

## Developing Student Worksheets on Writing Procedural Texts Using the Project Based Learning Model for the 11<sup>th</sup> Grade Senior High School Students

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### Abstract:

**Background:** The problem addressed in this study is the development of student worksheets (LKPD) on writing procedural text using project based learning. Student worksheets are print materials in the form of a sheet of paper that contains teaching contents, summaries, and instructions that should be implemented by the students. In this case, these tasks have been adjusted to the required basic competencies (Prastowo, 2012: 204). This study aims to produce teaching materials of student worksheets on writing procedural text writing using project based learning (PBL), to describe feasibility of the student worksheet on writing procedural texts, and to explore the effectiveness of the student worksheet on writing procedural text based on project-based learning for the first-term 11<sup>th</sup> grade senior high school students.

**Materials and Methods:** This study used a research and development (R&D) method. The data were collected through observation, documentation, interviews, and questionnaires from three senior high schools (SMA) in Bandar Lampung, namely, SMA Negeri 9 Bandar Lampung, SMA Al Azhar 3 Bandar Lampung, and SMA Adiguna Bandar Lampung in academic year 2019/2020. The product design was validated through evaluation of relevant experts and peer assessments, and was subsequently pilot-tested to the high school students.

**Results:** The results showed that the student worksheet on writing procedural text using the project based learning model was successfully developed. From the feasibility evaluation, the student worksheet was "very feasible" according to evaluations by the subject-matter experts, media experts, and practitioners (fellow teacher) with the percentage of feasibility score respectively, 96.47, 88.5, and 91.5. The student worksheet effectively improved the ability of the students in writing procedural texts with N-gain value of (0.34), (0.33) and (0.53), which is in the "medium" category.

**Conclusion:** This study implies that the student worksheet teaching materials can be used as a reference in learning that facilitates students to understand procedural texts based on project-based learning (PBL).

**KeyWord:** Teaching materials; Student worksheet; Procedural text; Project based learning.

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Date of Submission: 24-09-2020

Date of Acceptance: 07-10-2020

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### I. Introduction

Learning is defined as the process, method, and behavior that cause a person or living creature to learn (Oemar Hamalik, 2006: 239). One of the factors that determine learning success is selection of compatible teaching materials with the 2013 Curriculum. Teaching materials become unignorable learning elements because of their advantages to support teaching and learning activities (Depdiknas, 2008: 6). Selection of teaching materials is crucial as they can help teachers perform their teaching duties effectively, so that students can acquire knowledge with quality. One of the printed teaching materials is student worksheets (LKPD). Student worksheets are a sheet of paper that contains learning topics, summaries, and instructions that should be implemented by students (Prastowo, 2012: 204). To develop teaching materials, we need to pay attention to the curriculum and learning models (Ranjit, 2012: 2).

One of the mandatory courses according to Indonesia's Curriculum 2013 is Bahasa Indonesia (Indonesian Language), which is regulated by Permendikbud No. 24 of 2016 concerning Core and Basic Competencies. The lessons of Bahasa Indonesia in general aim to improve students ability in listening, speaking, reading, and writing. According to Curriculum 2013, writing skills for senior high school students include writing procedural texts, which is taught among first-term 11<sup>th</sup> grade students. The skills involve, according to Basic Competence of 3.1, constructing information in the form of general statements and stages in the procedural text, and according to Basic Competence of 4.1, designing general statements and steps of the procedural text with proper organization in spoken and written words. In order to be attractive, learning to write

procedural texts needs to be combined with a learning model. The learning model that can be used is the project based learning model.

Joyce and Weil (in Rusman, 2010: 74) suggested that learning models are a set of usable plans or patterns to help the curriculum (long-term learning plans), design learning materials, and guide classroom learning activities. One of the learning models that can be used by teachers is a project based learning model.

The project based learning model is implemented in long-term activities that involve students in designing, creating, and disseminating products to solve real-world problems (Sani, 2014: 172). Furthermore, Hosnan (2014: 319) explained that the project based learning (PBL) uses projects/activities as the main medium. The project based learning model is intended to develop learning abilities and skills of students through a series of activities to plan, implement, and create certain products under the framework of a learning project.

