

Teaching Reading Comprehension Using Constructivism Approach and Learning Materials

Abdul Razak^{1*}, Syihabuddin², Vismaia S. Damaianti³, Yeti Mulyati⁴

¹Universitas Riau, Pekanbaru, Indonesia

^{2,3,4}Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung, Indonesia

*Email: encikabdulrazak25@gmail.com

ABSTRACT

The main purpose of this study is to explain data quan-1 through qualitative data (QUAL) and quantitative data (quan-2) at the final step. The QUAL data are the material of Islamic-related constructivism (BAKTI) and teaching and learning data of constructivism approach (PPK) in reading comprehension (MP). At the end of second stage, the result posttest of reading comprehension data were collected and analyzed (MP-2). Therefore, a 3-step sequential explanatory strategy mixed method study was conducted. Quantitative research sample (kuan-1) totaled 178 students of class VII from 320 population divided into 12 parallel classes of MTs Darul Hikmah Pekanbaru in the 2018/2019 school year. Quantitative research sample (quasi-2) amounted to 31 people from 56 members of the population, drawn by simple random sampling. The application of PK uses a pre-posttest one-shot design design for all treatment groups. The research instruments are in the form of objective tests which indicate sentences and ideas of sentences, conclusions, and reading messages in short paragraphs. BAKTI data were collected using a questionnaire and data on BAKTI using observation guidelines. Quantitative data is processed using parametric inferential statistics because all assumption tests are met. PK implementation data were analyzed thematically while BAKTI data were analyzed using the principle of mode. The null hypothesis is accepted for the 1st research problem, the 2nd research problem, the 5th research problem, the 6th research problem, but is accepted for the 7th research problem.

Keywords: Teaching reading comprehension, constructivism approach, learning materials of constructivism, mixed methods of sequential explanatory strategies.

INTRODUCTION

This research was conducted to clarify the results of the first phase of research namely reading comprehension of the results of the pre-test (MP-1). The initial explanation was made on the basis of the results of the second phase of research namely Islamic-related constructivism (BAKTI) teaching materials and the application of the constructivism (PK) approach that uses BAKTI in reading comprehension learning (MP). Further explorations were made on the basis of the results of the third phase of the research, namely the data reading comprehension of the results of posttest (MP-2). That is why a three-step sequential explanatory strategy mixed method is used.

The low MP category for grade VII students is indeed not an astonishing fact. Macro, this fact was shown by Pratama (2016:174), Fahlevi (2019:1); Mullis et al. (2012) in Syamsi et al. (2019:82). On a micro level, this fact was discovered by many researchers including: Johari et al. (2013:17-18), Auzar (2017:156), Buhairah et al. (2017:2), Muhafidin (2016:63), Erlina et al. (2017:7), and Razak et al. (2017:60). However, through various methods and not the same number of researchers resulted in an increase in the MP category (Buhairah et al. (2017:10), Muhafidin (2016: 63), Razak et al. (2017:69). Therefore, this study seeks to explain the high and low MP, which is (Yeti, 2011:12) part of literacy.

Reading is thinking (Spiro & Myers, 1984:490) and Razak (2004:16). In fact the process of thinking simultaneously takes place while reading. That is, none of the reading activities are separate from the activities of thinking. In turn think it is part of human existence. Man exists because he thinks. Therefore, the more people think, it means that humans expand the schemata to understand and respond to various stimuli received by humans themselves. Crawley & Mountain (1995) in Auzar

(2017:146) states that as a thought process, reading activities include literal understanding, critical understanding, and creative understanding.

By Shari'a, the command to hear and read becomes an obligation. These two commands defeat the command to speak and write. The above command is no exception compared to other commands. Every believer is instructed to really know and do everything he says and writes because Allah Taala hates someone just saying right, but does not do it. This is the content of QS ash-Shaf, 61: 2-3 in Katsir, 2008h: 134).

Reading comprehension is the process of connecting the contents of the reading with the schemata and vice versa. By involving these two aspects, reading activities are more meaningful (Roberts & Roberts, 2008 in Parrott & Cherry (2015:355). Reading activities involve mentality because they connect old schemata with new schemata (Hudson, 2007 in Priyatni (2017:2-3).

