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Identifying Persuasive Sentences in Negotiation Texts Using the CIRC Learning Model for Class X Students Batang Angkola 1 State Vocational School

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Abstract

This research is entitled "Identifying Persuasive Sentences in Negotiation Texts Using the CIRC Learning Model for Class X Students of SMK N 1 Batang Angkola". This research aims to describe students' abilities in identifying persuasive sentences in negotiation texts using the Cooperative Integrated Reading and Composition (CIRC) learning model. This research method uses quantitative methods with a descriptive approach. The population in this study were all class X students at SMK Negeri 1 Batang Angkola, totaling 279 students. Determination of samples using techniques *random sampling*. The sample used in this research was 36 class X TKJ 2 students, consisting of 11 men and 25 women. The data collection technique uses 10 multiple choice questions and 5 descriptions. The research results show differences in the average scores for variables X and Y. The average score for variable After the data has been analyzed, it can be stated that the hypothesis test carried out on the data found is that the hypothesis obtained is that the r_{xy} value is 0.477 so that when compared with the r table, namely $(0.477 > 0.339)$, the hypothesis in this study is accepted.

Keywords: Persuasive Sentences, Negotiation Texts, Cooperative Learning, CIRC Learning, Educational Research

INTRODUCTION

Language is an important tool for communicating in our lives. By using language, we can communicate in a very broad way. Listening carefully, communicating, reading and writing are the four aspects of language that need to be sharpened. Apart from improving the four language skills, we as imperfect humans must pay attention to errors that may occur when using these language skills.

From time to time, Indonesian language learning continues to experience changes, which are marked by changes in the curriculum. The current curriculum is the Merdeka Belajar curriculum. The Independent Learning Curriculum is implemented to improve and develop the learning process so that it runs well. In learning Indonesian, the Merdeka Belajar curriculum uses texts as a learning medium. This means that the text becomes a forum for the Indonesian language learning process, starting with students observing, questioning, gathering information, reasoning and communicating.

In the curriculum, it is stated that class X students need to master basic competencies in identifying and constructing negotiation texts. One way to improve critical abilities is to strengthen cooperation between various parties so that they can achieve their respective goals. It is important for negotiating parties to understand each other and create positive interactions in order to reach the desired agreement.

After conducting an interview with the Indonesian language teacher at SMK Negeri 1 Batang Angkola, namely Mrs. Rahmah, S. Pd. He stated that the teaching method at this school still includes lecture, question and answer and discussion methods. The teacher gives practice questions to students to find out the extent of the students' abilities. Students' enthusiasm for learning tends to still need to be improved. The above shows that Indonesian language learning at SMK Negeri 1 Batang Angkola still tends to focus on the role of the teacher.

Based on the statement above, the learning process is determined by various factors, one of which is the learning model. By looking at the reality, one of the reasons why the students were not successful was because the model used by the teacher was dominated by the teacher's lecture method, then the discussion was not controlled and was not fully developed. So researchers choose a model that can activate students, can make students think critically, and give students the opportunity to work together with other people.

There are various cooperative learning methods that can be applied in teaching writing skills, including the (CIRC) model *Cooperative Integrated Reading and Composition*. CIRC learning is a combination that harmonizes reading and writing in group form. This model is specifically designed to help students understand and identify the main idea, main thought, or theme of a language text¹. The CIRC learning model emphasizes increasing the effective use of follow-up time by encouraging students to collaborate in cooperative teams while undertaking these activities. These activities will be directed to align with learning in reading groups to achieve various goals in other areas, such as reading comprehension, vocabulary, message reading, and spelling. Therefore, this learning model is suitable for use in learning to recognize negotiation texts.

The reason the researcher took the CIRC learning model was so that it could make students more independent in reading and writing. In this CIRC model, students not only read from books or what the teacher conveys, but can also draw their own conclusions about the learning outcomes, they are expected to be able to write down what was conveyed by the teacher concerned and evaluate the learning. The aim of carrying out this research is to increase the influence of students' reading and writing, so that students do not only listen to the teacher's explanations, students can also form groups to discuss learning and exchange information.

Therefore, improvements need to be made in Indonesian language learning in order to improve student learning outcomes. Efforts to improve student learning outcomes in understanding the material are in the form of models, methods, approaches and learning strategies. One way of using the CIRC model is a combination of reading and writing programs with new learning in reading comprehension and writing. The success of the CIRC model really depends on the learning process implemented.

