

# Application of a Collaborative Learning Model to Improve Writing Skills of Class V SD UPT SPF Students at Tuntungan Pancur Batu School Year 2023-2024

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**Abstract.** Through writing activities, a person can express thoughts and ideas to achieve goals and objectives. The objectives of this research are: (1). To describe the process of developing a collaborative learning model in improving students' writing skills and describe the effectiveness of using a collaborative learning model in improving the writing skills of fifth-grade students UPT SPF Elementary School Number 101826 Tuntungan Pancur Batu. The research design in this research is research and development. The subjects of this research were fifth-grade students at UPT SPF No. Elementary School. 101826 Tuntungan Pancur Batu for the 2023-2024 academic year. The object of research for this research is the writing learning model, namely a collaborative learning model implemented in class V students. The results of the research were: (1). The process of developing a collaborative learning model in improving descriptive text writing skills for fifth-grade students at UPT SPF Elementary School Number 101826 Tuntungan Pancur Batu, namely 1) orienting students, 2) forming groups, 3) preparing learning tasks, 4) facilitating student collaboration and 5) providing value and evaluate collaborative learning. (2). The validation results show that in the feasibility aspect of the material, an average validation score of 4.19 was obtained in the good category, then in the aspect of feasibility of presenting the material, an average validation score of 4 was obtained in the good category and the aspect of language appropriateness, the average score was found. -The validation average is 4.2 in the good category. (3) The collaborative learning model is effective in improving descriptive text writing skills by fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu.

**Keywords:** *Development, Learning, Writing Skills, Collaborative Model*

## I. INTRODUCTION

Writing is a communication skill that must be learned. Differently. Through speaking, we can learn it autodidactically, for example, by imitating the words we hear and then imitating the way people around us speak (Darmawangsa 2019).

When we talk face to face with the other person, we can communicate in different ways. The person we are talking to will easily pick up communication messages from our intonation, volume, and even body language. But in writing, we cannot use all of these, so what is written must be really clear so that the communication message can be conveyed well.

Azies and Alwasilah (in Darmawangsa, 2019) state that in teaching writing, we need to consider several things such as the organization of sentences into paragraphs, how the paragraphs are combined, and the arrangement of ideas into an integrated discourse. The components of written language in discourse are: (1) spelling, (2) words and meaning, (3) word structure, (4) sentence structure, (5) paragraph structure, (6) language style, and (7) language variety. One learning model that can develop these skills is the collaborative writing model.

Writing skills, as a very productive language skill, need to be prioritized. Good writing skills are very much needed by society. Moreover, good writing skills really support a person's career. Good writing skills are acquired through repeated practice and require a lot of time. Writing is one of the activities that students have to face in the learning process, especially for Indonesian language and literature subjects. Through writing activities, it is hoped that students can express their ideas, both scientific and imaginative. Therefore, schools where students receive education are expected to be able to provide learning about writing well with the right techniques so that students' potential and creative power can be well channeled, not just hidden potential (Sundari, 2019:1).

Writing skills, as a component of language skills, play an important role in human life. Through writing activities, a person can express thoughts and ideas in order to achieve goals and objectives. Therefore, writing is a language skill that is considered the most difficult to master compared to other skills. Expressing ideas and thoughts in written form requires attention to grammatical rules and correct spelling. However, learning to write does not receive special attention, even though this activity is part of the language skills aspect.

In reality, learning to write does not receive special attention, even though this activity is part of the language skills aspect. By writing, someone can tell ideas, feelings, events and objects to other people. Therefore, these skills need to be taught in elementary

schools appropriately. The reality in the field proves that teaching writing is not done correctly. One of them is caused by the rapid development of information technology with various sophisticated technologies, such as print media, electronic media, and various other entertainment which have displaced writing activities. This is caused by the attitude of parents who are busy working and do not pay enough attention to their children. This situation causes children to watch television more often, making it difficult for children to develop productive language skills, namely speaking and writing. This situation will reduce their reasoning power and hinder the development of productive language skills. One of them is that writing skills are not developed because students are used to just listening to and seeing stories presented on television.

The problem that is often raised in composition lessons is the lack of ability of students to use Indonesian properly and correctly. This can be seen in inappropriate word choices, less effective sentences, difficulty expressing ideas because of difficulty choosing words or making sentences, and even a lack of ability to develop ideas regularly and systematically, in addition to spelling errors (Lestari, 2018:2). Apart from that, effective writing is an absolute necessity for everyone involved in social, economic, educational, technological and other activities. This is because all communication activities cannot be separated from the use of written media. In reality, written communication is the most necessary form of communication (Semi in Lestari, 2018: 2)

Arswendo Atmowiloto (in Lestari, 2018:2) also stated that so far it seems that there is no activity that can be separated from reading and writing. Furthermore, according to Atar Semi (in Lestari, 2018:2), effective writing skills are needed in all fields of work and can support or even determine success in a job or position. In line with Atar Semi, The Liang Gie (in Lestari, 2018:2) states that composing is a skill that is very useful for everyone. According to Tarigan (in Lestari, 2018:2), the majority of teachers are unable to present writing material in an interesting, inspiring, and creative way, although the teaching techniques chosen and practiced by teachers in conducting writing lessons have a great impact on students' learning achievement.

The success of writing learning is determined by the way the teacher implements the writing lesson. Implementation is the activity of carrying out learning in the classroom according to written or unwritten plans to achieve set learning goals. In other words, implementing writing instruction is the teacher's strategy for delivering writing instructional materials in the classroom in order to achieve the set goals. Implementation is adapted to the general goals and specific objectives of writing instruction to be achieved. Teachers as a source of knowledge are required to be able to transfer their knowledge to students by using different knowledge or methods and tools that can help achieve a learning activity, which in this case is the use of different learning models that are suitable and appropriate to be applied to students. The existence of a learning model can make it easier for teachers to deliver material so that the teaching and learning process can take place as expected.