Teaching material is a textbook used as a standard reference for certain subjects. The characteristics are: 1) the source of teaching material; 2) become a standard reference for certain subjects; 3) arranged systematically and simply; 4) the existence of instructional instructions (Akbar, 2013:33).

Matthews in Suparno (1997:18) defines constructivism is one of the philosophies of knowledge that emphasizes that our knowledge is our own construction. Pritchard in Wardoyo (2013:38) says that knowledge is not an imitation or reality (reality). Dagar & Yadav (2018:4) and Supardan, 2016:5) stated that students must build their own knowledge individually and collectively. Every student has concepts and skills so he must build knowledge to find solutions to problems.

BAKTI is arranged according to the rules of teaching language (Dick, 2009: 197). BAKTI uses the 5-phase constructivist model by Needam. The five phases are orientation, idea generation, idea reconstruction, application of ideas, and reflection (Mahamod, 2014:159-160).

Matthews in Suparno (1997:18) defines constructivism is one of the philosophies of knowledge that emphasizes that our knowledge is our own construction. Pritchard in Wardoyo (2013:38) says that knowledge is not an imitation or reality (reality). Dagar & Yadav (2018:4) and Supardan, 2016:5) stated that students must build their own knowledge individually and collectively. Every student has concepts and skills so he must build knowledge to find solutions to problems.

BAKTI is conducted according the rules of teaching language (Dick, 2009:197). BAKTI uses the 5-phase constructivist model by Needam. The five phases: orientation, idea generation, idea reconstruction, application of ideas, and reflection (Mahamod, 2014:159-160), Lee et al. (2019:54), Othman & Salleh (2013:61)

This mixed method research problem contains 9 research problems. They are:

- 1) What is the category of reading the results of pre-test (MP-1) grade VII students?
- 2) What are the MP-1 categories per sample group of grade VII students?
- 3) How is the profile of Islamic-related constructivism (BAKTI) teaching material in reading aspects of grade VII students?
- 4) How is the application of the constructivism (PK) approach that uses BAKTI teaching and learning MP in class VII?
- 5) What is the category of reading comprehension of the results of the post-test (MP-2) grade students?
- 6) What are the MP-2 categories per quasi-experimental sample group of grade VII students?
- 7) Are the MP-1 and MP-2 categories of class VII quasi-experimental groups?
- 8) How is the MP-1 category explained by the MP-1 category per sample group, BAKTI profile, the application of PK using BAKTI in reading comprehension teaching and learning, MP-2 category, MP-2 category per quasi-experimental group, and the MP-1 and MP-2 categories of students per quasi-experimental group?

METHODS

Creswell & Clark (2007) in Bandur (2014:15) say the research design is an action plan that connects philosophical assumptions with certain methods; includes qualitative, quantitative, and mixed designs. Brewer (2000) in Bandur (2014:15) says the research method not only includes data collection techniques, but also includes sampling techniques, research procedures, and valid data analysis procedures. This research uses a mixed method. Creswell (2014:304) says mixed methods research applies a combination of quantitative research and qualitative research. Johnson & Christensen (2004) in Dornyei (2007:169) describe one of the many 2-step sequential explanatory variations. The first step is gathering new data (including data analysis). The second stage is the collection / analysis of QUAL data; weighting of qualitative data (Sugiyono, 2015a:464-465). After that, the first stage of data interpretation is performed on QUAL data. These variations are listed in Figure 1.

