

The Influence of Contextual Teaching and Learning Methods and Learning Motivation on Negotiation Text Writing Skills

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ABSTRACT

The purpose of this study is to analyze how students' negotiating text writing abilities are affected by contextual teaching and learning (CTL) strategies and learning motivation. This kind of study uses a quantitative experimental design. This approach to research is essentially an experiment. 159 participants made up the study's population. 32 people were sampled using the purposive sampling technique in class X AKT, the experimental class, and 31 in class X RPL, the control class. Utilizing questionnaires to gauge students' motivation for learning and performance exams to gauge their proficiency with negotiating text-writing. According to the results of the research, students in class X are motivated to learn using the contextual teaching and learning (CTL) technique. The following can be said about the influence. First off, pupils who used the contextual teaching and learning (CTL) technique performed higher on tests of their negotiating text writing abilities than those who used the traditional approach. Second, students who use the contextual teaching and learning (CTL) technique and have high learning motivation have better negotiating text writing skills than students who use traditional methods and have high learning motivation. Third, students who use the contextual teaching and learning (CTL) technique and have low learning motivation have better negotiating text writing skills than students who use traditional methods and have low learning motivation. Fourth, the contextual teaching and learning (CTL) method model interacts with learning motivation to influence students.

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1. INTRODUCTION

Text-based instruction is used in the 2013 curriculum for learning Indonesian (Mahsun, 2014, p. 68). Text-based learning is instruction that centers mostly on text with the goal of advancing the use of

Indonesian in the classroom. Writing abilities are one of the language skills that must be implemented as part of the 2013 curriculum for studying Indonesian.

Students' self-confidence and originality in expressing their views in writing are greatly influenced by their writing abilities (Yarmi, 2014). The best way for students to communicate and develop their ability to express themselves in writing based on their knowledge and experience is through writing (Mulyani & Syahrul, 2019; Simpson, 2017). Asri and Afrita (2019) add that many students still struggle with choosing themes, putting thoughts into writing, and tend to study what is taught by traditional professors while they are learning to write. A teacher must therefore make an effort to foster creative and innovative learning.

One of the writing skills that must be mastered by class X SMA / MA / SMK students is writing negotiation texts. The problem of writing skills is widely studied by researchers in various countries such as in New Zealand (Ankawi, 2020), Vietnam (Anh, 2019), Turkey (Ayranci & Cashew, 2017), and Chicago (Cole & Feng, 2015). From the research conducted, it was found that generally students still have low writing skills. This happens because of factors from students, such as lack of vocabulary mastery, motivation, interest in reading, factors from using inappropriate models or methods, as well as the use of media that is not varied. In line with this, in Indonesia writing skills are also relatively low such as fear of starting, organizing, and using language (Trismanto, 2017). In line with this, Nasution (2017) and Hartadini et al. (2018) stated that the problems with low writing skills were found in students, teachers, objectives, teaching materials or materials, methods, media, as well as in writing skills research.

The researcher chose the negotiating text for research because a negotiation is something that is closest to the students without them realizing it. Because every day they will negotiate both with friends when playing, with merchants when they buy something, even with their parents at home when they talk about something they use negotiation to get a deal. One of the sorts of texts that are covered in class are negotiation texts.

Based on this, research conducted by (Indrawati & Sumardi, 2019), Dhania, (2019), and Lestari (2020) explains that the results of the research are (1) students often have difficulty determining the accuracy of diction (vocabulary), (2) students often have difficulty determining the structure of writing negotiating texts, (3) students often have difficulty determining the topics discussed, and (4) students often have difficulty mastering problems in the content of negotiating texts. These four difficulties are most dominantly experienced by students when writing negotiation texts.

Students' learning motivation has a significant impact on how smoothly and effectively the writing and negotiating text skills learning process is implemented in schools. The value of writing the student's negotiation text will probably be high if the student has a high level of learning motivation, and low if the student has a low level of motivation. Learning motivation can be defined as the urge a student has to engage in academic activities in order to fulfill a purpose. Students who are motivated to learn might engage in writing-related activities, including writing negotiating texts, to better understand negotiating texts.

We can draw the conclusion that a suitable learning environment is created in large part by the motivation of the students. Indirectly, motivation has positive effects on the procedure and the results of the students' learning. As a result, one aspect of the learning process that must be taken into account is the issue of learning motivation.

