

**IMPROVEMENT ABILITY WRITING A JOB APPLICATION LETTER
WITH THE *THINK-PAIR-SHARE* METHOD
ON STUDENTS CLASS XII MANAGEMENT OFFICE
STATE VOCATIONAL HIGH SCHOOL 3 SOUTH TANGERANG CITY
YEAR 2024/2025**

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Abstract

Study This aiming For increase ability student Class XII Management The office of SMKN 3, South Tangerang City in write letter application work in accordance with Criteria Minimum Completion Criteria (KKM) through implementation method *Think-Pair-Share* (TPS). Study This use method Classroom Action Research (CAR) with two cycles . Analysis results beginning show that only 68% of students achieved the KKM, while 32% of students other Not yet finished . After implementation TPS method , in the cycle First completeness student increase to 79%, and in the cycle second , all student reach 100% completion . TPS method, which involves student think in a way individual (*Think*), in pairs (*Pair*), and sharing ideas (*Share*) with group , proven effective in increase ability write letter application work , and push interaction , participation and collaboration between students . Implementation method This No only increase skills writing , but also strengthening skills social and work The same between students . With Thus , the TPS method can made into solution For increase results Study student in learning write letter application work.

Keywords: letter application work, think-pair-share (TPS) method, research action class, PTK

1. Introduction

Write letter is a activity convey Meaning Good in the form of information , feelings , ideas , concepts and so on to someone or recipient message in a way written Good through paper or media such as email. Letters have a number of type or type , of corner interests and senders letter can grouped become letter personal , letter service , letter business and letters social (Bratawijaya , 1991; Finoza , 1991; Marjo, 2000) in (Yunus, 2019). Personal letter is letter sent from someone to others well in a way individual , individual with agency or with organization . Cover letter work is letter from someone who needs work to people/ officials

who can give work or position, Handika in (Dewi, 2024). So letter application work is letter written someone to agency or company with objective For get a work. In general letter application work own the parts that contain identity applicant, ability or skills possessed, education, services that can be provided given, and experience (Suryaman, 2018).

In learning Class XII Indonesian is available material write letter application jobs. Vocational high school students are formed to be ready Work must own ability in make letter application job. See low results Study in exercise 1 writing letter application work on students Class XII Management The office of SMKN 3 South Tangerang City shows that Lots student Not yet reach Criteria The Minimum Completion Level (KKM) set is 80. Of the total 122 students, only 83 students (68%) achieved it. completion, while 39 students (32%) are still is at in category No complete. This data show that required effort repair in learning write letter application Job. Problem This estimated caused by the use of method lack of learning involving student in a way active, such as method lectures, which tend to One direction. Therefore that, is needed method more learning effective For increase understanding and skills students. One of the relevant methods is *Think-Pair-Share* (TPS).

The method is method implement the plan that has been arranged For reach objective in a way maximum Wina Sanjaya in (Supini, 2021). The method used researcher in repair learning that is method *Think Pair Share*. *Think Pair Share* (TPS) can also be interpreted with think, pair, and share. *Think-Pair-Share* Method is method in learning cooperative designed For influence pattern interaction participant educate. With election method this, it is expected can

change previous learning monoton become more effective and enjoyable. In use method this, students more involved in a way active, with think in a way independent, discuss with friends and so on share from results the discussion they had conclude.

According to Sunita in (Rukmini, 2020), *Think-Pair-Share* is a learning model Where participant educate think in a way independent about problems given by the teacher later they discuss with their partner (group) and share results discussion they to other friends or other groups. The same opinion was also expressed by Shoimin in (Rukmini, 2020) that

learning *Think Pair Share* (TPS) provides chance to participant educate For think in a way independent , discuss with Friend other , mutual help or share to Friend or other groups. With apply method learning this , it is expected participant educate can think in a way independent How write letter application suitable job with source information vacancies , then they can discuss together with his group , and share opinion as well as each other give input .

Study This aiming For increase ability write letter application work with use method *Think-Pair-Share* (TPS) for students Class XII Management Office of SMKN 3 South Tangerang City. Research This expected can give benefit for participant educate in increase skills write letter application work , support improvement teacher professionalism in teaching , and give contribution for agency in increase quality learning in a way overall .

