

THE DEVELOPMENT OF EXPERIENTIAL LEARNING EXPOSITION TEXT BASED ON EXPERIENTIAL LEARNING TEXT

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Abstract: This study aims to find out about the results of development of teaching materials writing exposition experiential-based text on students of class X SMA Unggul East Aceh. The research method used is research and development research and development (R & D) method. The trial subjects consisted of 3 students with individual trials, 9 students with small group trials, and 32 students with limited field trials. Data collection techniques used observation, interview, questionnaire and expository writing test. The results showed that this proves that teaching materials to write exposed text developed to improve student learning outcomes by using experiential learning methods.

Keywords: development of teaching materials; exposition texts; experiential learning

I. INTRODUCTION

The development of teaching materials needs to be done in an effort to improve learning outcomes and establish materials based on the context of existing situations in schools located in the regions. Teachers as educators are in charge of managing and developing learning resources as contained in the Law on National Education System no. 20 year 2013 article 39, the education personnel in charge of carrying out administrative, management, development, supervision, and technical services to support the educational process in the unit of education.

The use of textbooks should be able to motivate and attract students' attention. Students will be easier to learn by using textbooks, when students do not understand or lack understanding of the explanations conveyed by the teacher then, the only way that students do is read a textbook. In fact, the textbooks used by students so far still make them confused in understanding them. This is stated also by Wena (in Lubis et al, 2015: 18), the provision of quality textbooks is still very poor, textbooks used emphasize more on the mission of the delivery of knowledge or facts alone. The authors of textbooks are less concerned about how the book is easy to understand and not boring, so that the students' learning motivation is reduced, the completion of student tasks is not according to the time specified and the student test results also show low value. Therefore, it is very important to create a teaching material that is easy to understand and appeals to students.

One of the texts in the 2013 curriculum, the exposition text. Suparno (2008: 5.4) defines an expository text as an essay whose primary purpose is to tell, peel, decipher, or explain something. In addition, Maryanto (2014: 92) also argues that the Exposition Text means the text used to propose a personal opinion about something. Text Exposition contains opinions to be conveyed, the writing must also use the sentence is good and true. Learners are guided to be able to understand and write expository text with sentences that are well-structured, meticulous and polite so easily understood and does not cause misinterpretation.

Results of observations on several sources obtained data that the literacy in Indonesia is currently experiencing conditions that are very alarming. As contained in the Sarmadan article that traces the Critical Issues in Education (2017), based on the results of the International literacy research released by Central Connecticut State University put the Indonesian literacy culture into the 64th out of 65 countries studied. It certainly gives impact to educators in Indonesia to continue to work in the learning process so that the expected competencies can be achieved. The problem is also supported by the data of learning experience mode according to Peter Shea (in Sumiati and Asra, 2016: 176) with the acquisition of learning experience data ie, students learn 10% of what students read, 20% of what students hear, 30% of what students see, 50% of what students see and hear%, 70% of what students say, and 90% of what students say and do. It turns out that learning with words is still low in the flow of student learning experiences. Therefore, for learning to provide a better learning experience for students, it is necessary to think about certain teaching material forms that can bring students to a more concrete experience.

The problems that have been described above make researchers take the initiative to develop teaching materials writing exposition-based text experience, the goal that students more easily explore his experience into writing. The teaching materials will be arranged in modules. Development of instructional materials in the form of modules is one of the innovations that support learning Indonesian language because it has advantages that is, by using the module of the students can follow the learning activities in accordance with the speed and ability itself, because the ability of students in one class is different. The module will be conceptualized with Experiential Learning method or experiential learning.

II. THEORETICAL REVIEW

According to Pannen in Prastowo (2012: 17) teaching materials are materials or lesson materials are arranged systematically, which used teachers and learners in the learning process. In addition, Sanjaya (2010: 141) defines materials or lesson materi is everything that the contents of the curriculum that must be mastered by students with basic competencies in order to achieve the competency standards of each subject in a particular education unit. Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways.

Broadly speaking, teaching materials or teaching meter consists of knowledge, skills, and attitudes that students must learn in order to achieve a defined standard of competence. The same thing is also conveyed Prastowo (2012: 17) which concluded that the teaching materials are all materials (both information, tools, and text) systematically arranged, which displays the complete figure of competence that will be mastered learners and used in the learning process with the purpose of planning and reviewing the implementation of learning. For example, textbooks, modules, handouts, LKS, model maket, audio teaching materials, integrative teaching materials, etc.

