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THE EFFECT OF BOUNCING LETTERS GAME ON THE ABILITY OF THE EIGHTH GRADER STUDENTS ' IN WRITING NOTICES

Abstract:

Writing the notices becomes one necessary activity before composing the announcements form, displaying information, sharing ideas for the other people, and then putting it into written language form. The Population of this research is the eighth-grader students of SMP Negeri 1 Mandrehe Utara. The eighth-grader's syllabus expected the students to be able to convey something in written notices form. Still, in reality, the students cannot carry something appropriately in the written way of notification. The purpose of this research is to find out whether there is a significant effect of using Bouncing Letters Game on the students' ability in writing notices in the eighth grade of SMP Negeri 1 Mandrehe Utara. The researcher applied quasi-experiment design as a research design. The instrument test that used in this research is an essay test. Then, the researcher did the internal and external validity to validate the instrument test. Afterward, the researcher gave the pretest to both experimental and control classes. The mean mark of pretest for the innovative quality was 63.00 adequate classified while in the control class was 53.50 classified less. The data of pretest for the experimental type was X_2 count $3.58 \leq X_2$ table 7.82, and in control, the course was X_2 count $2.39 \leq X_2$ table 7.82 so, both of the data in pretest stated normal distribution. The examination result of homogeneity in pretest was $f_{table} 1.86 \geq F_{count} 1.33$ means the sample was homogenous. After did a treatment, the researcher gave a posttest to both experimental and control classes. The mean marks of the posttest for the innovative level are 73.33 classified good, while the control class is 63.67 classified as adequate. The result of hypothesis testing (t-test) was $t_{count} 5,110 \geq t_{table} 2.002$ so, H_a is acceptable, and H_0 is unacceptable. It means that there is a significant effect of using Bouncing Letters Game on students' ability in writing notice in the eighth grade of SMP Negeri 1 Mandrehe Utara in 2013/2014.

Kata kunci: *Students' Writing Notice, Bouncing Letters Game*

INTRODUCTION

Writing is an activity of someone to interact with the other people and to share ideas, feeling, thought, and then pot out it into written language form. As supporting by Semi Atar (1993:47) states, "Writing skill is to move the action to the thoughts and feelings to others through written language." It means writing is one of the essential skills in learning English that can be used by the writer to convey or to express ideas, opinions, and feelings as clearly and

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correctly in written form. Common (1986:6) says, "Writing is an opportunity to convey something about yourself, communicate ideas to people beyond your immediate vicinity, and learn something you did not know." It means that writing is a tool of communication used by people to express their ideas, feelings, desires, and experiences to others in daily life indirectly. In the syllabus of Junior High School *Kurikulum Tingkat Satuan Pendidikan (KTSP-2006)* for the second semester in SMP Negeri 1 Mandrehe Utara, mentions that writing is one competence standard that must be mastered by the students, and hopes the students can express the meaning of short essay and functional text in recount and narrative to interact with the surrounding environment. The basic competence expects the students to convey something in written form with accuracy and fluently. Minimum Competence Criterion (MCC) at the eighth grade of SMP Negeri 1 Mandrehe Utara for writing is 60. It means that the students of the eighth grade can be said successful in learning writing if they can get at least 60 or more. In fact, what is expected in the curriculum cannot be achieved? Based on the interview's result of the English teacher at the eighth grade of SMP Negeri 1 Mandrehe Utara, she said that the students could not achieve the Minimum Competence Criterion (MCC). The majority of the students' value is less than 60 points. It means that the students failed in writing, especially when they asked to inform something in written language form or to compose a letter like a notice in English. Writing advice is one of the subjects in the competence standard in the eighth grade of SMP Negeri 1 Mandrehe Utara.

According to English teacher of the eighth grade of the SMP Negeri 1 Mandrehe Utara, the problem above is caused by some factors, namely:

- 1). The students are lack of vocabulary.
- 2). The students feel doubt, shy, and confused when asked by the teacher to give their thoughts and ideas to convey notice in written language.
- 3). The lack of creativity in teaching process because the teacher still used conventional method makes the students haven't motivation and feel bore in learning writing notice in English.