The strength of the project based learning model lies in its effectiveness to improve learning motivation, increase problem-solving skills, and familiarize students with high-order thinking skills (Boss and Kraus in Hosnan, 2007: 167). The Ministry of Education and Culture (2013) states that the use of the project based learning model bring various advantageous in encouraging students to develop and practice communication skills. This allows long-term learning activities that involve students to work independently to construct their own learning experiences and then achieve realistic outcomes as the peak, such as those produced by students themselves (Hosnan, 2014: 321).

Developing teaching materials based on project-based learning models on writing the procedural texts will help students generate original ideas and facilitate memory recall. Students will find no difficulty to express the ideas they have come with before due to practicality of the six steps of the project-based learning model that is used as a means to acquire knowledge and skills (Simskins in Abidin, 2014: 168). Nessita (2009: 119-120) and Priansa (2015: 176) have suggested 6 steps of PBL-based learning, namely, 1) determining basic questions, 2) designing project planning, 3) compiling schedules, 4) monitoring students, 5) testing results, and 6) evaluation. Thus, the student worksheet on writing procedural text was produced by combining six steps of project-based learning.

Procedural texts are texts that contain the steps or sequences of action that should be completed to achieve the goal (Kemendikbud, 2013: 38). This study focuses on the development of the student worksheet on writing procedural texts which includes determining general statements and steps, elements of languages, and aspects of writing the procedural texts, as well as oral and written presentation of the procedural texts. There are several obstacles, from understanding the structure of the text. According to Kosasih (2016: 68), the structure of the procedural text involves a title, an introduction explaining the objectives, and a sequence of steps. From the interviews conducted to assess the need for procedural text teaching materials, first, Mr. Roni Mustofa, S.Pd. said that the teaching material should attract the students in writing the procedural texts. Second, Mrs. Fransiska Pratiwi, M.Pd. suggested that the results of the procedural text writing have not been optimal due to the lack of attractive learning model for students without updated variation such as using a project based learning model, and the lack of clarity in the guidelines for writing the procedural text, such as operational steps and clear examples. Therefore, contextual problems are needed which is addressed into a discussion to help students write the procedural text.

Based on the aforementioned problems, the teacher should find a new way of communicating knowledge in the compiled the student worksheet to enhance learning quality, especially using project-based learning activities. The use of the student worksheet in classroom learning is expected to increase students' independence attitudes and learning outcomes. This assumption is supported by a previous study conducted by Sari (2016) that showed: (1) the use of the student worksheet in classroom learning can relatively improve independence attitudes and student learning effectiveness; and (2) the application of the student worksheet in classroom learning can relatively improve students' performance. The number of students who passed the minimum standardized grade was 88.3%.

A similar study had also been conducted by Kurniasari (2016) by developing teaching materials for writing procedure texts, showing that the product is 'feasible' and ready to be implemented in the procedural text writing lesson. The teaching material can be studied with and or without the teacher's assistance. In addition, a similar study conducted by Paramita (2018) showed that of the 11<sup>th</sup> grade high school participating in pilot testing, 86% stated it was very valid so that development of teaching materials of the procedural text were successful. These previous studies have some differences from the present study as follows: (1) Kurniasari's research developed module of teaching materials, while the present research produced the student worksheet teaching materials on writing the procedural texts, and (2) Paramita's research used the discovery learning model for materials of writing procedure text, while the researcher of the present study produced the student worksheet on writing the procedural text using the project based learning with Basic Competence 3.1 of constructing information in the form of general statements and stages in the procedural text, and 4.1 of designing general statements and procedural text stages with proper organization in spoken and written words.

Based on these problems, the researchers urge the need to conduct research on the development of the student worksheet on writing the procedural text using an integrative project based learning model. The project based learning model was chosen because it is thought to be able to significantly improve the students' ability to write procedural texts.