Based on the above opinions it can be concluded that teaching materials are a set of instructional materials (both information, tools, and texts) organized systematically and used in learning. Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways.

The function of instructional materials for teachers and students as a source of information that allows students to understand a lesson. Hamdani (2011: 121) states the teaching materials serve as: 1) Guidelines for teachers who will direct all activities in the learning process, as well as a substance of competence that should be taught to students. 2) Guidelines for students who will direct all their activities in the process of learning, as well as a substance of competence that should be studied or mastered, 3) Tool evaluation or achievement mastery of learning outcomes.

Teaching materials can be categorized into several types. According to Majid (2011: 74), teaching materials are grouped into four categories, namely 1) printed teaching materials, 2) hearing materials (audio), 3) Audio Visual Subject Materials, and 4) Interactive Teaching Materials.

Hamdani (2011: 219), various forms of teaching materials that are 1) teaching materials in print form, eg student worksheets (LKS), handouts, books, modules, brochures, leaflets, wallcharts, etc. 2) audio visuals, such as movies / videos and VCDs. 3) Audio-shaped teaching materials, such as cassettes, radio, audio CDs. 4) Visual, such as photos, pictures, models / mockups. and 5) Multimedia, eg Interactive CD, computer based learning, internet. In line with the opinion of Hamdani, Prastowo (2015: 40), teaching materials according to their form is divided into four kinds, namely print materials, hearing materials, teaching materials view hear, and interactive materials.

Based on several types of teaching materials expressed by the experts above, according to the author of suitable materials used for learning Indonesian expository text material is printed materials that shaped module. This teaching material makes it easier for students to learn more independently. Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways.

2.1 Module

Modules are printed materials that are designed to be studied independently by the learning participants. Prastowo (2015: 106), "the module is basically a teaching material systematically arranged in a language that is easily understood by learners according to their age knowledge level, so that they can learn independently with minimal assistance or guidance from learners." Daryanto (2013: 9), the module is a form of teaching material that is packed intact and systematic, in which contains a set of planned learning experience and is designed to help learners master specific learning objectives. A module is one of a set of parts from which some buildings are made. Each module is made separately, and the completed modules are then joined together to form the building.

The module can be formulated as a stand-alone complete unit and consists of a series of learning activities designed to assist learners in achieving specific and clearly defined objectives. Sani (2014: 183), is an independent learning process of a particular unit by using instructional materials that are arranged systematically, operationally and directionally for use by learners, along with guidelines for their use for teachers. A module is a part of a machine, especially a computer, which performs a particular function. A *module* is an individual part that combines with other components to make different things. You might have one *module* that's a cube, and another that's a slab of wood. Two cubes and a slab could make an end table.

Students can be able to measure their own level of knowledge on the material discussed in each module unit, so that if they have mastered it, then they can continue on one unit of the next level module. Hamdani (2011: 219), "the module is a tool or means of learning that contains materials, methods, limitations of learning materials, instruction learning activities, exercises and how to evaluate systematically designed and interesting to achieve the competencies expected and can be used independently."

Opinions on the module definitions described above can be concluded that the module is a systematic instructional material containing the materials, methods, constraints of learning materials, instructional instructional, exercises and evaluation methods that learners can use independently. Through the module a person or a participant learns to be self-educated, independent of others.

The use of modules in teaching and learning aims to achieve the goal of education effectively and efficiently. The students can follow the teaching program according to their own speed and ability, more self-study, can know their own learning result, emphasize mastery. Hamdani (2011: 220), stated that the purpose of module preparation is to provide instructional materials in accordance with curriculum demands by taking into account the needs of students, that is teaching materials that match the characteristics of teaching materials and characteristics of students, as well as setting or background of social environment.

Furthermore, according to Prastowo (2015: 108), the purpose of module preparation among others: (1) In order for learners to learn independently without or with the guidance of educators; (2) In order for the educator's role to be less dominant and authoritative in the learning activities; (3) Train the honesty of learners; (4) Accommodate the various levels and speed of learners learn. For learners whose learning speed is high, they can learn faster and complete modules faster. (5) In order for learners to be able to measure their own level of mastery of the material that has been studied.