Therefore, the researcher proposes one teaching game named Bouncing Letters Game to solve the problem. Bouncing Letters Game is a game that makes the students creative, happy, and enjoyable to write in English. This statement, supported by Brasell (2008:100), says that Bouncing Letters Game is not only a challenging word Game but also an exciting game because it exercises the students able to write original letters. Also, Tankersley (2007:3) states, "Bouncing Letters Game is a game that helps the students think deeply about the text they are writing and make the students perform well their writing assessment." In playing this game, the students have a new identity, and each student gets a notice from his/her friends. The role of the teacher in playing this game is to guide the students to write a note. It helps the students by giving them the format for writing advice and other support, such as useful phrases, according to their proficiency level (Zagoto, dkk., 2018; Sarumaha, 2018; Dakhi, O., 2013; Fajra, 2020; Masril, 2020; Ferdiansyah, dkk., 2020).

In the teaching and learning process, the teacher should use the game to make the students engaging in studying. Games stimulate students' interest in classroom activities, and as a result, students become motivated and willing to learn. One of the games that can use by the teacher is the Bouncing Letter Game. Bouncing Letter game is a game that makes students creative, happy, and exciting to write in English. This statement, supported by Brasell (2008:100), says that the Bouncing Letter Game is not only a challenging word game but also an exciting game because it is exercising the students able to write an original letter. Also, Tankersley (2007:3) states, "Bouncing Letters Game is a game that helps the students think deeply about the text they are writing and make them perform well their writing assessment."

In the syllabus of SMP Negeri 1 Mandrehe Utara at the eighth grade for the second semester expects the students to express the meaning of short essay and functional text in narrative and recount form to interact with the around the environment. Furthermore, it specifies that the basic competence of the writing skill is expressing the meaning in short essay form and functional text by using several written text accurately, fluently, and acceptable to make interaction with the around environment in the recount and narrative structures. Based on the explanation above, there are three types of functional text in teaching-learning activities: an invitation, notice, and shot message.

The useful text types are explained clearly as follows:

- a. An invitation letter is a letter that contains an invitation to invite someone to come to a party or a meeting.
- b. Notice is information about something to tell the public and used as tool communication.
- c. The Short message is shortly written and often mentioned it the summary letter in organization, institution, and company as informal. The purpose of the short message is to ask or to give information and procedure from a leader to a member.

A notice is a short piece of writing which is usually formal in style. It is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations or sales, to issue public instructions, to make appeals and to extend invitations besides issue notices of termination to the employees or other way round notice of leaving the job from the employee to the employer. As supporting by Narzaman (2006:11) says, "Notice contains information about something and tells to a person or institution." It means a notice containing new information that needs to be known by other related parties and other meetings. Notice letters is a formal means of communication.

The purpose of a notice is to announce or display information to a specific group of people. Opinions are generally meant to be pinned on particular display boards, whether in schools or public places. Most notices are meant to be pinned or pasted on individual boards intended for this specific purpose only. There must be one or more such notice boards in the school and other organizations. Whereas notices issued by the Government departments and other prominent organizations also appear in various newspapers.

We know that writing is critical to the students in learning English. Therefore, the researcher describes a scheme to make it accessible in understanding it, such as on the next page.