2. Method

Study This use method Classroom Action Research (CAR) with the Stephen Kemmis & McTaggart model, which consists of from four stages , namely planning (*plan*), implementation action , observation , and reflection Novakhta , (2023) . *Classroom* Action Research is study in field education carried out in the environment class with objective repair or increase teacher's ability and professionalism in activity learning (Jubaedah, 2016). Research This done with two cycles , where each cycle through four stages the .

Cycle 1

1. Planning

Planning is activity prepare all something that will implemented . Planning in the form of structured action For leading to front (Jubaedah, 2016). At the stage planning , researcher compile Design Learning (RP) which includes objective learning that you want achieved , the material to be delivered , the methods applied , the tools and materials to be used used , steps learning that includes activity beginning , core, and closing , questions training , evaluation , and instruments evaluation .

2. Implementation action

Implementation action related with What is being done researcher as effort improvement , improvement or change learning based on a plan action (Suhadi, 2009).

Stage implementation action is implementation from design learning that has been arranged , started from activity beginning , core, to Closing . Learning process in progress as structured circuit in accordance with planning , involving interaction active between teachers and students . Implementation actions in cycle 1 were carried out on October 25, 2024. At this stage This researcher start apply method *think pair share* in learning write letter application job . After explanation material , students requested For make letter application sourced work from letter news . This process consists of three stage that is stage *Think* (think), *Pair* (pair), and *Share* (share) .

Stage *Think* (think), students given time For think in a way individual How method make letter application sourced work from letter news . Stage *Pair* (paired), after they think about in a way individual about How make letter application work based on source information vacancies contained in the letter news , then they you are welcome For make group of at least 2 people so that they discuss , mutually exchange ideas, and help each other give input . Stage *Share* (share), at the stage this , the result exercise make letter application work that has been done they made it later presented in front of class .

After they finished presenting results exercise write letter application work , next researcher evaluate results said , in accordance with with criteria systematics letter , conformity content , and language . Then all results exercise 2 writing letter application work that has been done they made, collected For corrected . Stage evaluation exercise 2 writing letter application work is also accompanied by a supervisor so that the assessment process more objective .

3. Observation

Stage observation is stage observe results or impact from actions implemented (Suhadi, 2009) . At stage this , researcher observe and record the ongoing learning process . Data is collected For evaluate implementation activity learning , effectiveness the methods applied , as well as response student to learning . Observation done use test write as method quantitative . The data obtained analyzed in a way descriptive with count percentage completeness student in write letter application work , and compared

to with Criteria Minimum Completion Criteria (KKM) for evaluate level success learning .

4. Reflection

Reflection is activity analysis , synthesis , interpretation all information obtained from the implementation process action (Suhadi, 2009). Activities reflection can in the form of discussion between researchers and supervisors regarding results observations that have been done . Reflection functioning For give bait useful return as base improvement and development learning in cycles next

Cycle 2

Implementation cycle 2 was carried out on November 22, 2024. In cycle 2 , it was carried out through four same stage like cycle 1 namely planning , implementation , observation and reflection . Based on results reflection on cycle 1, design repair For cycle 2 is composed For overcome deficiencies found and improved effectiveness learning . Reflection results the become base For improvements in cycle 2, with purpose for the purpose learning that has been set can achieved on both cycle the .

Learning write letter application work done Still use method *Think Pair Share* as in cycle 1. Starting from stage *Think* (think) then *Pair* (pairs) and stages *Share* (share). In cycle 2, students given exercise 3 for make letter application sourced work from advertisement .

After finished write letter application , students presenting the result is in front class . Activities This including stage *Share* in method *Think-Pair-Share* . After presentation , the teacher gives evaluation , response , and feedback come back to letter the application that has been they make. The assessment process done with supervisor assistance for ensure evaluation more objective .

Study This was held at SMK Negeri 3 South Tangerang City, which is located at Jalan Raya Puspipstek , Perum . Puri Serpong 1, Kel. Setu, Kec . Setu, South Tangerang City. The purpose of study This is For increase ability write letter application work through

implementation method *Think-Pair-Share* (TPS) for students Class XII Management Office of SMKN 3, South Tangerang City.

