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Gabriel Marcel**  

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Parijo Hendrikus

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Puji syukur kami panjatkan kepada Tuhan atas limpahan berkat Nya sehingga kami dapat memproses penerbitan Jurnal Ilmiah Sosial Caritas pro Serviam. Volume 42, No.1, Mei 2021. Ucapan terima kasih kami sampaikan pula kepada para penulis yang telah mengirimkan dan memperbaiki kembali karya ilmiah untuk penerbitan ini sesuai masukan dari editor. Terima kasih pula kami sampaikan kepada para editor yang telah berkenan membaca dan memberikan masukan serta catatan perbaikan untuk penyempurnaan setiap tulisan.

Edisi ini memuat beberapa macam topik hasil pemikiran sesuai perhatian dan minat penulis. Penulis telah berpikir mencari solusi teoritis agar sekiranya dapat dipergunakan sebagai dasar pertimbangan solusi praktis dan dasar pengembangan kebijakan serta praktek kehidupan untuk kemajuan sosial, ekonomi, organisasi, perusahaan, kantor dan pendidikan di Indonesia.

Pemikiran kecil atas berbagai masalah sosial ini diharapkan dapat menjadi nyala lilin yang bermanfaat sebagai alat penerang atas masalah sosial di sekitar kita.

Salam,

Redaksi CPS

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## IMPROVING STUDENTS' WRITING SKILL OF THE TRANSACTIONAL TEXT BY USING MULTI-PICTURE MEDIA

Sri Hastuti

### Abstrak

*Tujuan penelitian ini adalah untuk mengetahui peningkatan keterampilan siswa dalam menulis teks transaksional Bahasa Inggris dengan menerapkan media multigambar di dalam proses pembelajaran. Penelitian ini adalah penelitian tindakan kelas yang menerapkan empat tahap kegiatan untuk setiap siklus yaitu: perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam 2 siklus, dengan 2 pertemuan untuk setiap siklus. Penelitian ini dilakukan di SMP Muhammadiyah I Pundong Bantul pada tahun pelajaran 2018/2019 semester 1. Subjek penelitian adalah siswa kelas VIII A yang berjumlah 31 siswa. Obyek penelitian adalah kemampuan menulis teks transaksional tulis meminta dan memberi informasi terkait keberadaan benda, dan binatang (Kompetensi Dasar no. 4.6. kelas VIII semester 1). Data dikumpulkan melalui penilaian unjuk kerja, tes tulis, observasi kelas, wawancara, dan angket. Hasil penelitian menunjukkan peningkatan kualitas pada proses pembelajaran dan hasil belajar siswa. Peningkatan kualitas proses pembelajaran terlihat dari meningkatnya tingkat partisipasi atau keaktifan siswa dalam mengikuti pembelajaran. Persentase keaktifan siswa di siklus 1 sebesar 84 %, meningkat di siklus 2 menjadi 97 %. Sementara itu, peningkatan hasil belajar siswa ditandai dengan peningkatan hasil unjuk kerja siswa, yaitu dengan prosentase dari siklus 1 sebesar 74 % menjadi 87 % di siklus 2. Peningkatan juga terjadi pada nilai rata-rata penilaian unjuk kerja yaitu dari 73 pada siklus 1 menjadi 75 pada siklus 2. Peningkatan hasil belajar juga ditunjukkan dengan hasil tes tulis pre tes dengan persentase ketuntasan 35 % dibandingkan pos test 74 %, sehingga terdapat kenaikan sebesar 39 %, meskipun belum mencapai ketuntasan yang ditentukan. Dengan demikian dapat disimpulkan bahwa penggunaan media multigambar dalam pembelajaran teks tulis dapat meningkatkan keterampilan menulis Bahasa Inggris siswa kelas VIII A SMP Muhammadiyah I Pundong Bantul.*

*Kata kunci: keterampilan menulis, teks transaksional, multigambar, media*

### A. Introduction

#### 1. Background

The English Curriculum for Junior High School states four language skills students should master, namely Listening, Speaking, Reading, and Writing. In other words, students are demanded to have competence of

communication using both oral and written language in the interpersonal, transactional, and functional text (Permendikbud 21, 2016a). For the writing skill of the eight graders of the Junior High School, it is very important for students to have the ability to arrange *the transactional text*

*related to the existence of people, things, and animals* (Standard Competence 4.6 year 8, first semester, Permendikbud 24, 2016b). But in fact, in general, the students mastery level of the writing competence is still low.