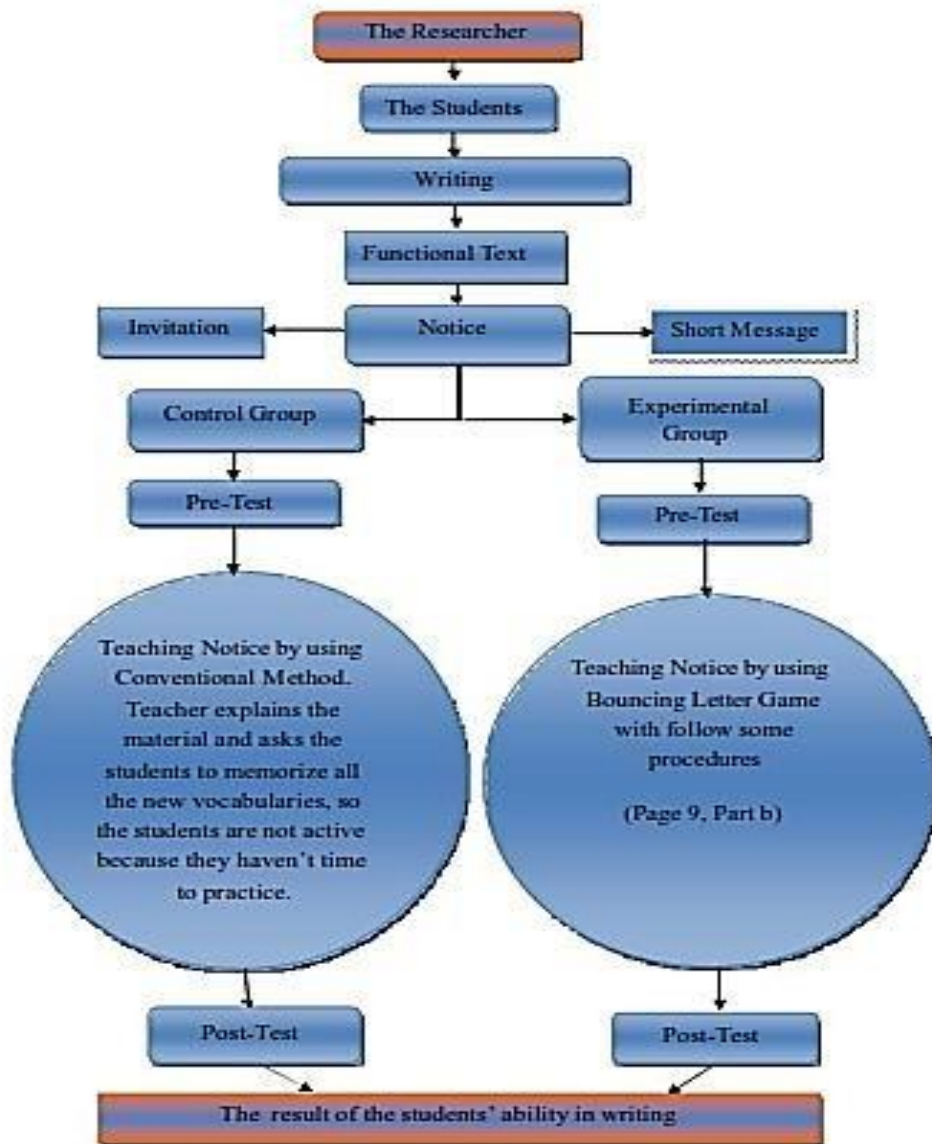


Figure 1: Conceptual Framework

RESEARCH METHOD

A. The Design of the Research

In conducting this research, the researcher applied a Quasi-experimental design to investigate the effect of using the Bouncing Letter Game on students' ability in Writing Notice at the eighth grade of SMP Negeri 1 Mandrehe Utara. Anderson (1998:146) defines Quasi-experimental as a form of research that examines differences between research groups based on some natural characteristics using treatments or interventions, but not randomization. It is supported by Ary and friends (2002:24), stating that quasi-experimental is a research design used if a researcher cannot randomly assign subjects to experimental treatments for a study, by which she or he must use already assembled groups. Quasi-experimental studies attempt to examine the effects of an intervention on a specific population. Moreover, most a common form of quasi-experimental research includes a pre-post test design with both a treatment group and a control group.

Based on the statement above, in doing this research, the researcher uses a quasi-experimental design by using pretest and post-test, which compare group design. The group is divided into two groups as the sample of research, one group is experimental class, and the other is the control class. In the empirical level, the researcher uses the Bouncing Letter Game while in the control class, the researcher uses the Conventional Strategy in the teaching and learning process.

For more understanding, the research design can be shown in the table below.