Taking technique sample used that is technique *random sampling* (sample) random) . Random sampling is method election sample where each individual in population own equal opportunity For selected (Rahayu, 2022). Retrieval sample done as much as 50% of amount population , with use system shake (Rahayu, 2022).

Table of Number of Random Samples Used

No	Class	Amount Population	Number of Random Samples Used 50% of Amount Population	Number of Random Samples Taken Class
1	XII MP 1	41	61	21
2	XII MP 2	41		20
3	XII MP 3	40		20
Amount		122		

Sample = Quantity population x 50%

$$= 122 \times \frac{50}{100}$$

$$= 61$$

Sample results obtained from the above calculation as many as 61 students , who were selected in a way random from class XII MP 1 has 21 students , XII MP 2 has 20 students and XII MP 3 has 20 students .

Data collection techniques were carried out through test , where students given assignment For write letter application work based on information vacancies provided by teachers. Assessment done with use three criteria , namely systematics letter , conformity content , and use language , with range points 1 to 4. The results of every criteria added up and the average calculated For to obtain mark end . Next , the results obtained analyzed in a way descriptive with count percentage completeness student in write letter application work , where completion determined based on Criteria Minimum Completion Criteria (KKM) that has been achieved set previously .

Information points :

- 4 = good One Formula Job Application Letter Writing Practice Assessment
- 3 = good

$$\text{Nilai} = \frac{\text{Jml poin yang diperoleh}}{\text{Poin maksimal (12)}} \times 100$$

2 = enough

1 = less

Criteria mark end :

88 - 100 = good once 60 - 73 = enough

74 - 87 = good < 60 = poor

Modification (Nurgiyantoro , 2016) in (Nariyah, 2021)

Criteria Minimum Completion Criteria (KKM) applied : 80

3. Results and Discussion

Before stage repair cycle 1, percentage completeness exercise 1 writing letter application work without method *Think Pair Share* is as following :

Percentage Table Completion of Exercise 1 Writing a Job Application Letter
 Before Implementation of the *Think-Pair-Share* Method

Class	Amount Student	Exercise 1 Value		Percentage Completion (%)
		Completed	Not Completed	
XII MP 1	41	30	11	68
XII MP 2	41	28	13	
XII MP 3	40	25	15	
Amount	122	83	39	

$$\text{Percentage completeness} = \frac{\text{Total student complete (T)}}{\text{Amount students (JS)}} \times 10$$

$$\begin{aligned} \text{Percentage completeness} &= \frac{83}{122} \times 100 \\ &= 68\% \end{aligned}$$

The results are obtained before determination samples and applications method *Think-Pair-Share* . Of the 122 students , 83 students (68%) fulfilled the requirements . criteria completed , while 39 students (32%) did not complete .

Cycle 1 Results

Exercise Value Table 2
 Writing a Job Application Letter Based on Vacancy Work from the Newspaper

No	Name	Class	Criteria Evaluation			Exercise 2 Value	Caption
			Systematics	Content Conformity	Language		
1	Sample 1	XII MP 1	4	3	4	92	T
2	Sample 2	XII MP 1	4	3	3	83	T
3	Sample 3	XII MP 1	4	3	3	83	T
4	Sample 4	XII MP 1	4	3	3	83	T
5	Sample 5	XII MP 1	3	3	4	83	T
6	Sample 6	XII MP 1	4	3	3	83	T
7	Sample 7	XII MP 1	4	3	3	83	T
8	Sample 8	XII MP 1	4	3	3	83	T
9	Sample 9	XII MP 1	3	3	3	75	TT
10	Sample 10	XII MP 1	4	3	3	83	T
11	Sample 11	XII MP 1	3	4	3	83	T
12	Sample 12	XII MP 1	4	3	3	83	T
13	Sample 13	XII MP 1	4	3	3	83	T
14	Sample 14	XII MP 1	3	4	3	83	T
15	Sample 15	XII MP 1	4	3	3	83	T
16	Sample 16	XII MP 1	3	3	3	75	TT
17	Sample 17	XII MP 1	4	3	3	83	T
18	Sample 18	XII MP 1	3	4	3	83	T
19	Sample 19	XII MP 1	4	3	3	83	T
20	Sample 20	XII MP 1	4	3	2	75	TT
21	Sample 21	XII MP 1	4	3	3	83	T
22	Sample 22	XII MP 2	3	4	3	83	T
23	Sample 23	XII MP 2	3	4	3	83	T
24	Sample 24	XII MP 2	3	3	4	83	T
25	Sample 25	XII MP 2	4	2	3	75	TT
26	Sample 26	XII MP 2	3	4	3	83	T
27	Sample 27	XII MP 2	3	3	3	75	TT
28	Sample 28	XII MP 2	4	3	3	83	T
29	Sample 29	XII MP 2	4	3	3	83	T
30	Sample 30	XII MP 2	3	4	3	83	T
31	Sample 31	XII MP 2	4	3	3	83	T
32	Sample 32	XII MP 2	3	3	4	83	T