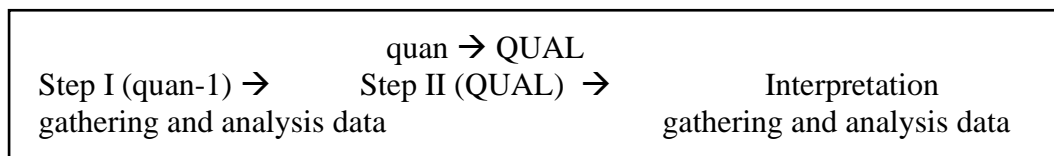


Figure 1: A Mixed Method of Two-Step Sequential Explanatory Strategy, Dornyei (2007:169); Creswell (2010:193)

Sequential explanatory strategy of $\text{quan} \rightarrow \text{QUAL}$ in this mixed methods research is often used by researchers who are inclined to the quantitative process. This strategy is applied by the collection and analysis of quantitative data in the first stage followed gathering and analysis quantitative data in the second stage which is built on the initial results of quantitative data. The process of mixing data for this strategy occurs when quantitative results inform the qualitative data collection process. The two data are separate, but still related (Creswell, 2014:316).

Creswell et al. (2010:204) says that sequential explanatory design is the sharpest design of all mixed method designs because quantitative data collection and analysis are strengthened by the second stage of data collection, namely qualitative data, which are both combined sequentially when interpreting data. Malik & Hamied (2014:289) say that qualitative findings clarify the results of quantitative data analysis.

The selection of mixed methods in this study is believed to be appropriate for predicting or interpreting quantitative data obtained at an early stage. Syamsudin & Damaianti (2007:14) states that determining the right method is not only able to see facts as reality, but also able to predict the possibility of facts.

Socially, the selection of mixed methods is a sign of acceptance and recognition of research on the third methodological movement. Tashakori & Teddlie (2010:623) say that each researcher writes the term third methodological movement, hence the sign of increased recognition of mixed methods.

Morse in Creswell (2014:313) argues that sequential explanatory designs are useful for explaining the results of surprising quantitative research. That is, the unexpected results of the study were clarified through research step II, namely qualitative data.

This study applies a three-step sequential explanatory mixed-method modification. Phase I collected and analyzed quality data that is reading comprehension. Phase II of QUAL data was collected/analyzed namely constructivist teaching material data and data on the application of constructivist approach in learning to read comprehension in quasi-experimental classes.

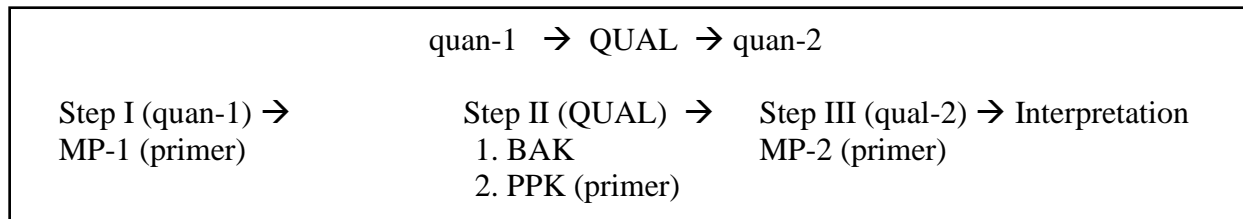


Figure 2: Modification of A Mixed Method of Three Step Sequential Explanatory Strategy (Dornyei (2007:169); Creswell et all.(2010:193)

Mixed methods of sequential explanatory strategy is also strengthened by the quasi-experimental design of one shot pre-posttest (Fraenkel et al. 2012) at the end of step II to enter step III namely the collection and analysis of quan-2 (MP-2) data in accordance with the opinion of Onwuegbuzie & Teddlie & Teddlie, (2010: 317).

The population is 320 students of class VII MTs Darul Hikmah Pekanbaru in the 2018/2019 school year. This number is divided into 12 parallel classes; 6 parallel classes of female group students and 6 other parallel classes of male group students. For the first phase of research, 178 samples were based on Slavin's opinion in Razak (2017b:84) and Morce (2010:184). The number of samples per group is determined according to the proportion of the number of sample members per group. MP-1 and MP-2 data were collected through test techniques. Test techniques are indeed commonly used for real data (Johnson & Turner, (2010:279). MP-1 and MP-2 data were collected through test techniques. Test techniques are indeed commonly used for real data (Johnson & Turner, (2010:279).