Based on the description above, researchers are interested in conducting research with the title "Ability to Identify Persuasive Sentences in Negotiation Texts Using Learning Models *Cooperative Integrated Reading And Composition (CIRC)* Class X Students of SMK Negeri 1 Batang Angkola."

¹ Fathurrohman, Muhammad. 2015. *Model-Model Pembelajaran Inovatif*. Jogjakarta: Arruz Media

RESEARCH METHODS

In solving problems and getting final results, researchers use quantitative research with a descriptive approach. The location taken in this research was class X at SMK Negeri 1 Batang Angkola which is located at Jl. Mandailing, No. 2 Benteng Huraba Village, Telephone 0634-7363157, Fax 0634-7363157, Email: smkn1batangangkola@yahoo.co.id.

Population is all values, both the results of calculations and measurements, both quantitative and qualitative, of certain characteristics regarding a group of objects that are clear according to². The research object referred to in this research relates to all class X students of SMK Negeri 1 Batang Angkola, which in research activities is referred to as population. Based on the opinion above, it can be concluded that what is meant by population is all research objects that are complete and clear. The research population for class

Table 1. Research Population

No.	Class	Man	Woman	Amount
1.	X TKJ 1	10 students	22 students	22 students
2.	X TKJ 2	11 students	25 students	26 students
3.	X TKJ 3	10 students	20 students	30 students
4.	X TBSM 1	25 students	-	25 students
5.	X TBSM 2	24 students	-	24 students
6.	X TKR 1	26 students	-	26 students
7.	X TKR 2	24 students	-	24 students
8.	X AK	4 students	20 students	24 students
9.	X TP	23 students	-	23 students
10.	X TAV	8 students	8 students	16 students
11.	X TITL	11 students	8 students	19 students
Amount		176 students	103 students	279 students

Source: Administration of SMK Negeri 1 Batang Angkola

Based on table 1. above, it shows that the population taken from all class X of SMK Negeri 1 Batang Angkolayang totaled 279 students consisting of 11 classes. Meanwhile, the sample was 36 students through random sampling.

The sampling technique in this study used random sampling (*Random Sampling*). Random sampling technique (*Random Sampling*) is that researchers choose randomly. How to use *simple random sampling* this can be done through draws, tables random numbers or systematic random. In this study, the researcher distributed a lottery and

² Sugiyono. 2009. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

from the results of the lottery, class X TKJ 2 was selected as the sample for this research. For further information, see table 2 below.

Table 2. Research Sample

No.	Class	Man	Woman	Amount
1.	X TKJ 2	11 students	25 students	36 students
Amount		11 students	25 students	36 students

Source: Administration of SMK Negeri 1 Batang Angkola

Based on Table 2 above, it can be explained that the research sample was class X TKJ 2 students, totaling 36 students. There were 11 male students and 25 female students.

Method as a scientific way to obtain valid data in the hope that it can be found³. Certain knowledge is carefully processed, proven and developed to then be used in understanding, solving and anticipating various problems in the world of education. The investigation method was carried out using a descriptive method based on a quantitative approach. The descriptive method is a technique used to examine the circumstances or characteristics of a group of people, objects, conditions, systems of thought, or events in the present era. The aim is to create a systematic, factual and accurate picture of the facts, characteristics and relationships between the events being studied.

Instruments as data collection tools must be truly designed and made in such a way as to produce empirical data as they are⁴. First, a research instrument is prepared that is appropriate to the variables studied. This research consists of two variables, namely variable X Learning Model *Cooperative Integrated Reading and Composition (CIRC)* and variable Y Ability to Identify Negotiation Texts of Class X Students of SMK Negeri 1 Batang Angkola.

To collect the data needed in the variable Influence of Using Learning Models *Cooperative Integrated Reading and Composition (CIRC)* using 10 multiple choice questions and variable Y Ability to Identify Negotiation Texts using 5 fill-in-the-blank questions. From this test, it is hoped that it can measure learning outcomes to reveal the test's memory and understanding of the material that has been taught and also to determine the effect of using learning models. *Cooperative Integrated Reading and Composition (CIRC)* on the Ability to

³ Sugiyono. 2002. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

⁴ Sanjaya, Wina. 2014. *Penelitian Pendidikan*. Jakarta: PT Fajar Interpratama Mandiri.