## II. Material and Methods

The research method used in this study was the descriptive method. The techniques used for data collection techniques were (1) documentation, (2) observation, (3) interviews, (4) and questionnaire administration. Data analysis were performed by analyzing questionnaire responses from the subject-matter experts, media experts, and fellow teacher (Bahasa Indonesia teachers) to determine the feasibility of the student worksheet. After the data had been collected, then the average score of each aspect of criteria was calculated using the following formula (Sudjana, 2010: 109).

$$X = \frac{\Sigma X}{N}$$

Note: —

X = Mean

n = Score of Evaluation

ΣX = Total Score

After calculating Mean of all the assessment criteria, it was converted into a percentage/proportion. The formula for calculating the percentage of feasibility of teaching materials is as follows.

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

The score from the calculation will indicate the feasibility level based on the modified score interpretation proposed by Riduwan&Sunarto (2009: 23).

**Table1 Criteria of Feasibility Level**

No.	Range of Score	Criteria
1.	21%— 40%	Less Relevant
2.	41%— 60%	Fairly Relevant
3.	61%— 80%	Relevant
4.	81%— 100%	Very Relevant

Furthermore, the effectiveness was measured from calculation of Mean of pretest and posttest scores, and N-Gain using the N-Gain formula. To interpret N-gain, the researchers used the criteria proposed by Smeltzer (in Erika, 2020: 78).

**Table2 Criteria of N-gaininterpretation**

Mean of Normalized Gain	Criteria of Interpretation
$g > 0.7$	High
$0.3 < g \leq 0.7$	Medium
$g \leq 0.3$	Low

Criteria for the effectiveness of the student worksheet, *N-gain* should be in the “Medium” category at the minimum.

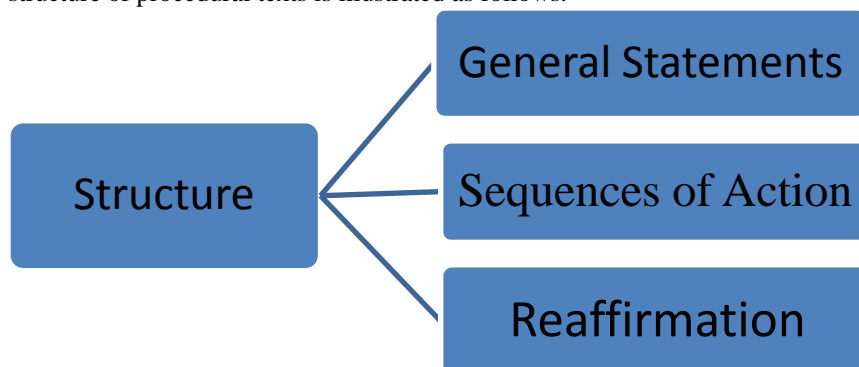
This study is an educational research and development (R&D), which is an industry-based development model in which the research findings are used to design new procedures and products which are then systematically tested on the ground (Borg and Gall, 1989: 569). The research procedure is simplified into seven from ten stages of Borg & Gall. This adjustment was made due to time, cost, and labor constraint. These stages were (1) potentials and problems, (2) data collection on the needs of teaching materials, (3) creating initial product, (4) product evaluation through validation by relevant experts, (5) revising product design, ( 6) pilot-

testing of the products to the peers and a small class and revising product from the trial results followed by wider trials to the real class (30 students from each school), and (7) revising the the student worksheet products that are ready to be evaluated for their effectiveness.

### III. Results and Discussion

Analysis of structure of procedural texts using the *Project Based Learning method*

The structure of procedural texts is illustrated as follows.



Here are the descriptions of the structure.

- a) Section of general statements  
The section of general statements contains an introduction or an overview of the instructions. The general statements introduce the topics to be covered in the text, consisting of the objectives of production of the procedural texts or the final outcomes to be achieved.
- b) Section of sequences of action  
This section contains sequences of action listing a detail instructions suggested to the readers regarding the topics that must be addressed to meet the objectives of the procedural text. In this section, each step must be performed sequentially, not randomly. In general, the sequence follows a time sequence.
- c) Section of reaffirmation  
This section consists of necessary sentences, not the conclusions, but only as necessary, with two sentences. Meanwhile, the re-affirmative sentence entails wishes or benefits if the instructions are followed properly (Kosasih, 2016: 11).