BAKTI is validated following the feasibility proposed by Muslich, 2010: 291). For quality primary data collection namely the application of PK using BAKTI, through quasi-experiments randomly selected from each group. For the group of women, students obtained class VII-A6 and class VII-B1 for men. All instruments arranged to meet the validity requirements (Azwar, 2012: 57) and Fulcher & Davidson (2007:52).

MP-1 and MP-2 data were collected through an objective test technique of multiple choice 4 options. Indicators MP-1 and MP-2 are key sentences/ideas, supporting sentences, supporting ideas, conclusions, and text messages. This selection is to meet above level-1.

BAKTI profile data was collected through nontest techniques. This technique is a questionnaire sent to 3 experts for weighing by applying an even 1-4 scale modification of the Likert scale. The BAKTI profile is sorted into 4 indicators.

RESULTS AND DISCUSSION

The Category of Reading Comprehension for MP-1 and MP-2

The table below contains quantitative data for two step of research. First, the step I data are MP-1 data per sample group. Second, step III data namely MP-2 for the quasi-experimental group.

Table 1. Mean Value and Standard Deviation of MP-1 Data and MP-2 Data per Sample Group

Sample Group	Step I (quan-1): MP-1			Step III (quan-2): MP-2		
	N	S	Mean	n	s	Mean
Class VII-A1	16	2,496	8,313			
Class VII-A2	16	2,802	8,375			
Class VII-A3	15	2,503	8,467			
Class VII-A4	16	2,496	8,313			
Class VII-A5	16	2,175	8,063			
Class VII-A6	16	2,125	7,875	16	1,682	16,188
Class VII-B1	15	2,658	7,875	15	1,552	16,133

Sample Group	Step I (quan-1): MP-1			Step III (quan-2): MP-2		
	N	S	Mean	n	s	Mean
Class VII-B2	15	2,484	8,200			
Class VII-B3	14	2,165	8,071			
Class VII-B4	12	2,193	8,083			
Class VII-B5	14	2,681	8,077			
Class VII-B5	13	2,253	8,077			
Amount	178	2,367	5,601	31	1,594	16,161
One sample t test, $t = 1,172$			One sample t test, $t = 0,563$			
Ho accepted because sig. $0,243 > 0,05$.			Ho accepted because sig. $0,243 > 0,05$			
One-way Anova test, $F = 0,103$			independent sample t test, $t = 0,141$			
Ho accepted because sig. $1,000 > 0,05$			Ho accepted because sig. $0,927 > 0,05$			
Paired sample t test, $t = 20,096$						
Ho rejectedk because sig. $0,000 < 0,05$						

Based on the table above, information is obtained. First, MP-1, namely reading data understanding of the results of pre-categorized low scores. A mean value of 5.061, equivalent to 5,061 divided by $20 \times 100 = 25.31$ percent. This is what is interpreted as a maximum comparative score that can be achieved at 8 ie $8/20 \times 100 = 40.00\%$. Second, through the Anova test in the direction of the resulting F value = 0.103. Sig value = $1,000 > 0.05$ so that null hypothesis is accepted. Meaning, the mean of 12 sample groups is not different. Third, MP-2, the reading comprehension of post-test results (Phase III) of 16,161, equivalent to 16,161 divided by $20 \times 100 = 80.81$ percent, included in the high category (Razak, 2017a: 54). This is what is interpreted as a minimum comparison score achieved at 16 ie $16/20 \times 100 = 80.00\%$. Fourth, one sample t test yields $t = 0.563$. Sig value = $0.243 > 0.05$ so that null hypothesis is accepted. Meaning, the mean 2 groups of quasi-experimental samples did not differ. Fifth, the independent sample t test produces a value of $t = 0.141$. Null hypothesis is accepted because the value of sig. $0.927 > 0.05$. Thus, referring to the fourth finding regarding the high category of MP-2, the two experimental groups also have a high category. Sixth, paired sample t test results in the value of $t = 20.096$. Sig value of $0,000 < 0.05$. Therefore, null hypothesis was rejected. Meaning, MP-1 is different from MP-2. In other words, MP-2 is high and MP-1 is low.