33	Sample 33	XII MP 2	4	3	3	83	T
34	Sample 34	XII MP 2	4	3	3	83	T
35	Sample 35	XII MP 2	3	4	3	83	T
36	Sample 36	XII MP 2	3	3	4	83	T
37	Sample 37	XII MP 2	3	3	4	83	T
38	Sample 38	XII MP 2	4	3	3	83	T
39	Sample 39	XII MP 2	4	3	3	83	T
40	Sample 40	XII MP 2	4	3	3	83	T
41	Sample 41	XII MP 2	3	3	4	83	T
42	Sample 42	XII MP 3	4	3	3	83	T
43	Sample 43	XII MP 3	4	3	3	83	T
44	Sample 44	XII MP 3	4	3	3	83	T
45	Sample 45	XII MP 3	3	3	3	75	TT
46	Sample 46	XII MP 3	4	3	3	83	T
47	Sample 47	XII MP 3	4	4	3	92	T
48	Sample 48	XII MP 3	3	4	3	83	T
49	Sample 49	XII MP 3	3	3	3	75	TT
50	Sample 50	XII MP 3	4	3	3	83	T
51	Sample 51	XII MP 3	4	3	3	83	T
52	Sample 52	XII MP 3	3	4	3	83	T
53	Sample 53	XII MP 3	3	4	3	83	T
54	Sample 54	XII MP 3	4	3	3	83	T
55	Sample 55	XII MP 3	4	3	3	83	T
56	Sample 56	XII MP 3	4	3	3	83	T
57	Sample 57	XII MP 3	4	3	3	83	T
58	Sample 58	XII MP 3	3	4	3	83	T
59	Sample 59	XII MP 3	3	3	3	75	TT
60	Sample 60	XII MP 3	4	3	3	83	T
61	Sample 61	XII MP 3	4	3	3	83	T

Information :

- T = Completed
 TT = Not Completed
 Caption = Description

Percentage Table Completion of Exercise 2 Writing a Job Application Letter
 After Implementation of the *Think-Pair-Share* Method

Class	Random Sample Size	Exercise 2 Value		Percentage Completion (%)
		Completed	Not Completed	
XII MP 1	21	18	3	79
XII MP 2	20	15	2	
XII MP 3	20	15	3	
Amount	61	48	8	

Percentage completeness = $\frac{\text{Total student complete (T)}}{\text{Amount students (JS)}} \times 100$

Amount students (JS)