Project based learning in has a set of operational guidelines steps. The steps of project Based Learning models are as follows (Hosnan, 2014: 327).

1. Defining the project
2. Creating the project plan
3. Designing
4. Monitoring
5. Assessing the outcome
6. Evaluation

The discussion was intended to thoroughly explain the aspects of planning, theoretical reviews related to the implementation of development, and evaluation of the use of the student worksheet teaching materials in writing the procedural texts by applying the project based learning model.

1. The results of development of the student worksheet on writing the procedural text using the project based learning model

In principle, teaching materials involve all forms of materials employed to assist teachers or used for teaching instructions and learning activities in a classroom. As with the guidelines for the teaching material, the Ministry of National Education (2008: 70) suggests that teaching materials serve as a guideline for teachers that will direct all their activities in the learning process, guideline for students that will direct the required competencies, and a tool for evaluation of students' performance or learning outcomes. In practice, development of teaching materials that suit the required competence for students need to follow several technical steps, namely 1) analysis of Core Competence (CC)-Basic Competence (BC), 2) analysis of learning resources, and 3) determining the type of teaching materials. The analysis of CC-BC is performed to determine which competencies require teaching materials (Abidin, 2014: 270).

The development of the student worksheet follows the steps of the project based learning model with the given phenomena and facts. Students are required to pose fundamental questions, define strategies, formulate project questions, and finally produce the procedural text. These steps are in line with the concept of project based learning. According to Sutiman (2013: 43), the project based learning model gets the students actively involved in designing learning objectives to produce real products or projects.

The product of this development research serves as reinforcing the student worksheet that is provided after students have finished learning the topic of writing procedural texts according to the learning material. The topic materials contained in the student worksheet deepen and apply the learning materials of the textbooks. Therefore, students can acquire knowledge, insight, and skills with a more meaningful appreciation to the presented problems.

2. Feasibility of the student worksheet on Writing The Procedural Text Using the Project Based Learning Model

The data of overall assessment of the student worksheet usage were obtained from questionnaires administered to students at three schools in Bandar Lampung City with a total number of respondents of 90 students, with 30 students of SMAN 9 Bandar Lampung, 30 students of SMA Al Azhar 3 Bandar Lampung, and 30 students of SMA Adiguna Bandar Lampung. Based on evaluation of the three aspects of the overall assessment, in terms of attractiveness and the practicality, the student worksheet is in very good category according to the opinions of students.

1. Preliminary Study

Based on the results of the questionnaire distributed to teachers and students, the student worksheet teaching materials were very urgent. Of the 3 teachers and 30 students across 3 high schools in the city of Bandar Lampung, the majority stated that the student worksheet on writing the procedural text based on project based learning was urgent.

**Table3: Responses of the respondents on urgency of the student worksheet**

Respondent	Urgent		Percentage	Category
	Yes	No		
3 teachers	3	0	100%	Very Urgent
30 students	26	4	86%	
<b>Total</b>	<b>29</b>	<b>4</b>	<b>87%</b>	<b>Very Urgent</b>

2. Development of teaching material

The student worksheet on writing the procedural text was prepared based on the results of the needs analysis. Basically, the developed student worksheet teaching materials consisted of methods or procedures for writing procedural texts using the Project Based Learning model.

The development of potential the student worksheet teaching materials on writing the procedural text considers the needs or conditions of Bahasa Indonesia learning in High Schools, especially in 11<sup>th</sup> grade. The potential needs were analyzed through a preliminary study conducted through observations, interviews, and distributing questionnaires.