Based on some of the above opinion, it can be concluded that the purpose of module preparation to provide instructional materials in accordance with the demands of the curriculum and the needs of students, giving the opportunity for each student to learn and achieve a desired goal according to the speed of each individual. In addition, learning will be more student-centered.

2.2 Exposition Text

Exposition is an adaptation of the word exposition derived from English. This word means a detailed explanation. Based on the basic word, the nature of the exposition is the text that provides a detailed description of an information. Priyatni (2014: 91) states that the text of exposition is a text used to convince the reader of the opinions expressed by a number of supporting arguments. Exposition texts usually contain an issue or issue about a particular topic and a statement indicating the author's position in response to the issue or issue. A systematic interpretation or explanation (usually written) of a specific topic.

Exposition texts vary according to whether they analyse, interpret or evaluate the environment surrounding us. They may also inform or persuade and explain how why. In an expository text the audience is being persuaded to a particular point of view. This may be persuading someone to act in a certain way or justifying an action. Exposition texts can be personal and emotive in tone and selectively explain and analyse events, issues and phenomena. The writer wants the reader to empathise with the emotions and reasons and to support the action. Students need to develop the ability to recognise that something is onesided or biased and presents only one point of view, especially if they are being convinced to behave in a certain way, to buy something or to do something. It is important that for the text to be persuasive the tenor must be at the appropriate level for the audience. Generally an impersonal style is used and the passive voice creates an authoritative tone. Conjunctions give the text coherence, while the vocabulary, which can be metaphorical, describes feelings and attitudes. The modality expresses the writer's attitude and reflects whether the discussion is open or authoritative and definite. Responding to persuasive writing helps develop a student's critical thinking and clarity of expression. It encourages students to question, research and respond to an argument in a clear and logical way.

Meanwhile, Rahayu (2007: 160) states "Exposition or exposure is a form of writing that seeks to explain and describe a subject that can broaden the view or knowledge of the reader." In line with Rahayu, associated with the exposition texts, Rusyana in Samsudin (2012: 3) using the following exposition of the exposition. "An exposition or exposition is a type of essay that attempts to explain or clarify a subject that can broaden the reader's knowledge. Authors of exposition include the type of essay. Authorship is an essay that explains something, such as about the meaning of something, about events, about the process and others. The way to explain it is to define, decipher, compare, and interpret."

Furthermore, according to Smalley (1995: 100) states "a paragraph that explains or analyzes a topic is an expository paragraph." The same thing also submitted Kosasih (2014: 23) who said that the text of exposition can be interpreted as an essay that conveys the argument with the aim to convince others. In addition, Wisdom (2013: 91) with the exposition of the exposition also said, "Exposition is an adaptation of exposition words derived from English. This word means opening or starting. Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. This type of exposition is a type of essay describing a concept, explaining how to, peel, or decipher something. The exposition is used in conveying scientific concepts so that often this type of writing is in a newspaper that tends to be filled with something new. In addition, the exposition is also commonly used in books that convey tips or ways. For example cookbooks, computer installations, operating a program, and others.

2.3 Experiential Learning

Method of experience-based learning or experiential learning has been widely used in teaching and research practices. Deep learning is based on the work of Kurt Lewin, John Dewey and others. Experiential learning theory offers a dynamic theory based on learning cycle driven by the resolution of action / reflection and experience / abstraction. The two-dimensional space defines holistic learning during the learning process takes place between the individual and the environment.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve students reflecting on their product. Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with, other forms of active learning such as action learning, adventure learning, free-choice learning, cooperative learning, service-learning, and situated learning. Experiential learning is often used synonymously with the term "experiential education", but while experiential education is a broader philosophy of education, experiential learning considers the individual learning process. As such, compared to experiential education, experiential learning is concerned with more concrete issues related to the learner and the learning context.

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

Usher and Solomon (in Moon, 2004: 104), states that experience in the context of "learning from experience" is interpreted as all the events that occur in everyday life, while experience in the context of experiential learning is a particular experience in which there is knowledge conveyed with a particular approach such as observation and reflection. This opinion is reinforced by Evans (in Moon, 2004: 104), which states that experiential learning methods can be interpreted as situations in which the educational process is organized in the form of formal education programs.