CTL is a technique for instruction that can be utilized to inspire students and stimulate their learning (Joyce, et al, 2003). Contextual teaching and learning connects the subject covered in class to the real-world experiences of the students, encouraging them to connect what they have learned to how it might be put to use in their everyday lives (Abdi, 2011; Afriani, 2018; Hasnidar & Elihami, 2020). The CTL method is a theory of learning where teachers can connect the topic to be taught with facts that are present in students' everyday lives (Huda, 2014).

The findings of study by Liski et al. (2020), Hyun et al. (2020), and others indicate that the CTL method is a strategy that functions by integrating ideas and procedures. The CTL method is intended

to assist students in making connections between academic learning and daily life, the environment, and the real world so that they may comprehend the meaning of what they have learned or acquired in class (Fadillah et al, 2017; Ibrahim, 2018). In agreement with this, Ilham et al. (2016), Rahmawati, Muryani, and Sarwono (2018) claim that the CTL method is a learning paradigm that aids teachers in connecting course material to real-world scenarios and inspires students to draw links between knowledge and its practical application. The selection of the right method in learning really helps the teacher so that the learning process runs smoothly.

2. METHODS

Quantitative research is this kind of study. Because the data analyzed include numerical values derived from measurements or the outcomes of a negotiation text writing ability test, this study is referred to as quantitative research. This is consistent with Arikunto's assertion (2014, p. 10) that many study findings in quantitative studies entail the use of numbers, starting with the process of gathering data, interpreting the data, and ending with presentation and outcomes. The research information was gathered from the results of the class X SMK Adi student's negotiating text writing abilities test administered by Ranah Pesisir. Statistical methods were utilized to analyze the final test results of the students' text-negotiation abilities.

In order to perform this study, the group being studied was split into two groups. The first group is the experimental group, and it receives care using the contextual teaching and learning approach. The second group serves as the control group and receives instruction via lectures.

This study was conducted using a quasi-experimental design, called quasi-experimental or quasi-experimental because the experiments carried out do not meet one of the criteria required by the real experiment, namely randomization of research subjects, the determination of samples in experimental research must be chosen randomly. This was not done in this study, because the subjects in the study were already formed in a natural class, so it was impossible to do randomization, so the two samples selected had to have the same characteristics. However, in this case the control group did not function fully in controlling the things that affect the treatment of negotiating text writing skills.

Using a factorial design, this study (2x2). The most effective approach for examining the effects of two or more elements is the factorial design. This study examined the impact of contextual teaching and learning (CTL) method-based learning strategies and learning motivation on students' text-negotiation abilities. The 2x2 factorial design calls for four groups, and its goal is to ascertain whether an experimental variable's effects can be extrapolated to all levels of a control variable.

All class X students of SMK Adi Karya Ranah Pesisir who are enrolled in the 2021–2022 academic year comprise the population of this study. There were 159 pupils in each of the five classes made up of class X students. The sample used in this study, however, was drawn from a homogeneous population, making it representative of the population or capable of doing so. Thus, the average similarity test was run prior to choosing the sample. The normalcy test and homogeneity of variation test were conducted initially in order to determine the average similarity test.

Members of the population under study make up the sample. Students from the experimental class, class X Accounting, and the control class, class X RPL, served as the study's samples. Purposive sampling, which bases sample decisions on specific goals and objectives as well as on known or predetermined features, was used to conduct the sampling. Since composing negotiating texts was incorporated in class X Indonesian teachings, the researcher's sample for this study was drawn from class X students in order to adjust to the provisions in the SK and KD.

The SMK Adi Karya Ranah Pesisir, which is situated on Jalan Lintas Sumatra in the Ranah Pesisir District of the Pesisir Selatan Regency, served as the research site for this study. The even semester of the school year 2021–2022 was used for this study. Research goals can be met by using systematic techniques. The planning, implementation, and evaluation stages make up the three main parts of the research process. Performance tests and questionnaire sheets are the two tools utilized to

gather data. Performance assessments are used to gauge how motivated students are to study, while questionnaires are used to gauge how proficient they are at writing texts that negotiate.

In this study, performance tests and questionnaires were employed as data collection methods. The information about students' motivation for learning was gathered through questionnaires. Data on the students' abilities to write negotiating texts was gathered using the performance test. This study's data analysis was divided into two categories: performance tests and questionnaires.

3. FINDINGS AND DISCUSSION

a. Description of Student Learning Motivation Data for Experiment Class and Control Class

The following table displays the general writing abilities of the students in the experimental and control classes.