Percentage completeness = $\frac{48}{61} \times 100$

61

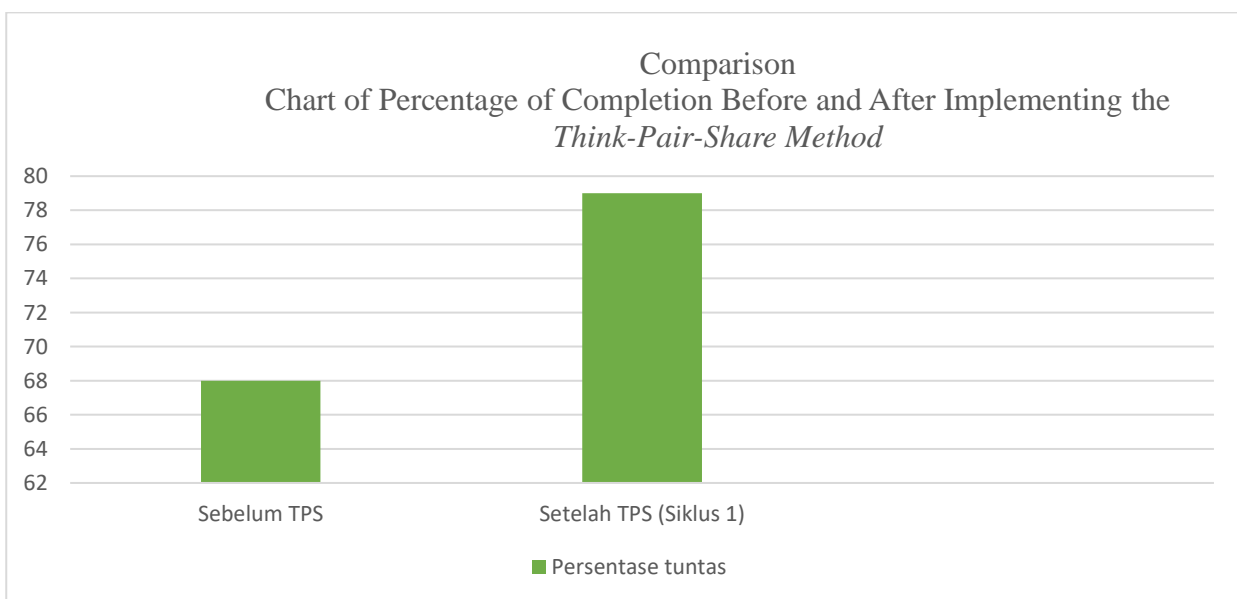
= 79%

Percentage value completion in cycle 1 shows result 79%.

Comparison Table Completeness

Before and After Implementation of the *Think-Pair-Share* Method

Condition	Qty Student	Completed	Not Completed	Percentage Completed
Before TPS	122	83	39	68%
After TPS (Cycle 1)	61	48	8	79%



The results obtained in Cycle 1 show existence improvement , where the completion rate which was initially 68% increased to 79%.

Cycle 2 Results

Exercise 3 Value Table

Writing a Job Application Letter Based on Advertisement Vacancy Work

No	Name	Class	Criteria Evaluation			Exercise 3 Score	Caption
			Systematics	Content Conformity	Language		
1	Sample 1	XII MP 1	4	4	4	100	T
2	Sample 2	XII MP 1	4	4	3	92	T
3	Sample 3	XII MP 1	4	4	3	92	T
4	Sample 4	XII MP 1	4	3	4	92	T
5	Sample 5	XII MP 1	4	3	4	92	T
6	Sample 6	XII MP 1	4	4	3	92	T
7	Sample 7	XII MP 1	4	4	3	92	T
8	Sample 8	XII MP 1	4	3	4	92	T
9	Sample 9	XII MP 1	4	3	3	83	T
10	Sample 10	XII MP 1	4	3	4	92	T
11	Sample 11	XII MP 1	3	4	4	92	T
12	Sample 12	XII MP 1	3	4	3	83	T
13	Sample 13	XII MP 1	4	4	3	92	T
14	Sample 14	XII MP 1	4	3	3	83	T
15	Sample 15	XII MP 1	3	4	3	83	T
16	Sample 16	XII MP 1	4	3	3	83	T
17	Sample 17	XII MP 1	4	4	3	92	T
18	Sample 18	XII MP 1	4	4	3	92	T
19	Sample 19	XII MP 1	4	3	4	92	T
20	Sample 20	XII MP 1	4	3	3	83	T
21	Sample 21	XII MP 1	4	3	4	92	T
22	Sample 22	XII MP 2	3	4	4	92	T
23	Sample 23	XII MP 2	4	4	3	92	T
24	Sample 24	XII MP 2	4	3	4	92	T
25	Sample 25	XII MP 2	4	3	3	83	T
26	Sample 26	XII MP 2	4	4	3	92	T

