest and Posttest Average Value

No.	Group	Average	Range
1	Before ( <i>Pretest</i> )	76,07	9,47
2	After ( <i>Posttest</i> )	85,54	

The table above explains the comparison of the average value of the pretest to posttest which is 9.47 with an average pretest of 76.07 with the category of "good" and the average posttest of 85.54 with the category of "very good". Based on this it can be concluded that the problem-based news text module can improve student learning outcomes.

**Table 21.** Results of Analysis of Teaching Material Needs

No	Information	Result	Frequency			
			Educator	Percentage (%)	Students	Percentage (%)
1.	Are you familiar with the problem-based news text module as explained in the above understanding? Do you use problem-based news text modules in the learning process?	yes	1	50 %	2	7,14
		No	1	50 %	26	92,85
2.	Do you need a problem-based news text module with the contents described above in the learning process? Are you familiar with the problem-based news text module as explained in the above understanding?	yes	0	0 %	0	0
		No	2	100 %	28	100
3.	Do you use problem-based news text modules in the learning process?	yes	2	100 %	23	82,14
		No	0	0 %	5	17,85

**Tabel 22.** Student Pretest and Posttest Learning Outcomes in the News Text Material

No	Respondents	<i>Pretest</i>	<i>Posttest</i>
1.	Afriandi	65	70
2.	Christian Novran Zebua	70	80
3.	Erwin Pratama	75	85

4.	Fajar Maulana	75	85
5.	Fikri	85	95
6.	Gilang Pranata	75	80
7.	Heru Kurniawan	80	90
8.	M.Riandi	80	90
9.	M.Rizky Sianipar	70	85
10.	M.Rizky Hidayat	75	85
11.	M.Aldi	75	80
12.	M.Difa	80	90
13.	Muhammad Fuja Hari	65	75
1.	Muhammad Ares Daeng	75	90
2.	Muhammad Arfan	90	95
3.	Muhammad Fauzi	70	85
4.	Muhammad Irviansyah	70	85
5.	Muhammad Rendi Prayoga	85	95
6.	Muhammad Rendi Aditia	80	90
7.	Muhammad Rizki Fadillah	75	85
8.	Muhammad Sandy Rustaman	70	85
9.	Muhammad Yahya	90	95
10.	Muzaiifah	75	80
11.	Nazaruddin	80	90
12.	Rahmad Ari Syahputra	75	85
13.	Ridwan	85	90
14.	Rijal Mahmuda	70	75
15.	Rian Hidayah	70	80
<b>Average (<math>\Sigma</math>)</b>		<b>76,17</b>	<b>85,54</b>

**Tabel 23.** Pretest Value Frequency Distribution before Using Module Problem-based on News Text Material

<b>X</b>	<b>F</b>	<b>fX</b>	<b>X - <math>\bar{X}</math></b>	<b>(X - <math>\bar{X}</math>)<sup>2</sup></b>	<b>F(X - <math>\bar{X}</math>)<sup>2</sup></b>
65	2	130	-11,07	122,54	245,08
70	7	490	-6,07	36,84	257,88
75	9	675	-1,07	1,14	10,26
80	5	400	3,93	15,44	77,20
85	3	255	8,93	79,74	239,22
90	2	180	13,93	194,04	388,08
<b><math>\bar{X}</math> = 76,07</b>	<b>n = 28</b>	<b><math>\Sigma fX</math> = 2130</b>			<b><math>\Sigma</math> = 1217,72</b>

**Tabel 24.** Pretest Value Frequency Distribution before Using Problem Based Modules in News Text Material

Y	F	fX	X - $\bar{X}$	(X - $\bar{X}$ ) <sup>2</sup>	F(X - $\bar{X}$ ) <sup>2</sup>
70	1	70	-15,54	241,49	241,49
75	2	150	-10,54	111,09	222,18
80	5	400	-5,54	30,69	153,45
85	9	765	-0,54	0,29	2,61
90	7	630	4,46	19,89	139,23
95	4	380	9,46	89,49	357,96
$\bar{X} = 85,54$	$n = 28$	$\sum fX = 2395$			$\sum = 1116,92$

Details of the posttest learning outcomes data based on the table after using the problem-based module increased to reach a total value of 2395 percentage of the average value of 85.54% with very good criteria. The details of the data show that 1 student has a score of 70, 2 students have a score of 75, a total of 5 students have a value of 80, a total of 9 students have a value of 85, a total of 7 students have a value of 90, a total of 4 students have a value of 95.

## V. Conclusion

The preparation of news-based news text teaching materials begins with conducting the first stage of the preparation of teaching materials starting with conducting needs analysis, needs analysis is carried out to gather information. The results of the needs analysis showed that 100% of students were not familiar with problem-based teaching materials, 100% of students and educators did not use problem-based teaching materials and 100% of students stated that they needed problem-based teaching materials as an alternative in learning news texts. The second stage of developing instructional materials is done by developing materials, for example, stages of learning implementation that are adjusted to the problem base and practice questions in the news text.

The product that was developed was in the form of a problem-based module on writing news text material entitled "Problem-Based News Text" for 9<sup>th</sup> of students of SMK TR Sinar Husni qualified and suitable for use as individual teaching materials based on the assessment of material experts and learning design experts. The feasibility of teaching materials by material experts included in the criteria is very good with aspects of the feasibility of the contents of 90.1%, the feasibility of the presentation of 90.3%, and the feasibility of aspects of the language of 93.2%. The feasibility of the design by the design experts in the criteria is very good with an average score of 89.5%, the module size aspect with an average score of 89%, the module cover design (cover) with an average score of 91.6%, and the module design with an average score of 87.5%.

Student news text test results after using the news text module increased by 9.47, with an average pretest learning outcomes or before using the module of 76.07 while the posttest learning outcomes or after using the module amounted to 85.54.

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