Collaborative learning emphasizes cooperation among participants in groups. This is based on the idea that it is easier for everyone to find/understand a concept if they discuss the problem together. Most collaborative learning groups are heterogeneous, taking into account differences in academic ability, gender, and characteristics. In order for the activities to run well and smoothly, special skills are needed, which are called collaborative skills. Collaborative skills can be built by developing communication and task sharing among group members. In collaborative learning, awards are given to study groups that achieve maximum learning outcomes. This award is given to stimulate the emergence and increase of motivation in learning.

A learning model is a conceptual framework and systematic procedures for grouping learning experiences to achieve the objectives of a particular learning, and serves as a guide for instructional designers and teachers in carrying out teaching and learning activities. Thus, this learning model exists so that teaching and learning activities are systematically arranged and can achieve the objectives (Majid, 2013: 13).

In another opinion, it is stated that a learning model is a plan or pattern that is used as a guide in planning learning in class or tutorials and determining learning tools including references to books, computers, movies, curriculum and so on (Budiningsih, 2015: 67). The function of this learning model is to serve as a guide or guideline for teachers and learning designers in terms of planning or implementing learning activities (Thamrin, 2017).

Learning models can be classified based on learning objectives, syntax (steps), and the nature of the learning environment. According to Karli and Yuliantiningsih (in Ngalimun, 2012: 5), there are many learning models that can be used in the implementation of learning, including: Contextual learning model; Problem-based learning model; Constructivist learning model; Collaborative approach model; Direct teaching model; Integrated learning model; Interactive learning model; Cooperative learning model.

Writing is one of the four language skills. In writing, all the elements of language skills must be fully concentrated to get really good results. Writing is not only copying, but also expressing thoughts and feelings in written symbols. According to Nurgiantoro (2010:296), writing activities are a form or manifestation of language skills or abilities that language learners master last after listening, speaking and reading.

Compared to the other three language skills, writing skills are more difficult to master, even for expert speakers of the language in question. This is because the ability to write requires the mastery of various linguistic and non-linguistic elements that make up the content of the essay. In line with this opinion, Akbayar et al, (2016:2), argue that the ability to write is a complex ability that requires a number of knowledge and skills.

This opinion is supported by Enre (2015:6), who states that writing is a very powerful tool in learning and in itself plays a very important role in the world of education. Iskandarwassid and Dadang Sunendar (2008: 248-249) state that writing ability, like speaking ability, is based on active and productive language skills. These two language skills are an attempt to express the thoughts

and feelings that exist in a language user through language. The difference lies in the manner in which they are expressed. Conveying messages in writing is done through writing.

In the Great Indonesian Dictionary (Ministry of National Education, 2010:1219), writing is making letters (numbers, etc.) with a pen (pencil, chalk, etc.), giving birth to thoughts or feelings (such as composing, making letters) with writing. In line with this understanding, Djibran (2008:17) states that writing is the expression of thoughts, feelings, experiences, and reading results in written form, not in spoken form. Writing is essentially an organized thought process so that what is written is easily understood by the reader (Enre, 2015: 13). Tarigan (2008:22) further said that writing is deriving or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and graphic images.

Suriamiharja (1996:1) states that writing is an activity that creates thoughts and feelings through writing. It can also be interpreted that writing is communication, expressing thoughts, feelings, and desires to other people in writing. Furthermore, it can be interpreted that writing is manifesting spoken language, perhaps copying or giving birth to thoughts or feelings, such as composing, writing letters, or making reports. From the above statements, it can be concluded that writing is an activity that involves thoughts and feelings that are then expressed in graphic forms using communicative language so that readers can understand and comprehend what is being conveyed. There are at least three things that exist in writing activities, namely the existence of ideas or thoughts that underlie someone's writing, the existence of media in the form of written language, and the goal of making the reader understand the message or information conveyed by the writer.

In principle, the main function of writing is as an indirect community tool. Writing is very important for education because it makes it easier for students to think. Also helps someone think critically. It can also make it easier for someone to feel and enjoy relationships, deepen someone's responsiveness or perception, solve the problems someone faces, arrange a sequence for experiences. Writing can help someone explain their thoughts (Tarigan, 2008:22). The same thing was also expressed by Enre (2015:6) who stated that writing is useful for (1) helping someone rediscover what they once knew, (2) producing new ideas, (3) helping organize someone's thoughts and putting them into a form. which stands alone, (4) makes a person's mind ready to be seen and evaluated, (5) helps a person absorb and master new information, and (6) helps a person solve problems by clarifying its elements and placing them in a visual context, so that they can be tested .

Furthermore, Hairston (in Darmadi, 1996: 3-4) explains the function of writing as follows. 1. Means to find something. 2. Bring up new ideas. 3. Practice the ability to organize and clarify various concepts or ideas you have. 4. Train a person's objective attitude. 5. Helps to absorb and process information. 6. Allows practicing solving several problems at once. 7. Allow yourself to be active and not just a recipient of information

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In addition, Hairston (in Darmadi, 1996: 3-4) explains the function of writing as follows: 1. It means to find something. 2. To generate new ideas. 3. Practice the ability to organize and clarify different concepts or ideas you have. 4. Train a person's objective attitude. 5. It helps absorb and process information. 6. Provides practice in solving multiple problems simultaneously. 7. It allows you to be active and not just a recipient of information.

According to Hartig (in Tarigan, 2008:25), there are seven purposes for writing, namely, assignment purpose; There are times when a piece of writing is written specifically to fulfill a given task or not because of one's own desires. Such as assignments given by teachers to students, journalists writing news, meeting minutes writing the results of the meeting.