27	Sample 27	XII MP 2	4	3	3	83	T
28	Sample 28	XII MP 2	4	3	4	92	T
29	Sample 29	XII MP 2	4	4	3	92	T
30	Sample 30	XII MP 2	3	4	4	92	T
31	Sample 31	XII MP 2	4	4	3	92	T
32	Sample 32	XII MP 2	4	3	4	92	T
33	Sample 33	XII MP 2	4	3	3	83	T
34	Sample 34	XII MP 2	4	4	3	92	T
35	Sample 35	XII MP 2	4	4	3	92	T
36	Sample 36	XII MP 2	4	4	3	92	T
37	Sample 37	XII MP 2	4	3	4	92	T
38	Sample 38	XII MP 2	4	3	3	83	T
39	Sample 39	XII MP 2	4	3	3	83	T
40	Sample 40	XII MP 2	4	3	3	83	T
41	Sample 41	XII MP 2	4	3	4	92	T
42	Sample 42	XII MP 3	4	3	3	83	T
43	Sample 43	XII MP 3	4	4	3	92	T
44	Sample 44	XII MP 3	4	3	4	92	T
45	Sample 45	XII MP 3	4	3	3	83	T
46	Sample 46	XII MP 3	4	4	3	92	T
47	Sample 47	XII MP 3	4	4	3	92	T
48	Sample 48	XII MP 3	4	4	3	92	T
49	Sample 49	XII MP 3	4	3	3	83	T
50	Sample 50	XII MP 3	4	3	4	92	T
51	Sample 51	XII MP 3	4	4	3	92	T
52	Sample 52	XII MP 3	4	4	3	92	T
53	Sample 53	XII MP 3	4	4	3	92	T
54	Sample 54	XII MP 3	4	4	3	92	T
55	Sample 55	XII MP 3	4	3	4	92	T
56	Sample 56	XII MP 3	4	4	4	100	T
57	Sample 57	XII MP 3	4	3	3	83	T
58	Sample 58	XII MP 3	4	3	3	83	T
59	Sample 59	XII MP 3	4	3	3	83	T
60	Sample 60	XII MP 3	4	4	3	92	T
61	Sample 61	XII MP 3	4	3	4	92	T

Percentage Table Completion of Exercise 3 Writing a Job Application Letter
 After Implementation of the *Think-Pair-Share* Method

Class	Random Sample Size	Exercise 3 Score		Percentage Completion (%)
		Completed	Not Completed	
XII MP 1	21	21	0	100
XII MP 2	20	20	0	
XII MP 3	20	20	0	
Amount	61	61	0	

$$\text{Percentage completeness} = \frac{\text{Total student complete (T)}}{\text{Amount students (JS)}} \times 100$$

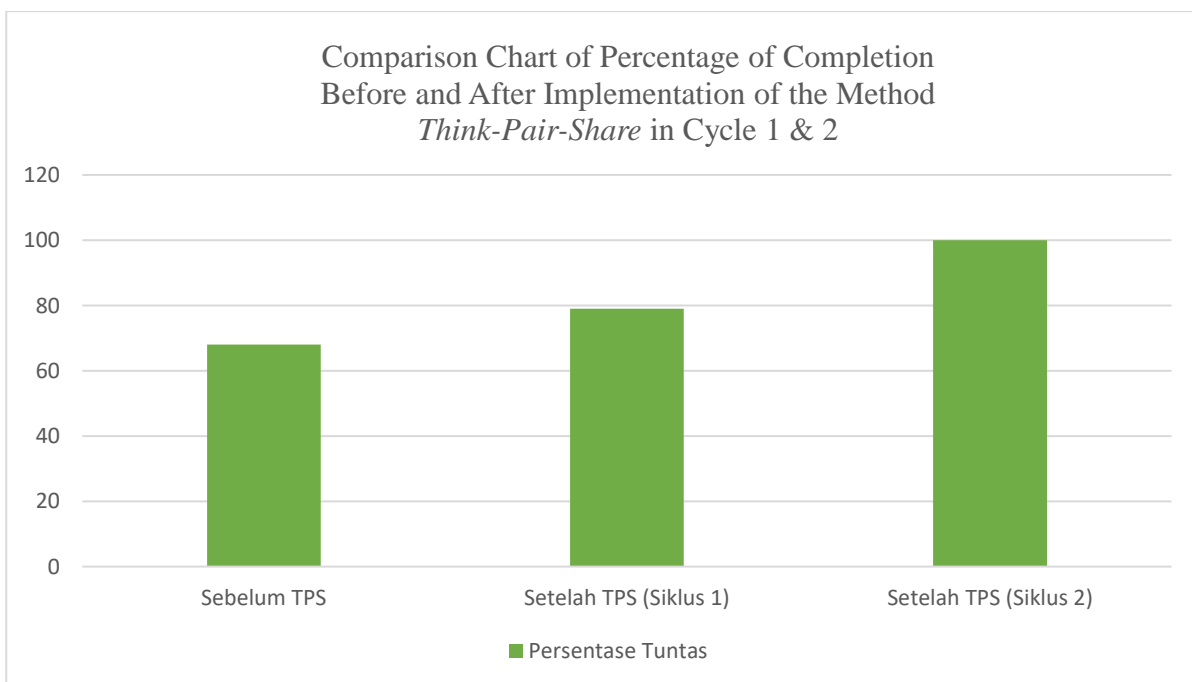
$$\begin{aligned} \text{Percentage completeness} &= \frac{61}{61} \times 100 \\ &= 100\% \end{aligned}$$