Table 1
Research Design

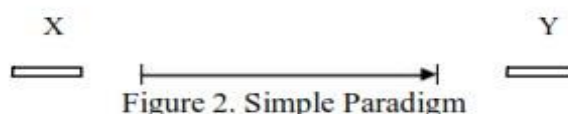
Class	Pretest	Treatment	Posttest
Experimental Class	O1(e)	X(e)	O2 (e)
Control Class	O3 (c)	-	O4 (c)

In Which:

- O₁(e) = Giving the pretest to experimental class
- O₃(c) = Giving the pretest to control class
- X(e) = Teaching by using Bouncing Letters Game
- = Teaching by using conventional method
- O₂(e) = Giving the post test to experimental class
- O₄(c) = Giving the post test to control class

B. The Variables of the Research

There are two variables in this research. The variables are Bouncing Letter Game as an independent variable (X) and the students’ ability in writing notice as the dependent variable (Y). In this case, the researcher will use the two variables in conducting this research to know the effect of using Bouncing Letters Game on the students’ ability in writing notice in the eighth grade of SMP Negeri 1 Mandrehe Utara. Thus, Bouncing Letters Game as an independent variable (X) is treated to the Experimental class to know the effect of using Bouncing Letters Game on the students’ ability in writing notice at the eighth grade of SMP Negeri 1 Mandrehe Utara as dependent variable (Y). The two variables can be seen in the following figure 2.



In Which:

- X : Bouncing Letters Game as independent variable
- Y : The students’ ability in writing notice letters as dependent variable

C. The Population and S ample

1. Population

According to Sugiyono (2011:117), Population is the generalization area that consists of objects or subjects that have quality and characteristics established by the researcher to custom. It means that the researcher has to determine the Population from the object or subject based on the research. The Population of this research is the eighth grade of SMP Negeri 1 Mandrehe Utara that consists of 60 students. The Population can be seen on the next page.

Table 2. The Population Of The Eighth Grade Of Smp Negeri 1 Mandrehe Utara

No	Class	Total
1	VIII-A	30
2	VIII-B	30
	Total	60

Source: Office Administration of SMP Negeri 1 Mandrehe Utara

2. Sample

The sample is a part of all populations that will be searched. According to Arikunto (2001:11), "Sample is representative of the population or part of the population is examined." Sampling is selecting a class of subjects that use to search, while the sample is the representative portion of a population that will be explored. In conducting this research, the researcher selected the community to take the example by using random cluster sampling. As Ary et al. (2010:637) say, "Cluster random sample is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the sample (clusters)."

D. The Kind of Data and Research Instrument

In this research, the researcher looks for quantitative data. The data is taken directly through the test. As Azwar (2007: 91) says, primary data are obtained directly from the research subject by using instruments or data measurer directly to the research subject as the source of the intended information. So, in this research, the primary data as the references are taken from the students at the eighth grade of SMP Negeri 1 Mandrehe Utara that consists of 60 students. The instrument used in this research is the evaluation paper, and the test that researchers use is an essay test. This instrument is used to know the students' ability in writing especially in the notice. In this research, there are two types of tests; they are pre-test and post-test. A pre-test is given to the students before they get any treatment to examine the normality and homogeneity of data. A post-test is given to the students after they get treatment to test normality, identity, and hypothesis of the research.

E. The Procedures for Collecting the Data

In conducting the data collection, there are some procedures that the researcher used in this research, as follows:

1. The researcher finds the location. The location of this research is SMP Negeri 1 Mandrehe Utara on Mandrehe Utara Street, Lahagu village.
2. The researcher selects the population. The population of this research is the Eighth Grade of SMP Negeri 1 Mandrehe Utara
3. The researcher chooses the sample by using a cluster-sampling technique. The class divided into experimental class and control class.
4. The researcher consults validate the test to qualified teachers or lecturers who are competent in language testing to confirm the item test.
5. Holding the try out at the eighth-grade students of SM P Negeri 2 Mandrehe Utara to find the validity, reliability, and item facility analysis of the test.
6. Going to the research location in SMP Negeri 1 Mandrehe Utara to do the research.
7. Holding the pretest on the experimental class and control class.
8. Keeping the treatment in which the Bouncing Letter game will be used to the innovative type, and Conventional Method will be used to the control class.
9. Holding the post-test on the experimental class and control class.

10. Calculating the students' scores in the pretest and post-test and decides the students' value.
11. Calculating the mean score, standard deviation, and variants.
12. Examining the normality and homogeneity of the samples
13. Testing the hypothesis of the research.
14. Analyzing the data, get found, and draw the conclusion.