Identify Negotiation Texts of Class This research consists of the variables to be studied, namely:

1. Independent variable with symbol X
2. Variables is tied to the symbol Y

To avoid different interpretations of the terms used, it is necessary to make operational definitions of the two independent variables with the symbol X, namely Use of Learning Models. *Cooperative Integrated Reading and Composition (CIRC)* 10 questions, while variable Y is the Ability to Identify Negotiation Texts of Class X Students of SMK Negeri 1 Batang Angkola. The question grid is in table 3 as follows:

Table 3. Question Grid for Variable X

No.	Indicator	Score	Question Number	Amount
1.	Understanding cooperative learning models	10	1	1
2.	Understanding learning models <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	2	1
3.	Features of the learning model <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	3	1
4.	Advantages of the learning model <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	4	1
5.	Lack of learning models <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	5	1
6.	The steps of the learning model <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	6	1
7.	Learning model objectives <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	7	1

8.	Elements of learning activities <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	8	1
9.	Learning model components <i>Cooperative Integrated Reading and Composition (CIRC)</i>	10	9	1
10.	Learning model <i>Cooperative Integrated Reading and Composition (CIRC)</i> in studying and learning	10	10	1

From the table above, it can be concluded that the variable X grid is used to determine the use of the learning model *Cooperative Integrated Reading and Composition (CIRC)*, while the indicators and instruments regarding the Ability to Identify Negotiation Texts of Class X Students of SMK Negeri 1 Batang Angkola are explained in table 4 as follows.

Tabel 4. Some Variables

No	Indicator	Score	Question Number	Amount
1.	Understanding negotiation text	15	1	1
2.	Characteristics of negotiation texts	20	2	1
3.	Negotiation text structure	20	3	1
4.	Language rules for negotiation texts	20	4	1
5.	Able to identify persuasive sentences in negotiation texts	25	5	1

Based on tables 3. and 4. above, it can be explained that these two tables present a grid regarding the Ability to Identify Persuasive Sentences in Negotiation Texts Using the Learning Model *Cooperative Integrated Reading And Composition (CIRC)* Class X Students of SMK Negeri 1 Batang Angkola with indicators and number of questions. Then, to find the

average value, the researcher added up all the student scores (ΣX) in the class then divided it by the number of students (ΣN). This average value is obtained using the following formula.

Information:

X = Average Value

ΣX = Sum of All Student Grades

ΣN = Number of Students

Furthermore, The data obtained, namely the results of the test on Identifying Negotiation Texts, were examined and each score was given. To identify the data acquisition stated above, it is carried out based on the following steps:

a. Descriptive analysis, in order to provide a general overview of the state of the two research variables that will be set classification or evaluation criteria for the position of each variable. To know the state of student learning outcomes.

b. Statistical analysis to test the truth of the hypothesis established in this research, whether the hypothesis is accepted or test the hypothesis using the correlation formula *product moment*⁵.

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Information :

r_{xy} = Product moment correlation coefficient of variables x and y

N = Number of data

ΣX = Total score of variable X

ΣX^2 = Sum of squares of variable X scores

ΣY = Total score of variable Y

ΣY^2 = Sum of squares of variable Y scores

Sum of All Student Grades

Σ Students = Number of Students

RESULTS AND DISCUSSION

⁵ Arikunto, Suharsimi. 2010. *Prosedur Penelitian Sastra Pendekatan Praktik*. Jakarta: Rineka Cipta.

In accordance with the research variables, this research can describe the influence of the CIRC learning model as variable X while the ability to identify persuasive sentences in negotiation texts as variable Y. Data was obtained from the field using the following steps:

1. Processing test data related to the CIRC learning model into student grades.
2. Processing test data on the ability to identify persuasive sentences in negotiation texts into student grades.

A. Data Processing Using Learning Models *Cooperative Integrated Reading and Composition (CIRC)*

After all the data was obtained, it was then entered into a table to make data analysis easier. There were 36 students in the sampling consisting of 11 male students, while the number of female students was 25. Below we will explain the data from the two variables which can be seen in the table 5 following:

Table 5. Data on the Use of Learning Models
Cooperative Integrated Reading and Composition CIRC
Class X Students of SMK Negeri 1 Batang Angkola

No.	Student Name	Mark
1.	Adawiyah Rahmadani	100
2.	Adriansyah Ramadhan	80
3.	Ahmad Rivaldi	90
4.	Ainun Mardiah	90
5.	Andi Swardi	60
6.	Asmila	100
7.	Bachtiar Sanjaya	70
8.	Burhanuddin Harahap	50
9.	Egresia Simare-Mare	60
10.	Febriansyah Pane	80
11.	Hilman Sanjaya	70
12.	Husni Latifa	90
13.	Iqlimah	80
14.	Juli Sri Sundari	80
15.	Khoiriah Rangkuti	90
16.	Listi Silvia	80
17.	Mahyadi Lubis	80