Description of Student Learning Motivation Data for

No.	Sample Code	Experimental Class	No.	Sample Code	Control Class
1	2	3	4	5	6
1	E-5	91,67	1	K-5	79,17
2	E-8	91,67	2	K-8	79,17
3	E-11	91,67	3	K-11	79,17
4	E-18	91,67	4	K-13	79,17
5	E-30	87,5	5	K-18	79,17
6	E-31	87,5	6	K-19	79,17
7	E-19	83,33	7	K-25	79,17
8	E-25	83,33	8	K-27	79,17
9	E-27	83,33	9	K-2	75
10	E-29	83,33	10	K-7	75
11	E-1	79,17	11	K-9	75
12	E-3	79,17	12	K-10	75
13	E-7	79,17	13	K-16	75
14	E-10	79,17	14	K-26	75
15	E-14	79,17	15	K-1	70,83
16	E-16	79,17	16	K-15	70,83
17	E-24	79,17	17	K-30	70,83
18	E-28	79,17	18	K-31	70,83
19	E-2	75	19	K-14	66,67
20	E-4	75	20	K-23	66,67
21	E-9	75	21	K-24	66,67
22	E-15	75	22	K-29	66,67
23	E-17	75	23	K-3	62,5
24	E-6	70,83	24	K-21	62,5
25	E-13	70,83	25	K-28	62,5
26	E-21	70,83	26	K-4	58,33
27	E-22	70,83	27	K-17	58,33
28	E-23	70,83	28	K-22	58,33
29	E-26	70,83	29	K-6	54,17
30	E-12	66,67	30	K-12	54,17
31	E-20	66,67	31	K-20	54,17
32	E-32	66,67	32		31

No.	Sample Code	Experimental Class	No.	Sample Code	Control Class
1	2	3	4	5	6
	Amount	2479	32		2148
	Average	77,469	Average		69,290

As seen in the above table, the experimental class students' scores for writing negotiation texts ranged from 91.67 to 66.67 out of 100, while the control class students' scores ranged from 79.17 to 54.17 out of 100, with 100 being the ideal score. The students in the experimental class were split into two groups, high and low learners, based on the results of the studying motivation questionnaire.

Distribution of Student Learning Motivation Questionnaire Score Experiment Class

No.	Sample Code	Motivation to Learn	Category
1	E-5	91,67	
2	E-8	91,67	
3	E-11	91,67	
4	E-18	91,67	
5	E-30	87,5	High Learning
6	E-31	87,5	Motivation
7	E-19	83,33	
8	E-25	83,33	
9	E-27	83,33	
10	E-29	83,33	
11	E-1	79,17	
12	E-3	79,17	
13	E-7	79,17	
14	E-10	79,17	
15	E-14	79,17	
16	E-16	79,17	
17	E-24	79,17	
18	E-28	79,17	
19	E-2	75	
20	E-4	75	
21	E-9	75	
22	E-15	75	
23	E-17	75	
24	E-6	70,83	
25	E-13	70,83	
26	E-21	70,83	Low Learning
27	E-22	70,83	Motivation
28	E-23	70,83	
29	E-26	70,83	
30	E-12	66,67	
31	E-20	66,67	
32	E-32	66,67	

Based on the information obtained regarding the frequency distribution of the learning motivation questionnaire scores for the experimental class students, 10 students were found to be in the upper level with the highest score of 91.67, while the experimental class students' learning motivation frequency distribution had the lowest score of 10, with a score of 10. 66.67. The following table contains further information.

Distribution of the Control Class Study Motivation Questionnaire Score

No	Sample Code	Motivation to Learn	Category
1	K-5	79,17	High Learning Motivation
2	K-8	79,17	
3	K-11	79,17	
4	K-13	79,17	
5	K-18	79,17	
6	K-19	79,17	
7	K-25	79,17	
8	K-27	79,17	
9	K-2	75	
10	K-7	75	
11	K-9	75	Low Learning Motivation
12	K-10	75	
13	K-16	75	
14	K-26	75	
15	K-1	70,83	
16	K-15	70,83	
17	K-30	70,83	
18	K-31	70,83	
19	K-14	66,67	
20	K-23	66,67	
21	K-24	66,67	
22	K-29	66,67	
23	K-3	62,5	
24	K-21	62,5	
25	K-28	62,5	
26	K-4	58,33	
27	K-17	58,33	
28	K-22	58,33	
29	K-6	54,17	
30	K-12	54,17	
31	K-20	54,17	

Information on the negotiation of text-writing abilities for class X students at SMK Adi Karya Ranah Pesisir, for the experimental class using the CTL technique, which consisted of 32 students, and the control class using the traditional technique, which consisted of 31 students. The following table displays the results for the experimental class and control group students' writing negotiation texts.