MP-2 in the high category is closely related to BAKTI data collected and analyzed in the second phase of the research using a mixed method of sequential explanatory strategy. First, BAKTI contains MP subject matter which is arranged systematically following the 5 phases by Needham. Through small group discussions students are asked to have an opinion about their environment in the orientation phase. The environment used in BAKTI is general words or groups of words for some special words available.

Teaching Materials Adopting Islamic-Based Constructivism (BAKTI)

BAKTI is validated by expert judges (J-1, J-2, and J-3) for many components. First, the component of the feasibility of the category content is very good. Of the 8 indicators, only one indicator of student orientation has mode 3. Second, the component of eligibility for presentation of categories is very good. Of the 7 indicators, all indicators have mode 4. Third, the component of language eligibility is categorized very well. All indicators have a fourth mode. Fourth, the feasibility component of the graphic is categorized as very good. Of the 5 indicators only 1 indicator of volume quality was rated 2 by one of 3 weighers. All indicators are mode 4.

Table 2. Rekapitulation of Validation per BAKTI Feasibility Component per Judges

Component	J-1	J-2	J-3
Content Feasibility	4	4	4
Presentation Feasibility	4	4	4
Language Feasibility	4	4	4
Graphication feasibility	4	4	4
Mode	4	4	4
Interpretation/Category	very good	very good	very good

Teaching and Learning PK Using BAKTI

Through quasi-experiments, teaching and learning with 4 x 2 x 40 minutes for KD I and KD II took place accord the constructivism phase of Needham. Teaching and learning is focused on the reconstruction phase of ideas because in this phase the teacher can scaffolding old students' schemata. Islamic topics (monotheism and morals) in teaching materials make it easier for students to expand literacy schemes in reading and writing as well as the words Sani, (2014: 3) and Syihabuddin (2014:40). Using outcome indicators, PK that use BAKTI is feasible and effective for KD I and KD II.

CONCLUSION

First, MP-1 grade VII students have a low category. Second, there is no difference in the MP-1 category per sample group. Third, the BAK profile is categorized as very good so it is appropriate to use. Fourth, the application of PK through BAK is feasible and effective to be used in MP learning. Sixth, MP-2 is in the high category. Fifth, there is no difference in the MP-2 category per quasi-experimental group. Seventh, there are differences in MP-1 and MP-2 per quasi-experimental sample group. Ninth, the low MP-1 category is caused by BAKTI and MP-2 factors in the high category. The low MP-1 category is assumed to be significantly related to the low category of conventional learning tools. This is also proven by the high MP-2 category which is significantly related to the high BAKTI category and the effective application of PK through BAKTI.

REFERENCES

- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran. Cetakan Kedua*. Bandung: Rosda Remajakarya.
- Auzar. (2017). The Relationships of Reading Comprehension Ability with the Ability to Understand The Questions of Mathematical Word Problems. *Mediterranean Journal of Social Sciences, Volume 8, No. 4S1, July 2017, hlm. 145-152*.
- Azwar, S. (2012). *Reliabilitas dan Validitas: Interpretasi dan Komputasi*. Yogyakarta: Liberty.
- Bandur, A. (2014). *Penelitian Kualitatif: Metodologi, Desain, dan Teknik Analisis Data dengan NVIVO10*. Jakarta: Mitra Wacana Media.
- Buhairah et all. (2017). Kemampuan Membaca Pemahaman Teks Narasi Siswa Kelas X MAN Mandah Kabupaten Indragiri Hilir. *Jurnal Online Mahasiswa, FKIP Universitas Riau, Vol. 4, No. 2, Tahun 2017, hlm. 1-8*.
- Creswell, John W. et all. (2010). 'Rancangan Metode Penelitian yang Modern'. Abbas Tashakori dan Charles Teddlie. *Handbook Mixed Methods in Social and Behavioral Research*. Penerjemah: Daryanto. Yogyakarta: Pustaka Pelajar.
- Creswell, John W. (2014). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed. Cetakan IV*. Penerjemah: Ahmad Fawaid. Editor: Saifudin Zuhri Qudsy. Yogyakarta: Pustaka Pelajar.