This is necessary to find out any aspect related to on-going Bahasa Indonesia learning in 11<sup>th</sup> grade of senior high school, whether or not there had been any product to be developed and the level of necessity of students and teachers for the product.

a. Design of the student worksheet

The initial step the student worksheet development was conceptualizing and compiling the student worksheet framework according to syllabus and indicators of learning outcomes. This framework was subsequently translated into more concrete steps by creating 1) cover page, 2) foreword, 3) table of contents, 4) introduction, 5) study instructions of the student worksheet, 6) core competencies, 7) basic competencies and indicators, 8) learning objectives, 9) instructions for using the student worksheet, 10) concept maps, 11) Activity 1, recognizing procedure texts (constructing general statements and steps in the procedural text, 12) Activity 2, (designing general statements and stages in the procedural text with the right organization, 13) evaluation, 14) reflection, 15) glossary, and 16) bibliography. The student worksheet that had been prepared was then validated by the experts consisting of subject-matter experts, media experts, and practitioners or teachers. The following table presents the data from the validation test by the experts.

**Table4: Validation by the Subject-Matter Experts**

No	Aspect	Results	
		Percentage Score	Characteristics
1.	Feasibility of Language	95	Very Feasible
2.	Feasibility of Contents	100	Very Feasible
3.	Feasibility of Presentation	96	Very Feasible
4.	Feasibility of Graphs	95	Very Feasible
<b>Total</b>		<b>96.47</b>	<b>Very Feasible</b>

Based on the table, it can be concluded that the the student worksheet is very feasible. In addition to validation by the subject-matter expert, the student worksheet is also validated by the media experts. The following table presents the data from the validation by the media experts.

**Table5: Validation by the MediaExperts**

No	Aspect	Results	
		Percentage Score	Characteristics
1.	Feasibility of Presentation	92	Very Relevant
2.	Feasibility of Graphs	85	Very Relevant
<b>Mean</b>		<b>88.5</b>	<b>Very Relevant</b>

Based on the table above, it can be concluded that the student worksheet is very feasible. This can be seen from the aspect of graphs so that it can be used in the learning process. The results of the last validation test carried out by the practitioner are as follows.

**Table6: Validation bythe Practioners(Fellow Teacher)**

No	Aspect	Results	
		Score Percentage	Characteristics
1.	Feasibility of Language	96	Very Feasible
2.	Feasibility of Contents	90	Very Feasible
3.	Feasibility of Presentation	96	Very Feasible
4.	Feasibility of Graphs	96	Very Feasible
<b>Total</b>		<b>94.5</b>	<b>Very Feasible</b>

The student worksheet that has been validated by practitioners received a percentage score of 94.5%, which is in the 'very feasible' category. Based on the result of the assessment by the three experts, the the student worksheet developed was very feasible to be pilot-tested.

- b. Feasibility of the student worksheet Teaching Materials on Writing The Procedural Text Based on *Project Based Learning* for 11<sup>th</sup> Grade Senior High Scool Students

The the student worksheet that had been produced was then pilot-tested to 3 Senior High Schools, namely SMAN 9 Bandar Lampung, SMA Al Azhar 3 Bandar Lampung, and SMA Adiguna Bandar Lampung. As for the pilot testing, the feasibility assessment of the student worksheet on writing procedural text using project-based learning was conducted to teachers and students. The following table presents the results of assessment by the teachers.

**Table7: Assesment by Teachers of 11<sup>th</sup> Senior High Schools**

No	Aspect	Location 1	Location 2	Location 3	Mean	Category
1	Language	95	85	90	90	VR
2	Conten feasibility	90	86.66	93.33	90	VR
3	Material Presentation	88.33	86.33	91.66	88.77	VR
4	Graphs	85	95	90	90	VR
<b>Rata-rata</b>		<b>87.58</b>	<b>88.24</b>	<b>91.24</b>	<b>89.65</b>	<b>VR</b>

Based on the description in the table above, the Bahasa Indonesia teachers in the 3 schools stated that the student worksheet was very relevant or very feasible to use. In addition to teachers, the students as the student worksheet users also provide assessments. The following table present the data on student assessment on the the student worksheet.