Data Description of Produce skrip Negotiation

No.	Sample Code	Experimental Class	No.	Sample Code	Control Class
1	2	3	4	5	6
1	E-5	90	1	K-5	70
2	E-8	90	2	K-8	70
3	E-11	90	3	K-11	70
4	E-18	90	4	K-13	75
5	E-30	75	5	K-18	80
6	E-31	75	6	K-19	85
7	E-19	83	7	K-25	80
8	E-25	80	8	K-27	79
9	E-27	80	9	K-2	75
10	E-29	85	10	K-7	75
11	E-1	80	11	K-9	75
12	E-3	85	12	K-10	75
13	E-7	79	13	K-16	75
14	E-10	79	14	K-26	75
15	E-14	75	15	K-1	80
16	E-16	79	16	K-15	70
17	E-24	80	17	K-30	75
18	E-28	79	18	K-31	65
19	E-2	85	19	K-14	65
20	E-4	75	20	K-23	65
21	E-9	75	21	K-24	65
22	E-15	79	22	K-29	65
23	E-17	75	23	K-3	65
24	E-6	70	24	K-21	65
25	E-13	70	25	K-28	65
26	E-21	70	26	K-4	60
27	E-22	70	27	K-17	60
28	E-23	70	28	K-22	60
29	E-26	70	29	K-6	54
30	E-12	66	30	K-12	55
31	E-20	65	31	K-20	55
32	E-32	65			
Amount		2479	Amount		2148
Average		77,469	Average		69,29

Based on the results of the treatment that has been given to students of class X AKT (experimental) and class X RPL (control), the results of writing a negotiating text are as described below: The basic summary of the data leads to the conclusion that students taught using the CTL learning technique have better production skills for negotiating texts than those taught using the

traditional technique. (1) Negotiating production of skrip taught by CTL learning techniques and old ways, and (2) Negotiating produce of skrip with high learning motivation taught by CTL and high learning motivation taught using CTL techniques are studies connected to the idea that have been previously mentioned. old producing skills, (3) the negotiation of skrip with students who are taught using the CTL technique but have low motivation and students who are taught using the technique but have high motivation, and (4) the interaction of the CTL techniques in impacting the negotiation of skrip.

The class X AKT students who participated in this study were taught using the CTL technique, and the highest score was 90.00, which indicates very good credentials. These students nevertheless struggle with the ability to comprehend the linguistic conventions of negotiation documents. Applying the CTL approach in the third stage, where students are guided to work on projects, starting with the step of defining the theme to determine the writing of the negotiating text and given 90 minutes to write the negotiating text, can help students develop this skill.

In general, the abilities that have not been mastered by these students are as follows: First, students are lacking in determining the linguistic rules of the text correctly. Second, there are still many students who are wrong in writing linguistic rules. However, for the average structure, students can master it well, because before writing a text, students first know the steps of writing a negotiation. Lestari, F. et al. (2020) also explained in the results of his research that on average students have difficulty in determining the structure and understanding diction in various types of texts even though they have been taught with various learning models.

The results of the produce skills obtained by the students are the descriptions obtained by the steps of the CTL learning technique well. This means that if this model is carried out 100%, the results of writing a negotiating text will reach 100%, if it is carried out less than perfect, for example only 50%, it will also get 50% results. The CTL technique focuses on training students to write negotiation texts according to real life and put them in the form of negotiating texts.

This learning model is commonly used in language learning as a form of learning the ability to understand texts and in its development it is used in various subjects as a form of increasing understanding of teaching materials (Rahiem, 2020).

The control class, Class X RPL, is instructed using a traditional techniqueology. The student with the greatest score was 85, while the student with the lowest score was 55. The outcomes of the ability to compose negotiating documents using the traditional technique and the CTL technique were considerably dissimilar. This is possible because under traditional teaching techniques, pupils are treated as passive information objects who must absorb everything the teacher says. Teachers typically convey subject matter through lectures, question-and-answer sessions, and homework assignments. Barida (2018) offers additional evidence in support of the notion that the learning model has a significant impact on the outcomes of students' abilities.