Persuasive purpose: altruistic goals are the purpose of entertaining. The function and purpose of entertaining in communication are not only owned by mass media such as radio and television, but print media such as books or newspapers can also play a role in entertaining the reading public. Writings or readings that are rich in anecdotes, stories, and funny experiences can also be read for comfort or to relieve tension after a busy day of activities.

Persuasive Purpose: Persuasion is the goal of persuasion; through writing, a writer hopes that readers can determine their attitudes, whether they agree or disagree with what they are saying. The writer must be able to persuade and convince the reader by using a persuasive language style. Therefore, the persuasive function of a piece of writing will be successful if the writer is able to present it in a language style that is attractive and easy to understand.

Informational Purpose: Informational purposes are the purposes of providing information about anything, be it facts, data, or events, including opinions and views about facts, data, and events, so that the reading public can gain new knowledge and understanding about various things that happen on this earth. Education is one of the purposes of communication through writing. By reading written results, a person's insight and knowledge will continue to increase, and their intelligence will continue to be sharpened, which will ultimately determine a person's behavior. For example, educated people tend to be more open and tolerant, more respectful of other people's opinions, and, of course, more rational.

Self-expression; sometimes writing is done to emphasize who you are, so the purpose of this writing is to introduce or explain the author to the reader, for example, writing in the form of a biography.

Creative Purpose; This purpose is usually shared by writers. They write with the goal of creating beauty through writing, which can be in the form of poetry, short stories, or novels.

Problem-solving purpose; this article contains content that aims to solve problems faced by readers, in the form of methods or suggestions from the author on how to overcome a problem.

A description is a type of written work in which a situation or condition is described in words in such a way that the reader seems to see, hear, and feel for himself the object described in the description. The description is a layered and orderly arrangement of words using regular language (Keraf, 2010:4). In the description, the writer transfers his impressions, observations, and feelings to the reader; he conveys the nature and all the details of being that can be found in the object. The goal that a descriptive writer wants to achieve is to create or enable the creation of imagination in the readers, as if they saw the object in its entirety as physically experienced by the author (Keraf, 2010: 93).

According to Enre (2015: 158), descriptions function to make the reader seem to see the true form of the material presented, so that its distinctive qualities can be more clearly perceived.

Widarso (in Hasanah, 2011) states that description is writing or composition that "describes." What is described could be an object, person (or society), place, or atmosphere at a certain moment. According to Alwasilah and Senny (in Hasanah, 2011), description is a verbal description of people, objects, appearances, views, or events. This kind of writing describes something in such a way that the reader is able to feel, see, hear, or experience it as perceived by the five senses. Because it is based on the five senses, descriptions rely heavily on concrete images and details, or specifications. From the above opinions, it can be concluded that descriptive writing is writing that attempts to describe or depict an object in as much detail as possible, in depth, and systematically according to the actual situation of the thing being described, so that the reader seems to see, feel, or experience the object directly.

The main function of description is to make the reader see the things or objects, or to absorb the distinctive qualities of these things. The description makes us see, that is, we create a visualization of the object. The description focuses on the appearance of the object. In the description we see the object of the work in a lively and concrete way, we see the object in a round way. The description aims to make the reader vividly aware of what the writer has perceived through his five senses, to stimulate the reader's feelings about what he is describing, to present a quality of direct experience. The object described can be something that is usually perceived with our five senses, a natural landscape, city streets, the face of a beautiful person or someone in despair, music or thunder, and so on (Keraf, 2010: 16-17).

According to Hartono (2009:37), description is a form of composition that is used as a means for the writer or speaker to describe or tell what the shape or form of an item or object is, or to describe the taste of an object, thing or sound. Description is a picture that describes the appearance, sound, smell, or taste of something. Description is a text that is more compact and textured by selecting physical and emotional details (Ramlan, 2008:3-4).

Hamid (2011:178) suggests that collaborative learning is based on Paget's theory, namely constructivist theory, which introduces the idea of collaborative learning (active learning).

The collaborative learning model, or cross-training, is learning that is always followed by discussion, sharing, and debate with opinions that are conducive and enrich insight. Students work in groups to help each other solve complex problems. So social essence and the use of peer groups are the main aspects of collaborative learning. This collaborative method gives students the responsibility to study the learning material and explain the content in a group without the teacher's intervention. The teacher is only a facilitator in the learning process itself.

Collaborative learning means that students are divided into groups. Each student learns from his friends in a group and then explains it in front of the class, so each group has the responsibility to teach other friends who do not understand the task given by the teacher. Collaborative learning is also a group learning process where each member contributes information, experience, ideas, attitudes, opinions, skills, and abilities to each other to improve students' understanding of all parts of the discussion. This model also allows all students to have an equal understanding of a discussion. The cooperative learning model is learning that takes place in groups, but the goal is not to achieve unity through group activities; however, students in groups are encouraged to discover different opinions or thoughts expressed by each individual in the group. Learning does not occur in unity, but learning is the result of diversity or difference.

The essence of cooperative learning is that students learn in small groups. Group members learn from and with each other to achieve common goals. Group success is individual success, and vice versa. The above is in line with what Adi W. Gunawan stated: that the collaborative learning process is not just cooperation in a group; the emphasis is more on a learning process that involves a complete and fair communication process in the classroom. This means that this collaboration is cooperation in its entirety.

## II. METHODS

This research is part of the development research aimed at producing appropriate and effective interactive learning media to improve student learning outcomes in the basic competency of identifying norms that apply in social life. Research and

development. Research and development methods are research methods that are used to produce certain products and test the feasibility and effectiveness of these products so that they become products that can be used, according to Sugiyono (2015:297).