18.	Melisa Rambe	70
19.	Mhd Sulpan	80
20.	Muhammad Fahmi	80
21.	Nadia Tambunan	50
22.	Nazwa Syakila	90
23.	Novita Nauli	100
24.	Nurmanisa Nasution	70
25.	Obtina Afni	90
26.	Puja Dianti	80
27.	Putri Mutiara	100
28.	Rahmadani	90
29.	Rianti Sitorus	70
30.	Ririn Rangkuti	90
31.	Salsabila	80
32.	Sri Sitia Ningsih	70
33.	Suci Rahmadani	90
34.	Ulfah Siti Azzah	90
35.	Yody Kurniawan	80
36.	Yuliana Br Situmorang	100
Amount		2920

In accordance with table 5. above, it can be seen that from the sample size of 36, consisting of 11 male students and 25 female students, the lowest score was 50 and the highest score was 100 with a total score of 2920.

The calculation of the average value uses the following formula.

$$M = \frac{\sum X}{N}$$

$$M = \frac{2920}{36}$$

$$M = 81,11$$

Based on the value of using learning models *Cooperative Integrated Reading and Composition* (CIRC) which has been obtained by students with a total of 36 students consisting of 11 men and 25 women with an average score on the scores obtained above

amounting to 2920 with an average of 81.11, so the average level of students is in the category "Very good".

B. Data Processing of Test Results for the Ability to Identify Persuasive Sentences in Negotiation Texts

Furthermore, the value of the ability to identify persuasive sentences in the negotiation texts of class X students at SMK Negeri 1 Batang Angkola can be seen in table 6 as follows.

Table 6. Ability to Identify Persuasive Sentences in Negotiation Texts of Class X Students of SMK Negeri 1 Batang Angkola

No.	Student Name	Mark
1.	Adawiyah Rahmadani	90
2.	Adriansyah Ramadhan	75
3.	Ahmad Rivaldi	85
4.	Ainun Mardiah	70
5.	Andi Swardi	50
6.	Asmila	90
7.	Bachtiar Sanjaya	80
8.	Burhanuddin Harahap	65
9.	Egresia Simare-Mare	80
10.	Febriansyah Pane	60
11.	Hilman Sanjaya	65
12.	Husni Latifa	50
13.	Iqlimah	85
14.	Juli Sri Sundari	65
15.	Khoiriah Rangkuti	75
16.	Listi Silvia	70
17.	Mahyadi Lubis	80
18.	Melisa Rambe	70
19.	Mhd Sulpan	75
20.	Muhammad Fahmi	90
21.	Nadia Tambunan	65
22.	Nazwa Syakila	75
23.	Novita Nauli	90

24.	Nurmanisa Nasution	70
25.	Obtina Afni	60
26.	Puja Dianti	65
27.	Putri Mutiara	90
28.	Rahmadani	75
29.	Rianti Sitorus	75
30.	Ririn Rangkuti	75
31.	Salsabila	80
32.	Sri Sitia Ningsih	50
33.	Suci Rahmadani	60
34.	Ulfah Siti Azzah	85
35.	Yody Kurniawan	75
36.	Yuliana Br Situmorang	95

Amount	2655
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Based on table 6. above, the test results for identifying persuasive sentences in negotiation texts for class and the lowest value is 50, the average value obtained from the data above is:

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2655}{36}$$

$$M = 73,75$$

The test scores for the ability to identify persuasive sentences in negotiation texts have been obtained by 36 students consisting of 11 men and 25 women with the average value of the scores obtained above amounting to 2655 with an average of 73.75, so the average level -The average student is in the "Good" category.

Based on the test analysis requirements that have been determined in the research, analysis is carried out using correlation techniques *product moment*. This technique is used to determine the relationship between two variables. Knowing the variable correlation index, there are several stages carried out, namely:

1. Create a calculation work table between variables X and Y.
2. Then look for the correlation index number "r" *product moment* between variable X and variable Y.

3. Lastly, provide an interpretation of RXY and draw conclusions.

Based on objective results regarding the ability to identify negotiation texts using a learning model *Cooperative Integrated Reading and Composition* (CIRC) for class X students at SMK Negeri 1 Batang Angkola. The data obtained is then entered into table 7 below.