The negotiation products of students taught using the CTL technique are superior to those of students taught using old techniques, it can be inferred from the findings of this study. The two research groups' approaches to learning have resulted in extremely varied levels of proficiency in writing negotiating texts. The CTL technique works far better than the traditional approach in enhancing the ability to compose negotiating documents.

b. Produce of skrip Negotiation with Top performace Motivation using CTL Techniques and Old Techniques

According to the results of testing the second hypothesis, students who are highly motivated to learn who are taught using the CTL approach have better bargaining results than similarly motivated students who are taught using old techniques. Based on a review of the questionnaires that students filled out, there are internal characteristics that affect students who have strong learning motivation and are taught using the CTL technique. Students who are taught utilizing the CTL approach and have high levels of learning motivation have the drive, ambition, and future learning goals.

Both internal and external factors have an impact on students who are highly motivated and get traditional instruction. Encouragement, ambitions for the future, and hopes for the future are internal elements that affect a student's drive to learn. A favorable learning environment is one of the external elements that affects student motivation. A favorable setting is one of the key elements influencing student learning motivation. Infrastructure and amenities have an impact on a positive learning environment.

In learning, motivation plays a significant influence. Students who are learning to improve their behavior might be encouraged internally and externally by a variety of signs or supporting factors (Saputro, et al., 2016). The use of the CTL technique can raise students' motivation for studying, resulting in greater diligence, effort, enthusiasm, and self-discipline (Fithriyah, et al., 2019). Students develop their own conscientious, hardworking, enthusiastic, and disciplined attitudes.

Student learning results are significantly influenced by CTL learning strategies and learning motivation. High-motivation students who get instruction using the CTL technique produce learning outcomes with respectable criteria (Rizqi, A. et al., 2018). Higher-order thinking abilities are impacted by studying using the CTL technique in combination with strong learning motivation (Gujer & Afnita, 2019).

c. Produce of skrip Negotiation with slow performance Motivation Using CTL Techniques and Old Techniques.

The third hypothesis was tested, and the results indicate that students with low learning motivation who are taught using the CTL technique generate better negotiation results than students with low learning motivation who are taught using traditional methods. According to Indawati and Sumardi (2019), students' learning motivation involves persistence in learning, tenacity in overcoming challenges, interest and sharpness of attention in learning, achievement in learning, and independence in learning. According to Dhania, et al. (2019), teachers can motivate pupils by notifying them of their peers' academic success. This is a way to show support for the education of students.

d. Interaction between CTL Technique in Influencing Produce of skrip Negotiation

The fourth hypothesis was tested, and the results revealed that there is no interaction between high and low motivation on the learning outcomes of students' bargaining skrip products. When two factors are interdependent, interaction occurs (Sajid & Siddiqui, 2015). Learning outcomes may be impacted by how students who exhibit high levels of learning motivation and use the CTL approach are treated. Yulistiani & Indihadi (2020) have also treated CTL approach and learning motivation, finding an interaction between the model used and students' motivation to create bargaining text.

The CTL technique in this study was carried out face-to-face. The success of CTL learning and students' learning motivation can be influenced by the following factors: First, students feel challenged to complete the tasks given by the teacher. Second, the topics that students choose are more related to phenomena and what students feel at this time. Third, CTL learning relates to real conditions or phenomena that occur around their living environment so that students find it easier to get ideas to write and negotiate texts. This can be proven by student products in the form of negotiating texts. Fourth, planned learning teaches students to be responsible for the assigned tasks. Students can complete assignments within the set time limit. The stage of completing the task 90% of students can do the task with

4. CONCLUSION

It may be inferred from the data analysis reported in Chapter IV that the Contextual Teaching and Learning (CTL) technique has an impact on how well students negotiate text writing. The four results of this study are outlined in the paragraphs below. First, compared to students who are taught

using traditional techniques, students who use the Contextual Teaching and Learning (CTL) method have stronger negotiating text writing skills. Second, students with high learning motivation who are taught using the Contextual Teaching and Learning (CTL) technique have stronger negotiating text writing abilities than students with high learning motivation who are taught using traditional methods. Third, students who are taught using the Contextual Teaching and Learning (CTL) technique and who have poor learning motivation are not significantly different from those who are taught using traditional methods in terms of their ability to negotiate texts. Fourth, learning motivation interacts with the Contextual Teaching and Learning (CTL) technique to influence students' negotiating text authoring abilities.

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