The research and development steps that need to be taken start with looking at the potential and problems, followed by literature studies and information gathering. The next step is to create a product design. The final product design is then validated by experts. If, in the opinion of the experts, the product design is still not feasible, revisions are made. If the product design is deemed feasible, limited testing will continue. If there are weaknesses in the limited testing, they are corrected in the first product revision. Then, a usage trial is conducted to test the effectiveness of the interactive multimedia product in the learning process. After an interactive multimedia product is proven to be effective in improving student learning outcomes, the final step is mass production or widespread use.

Referring to the development model proposed by Sugiyono (2015: 297), the development process steps that are used after simplification consist of: potential and problems, information gathering, product design, product validation and revision, and testing (limited testing and trial).

At this stage, in order to find potentials and problems, the author conducted a preliminary study in the form of observations and interviews in class V of SD UPT SPF No. 101826 Tuntungan Pancur Batu for the 2023-2024 academic year. According to Arikunto (2013:265), "observation is a deliberate effort to collect data that is carried out systematically using standard procedures.". This observation was conducted to learn directly about the process of Indonesian language learning among students in Grade V and to find out the potential and support capacity of the students and the school.

Next, the researcher conducted interviews. According to Moleong (2016: 186), an interview is "a conversation with a specific purpose. The conversation is conducted by two parties, namely the interviewer, who asks questions, and the interviewee, who provides answers to those questions.

The information collected on the basic competency of identifying descriptive essays was obtained from interactive learning books, reference books related to the subject of Indonesian language. Apart from that, make a plan regarding Indonesian language learning that will be made, namely by making a lesson plan, questions that will be used for the pre-test and post-test. As well as collecting information from different sources.

At this stage, the activities that will be carried out are determining the competency standards, basic competencies, learning objectives, developing evaluation items, developing and selecting learning materials, determining the learning media that will be used, all of which are outlined in the RPP. The learning materials developed aim to provide knowledge about descriptive essays.

Design validation is an activity process to assess whether a product design is suitable for use or not. Design validation is carried out by several experts or experts and experienced practitioners to assess the newly designed product. Each expert is asked to assess the design so that the weaknesses and strengths can be identified (Sugiyono, 2015:536).

The results of the activities from the expert assessment can reveal the strengths and weaknesses of the product design, which can then be analyzed and concluded, and then used by the author to revise the learning product in accordance with the experts' suggestions, thereby creating an interactive learning product that is truly feasible. Interactive multimedia learning products that are already feasible are then used for limited testing. In the limited trials, the researchers solicited input and opinions from students to improve the learning product.

The research subject for this development product is the validator. The evaluation is done by filling the provided validation sheet, the validator in this research is an expert teacher. Apart from that, the subjects of this research were fifth grade students at SD UPT SPF No. 101826 Tuntungan Pancur Batu for the academic year 2023-2024. The object of research for this research is the writing learning model, namely a collaborative learning model implemented in Grade V students at SD UPT SPF No. 101826 Tuntungan Pancur Batu for the 2023-2024 academic year.

The instruments used to collect research data include non-test instruments and test instruments. Non-test instruments include observations and questionnaires to students, while test instruments are used to measure the level of writing skills possessed by students.

### III. RESULTS AND DISCUSSION

The research data were collected through the techniques of classroom observation, a descriptive writing test, and a needs analysis questionnaire to measure the perceptions of the students on writing. The observations were conducted in Class V of SD UPT SPF Number 101826 Tuntungan Pancur Batu, which had 38 students. The observations were conducted in Class V of SD UPT SPF Number 101826 Tuntungan Pancur Batu, which had 38 students. The questionnaire was administered to the same class. The research subjects were 38 class V students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the 2023–2024 academic year.

The questionnaire data collection process took 30 minutes and ran smoothly. During the questionnaire, respondents were able to work in a comfortable environment with good air circulation. Following this, data collection for the descriptive writing test was conducted with the participation of 38 respondents. The data collection process for the descriptive writing test proceeded smoothly.

The development of a collaborative learning model is based on the results of observation, needs analysis questionnaires, and descriptive writing tests. Researchers use this data to create a learning model that is tailored to the needs and conditions of the students. The goal of this process is to improve students' skills in writing descriptive texts.

The purpose of collecting data through observation techniques is to determine the learning situation in the classroom. The researcher observed the classroom learning situation to identify the learning strategies and methods employed by both students and teachers during the teaching and learning process. An observation guide was utilized to observe all aspects occurring in the classroom. The initial activities carried out by the teacher at the beginning of the lesson, the approaches, methods, and techniques used by the teacher in presenting the lesson material, the teacher's attitude in responding to students who are active or rather passive in the teaching and learning process, the methods used by the teacher to condition the class to create a conducive atmosphere, the teaching materials and media used by the teacher, the evaluation given by the teacher during the teaching and learning process, and the activities at the end of the teaching and learning process are all aspects formulated in the observation guide. It is important for teachers to consider these aspects in order to create an effective and engaging learning environment for their students.

During classroom observations, students are unaware that their learning activities are being monitored. At the beginning of the lesson, students may be preoccupied with socializing, resulting in a noisy atmosphere. The teacher then intervenes and reminds students to focus, creating a more conducive environment for learning. Before beginning the main activities of the lesson, the teacher reviews the material covered in the previous lesson. The level of student engagement is high, as evidenced by the number of students trying to answer the teacher's questions. Lectures, discussions, and questions and answers are techniques used by teachers when explaining material. These three methods make students more concentrated when following lessons.

The teacher's objective and clear approach to explaining the material helps students focus on the content being taught. Additionally, the teacher contextualizes the lesson material with examples relevant to students' lives, which is an effective strategy. The students then answer questions posed by the teacher, demonstrating their prior knowledge or schema. Students acquire knowledge through the learning process, enabling them to answer questions and form opinions about the material presented by the teacher.