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

Step-by-step experiential learning methods 1) Concrete Experience. At this stage learners do not yet have an awareness of the nature of an event. Learners can only feel the incident as it is and have not been able to understand and explain how and why the incident happened. This is what happens in the first stage of the learning process. 2) Reflective Observation. At this stage learning should give the opportunity to all learners to observe actively to the events that happened. It begins by searching for answers and thinking about the events that exist in the world around them. Learners do reflection by developing questions of how and why it can happen. 3) Abstract Conceptualization. After learners are given the freedom to make observations, then given the freedom to formulate (conceptualization) of the results of his observations. This means that learners attempt to create an abstraction, develop a theory, concept or law and procedures on something that becomes the object of attention. 4) Active Experiments. This stage is based on the assumption that the outcome of the learning process must be a tangible product. At this stage one is able to apply concepts, theories or rules into real situations. Learning should give space for freedom to practice and test theories and concepts in the field.

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

III. RESEARCH METHODS

This research type is research development (Development and Development) which is development of experiential writing experience text material for class X level. The test subjects consist of 3 students with individual test, 9 students with small group test, and 32 students with field trial is limited. Data collection techniques used observation, interview, questionnaire and expository writing test.

IV. RESEARCH RESULT AND DISCUSSION

4.1 Initial Product Descriptions

The search results from the questionnaire found 100% of teachers and 92.74% of students stated need teaching-based materials especially on the material of writing exposition of the text in the learning process to run more effectively and in order to be made by students as a means of learning individually.

The results of the questionnaire distributed found that 100% of the teachers stated that they need the teaching materials that have been developed in the learning process so that the learning process is more effective, in accordance with the applicable curriculum and 92.74% of students stated need the teaching materials that have been developed as a means of learning individually.

4.2 Description of Test Result Data on Module as Instructional Material

The results of the assessment of the content feasibility aspect are stated "excellent" with an average percentage of 85.94%. The results of the presentation feasibility assessment are "excellent" with an average percentage average of 85.58%, and the result of language feasibility assessment is "excellent" with a total average percentage of 87,50%.

Learning design validation results are "excellent" with an average percentage of 89.58%. The total percentage gain on the cover material size of 93.75% in the "very good" category, the design of the material cover 88% in the "very good" category and the design of the material content of 90% in the category is very good.

The results of responses or responses made by Indonesian teachers to teaching materials in the form of a module of writing experiment-based explanatory text are stated "excellent" with an average total percentage of 87,50%.

4.3 Student Learning Results

After learning by using experiential teaching material of experiential exposition text, student learning result before and after using the teaching material has increased significantly that is 12,28%. Given the average student score before (pretest) using the teaching materials 77.53 and the mean score after (posttest) 89.81. Here is the average value of pretest and posttest

Based on the above table it can be concluded that learning using teaching materials to write experiential exposition-based text can improve student learning outcomes in the subjects of Indonesian especially material writing exposition text.

4.4 The relevance of Learning-Based Learning Methods in Teaching Materials (Modules) on Text Writing Material Exposition

The results of research on the relevance of experiential learning methods in teaching materials (modules) writing exposition texts declared relevant or appropriate between experiential learning methods with the material of writing exposition texts. This can be evidenced from the existence of needs analysis reviewed first, in the questionnaire needs analysis is an explanation of the method of experiential learning.

Obtaining the result of requirement analysis to teacher and student that all teachers (100%) stated need of instructional material developed in accordance with curriculum 2013 in learning process and most of learner (92,74%) claimed need teaching-based material that was developed based on experience in learning process . The relevance of experiential learning methods to the writing of explanatory text can also be seen from the acquisition of experiential expression-based writing test results. After learning by using experiential teaching material of experiential exposition text, student learning result before and after using the teaching material has increased significantly that is 12,28%. Known average student score before (pretest) using 77,53 teaching materials and mean score after (posttest) 89,81.

Based on the above explanation, it can be concluded that the relevant experiential learning method is used in writing text material exposition.

4.5 Discussion of Product Development Research Results

The teaching material variables have a very good average score. The learning material variables assessed include the feasibility of content, presentation, language, and kegrafikan. The acquisition of the product validation result entitled "Writing Text Exposition Based on Diving (Eksperiential Learning)" which can be detailed as follows.

