

The Effect of Student's Intelligence in Writing Narrative Text at Grade X of SMA Methodist Berastagi

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Abstract

This research is aimed to investigate the effectiveness of student's intelligence in writing narrative in SMA Methodist Berastagi. The type of this study was quantitative. Data were collected by Pre-test and Post-test. The result of the study reveal that: The average score obtained by grade X students at SMA Methodist Berastagi based on The Result Pre-Test in Experimental Group was 57,8, the highest score was 75, and the lowest score was 33. The average score obtained by grade X students at SMA Methodist Berastagi based on The Result of Pre-Test on Control Group was 64,6 the highest score was 75, and the lowest score was 45. The average score obtained by grade X students at SMA Methodist Berastagi based on The Result of Post Test in Experimental Group was 80,1 , the highest score was 94, and the lowest score was 71. The average score obtained by grade X students at SMA Methodist Berastagi based on The Result of Post-Test in Control Group was 79.2, the highest score was 92, and the lowest score was 71. Based on the results of inferential statistical analysis using the t-test formula, it is known that the t-test value is 423, and t-table = 170 is obtained at a significant level of 5%, therefore t-test > t- table at the significance level is 0.05, so the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, which means that there is an influence of linguistic intelligence factors on students' writing skills.

Keywords: Student's Intelligence, Writing Narrative Text.

A. INTRODUCTION

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science,

knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

Generally, English is taught from the primary level of education up to university levels in Indonesia. Based on The Educational Unit Oriented Curriculum, students in Senior High School are expected to be able to comprehend writing skill well. One of the indicators of this curriculum that is students must be able to write well in English. Therefore, in writing students will use intelligence through vocabulary, sentence structure, and spelling mastered in order to reproduce a reading according to the author's point of view.

Intelligence is a general mental capability that involves the ability to reason, plan, think abstractly, comprehend ideas and language, and learn. Intelligence is sometimes referred to as Intelligence Quotient (IQ), cognitive functioning, intellectual ability, aptitude, thinking skills and general ability. Therefore, one of the characteristics of people who have intelligence is being able to use writing skills effectively, understand and apply grammatical, spelling, punctuation rules, and use vocabulary effectively.

Writing itself involves the application of grammar and sentence pattern, vocabulary or dictation, and cross culture understanding. Then, Byrne (2002) asserts that the skill of writing can be said the act of forming symbols that have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. It means that writing skill is the capability of producing a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short. Perhaps only two or three sentences but because of the way the sentences have been put in order and linked together they form a coherent whole. They form what we may call a "text".

In teaching writing process especially in narrative text, students are expected to understand about many aspects of narrative text. It includes text function, text structure, and dominant grammatical aspects. By mastering all of narrative text aspects, students are expected to be able to write a narrative text correctly. For this expectation, of course, teacher has important part in helping the students in teaching and learning process. Harmer (2003) asserts there are eight the roles of a teacher in teaching learning process in the classroom, namely as Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, and Observer. Apart from the roles which adopted in the classroom, Harmer also explains that the teacher can be as language model and as provider of comprehensible input. All of these things are needed to make students can master the material.

The reason why the researcher conduct this research is because when conducting and observations at Berastagi Methodist High School. The researcher chose 10 students as samples and then the researcher asked the students to write a narrative text. The researcher saw that students did not understand about narrative text and also the researcher has found that students have difficulty in writing narrative text, they make mistakes in the writing narrative text. This is because each student experiences different intelligence.

Table 1. The List of Students Writing Narrative Text Score at SMA Methodist Berastagi

| No | Students' Initial Name | C | V | G | M | O | Score |
|----|------------------------|----|----|----|----|----|-------|
| 1 | SB | 20 | 10 | 8 | 15 | 10 | 63 |
| 2 | DS | 20 | 10 | 15 | 15 | 15 | 75 |
| 3 | S | 15 | 15 | 15 | 10 | 10 | 65 |
| 4 | AS | 20 | 10 | 20 | 15 | 15 | 80 |
| 5 | CB | 10 | 5 | 10 | 10 | 10 | 45 |
| 6 | MS | 10 | 15 | 10 | 10 | 15 | 60 |
| 7 | J | 15 | 5 | 10 | 15 | 15 | 60 |
| 8 | JS | 15 | 15 | 15 | 10 | 5 | 60 |
| 9 | A | 10 | 5 | 10 | 15 | 5 | 45 |
| 10 | AB | 15 | 10 | 10 | 15 | 10 | 60 |
| | TOTAL | | | | | | 613 |
| | MEAN | | | | | | 61,3 |
| | KKM | | | | | | 75 |

Notes:

C= Content

V= Vocabulary

G= Language Use

M= Mechanics

O= Organization

Based on the table of The List of Students Writing Narrative Text Score at SMA Methodist Berastagi, DS occupies the top total score of 10 students. From the 10 samples taken, only 2 people met the KKM, namely DS and AS with a score of 75 and 80. Meanwhile, AS in content has a score of 20, Vocabulary has a score of 10, in Language Use has a score of 20, Mechanics has a score of 15, and Organization has a score of 15. While DS in content has a score of 20, Vocabulary has a score of 10, in Language Use has a score of 15, Mechanics has a score of 15, and Organization has a score of 15.