The teacher maintains a democratic attitude in class by providing students with the opportunity to ask questions about any confusing or unclear concepts. Morning lessons are advantageous as students' minds are fresh and clear, allowing them to express their opinions clearly. During the teaching and learning process, teachers often use blackboards and chalk as a means of conveying information to students. However, in this particular instance, the teacher did not carry out an evaluation during the observation. It is important to note that evaluations should be conducted at the end of every lesson material discussion.

Evaluation is typically done through quizzes to assess students' understanding of the material covered. During the final activity, the teacher confirms and reviews the material studied in class by checking students' understanding through questions. During the final activity, the teacher confirms and reviews the material studied in class by checking students' understanding through questions. Finally, the teacher confirms the material covered. During the final activity, the teacher confirms and reviews the material studied in class by checking students' understanding through questions. At the conclusion of the lesson, the teacher informs the students of the upcoming material to be covered. This allows the students to prepare and review relevant book references for the following week.

Based on observation results, the teaching and learning process guides the students of Class X at SMA Negeri 1 Rantau Utara in writing descriptions. Students should develop their writing skills early on and continue to refine them throughout the learning process with the guidance of their teacher. Teachers should ask relevant questions and encourage students to provide examples related to the material being discussed.

The needs analysis questionnaire tested on respondents aims to obtain data regarding the needs of students in developing learning models that suit the respondents' conditions. This needs analysis questionnaire contains students' internal and external factors in writing. The needs analysis questionnaire consists of 20 questionnaire items. Respondents provided their opinions on each sub-indicator by ticking (✓) in the column provided.

This needs analysis questionnaire uses a Likert scale, namely scale 1 = Strongly disagree, scale 2 = disagree, scale 3 = agree and scale 4 = strongly agree. This Likert scale has 3 categories, namely low, sufficient and high categories. To determine the category, it is necessary to calculate the interval using the interval formula (I) which is 100 divided by the total score on the Likert, namely 4. So the interval obtained is 33.3. The following is a table of categories based on Likert scale intervals.

Tabel 1. Likert Scale

Interval Score	Category
66,8% - 100%	High
33,4% - 66,7%	Middle
0% - 33,3%	Low

In order to draw conclusions from the questionnaire results, it is necessary to perform calculations using the index% formula. This formula involves dividing the total score by the ideal score and multiplying by 100. The total score obtained from the questionnaire calculations is 2736, which when divided by 3040 and multiplied by 100%, results in a score of 90%. In this study, the ideal score is calculated by multiplying 20 questionnaire items by 4 (the highest possible score), resulting in 80, and then multiplying by the number of students, which is 38, resulting in a total of 3040. Based on the final calculation results above,

the development needs analysis questionnaire for fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the 2023-2024 academic year is categorized as high.

Following the observation and distribution of a development needs questionnaire, the next step was to administer a descriptive writing test to fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the 2023-2024 academic year. This pre-test was conducted to assess the students' descriptive writing skills prior to the development of a learning model.

Based on the results of the test of the students' descriptive writing skills, it is evident that the lowest score obtained was 50, while the highest score obtained was 75, resulting in an overall average score of 66.18. This average score meets the sufficient criteria when evaluated against the evaluation criteria. Therefore, it can be concluded that the writing skills of the fifth grade students of SD UPT SPF Number 101826 Tuntungan Pancur Batu for the academic year 2023, in terms of descriptive texts, are in the sufficient category.

Based on the table above, the next step is to determine the student's grade interval class. The highest score is 75 and the lowest is 50. The length of the interval class is:

$$R = \text{Highest Data} - \text{Lowest Data}$$

$$= 75 - 50$$

$$= 25$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 38$$

$$= 1 + 3.3 (1,57)$$

$$= 1 + 5,18$$

$$= 6,18 (\sim 6)$$

$$P = \frac{R}{K}$$

$$= \frac{25}{6}$$

$$= 4,16 (\sim 4)$$

The frequency distribution of students' skill scores in writing descriptive texts can be determined from the data provided before developing the learning model.

Tabel 2. Frequency Distribution of Scores Prior to Developing the Learning Model

No	Class Interval	Freq	Percentage
1	71 – 75	8	21,06%
2	66 – 70	10	26,32%
3	61 – 65	9	23,68%
4	56 – 60	7	18,42%
5	51 – 55	2	5,26%
6	46 – 50	2	5,26%
<b>Total</b>		<b>38</b>	<b>100%</b>

On the basis of the above table, it can be concluded that the highest marks obtained by the students were in the 66-70 interval class with 10 students (26.32%), the 61-65 interval class had 9 students (23.68%), followed by the 71-75 interval class with 8 students (21.06%), the 56-60 interval class had 7 students (18.42%), while the lowest marks were in the 51-55 and 46-50 interval classes with 2 students each (5.26%).

According to the calculation results, the average score for descriptive text writing skills obtained by fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the 2023-2024 academic year is 66.18, which can be considered sufficient. The sample size was 38 students, and their average score was in the sufficient category. The test analysis results do not align with the development needs questionnaire results, which are in the high category.

Therefore, the researcher concluded that students' descriptive writing skills need improvement as they are in the sufficient category. Researchers prepared plans to develop a collaborative learning model aimed at improving the descriptive text writing skills of fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the 2023-2024 academic year.

The needs analysis questionnaire results for developing collaborative learning models indicate that students have a high level of interest and strong writing habits. The analysis of the student needs questionnaire also shows that internal and external factors significantly impact students' ability to use effective sentences. The learning model to be developed aims to address students' deficiencies and enhance their descriptive text writing skills.