RESEARCH RESULT AND DISCUSSION

A. Research Findings Descriptive

1. Try Out Instrument

a. Validity Test

In conducting this research, the researcher prepared the instruments of collecting the data before going to the subject of the study. The researcher did the try-out to examine whether the tests were valid and reliable. So, before researching SMP Negeri 1 Mandrehe Utara, especially in the eighth grade, the researcher did try-out in SMP Negeri 2 Mandrehe Utara in 2013/2014 in the eighth grade. The researcher gave the test to the students in SMP Negeri 2 Mandrehe Utara. Then, the researcher gave the students' scores based on the analysis they had done that was an essay test. Before using the criteria as the instruments of collecting the data, the test is validated by the English teachers and one lecturer. The result of the validity test (see Appendix 13, Table 12) shows that item test one to six was stated Valid.

b. Reliability Test

Based on the result of the reliability test (see Appendix 14), it shows that the reliability score was $r_{11} = 0.637$. The score r_{11} was consulted to the score r_{table} . To $N = 30$ at the significant level 5% ($\alpha = 0,05$) showed $r_{table} = 0.361$, it meant $r_{11} > r_{table}$. It can be concluded that the test was Reliable.

c. Item Facility Analysis

Item facility (IF) analysis was used to find out the difficulty and easiness of items tests. The problematic item test is one (10%), mediocre items test are three (50%), and natural items test is two (20%) to more understanding see Appendix 15, Table 14). So, it can be concluded that the item of test fulfills the category of item facility analysis.

2. Data Analysis

Pretest Analysis

The researcher measured the mean, the standard deviation, normality, and the homogeneity in the pretest, as follow:

1). Mean Score

The students' mean score of the experiment's pretest was 63.00, and the students' mean score of control's pretest was 53.50 (see Appendix 18).

2). Standard Deviation

The standard deviation of the experiment's pretest was 7.12, and the standard deviation of control's pretest was 8.20 (see Appendix 18).

3). Variance

The variance of the experiment's pretest was 50.69, and for control's pre-test is 67.24 (see Appendix 18).

4). Normality Test

The normality test of experimental class in pre-test was $= 3,58$ with $= 7.82$ at the significant level $(\alpha) = 0.05$. It meant $3.58 < 7.82$ (see Appendix 18, Table 19). Because $<$ so the experimental class was stated having the Normal Distribution.

The normality test of the control class in the pre-test was $\chi = 2.39$ with $\chi = 7.82$ at the significant level (α) = 0.05. It meant $2.39 < 7.82$ (see Appendix 18, Table 20). Because $\chi < \chi$, so the control class was stated having the Normal Distribution.

5). Homogeneity Test

The result of the Homogeneity pre-test indicated $F_{count} = 1.33$ was consulted to the score F_{table} . To DK highest variant = 29 and DK low variant = 29 at the significant level 5% was gotten $F_{table} = 1.86$ it meant, $F_{count} < F_{table}$. It can be concluded that both of the groups were stated Homogenous (see Appendix 18).

Table 3. Data analysis of pretest and post test in Experimental and control class

Class	N	Test	Students' score	Mean score	Standard deviation	Variance	Normality	Homogeneity
Experimental	30	Pre	Lowest = 46 Highest= 71 (Appendix 16)	63.00 Adequate	7.12	50.69	3.58 < 7.82 2 2 (Xcount < Xtable) Normal Distribution	1.33<1.86 (Fcount < Ftable) Homogenous
		Post	Lowest=60 Highest= 89 (Appendix 20)	73.33 Good	7.87	61.5	3.08 < 7.82 2 2 (Xcount < Xtable) Normal Distribution	1.36<1.86 (Fcount < Ftable) Homogenous
Control	30	Pre	Lowest = 42 Highest= 71 (Appendix 17)	53.50 Less	8.20	67.24	2.39 < 7.82 2 2 (Xcount < Xtable) Normal Distribution	1.33<1.86 (Fcount < Ftable) Homogenous
		Post	Lowest= 50 Highest=77 (Appendix 21)	63.67 Adequate	6.74	45.40	1.79 < 7.82 2 2 (Xcount < Xtable) Normal Distribution	1.36<1.86 (Fcount < Ftable) Homogenous

B. Testing Hypothesis

After getting the mean score, standard deviation, and variance of both classes (post-test control class and post-test experimental class), the next step examines the hypothesis (t-test). Furthermore, the belief in this research, namely:

H_a : There is a significant effect of using Bouncing Letters Game on students' ability in writing notice in the eighth grade of SMP Negeri 1 Mandrehe Utara.