So, from the sample above, only 20% of students met the KKM score and 80% of the students did not meet the KKM score. this is caused by the lack of understanding of students in word processing to write narrative texts. Therefore, the role of intelligence is very important in the ability to perform various mental activities of thinking, reasoning and solving problems.

Suharsono (2004) state that "intelligence is a person's mental ability to respond and solve problems from things that are quantitative and phenomenal. Intelligence can be viewed as the ability to understand the world, think rationally, and use resources effectively when faced with challenges. Humans are creatures created by God who are the most superior because they are given intelligence which is a gift as well as an advantage over other God's creatures. With intelligence, humans can continuously maintain and improve the quality of their lives which are increasingly complex, through the process of thinking and learning.

Based on the phenomena explained, the researcher will show previous studies that have been done by a researcher, Sitepu (2012) in journal entitled “The effect of the use of multiple intelligence strategy on student's writing achievement narrative text” (Journal of English Language Teaching and Learning of FBS Unimed Vol. 1, No 1. 2012. 365-529). This research to explain effect of the use of multiple intelligence strategy on student's writing achievement narrative text. From the research it can be seen that there is effect of the use of multiple intelligence strategy on student's writing achievement narrative text. intelligence theory is developed by Gardner (1993) from Graduate School of Education, Harvard University, to improve teaching quality in order to bring effectiveness of learning English. Gardner’s (1983) classification, nine different types of intelligences are considered important each of which has an impact on the specific skill in language learning. The difference between this journal and the title researcher is that it has a different research object and problem formulation. In this research, there are similarities between the researcher topic and this journal namely talking about intelligence, the second same using narrative text, so the researcher can use this journal as a reference to understand how to analyze the topics owned by researchers.

II. RESEARCH METHODOLOGY

A. Research Design

Research design is the framework of studies methods and techniques by researcher. In this study the researcher will use experimental quantitative research. Experimental research will used by researcher to evaluate the effect of independent variables on different variables or the casual relationship between variables. The researcher goal in this study is to peer the effect of student's intelligence in writing narrative text at grade X SMA Methodist Berastagi.

This research uses the experimental design, which consists of pre-test and post-test in order to know the effect of student's intelligence in writing narrative text at grade X SMA Methodist Berastagi. In concluding the experimental research, the sample divide into two groups. The design of this research can be seen as follows.

Table 2. Research Design

| Group | Pre-test | Treatment | Post-test |
|--------------|----------|-----------|-----------|
| Experimental | V | X | V |
| Control | V | Y | V |

Note:

X: The students will be taught by applying linguistic intelligence

Y: The students will not be taught by applying linguistic intelligence

B. The Population and Sample

1. Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done.

According to Creswell as cited in Pardede, (2022), the population is the group of individuals having one characteristic that distinguishes them from other group. The total population classes in the SMA Methodist berastagi there are 4 classes. Every class consist of 15 students. So, the total amount of students is 70 students.

Table 3. Total of Students

| No | Class | Number of Students |
|----|-------|--------------------|
| 1 | X-1 | 15 |
| 2 | X-2 | 15 |
| 3 | X-3 | 20 |
| 4. | X-4 | 20 |
| | TOTAL | 70 |

2. Sample

Sample is any number of things, people or events which are less than the total population. According to Ary (2010) "a sample is a portion of a population. " In this research, the researcher will take the both classes of grade ten students of SMA Methodist Berastagi. X-1 class which consists of 15 students as an experimental class and X-2 class consists of 15 students as a control class. So, the total amount of the students are 30 students.

C. Instrument of Data Collection

Cohen (2007) said that research instrument is a tool used by the researcher to collect the data with certain rules. In collecting data, instruments served to facilitate, smoothen, and make data collection work more systematic. The instrument used in this study was a test. The test to determine linguistic intelligence in student is to use aspects of linguistic intelligence assessment, as a step The first step is to see the level of linguistic intelligence possessed at grade X of SMA Methodist Berastagi. Next write a pretest before treatment, then writing posttest after treatment. The test used in this study was conducted to determine the effect of linguistic intelligence in writing narrative texts at grade X SMA Methodist Berastagi.