The results of the research suggest that there is a discrepancy between the needs questionnaire and the test results. The developmental needs questionnaire indicates a high need. The test results indicate a sufficient need. New material that can improve students' ability to write descriptive text will be created by combining these two findings.

### Design Development

After conducting a needs analysis through observation and questionnaires, the next step is to design a collaborative learning model aimed at improving descriptive text writing skills. The researcher used the data obtained during the research to produce a new learning product for writing descriptive text.

After designing the materials, the learning model was implemented for Class V students at SD UPT SPF Number 101826 Tuntungan Pancur Batu during the 2023–2024 academic year. The implementation of this learning model was tailored to the students' conditions and interests. Through the collaborative learning model presented, students began to develop their skills in writing descriptive texts.

Following the implementation of the collaborative learning model, the next step was evaluation through testing. After product development, researchers conducted an assessment of students' writing skills through a descriptive writing test. The test results were evaluated based on predetermined criteria.

The students' scores ranged from 65 to 90, with an average score of 79.07. Based on the assessment criteria, the average value of 79.07 falls within the 'good' range. Therefore, it can be concluded that the writing skills of fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu in writing descriptive texts have improved to a 'good' level after implementing the collaborative learning model for the 2023–2024 academic year. Based on the table above, the next step is to determine the student's grade interval class. The highest score is 90, and the lowest is 65. The length of the interval class is:

$$R = \text{Highest Data} - \text{Lowest Data}$$

$$= 90 - 65$$

$$= 25$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 38$$

$$= 1 + 3.3 (1,57)$$

$$= 1 + 5,18$$

$$= 6,18 (\sim 6)$$

$$P = \frac{R}{K}$$

$$= \frac{25}{6}$$

$$= 4,16 (\sim 4)$$

The frequency distribution of students' skill scores in writing descriptive texts after developing the collaborative learning model can be determined from the data presented above.

Tabel 3. Frequency Distribution of Scores Following Development of Collaborative Learning Model

No	Class Interval	Freq	Percentage
1	86 – 90	3	7,89%
2	81 – 85	11	28,95%
3	76 – 80	11	28,95%
4	71 – 75	6	15,79%
5	66 – 70	3	7,89%
6	61 – 65	4	10,53%
<b>Total</b>		<b>38</b>	<b>100%</b>



The frequency distribution table presents the scores for descriptive text writing skills after implementing the collaborative learning model. The data can be visualized in a graph, as shown below.

Based on the table and graph above, it can be concluded that the highest scores obtained by students were in the interval classes 81–85 and 76–80, with 11 students each (28.95%). The interval class 71–75 had 6 students (15.79%), while 4 students (10.53%) scored in the 61–65 interval class. The lowest scores were in the 86–90 and 66–70 interval classes, with 3 students each (7.89%). The calculation results show that fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu have an average descriptive text writing skill of 79.07. Therefore, it can be concluded that the collaborative learning model has resulted in a good level of descriptive text writing skills for the 2023-2024 academic year.

*Feasibility of Collaborative Learning Models*

The collaborative learning model in development research is validated by expert lecturers to identify its strengths and weaknesses. The validation results determine the feasibility of the product. Validation is conducted using five-scale score criteria guidelines.

Tabel 4. Five Scale Score Criteria

Interval Score	Category
$X > 5$	Very Good
$3,1 < X \leq 4,2$	Good
$2,6 < X \leq 2,9$	Enough
$1,8 < X \leq 2,5$	Bad
$< 1,8$	Very Bad

The validation process assesses three aspects: appropriateness of the material, presentation, and language. Expert lecturers carry out the assessments, and researchers use the results as a basis for revising the learning model to improve its quality. The validation calculation for the material feasibility aspect includes the content aspect, with an average validation score of 4.19 in the good category. The language feasibility aspect was also analyzed, with an average validation score of 4.2 in the good category. Similarly, the feasibility aspect of material presentation has an average validation score of 4 in the good category.

According to expert lecturers' validation results, the material feasibility aspect received an average score of 4.19, placing it in the good category. The presentation feasibility aspect also received an average score of 4, also in the good category. Finally, the language feasibility aspect received an average score of 4.2, also in the good category. Therefore, it can be concluded that the collaborative learning model is suitable for improving the descriptive writing skills of fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the academic year 2023-2024.

After validating the collaborative learning model, it was deemed suitable for testing on students. Expert lecturers rated the model as 'good'. The students were given a descriptive writing test. The product trials were conducted on 38 fifth-grade students from SD UPT SPF Number 101826 Tuntungan Pancur Batu during the 2023-2024 academic year.

The assessment of content appropriateness includes learning materials for writing descriptive texts that are easy to understand and beneficial for students. According to the results of the assessment carried out by students, the average score was 4.5, which falls within the 'very good' category. The assessment of language appropriateness includes instructions for using materials and the use of language that is easy to understand. The language feasibility test results yielded an average score of 4.7, placing it in the 'very good' category. As for the appropriateness of the presentation, students reported enjoying the collaborative learning model, finding the material visually appealing, and being able to use it independently. The presentation feasibility aspect received an average score of 4.6, also in the 'very good' category.

The evaluation of graphic feasibility involves a collaborative learning model to enhance skills in writing descriptive and easy-to-read text, as well as using clear and easy-to-read modules with appropriate lettering and color combinations. The assessment yielded an average score of 4.7, placing it in the 'very good' category. The average score data resulting from product trials on students is as follows.

Tabel 5. Module Trial Assessment Results

No	Assesment	Mean Score	Category
1	Content Eligibility	4,5	Very Good
2	Language Qualification	4,7	Very Good
3	Feasibility of Presentation	4,6	Very Good
4	Graphic Qualification	4,7	Very Good
<b>Mean Score</b>		<b>4,6</b>	Very Good

According to the table above, the module trial resulted in an average score of 4.6%, which falls within the 'very good' category. Therefore, it can be concluded that the collaborative learning model is suitable for improving the descriptive writing skills of fifth grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the academic year 2023-2024, which is supported by the positive responses given by the students after piloting the collaborative learning model, which received a rating of "very good".