1. Assessments made by the material experts include 3 aspects of the assessment, the content feasibility, feasibility of presentation and language assessment. The results of the assessment of the content feasibility aspect are stated "excellent" with an average percentage of 85.94%. The feasibility assessment of the presentation is "excellent" with an average percentage of 85.58%, and the language assessment aspect is "excellent" with an average total of 87.50%.
2. The results of validation of teaching materials by design learning experts expressed "excellent" with an average total percentage of 89.58%. The total percentage gain on the cover material size is 93.75% in the "excellent" category, the 85% cover material design in the "excellent" category and the 90% content design content in the excellent category.
3. The responses or responses made by Indonesian teachers on teaching materials in the form of an exposition-based exposition writing module are "excellent" with an average percentage of 87.50%.
4. The results of the trial assessments of the students were conducted in 3 processes: individual trials (3 students), small group trials (9 students) and Trial Field Trial (32 students). The acquisition of individual test results is "good" with an average percentage of 74.31%. The acquisition of small group trial results is "excellent" with an average percentage of 82.18%. The acquisition of a Limited Field Trial result is "excellent" with a total average score of 91.21%.
5. Average acquisition of students in experiential learning exposition text writing test before using the developed material of 77.53 while the average gain after using the teaching materials 89.81. This proves that the students' learning outcomes in experiential experience-based exposition writing tests increased by a difference of 12.28.

Based on the discussion of the results of research that has been described above, it can be concluded that the results of development of teaching materials to write exposition text based experiential learning for the feasibility of teaching materials declared eligible in the category of "very good" and for student learning outcomes otherwise able to improve student learning outcomes in writing exposition.

4.6 Reasons for Using Learning-Based Methods of Experience on Text Writing Material Exposition in Developing Learning Materials (Modules)

The reason for the use of experiential learning method in expository text material in developing teaching materials in the form of module is viewed from experiential learning theory, needs analysis, and student learning outcomes. The explanation can be detailed as follows.

1. Theoretically, experiential learning-based methods are used in eskplanasi text writing activities because students can more easily put ideas into reality. Experience can be gained through 4 stages: 1) concrete experience, 2) reflective observation, 3) abstract conceptualization and 4) active experimentation. The process of writing expository texts based on experiential learning methods that includes 4 stages: 1) to sour the source of ideas obtained from concrete experience. Concrete experiences can be obtained based on the visual image present in the event flowchart. Learners can understand with the example presented at the beginning of the material; (2) formulating new ideas can be derived from the reflective experience that has been pursued in concrete experience. The experiences gained beforehand can be used by learners to formulate ideas of ideas to be written based on the events contained in the learning module; (3) establishing the title, the order of natural causes, the consequences that have been obtained from concrete experience and reflective experience on abstract conceptualization; and (4) the last stage of making a draft of writing, editing, publishing (writing) in the active trial stage.

2. Gain result of requirement analysis to teacher and student that all teachers (100%) stated need teaching materials developed in accordance with curriculum 2013 in learning process and most of learner (92,74%) stated need teaching experiment-based learning materials learning process.
3. Average acquisition of students in experiential exposition-writing text test before using the developed subject material of 77.53 while the average gain after using the teaching materials 89.81. This proves that the students' learning outcomes in experiential experience-based exposition writing tests increased by a difference of 12.28.

Based on the result of explanation of experiential learning theory, needs analysis, and student learning result, it can be concluded that the teaching material is a module developed by experiential learning method on exposition writing material expressed very helpful for students in writing exposition text and improve student learning result.

V. CONCLUSIONS

Based on the formulation, objectives, results, and discussion in research development of teaching materials writing exposition text based experiential learning on class X students of SMA Negeri Unggul Aceh Timur previously proposed can be summarized as follows:

1. The product developed in the form of experiential learning module on expository writing material developed entitled "Writing Exposition Text of Experiential Learning" for High School X students qualify and deserve to be used as individual teaching material, based on expert material judgment, design instructional expert, learning media, student responses on individual trials, small group trials, and limited field trials of module-developed teaching materials included in the category so well that it is acceptable and worthy to be used as a textbook.
2. The use of teaching materials in the form of experiential learning-based module can improve learning outcomes when compared with without using it, it is shown the results of student learning that dibelajarkan by using a higher module of student learning outcomes that dibelajarkan by not using the module.

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