Aspects of Linguistic Intelligence Assessment:

1. Students who pay attention to the teacher's explanation
2. Students who actively make observations
3. Students who dare to ask questions during the learning process
4. Students who can write narrative text with good and correct sentences
5. Students who can tell their narrative text in front of their friends

D. Technique of Data Collection

The techniques used to collect data in this study will observation and test. The observation method is used to observe students who have linguistic intelligence in carrying out their learning activities.

1. Observation

The observation technique is used by researchers to directly observe students in the learning process, especially students who are taken as research objects. This allows students to introduce the potentials obtained, namely to receive good treatment from the teacher.

2. Test

The form of the test used is a text narrative writing test. The stages of data processing are:

1. Collect the student's writing narrative
2. Scoring the students' score based on score criteria
3. Calculation data score
4. Tabulating the student score

1) Pre-test

Pre-test will give to both of the class control and experimental before treatment is conduct. The researcher will give an initial test to the students, namely a test to find out their basic abilities before being given treatment. The purpose of pre-test is to know the mean scores of experimental class and control class.

2) Treatment

The researcher gives a treatment to the students. That treatment is about how they learn narrative text. Group IPS 1 as experimental, group IPS 2 as control group both group will give same material, but different treatment in experimental class using Linguistic intelligence and in control class using structure of narrative text.

3) Post-Test

Post-test will give to both of the class control and experimental after giving treatment to the students and will give test about create narrative text. The purpose of this test is to find out whether the student linguistic intelligence is effectively used by students after carrying out the treatment and also to see the comparison of scores between the experimental class and the control class. This test is conducted after giving the treatment to the students.

B. Technique of Scoring

In scoring the written test, the cumulative score is ranging from 0-100. In order to know student's achievement in writing, there is some criteria that is considered. Heaton (1988) formulates that there are five scoring components scale namely, content, organization, vocabulary, language use, and mechanics. The following discussion of five components will be described in detail.

Table 4. Scoring Criteria

| No | Component | Level | Criteria |
|----|--------------|--------|---|
| 1 | CONTENT | 30–27 | Excellent to Very Good: knowledgeable, substantive, etc |
| | | 26-22 | Good to Average: Some knowledge of subject, adequate range, etc |
| | | 21– 17 | Fair to Poor: limited knowledge of subject, little substance, etc |
| | | 16-13 | Very Poor: does not show knowledge of subject, non-substantive, etc |
| 2 | ORGANIZATION | 20–18 | Excelent to Very Good: fluent expression, ideas clearly stated, etc |
| | | 17-14 | Good to Average: somewhat choppy,loosely organized but main ideas stand out, |
| | | 13-10 | Fair to Poor: non-fluent, ideas confused or disconnected, lack logical sequencing development. |
| | | 9 – 7 | Very Poor: does not communicate, no organization, etc |
| 3 | VOCABULARY | 20–18 | Excellent to Very Good: sophisticated language, effective word/idiom choice and usage, etc |
| | | 17– 14 | good to average : adequate range occasional errors of word/idiom, choice, usage meaning not obscured Fair to Poor: limited range, frequent errors of work/idiom m, choice, usage, etc |
| | | 13- 10 | Fair to Poor: limited range, frequent errors work/idiom form, choice, usage, etc |
| | | 7 – 9 | very poor essentially transition, little knowledge of English vocabulary, idioms, rd form, or not enough to evaluate. |
| 4 | MECHANICS | 5 | Excellent to Very Good: demonstrates mastery of conventions, etc |
| | | 4 | Good to Average: occasional errors of spelling, punctuation, etc |
| | | 3 | Fair to Poor: frequent errors of spelling, punctuation, capitalization, |
| | | 2 | Very Poor: no mastery of conventions,dominated by errors of spelling, ctuation, capitalization, paragraphing, |
| 5 | LANGUAGE USE | 25-22 | Excellent to Very Good: effective, complex constructions, etc |
| | | 21-19 | Good to Average: effective but simple construction, etc |
| | | 17-11 | Fair to Poor: major problems in simple/complex constructions, etc |
| | | 10– 5 | Very Poor: virtually no mastery of sentence construction rules, etc |

Table 5. The Measurement of the Students' Achievement

| Criteria of mastery | Level of mastery |
|----------------------------|-------------------------|
| 91 – 100 | Excellent |
| 81 – 90 | Very Good |
| 71 – 80 | Good |
| 61 – 70 | Fair |
| 51 – 60 | Poor |
| Less than 50 | Very poor |

C. Technique of Data Analysis

This study applied the quantitative data. In applying descriptive quantitative technique, This researcher will be Apply the quantitative data. The quantitative data will be used to analyze the score of students. There are some steps that the researcher to do analyze the data, they are:

1. Calculating the score of experimental group
2. Calculating the score of control group
3. Comparing the data of the experimental class and the control class
4. Analyzing the data by using t-table

t-table would be used in this research in order to prove the hypothesis that stated “there is a significant effect of student’s intelligence in writing narrative text”.