Table 7. Calculation of Index Numbers Between Skill Data for Identifying Writing Persuasive Sentences in Negotiation Texts Using the CIRC Model by Class X Students of SMK Negeri 1 Batang Angkola.

No.	Student Name	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY
1.	Adawiyah Rahmadani	100	90	10000	8100	9000
2.	Adriansyah Ramadhan	80	75	6400	5625	6000
3.	Ahmad Rivaldi	90	85	8100	7225	7650
4.	Ainun Mardiah	90	70	8100	4900	6300
5.	Andi Swardi	60	50	3600	2500	3000
6.	Asmila	100	90	10000	8100	9000
7.	Bachtiar Sanjaya	70	80	4900	6400	5600
8.	Burhanuddin Harahap	50	65	2500	4225	3250
9.	Egresia Simare-Mare	60	80	3600	6400	4800
10.	Febriansyah Pane	80	60	6400	3600	4800
11.	Hilman Sanjaya	70	65	4900	4225	4550
12.	Husni Latifa	90	50	8100	2500	4500
13.	Iqlimah	80	85	6400	7225	6800
14.	Juli Sri Sundari	80	65	6400	4225	5200
15.	Khoiriah Rangkuti	90	75	8100	5625	6750
16.	Listi Silvia	80	70	6400	4900	5600
17.	Mahyadi Lubis	80	80	6400	6400	6400
18.	Melisa Rambe	70	70	4900	4900	4900
19.	Mhd Sulpan	80	75	6400	5625	6000
20.	Muhammad Fahmi	80	90	6400	8100	7200
21.	Nadia Tambunan	50	65	2500	4225	3250
22.	Nazwa Syakila	90	75	8100	5625	6750
23.	Novita Nauli	100	90	10000	8100	9000
24.	Nurmanisa Nasution	70	70	4900	4900	4900
25.	Obtina Afni	90	60	8100	3600	5400

26.	Puja Dianti	80	65	6400	4225	5200
27.	Putri Mutiara	100	90	10000	8100	9000
28.	Rahmadani	90	75	8100	5625	6750
29.	Rianti Sitorus	70	75	4900	5625	5250
30.	Ririn Rangkuti	90	75	8100	5625	6750
31.	Salsabila	80	80	6400	6400	6400
32.	Sri Sitia Ningsih	70	50	4900	2500	3500
33.	Suci Rahmadani	90	60	8100	3600	5400
34.	Ulfah Siti Azzah	90	85	8100	7225	7650
35.	Yody Kurniawan	80	75	6400	5625	6000
36.	Yuliana Br Situmorang	100	95	10000	9025	9500
Amount		2920	2655	243000	200825	218000
Rate-Rata		81,11	73,75	6750	5578,47	6055,5

Based on the calculation table it can be seen that $N= 36$, $\sum X= 2920$, $\sum Y= 2655$, $\sum X^2= 243000$, $\sum Y^2= 200825$, and $\sum XY = 218000$. So the product moment index can be calculated according to the data obtained, the product moment index of the data above is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36.218000 - (2920)(2655)}{\sqrt{\{36 \sum 243000 - (\sum 2920)^2\} \{36 \sum 200825 - (2655)^2\}}}$$

$$r_{xy} = \frac{7848000 - 7752600}{\sqrt{(8748000) - 852640} \cdot (7229700 - 7049025)}$$

$$r_{xy} = \frac{95400}{\sqrt{(221600) \cdot (180675)}}$$

$$r_{xy} = \frac{95400}{\sqrt{4003758000}}$$

$$r_{xy} = \frac{95400}{\sqrt{200093}}$$

$$r_{xy} = 0,477$$

CONCLUSION

Based on the data obtained from the research and the results of the statistical analysis that has been carried out, in this section the researcher will present several conclusions according to the research results. The conclusions in this research are as follows:

Based on the research results, the author concludes that the value of variable *Meanwhile*, the value on variable *Y*, namely the ability to identify persuasive sentences in students' negotiation texts, was 2655 with an average of 73.75 which was in the "Good" category. Thus, it can be concluded that there is an influence of using the CIRC learning model on the skills of writing persuasive sentences in negotiation texts with class X students at SMK Negeri 1 Batang. This can be seen in the alternative hypothesis test in this study that was accepted, namely the calculated r_{xy} was greater than the table r_{xy} , namely $(0.474 > 0.339)$.

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