H_0 : There is no significant effect of using Bouncing Letters Game on students' ability in writing notice in the eighth grade of SMP Negeri 1 Mandrehe Utara.

The research's hypothesis computation (see Appendix 22) is below: it got $t_{count} = 5.110$ and $t_{table} = 2.002$. Examining criteria of hypothesis: $- t_{table} < t_{count} > + t_{table}$, was: $-2.002 < 5.110 > +2.002$ so H_a is acceptable, and H_0 is unacceptable, it means: "There is a Significant Effect of Using Bouncing Letters Game on Students' Ability in Writing Notice at the Eighth Grade of SMP Negeri 1 Mandrehe Utara.

Using the Bouncing Letters Game, the researcher proved that there is a significant effect on the students' ability to write the notice. The researcher could see that there was different students' result between experimental group and control group when taking the pretest and posttest. When choosing the pretest, students' ability to write a notice to both groups was stated low. And then, the researcher gave the treatment in the experimental group by using the Bouncing Letters Game. By using this game, the students could prove their writing ability. The students can write the notice well by using their own words. After doing the treatment, the researcher gave the posttest, and the students' posttest score was higher than the students' pretest score. It means that there is a significant effect on students' ability in writing notice by using Bouncing Letters Game.

From the result of the hypothesis computation above, the research hypothesis mentioned in Chapter one is acceptable. For more understanding about examining the hypothesis can be shown in the table below.

Bouncing Letters Game is a game that helps the students think deeply about the text they are writing and make them perform well their writing assessment. The Bouncing Letters Game is implemented in the eighth grade of SMP Negeri 1 Mandrehe Utara. The first thing that the researcher does in doing the research is giving the pre-test in both the experimental group and the control group. In the experimental group, the mean score of the pre-test is 63.00, and in the control group, the mean score of the pre-test is 53.50. Next, the researcher continues to do treatment in both groups. After doing the procedure, the researcher gives the post-test. In the experimental group, the mean score of the post-test is 73.33, while in the control group, the mean score of the post-test is 63.67. The result of hypothesis testing (t-test) was $t_{count} 5.110 > t_{table} 2.002$ (with $N=30$ at the significant level 5%, $\alpha=0.05$). So, H_a is accepted, and H_0 is rejected. It means that there is a Significant Effect of Using Bouncing Letters Game on Students' Ability in Writing Notice at the Eighth Grade of SMP Negeri 1 Mandrehe Utara.

Table 4. Result of examining hypothesis

Examining Criteria of Hypothesis	T_{count}	T_{table}	Hypothesis	
			H_a	H_0
H_a is accepted if - $t_{table} < t_{count} > + t_{table}$, and the others t, H_0 is unacceptable. (-2.002 < 5.110 > +2.002)	5.110	2.002	Accepted	Rejected
Conclusion	There is a Significant Effect of Using Bouncing Letters Game on Students' Ability in Writing Notice at the Eighth Grade of SMP Negeri 1 Mandrehe			

SUGGESTION

Based on the researcher's finding in the field after doing the treatment by using the Bouncing Letters game, the researcher proposed some suggestions. First, SMP Negeri 1 Mandrehe Utara hoped to use the Bouncing Letters Game in the teaching-learning process to improve teachers' teaching practice to become more effective and efficient so that the quality of learning and students' ability will increase. Before conduct, the teaching process should be able to prepare or develop the material of notice as well as possible. Second, for the next researcher hoped to search about Bouncing Letters Game in a different grade, school and find the other sources that are more complete related to this skill. The researcher hopes that the next researcher will improve this research to be better.

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