- Dagar, V. & Yadav, A. (2018). Constructivism: A Paradigm for Teaching and Learning. *Arts and Social Sciences Journal, Volume 7, Issu 4, July, 2016, hlm. 1-4.*
- Dick, W. et all. (2009). *The Systematic Design of Instruction. Seventh Edition.* New Jersey, USA: Pearson.
- Dornyei, Z. (2011). *Research Methods in Applied Linguistics.* London: Oxford University Press.
- Erlina et all. (2017). Kemampuan Membaca Sekuens dan Membaca Pemahaman Siswa Kelas VII MTs Darul Hikmah Pekanbaru. *Jurnal Online Mahasiswa, FKIP Universitas Riau, Vol. 4, No. 2, Tahun 2017, hlm. 1-8.*
- Fraenkel, Jack R. et all. (2012). *How to Design and Evaluate Research in Education. Eighth Edition.* New York: McGraw-Hill Companies.
- Fulcher, G. & Davidson, F. (2007). *Language Testing and Assessment: An Advaced Resource Book.* New York: Routledge Applied Linguistics.
- Johari, A. et all. (2013). Student Reading Practices and Environments. *Indonesian Journal of Applied Linguistics, Vol. 3 No. 1, July 2013, hlm. 17-28.*
- Johnson, B. & Turner, Lisa A. (2010). 'Teknik Pengumpulan Data dalam Penelitian Metode Campuran'. *Handbooks Mixed Methods in Social and Behavior Research.* Editor: Abbas Tashakori dan Charles Teddlie. Penerjemah: Daryanto. Editor: Saifudin Zuhri Qudsy. Yogyakarta: Pustaka Pelajar.
- Katsir, I. (2008h). *Tafsir Ibnu Katsir. Jilid 8. Cetakan Kelima.* Penerjemah: M. Abdul Ghoffar dan Abu Ikhsan al-Atsari. Editor: M. Yusuf Harun dkk. Bogor: Pustaka Imam asy-Syafi'i.
- Lee, Ming F. et all. (2019). Needham Model Based Instructional Multimedia Material for Teaching Digital Logic Gates. *Journal of Technical Education and Training, Vol. 11, No. 1 (2019), hlm 54-62.*
- Mahamad, Z. (2014). *Inovasi P & P dalam Pendidikan Bahasa Melayu.* Tanjong Malim, Perak, Malaysia: Universiti Pendidikan Sultan Idris.
- Malik, Ranbir S. & Hamied, Fuad A. (2014). *Research Methods: A Guide for First Time Researchers.* Bandung: UPI Press.
- Morce, Janise M. (2010). Prinsip-Prinsip Metode Campuran dan Rancangan Penelitian Multimedia. *Handbooks Mixed Methods in Social and Behavior Research.* Editor: Abbas Tashakori dan Charles Teddlie. Penerjemah: Daryanto. Editor: Saifudin Zuhri Qudsy. Yogyakarta: Pustaka Pelajar.
- Muhafidin. (2016). Pembelajaran Membaca Pemahaman pada Kelas V SD Negeri 1 Cidempet Kecamatan Arahan Kabupaten Indramayu. *Jurnal Profesi Pendidikan Dasar, Vol. 3, No. 1, Juli 2016, hlm. 66-70.*
- Muslich, M. (2010). *Text Book Writig, Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks.* Jakarta: Ar-Ruzz.
- Onwuegbuzie, Anthony J. & Teddlie, C. (2010). 'Kerangka Analisis Dalm Penelitian Metode Campuran. *Handbooks Mixed Methods in Social and Behavior Research.* Editor: Abbas Tashakori dan Charles Teddlie. Penerjemah: Daryanto. Editor: Saifudin Zuhri Qudsy. Yogyakarta: Pustaka Pelajar.
- Othman, I. & Salleh, Norila M. (2013). Pendekatan Konstruktivisme dalam Pengembangan Kurikulum: Kesannya ke Atas Penguasaan Kemahiran Proses Sains. *Jurnal Pendidikan Sains & Matematika Malaysia, Vol. 3, No. 1, 2013, hlm. 60-71.*
- Parrott, Heather M. & Cherry, E. (2017). Using Structured Reading Groups to Facilitate Deep Learning. *Sage: Teaching Sociology, 39(4), hlm. 354-370.*
- Pratama, Rizqi A. (2016). Pengembangan Modul Membaca Kritis dengan Model Instruksi Langsung. *Dialektika: Jurnal Bahasa, Sastra, dan Pendidikan Bahasa dan Sastra Indonesia, 3(2), 2016, hlm. 173-190.*