**Table8:Assesment by the 11<sup>th</sup> Grade Senior High School Students**

No	Aspect	Location 1	Location 2	Location 3	Mean	Category
1	Attractiveness	83.82	91.66	91.5	90	VR
2	Practicality	79.9	85.71	82	82.53	VR
3	Utility	83.33	88	88.23	88.52	VR
<b>Rata-rata</b>		<b>82.35</b>	<b>88.45</b>	<b>87.24</b>	<b>87.01</b>	<b>VR</b>

The table above shows the percentage of the student worksheet assessments carried out by students. Based on the information in the table, the the student worksheet was very feasible to be used in the learning process according to the students.

3. The Results of Effectiveness of LKP on writing the procedural texts based on the project-based learning model

Reigeluth (2009: 77) suggested that effectiveness refers to fulfillment of indicators (such as certain levels of performance and mastery) to measure learning outcomes. Effectiveness can be defined as the level of success in achieving its goals and objectives. Sutikno (2007: 154) argued that effective learning enables students to learn easily, pleasantly, and to achieve learning objectives.

Learning is effective if it promotes creative of students so that it can equip students with various abilities. After the learning process takes place, students do not only acquire knowledge but also more meaningful abilities. That is, learning can develop a number of potentials that exist within students to enhance various abilities.

From the results, the pretest, posttest, and N-gain values from the initial conditions tended to be the same, but a significant difference in Gain showed that the use of the student worksheet based on the project based learning model was effective in learning.

**Table9: The Results of Pretest,Posttest, and N-gain**

School	Score	Pretest	Posttest	N-gain
SMAN 9 Bandar Lampung	Average Score	71.63	81.5	<b>0.34</b>
	Maximum Score	75	90	0.6
	Minimum Score	78	80	0.09
SMA Al Azhar 3 Bandar Lampung	Average Score	70.93	80.93	<b>0.33</b>
	Maximum Score	70	88	0.6
	Minimum Score	74	75	0.03
SMA Adiguna Bandar Lampung	Average Score	69.76	86.16	<b>0.53</b>
	Maximum Score	70	92	0.73
	Minimum Score	68	80	0.37

Based on Table 9 that compares of the results of the pretest, posttest, and N-gain of the ability to write the procedural text, the highest posttest score (92) was found in the maximum score at SMA Adiguna Bandar Lampung and the N-gain value of 0.54 was at medium level, while for SMA Al Azhar 3 Bandar Lampung the posttest score was 88 with an average N-gain score of 0.33 which was at medium level, and SMAN 9 Bandar Lampung has the highest posttest score (90) and an N-gain value (0.34) is at medium. Based on these data, the school that has the greatest N-gain value was SMA Adiguna Bandar Lampung with an N-gain value (0.53) and it can be concluded that overall, the use of the student worksheet Writing the procedural texts based on the guided project-based learning model is effective to improve skills of writing the procedural among 11<sup>th</sup> grade senior high school students. This test aims to determine the level of effectiveness of the student worksheet in classroom learning.

#### **IV. Conclusion**

Based on the results that have been described regarding the development of the student worksheet on writing the procedural texts based on a project-based learning model, it can be concluded that:

1. Based on the results of the preliminary study on the need analysis, 87% really need the student worksheet. This was indicated from questionnaires about the need for the student worksheet teaching materials to 1 teacher and 10 students at SMAN 9 Bandar Lampung, 1 teacher and 10 students of SMA Al Azhar 3 Bandar Lampung, and 1 teacher and 10 students of SMA Adiguna Bandar Lampung. For this reason, the development of the student worksheet teaching materials in writing the procedural texts based on project based learning has succeed.
2. In term of feasibility as teaching materials, the student worksheet in writing the procedural texts based on project-based learning have fulfilled the criteria of "very relevant". The category is based on evaluation of a material expert validation with a score of 96.47, a media expert with a score of 88.5, an a practitioner (fellow teacher) with score of 91.5, three Bahasa Indonesia teachers with a score of 89.65, and students of 11<sup>th</sup> grade of each school as the subjects in pilot testing with a score of 87.01.
3. Based on the results of the pretest, posttest, and N-gain calculation, the student worksheet on writing the procedure text using project based learning is effective in increasing the ability to

write procedural text with N-gain values of (0.34), (0.33), and (0, 53). Therefore, the product of the student worksheet teaching materials is effective to use in classroom learning.

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