Percentage value completion in cycle 2 shows 100% result .

Comparison Table Completeness

Before and After Implementation of the *Think-Pair-Share* Method in Cycle 1 & 2

Condition	Qty Student	Completed	Not Completed	Percentage Completed
Before TPS	122	83	39	68%
After TPS Cycle 1	61	48	8	79%
After TPS Cycle 2	61	61	0	100%



Analysis results show that method *Think-Pair-Share* (TPS) in significant increase percentage completeness student in write letter application job . Before use TPS method, percentage completeness student only reached 68%. After implementation TPS method in cycle 1, completion increase to 79%. In cycle 2, all student reach 100% completion . This is prove effectiveness TPS method in increase ability write letter application work on students Class XII Management Office of SMKN 3 South Tangerang City for the 2024/2025 Academic Year.

This result in accordance with theory learning cooperative that emphasizes importance interaction between student in increase understanding and skills . The *Think-Pair-Share* (TPS) method provides chance for student For think in a way individual , discuss in couples , and share ideas with other groups . This process support learning active that drives participation student in a way maximum . The interaction that occurs during discussion allow student For to obtain better understanding in about structure and content letter application work , and strengthen skills communication and work same . Therefore that , the implementation TPS method in learning write letter application work proven effective in increase completeness student .

1. Conclusion

Implementation method *Think-Pair-Share* (TPS) was successful increase completeness student in write letter application work on students Class XII Management Office of SMKN 3 South Tangerang City for the 2024/2025 Academic Year . Percentage completeness student increase in a way significantly, from 68% before TPS to 79% in cycle 1, and 100% in cycle 2. Although evaluation done based on completeness only, results This show that effective TPS method in increase ability student in write letter application Jobs. Implementation method This No only push better understanding Good to material , but also improve participation and collaboration between students, who play a role important in achievement more completeness tall .

Based on results research that shows effectiveness method *Think-Pair-Share* (TPS) in increase completeness students, some suggestions can be given For increase quality learning write letter application work. First , it is recommended that the TPS method be applied in a way consistent in future learning, because method This proven can increase involvement students and understanding they to material. In addition , the TPS method can also applied to the material another lesson for push involvement more students active and expanding implementation method This in context learning other .

Furthermore, although study This focus on improvement completeness, recommended For do further evaluation deep to criteria evaluation like conformity content, systematics and language in write letter application Job . Evaluation Details This will give a better picture comprehensive about improvement ability write students . In addition , so that the implementation of TPS is more maximum, teachers should given training about techniques implementation method this is so that you can customized with need students and the material taught.

Finally, although TPS is effective in increase results study , important For consider use variation of learning strategies others , such as discussion group or learning based on project. Usage method varied learning This will enrich experience Study students, guard diversity in learning process, as well as help student develop skills write in a way more comprehensive.

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