The data will focus on observation results and writing skills test results to determine the effectiveness of implementing the collaborative learning model in improving students' writing skills. Then, modules that meet the needs and conditions of students will be developed based on the data obtained by the researcher. It is hoped that the module development carried out by researchers will be able to improve students' writing skills.

Based on the results of the observations, the teaching and learning process was directed to the fifth grade students at SD UPT SPF number 101826 Tuntungan Pancur Batu for the academic year 2023-2024 to write descriptions. Students need to get used to writing skills so that when they have initial knowledge about writing, it will be deepened during the learning process with the teacher. During the teaching and learning process, teachers always ask questions and ask students to provide examples that are relevant to the material being discussed.

Then, if we have a look at the results of the students' writing ability test before the development of the collaborative learning model, it was 66.18, which was in the sufficient category. It showed that the average score of students' descriptive writing skills had increased to 79.07, which was in the good category, after the development of the collaborative learning model and the implementation of the collaborative learning model. From these results, it can be seen that the collaborative learning model is effective in improving the descriptive text writing skills of fifth grade students at SD UPT SPF number 101826 Tuntungan Pancur Batu for the academic year 2023-2024.

### *Discussion*

On the basis of the results of the research before the development of the collaborative learning model, it is shown that the test results of the students' descriptive text writing skills are in the sufficient category. Besides, some conditions that need to be followed up for improvement were found from the results of observations of the learning process.

This is because the teachers are not guided by a learning plan prepared before teaching. At the beginning of the lesson, the teacher did not explain the objectives/indicators that are to be mastered by the students. The teacher has to communicate this to the students even verbally. This way, students will at least understand what they need to achieve. Teacher-centered learning. Teachers actively transfer knowledge to students. Teachers have not been able to develop learning methods so that students are active in learning activities.

The lecture method is the teacher's main choice and dominates learning. The active role of the students is only visible when they respond collectively to the teacher's questions. Therefore, it is necessary to carry out learning innovations. In this way, a pleasant learning atmosphere is created. Learning in a pleasant atmosphere will be easily accepted by the children and the expected ability will be easily achieved.

When the teacher conducts group work, the teacher has not arranged the seating so that the children can work freely. All the group members sit in one row of chairs. Therefore, the child who sits on the edge does not have a clear idea of the task. As a result, this child has less opportunity to complete the task. In addition, they are classified as children who still have difficulty understanding the material. Meanwhile, smart children in a group will dominate the lesson. Meanwhile, children who are busy working do not have the freedom because they sit in the middle and are pushed by other friends. This situation sometimes creates feelings of resentment in children. Children who work to complete tasks feel capable, while children who are less intelligent feel inferior because they don't understand. This type of situation is clearly not conducive to children's learning. For this reason, group formation must be arranged so that when children work in groups, they can see the blackboard, see the teacher, and see their fellow group members to communicate.

Teachers give less opportunities to less intelligent children. This means that less intelligent children are not given the opportunity to work. They just sit and watch. On the other hand, don't let this go on for too long. Teachers should instruct the more intelligent children to give opportunities and help to their friends who are not yet like them. In this way, student-student interaction takes place. They share knowledge and experience. Children who are less intelligent may have difficulties reading and writing. However, if the opportunity is given and other friends are willing to help, along with the teacher's guidance, the child gradually makes progress, and the difficulties can be overcome.

Many learning materials are only taken from the teacher's handbook, for example, the Bina Bahasa and Indonesian Literature book or other books owned by the teacher. The teacher did this because, when practicing writing, all the students did not have a handbook. The students paid attention to the teacher and did what the teacher wanted.

From the conditions found by the researchers in the process of learning writing, it can be concluded that so far, learning is still teacher-centered. Teachers still lack the use of various media and methods that can create conducive, lively, and enjoyable learning conditions. Teachers' service and attention to children, especially those with difficulties, are still felt to be lacking.

Based on this, it is necessary to strive for learning innovation to optimize students' participation so that they are active and productive, create an enthusiastic learning atmosphere, and achieve meaningful learning outcomes for students. This problem shows that students need a separate learning model that is useful for improving their descriptive writing skills. To solve this

problem, researchers used a development needs analysis questionnaire to determine students' needs for the learning model to be developed.

Students' descriptive text-writing skills before the development of the collaborative learning model described above are the basis used by researchers to develop collaborative learning models. The researchers developed a collaborative learning model based on the data found, namely the results of the needs questionnaire analysis and the test results. The development of this learning model is called a collaborative learning model. The following is a description of the collaborative learning model that has been prepared and developed based on the conditions and needs of the students in Class V at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the academic year 2023-2024. The development of this collaborative learning model has 5 steps that must be applied to students during the teaching and learning process, namely: 1) orienting students; 2) forming groups; 3) preparing learning tasks; 4) facilitating student collaboration; and 5) assessing and evaluating collaborative learning.

The aim of developing this collaborative learning model is to make students proficient in writing descriptive texts. Researchers made this development by considering several aspects, such as students' needs in using learning models, situations and conditions, and learning resources used.

The learning model developed in this research is a collaborative learning model for improving students' writing skills. The manifestation of this learning method is in the form of a learning implementation plan (RPP) that is implemented for students. After the learning module has been validated by experts, subject teachers, and students, the final stage of refinement is carried out.