- Priyatni, Endah T. (2017). Pengembangan Bahan Ajar Membaca Kritis Berbasis Intervensi Responsif. *LITERA*, Vol. 13, Nomor 1, April 2014, hlm. 1-13.
- Razak, A. (2004). *Formula 247 Plus: Mendidik Anak Menjadi Pembaca yang Sukses*. Jakarta: Elex Media Komputindo.
- Razak, A. (2017a). *Membaca Pemahaman: Teori dan Aplikasi Pengajaran. Edisi Ketujuh*. Pekanbaru: Ababil Press.
- Razak, A. (2017b). *Buku Ajar Penelitian Pendidikan. KPS4248/2 SKS*. Pekanbaru: Draft Media.
- Razak, A. dkk. (2017c). "Inovasi Pembelajaran Kemampuan Membaca di Kelas VII SMP se-Kota Pekanbaru". *Laporan Penelitian*. Pekanbaru: Lembaga Pengembangan Mutu Pendidikan, Universitas Riau.
- Sani, Ridwan A. (2014). *Sain Berbasis Alquran*. Editor: Nur Laily Nusroh. Jakarta: Bumi Aksara.
- Spiro, Rand J. & Myers, A. (1984). "Individuals Differences and Underlying Cognitive Processes in Reading". Editor: P. David Pearson dan Michael L. Kamil. *Handbook of Reading Research*. New York: Longman.
- Sugiyono. (2015a). *Metode Penelitian Kombinasi (Mixed Methods). Cetakan Ketujuh*. Bandung: Alfabeta.
- Supardan, D. (2016). Teori dan Praktik Konstruktivisme dalam Pembelajaran. *Jurnal Edunomic, Volume 4, No.1, Tahun 2016, hlm. 1-12*.
- Suparno, P. (1997). *Filsafat Konstruktivisme dalam Pendidikan*. Yogyakarta: Kanisius.
- Syamsi, K. et all. (2013). Pengembangan Buku Ajar Membaca Berdasarkan Pendekatan Proses bagi Siswa SMP. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan, Vol. 38, No. 1, Th. XXXII 2013, hlm. 82-90*.
- Syamsudin, AR. & Damaianti, Vismaia S. (2007). *Metode Penelitian Pendidikan Bahasa*. Bandung: Remaja Rosdakarya.
- Syihabuddin. (2014). Struktur Ilmu Pendidikan Islam. *Model-Model Pembelajaran Berbasis Nilai Islam*. Bandung: Sekolah Pascasarjana, Universitas Pendidikan Indonesia.
- Tashakori, A. & Teddlie, C. (2010). 'Masa Lalu dan Masa Depan Penelitian Metode Campuran: Dari Triangulasi Data Hingga Rancangan Model Campuran'. *Handbooks Mixed Methods in Social and Behavior Research*. Editor: Abbas Tashakori dan Charles Teddlie. Penerjemah: Daryanto. Editor: Saifudin Zuhri Qudsy. Yogyakarta: Pustaka Pelajar.
- Wardoyo, Sigit M. (2013). *Pembelajaran Konstruktivisme: Teori dan Aplikasi Pembelajaran dalam Pembentukan Karakter*. Bandung: Alfabeta.
- Yeti. M. (2011). Pembelajaran Bahasa Indonesia Berbasis Pemecahan Masalah. *Artikulasi: Jurnal Kajian Bahasa dan Sastra Indonsia, Vol. 10, No. 1, Mei 2011, hlm. 12-21*.