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDING

Research conducted by researchers in class X SMA Methodist Berastagi, obtained data through tests so that it is known the results of students' narrative writing skills using linguistic intelligence factors in the form of grades from class X SMA Methodist Berastagi. This study aims to determine whether linguistic intelligence affects the ability of class X students in writing narrative texts at SMA Methodist Berastagi. The data in this study include data on initial scores (pre-test) and final score data (post-test). After getting the students' score from experimental group and then getting the students' score from control group, the researcher continued to calculate their score by using t-table formula.

The result of the calculation in control group was applied to the t-table. The researcher used the t-distribution table with a significant level = 0.05, so that the t-table value at n=30, k=2 and df= 28 with a significant level of 5% was at 1.70. Based on the results of inferential statistical analysis using the t-test formula, it is known that the t-test value is 423, and t-table = 170 is obtained at a significant level of 5%, therefore t-test > t- table at the significance level is 0.05.

B. DISCUSSION

There are several recent studies that are closely related to this research. In a previous study in the journal *The Effect of Using Multiple Intelligence Strategies on Students' Narrative Text Writing Achievement* (Journal of Transformation of Teaching and Learning English). This research is a quantitative research with experimental type. The population in this study were students of class XI SMA Private Catholic 2 Kabanjahe. The number of students as many as

142 people and 60 people were taken as samples. Thirty students were taken as control group and others as experimental group. This study focuses on knowing the effect of using multiple intelligence strategies on student achievement in writing narrative texts. After the treatment was given and the data were collected and analyzed, it was found that Multiple Intelligence Strategy gave a significant effect on the Students' Achievement in Writing Narrative Texts. It means that the students who were taught through Multiple Intelligence Strategy got higher score than those who were not taught by using Multiple Intelligence Strategy. It is proved from the result of the t-test : the value of t-observed (2.73) is higher than the value of t-table (1.67) with $df = 58$ and the level of significance = 0.05

The researchers in this research focus on the effect of students' linguistic intelligence in writing narrative texts. The results showed that students' intelligence had an effect on the ability to write narrative texts. In this experimental study, the research was conducted on tenth graders of Berastagi Methodist High School and used a one group pretest-posttest research design. Initially given a test in the form of a pretest before being given treatment and ending with a final test or posttest. The average value of the pretest in writing narrative essays of students before being stimulated on their linguistic intelligence was in the low category.

The average score of the posttest results of students' narrative writing after being stimulated by activating linguistic intelligence had better narrative writing results than before. In addition, the percentage of students' narrative writing outcomes categories also increased.

Based on the results of inferential statistical analysis using the t-test formula, it is known that the t-test value is 423, and t-table = 170 is obtained at a significant level of 5%, therefore t-test > t-table at the significance level is 0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means that there is an influence of linguistic intelligence factors on students' writing skills.

Based on the results of the data analysis above, then it can be concluded that there is an influence of linguistic intelligence on the learning outcomes of students of class X SMA Methodist Berastagi.

III. CONCLUSION

Based on the results of the research that has been explained about the influence of linguistic intelligence on the narrative writing skills of the tenth graders of Berastagi Methodist High School, it can be concluded that:

1. The results of the pretest of the influence of linguistic intelligence on the narrative writing skills of tenth graders of Berastagi Methodist High School does not meet the standard of completeness of writing narrative results
2. The results of the posttest of the influence of linguistic intelligence on the narrative writing skills of tenth graders of Berastagi Methodist High School has met the standard of completeness measurement of narrative writing results because students who completed 87.5% > 12.5%.
3. By using the t-test formula, the results of inferential descriptive statistical analysis are obtained the t-test value is 423, and t-table = 170 is obtained at a significant level of 5%, therefore t-test > t-table at the significance level is 0.05.

Based on the results above, that the results of the pre-test did not meet the standard of completeness of the results of writing narrative text, and then the researchers used treatment using linguistic intelligence. The results of the posttest on the narrative writing skills of the tenth graders of Berastagi Methodist High School have met the standard for measuring the completeness of narrative writing results. so that it is proven that there is an influence of linguistic intelligence on the narrative writing skills of tenth graders of Berastagi Methodist High School. Therefore, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted.

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