Graphically, the learning products are written using a single font, namely Arial, Bodoni MT Black, and Berlin Sans FB Demi. The Arial font is used in the foreword, table of contents, module content, formative tests, bibliography, and image sources. Almost all of these learning products use the Arial font because it is easy to read and won't confuse students. The difference is in the size of the letters (point size). Bodoni MT Black is used for chapter titles, while Berlin Sans FB Demi is used for subchapter titles and activity columns. This is in line with Daryanto's (2013:14) opinion that when creating learning material products, use letter shapes and sizes that are easy to read according to the characteristics of students. Apart from this, a proportional ratio of letters should be used between the title, sub-title, and content of the manuscript.

With regard to the completeness of the presentation, this product is divided into three parts, namely the introductory part, the content part and the concluding part. The introductory part consists of a preface, a table of contents, and a map of the product's location. The content section consists of material that is equipped with images, illustrations, references / sources of information and practice questions. The product concludes with a bibliography.

It is shown that in the material feasibility aspect, the average validation score was 4.19 in the good category, based on the results of research on the results of validation tests conducted by experts. Then, in the aspect of material presentation feasibility, the average validation score was 4 in the good category, and in the aspect of language feasibility, the average validation score was 4.2 in the good category. Therefore, it can be concluded that the collaborative learning model is suitable for use in the improvement of the descriptive text writing skills of fifth grade students at SD UPT SPF number 101826 Tuntungan Pancur Batu for the academic year 2023-2024.

Apart from this, the results of this research are also supported by the responses expressed by the students after testing the product. They obtained an average score of 4.6%, which is in the very good category. Therefore, it can be concluded that collaborative learning model is suitable as learning model for descriptive writing skills in SD UPT SPF number 101826 Tuntungan Pancur Batu Class V for 2023-2024.

Learning with a collaborative model requires students to be active in the learning process, and the learning process in the classroom is multidirectional. The learning process is natural and communication is well established. Collaborative learning will make students more active in the learning process because students can ask questions even though they are not directly with the teacher. Students are also encouraged to express their opinions. Thus, students may not be embarrassed to ask questions and express their opinions because they have the freedom to express their opinions according to their thoughts while staying on track with the material being studied.

Based on the results of the calculations made by the researchers, it shows that the average level of descriptive writing skills obtained by the students before the development of the collaborative learning model was 66.18. Thus, the average level of descriptive text writing skills of fifth grade students at SD UPT SPF number 101826 Tuntungan Pancur Batu for the academic year 2023-2024 before the development of the collaborative learning model can be said to be sufficient.

Furthermore, after the development of the collaborative learning model and the implementation of the collaborative learning model, it showed that the average score of students' descriptive text writing skills was 79.07. Thus, the average level of descriptive text writing skills of fifth grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the academic year 2023-2024 after the development of the collaborative learning model can be said to be good. From these results, it appears that the collaborative learning model is effective in improving the descriptive text writing skills of fifth grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu for the 2023-2024 academic year, where before the development process of the collaborative learning model it was in the adequate category and then increased to good after the process of developing a collaborative learning model in class V SD UPT SPF Number 101826 Tuntungan Pancur Batu for the 2023-2024 learning year.

The skills of writing descriptive text by students who use the products of the development of the collaborative learning model produce higher scores than before the development. The above research produces data that is consistent with previous research

conducted by Rusmin Husain (2012) on the development of a collaborative learning model for improving the learning outcomes of students studying package C studies in SKB of Gorontalo City. In his research, Rusmin Husain wrote several conclusions, including: 1) The initial learning conditions for the Package C program were conventional, still dominated by tutors, residents were less involved in learning, 2) Expert validation has produced a conceptual model of collaborative learning in improving the learning outcomes of learning citizens, 3) Implementation of the model can produce a collaborative learning model to improve the learning outcomes of learning citizens, and 4) The collaborative learning model developed in this research is consistent with the results of qualitative and quantitative analysis of the test results and has been effective in improving the learning outcomes of learning citizens in the Package C program. The results of this research indicate that the collaborative learning model developed should be recommended to the parties involved in empowering students in the Package C program so that learning is more conducive and optimal, with the hope that this collaborative learning model can also be included as one of the learning models that can be applied in learning Package C programs.

The findings of this research are also supported by the opinion of Warsono and Hariyanto (2012: 66–67), who stated that several studies prove that students learn better when they are actively involved in the learning process in small groups. Students who work in small groups tend to learn more about the subject matter and remember it longer than if the subject matter was presented in another form, such as a lecture, regardless of the subject matter.

Thus, it can be concluded that the development of a collaborative learning model is effective in improving students' descriptive writing skills because, in collaborative learning, students are directly involved in a group to build knowledge and achieve common learning goals through social interaction under the guidance of good teachers, so that meaningful learning occurs and students will respect each other's contributions from all group members.

#### IV. CONCLUSIONS

Based on the research presented in the previous chapter, it can be concluded that a collaborative learning model can improve the descriptive text writing skills of 5th grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu. The process includes student orientation, group formation, organization of learning tasks, facilitation of student collaboration, and assessment and evaluation of collaborative learning. The validation results of the collaborative learning model's development in improving descriptive text writing skills for fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu indicate an average score of 4.19 in the good category for material feasibility. Additionally, an average score of 4 in the good category was obtained for the feasibility of presenting the material. The language suitability aspect also received an average validation score of 4.2 in the good category. Therefore, it can be concluded that the collaborative learning model is suitable for improving the descriptive writing skills of fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu. The effectiveness of the collaborative learning model in improving descriptive text writing skills among fifth-grade students at SD UPT SPF Number 101826 Tuntungan Pancur Batu has been demonstrated. Prior to the development of the collaborative learning model, the students' writing skills were deemed adequate, but after its implementation, they improved to a good level. This improvement was observed during the 2023-2024 academic year.

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