The English teacher at Pundong Muhammadiyah Junior High School also faces the same problem. The teacher found some handicaps in the writing teaching and learning process, such as the students' difficulties to memorize the vocabulary and use the grammar, even students write some sentences in Indonesian version, and students seem lack motivation in joining the lesson. On the side of the teacher, the use of unvarying media makes the students feel bored. Besides, the document of the academic year before showed that the average of writing test was 49.4, under the school minimum standard of 70.

The above condition is an urgent problem to be solved, and a classroom action research is needed to be held. The researcher implemented the multi picture or many pictures as the learning media in the writing learning process. The multi picture consists of flash card or flash pictures, concept pictures, and theme pictures. Flash card is a picture that can be showed at a glance, for examples a picture of a bag, an eraser, a butterfly, and a bird. Concept picture is a picture that can be used to show a concept, for instant a picture of a glass with small amount of water compared with a glass with lot of water (to show the concept of

*little and much/a lot of*), and a picture of a bird on the tree compared with a bird in the cage (to show the concept of *on* and *in*). Meanwhile, theme picture is a picture that illustrates a place or a community, for example a picture of things in the classroom, and animals in the garden or zoo. These multi pictures will help students study the vocabulary, practice writing sentences, and arrange the transactional text. So, it is hoped the students' writing skill will improve.

In this research, the formulation of the problem is how to improve students' writing skill of the transactional text by implementing the multi picture media in the teaching and learning process. It is expected, by this research, the teacher can guide the students to improve their ability to write English.

## 2. Theoretical Framework

### a. Writing Skill

Writing is a language skill which can be used to communicate indirectly, and without the presence of someone else (Tarigan, 2011:3). Moreover, he expresses that writing is a productive and expressive activity, so the writer should be skilled in using the art of writing, the structure, and the vocabulary. The writing skill needs practice more and more to be skillful writer. In accordance with that, Izzan (2016:90) states that as a productive skill, writing is regarded to be the most

difficult language skill compared with the others, such as listening, speaking, and reading.

Nunan and Clarice in Hyland (2003:11) present a model of learning process. The model is as follow.

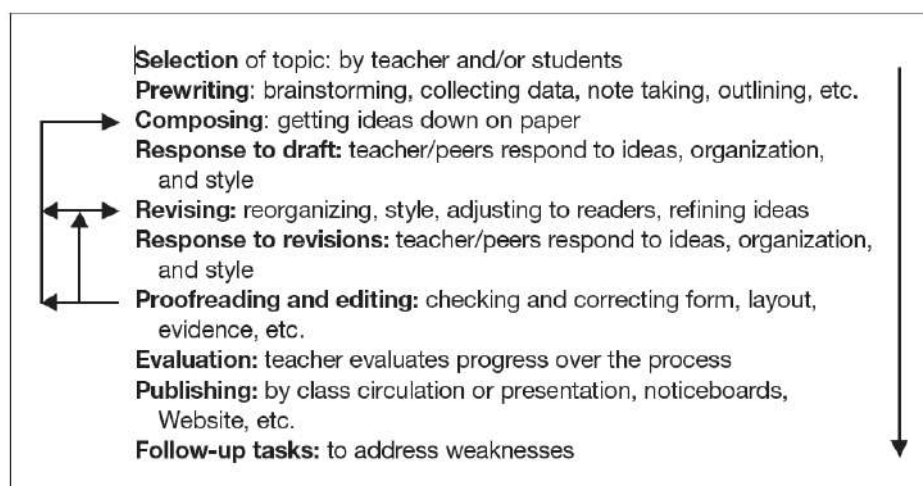


Figure 1 Writing learning process model

In general, by following the model, the steps of writing learning process are selecting a topic, prewriting, composing, response to the draft, revising, response to the revision, editing, evaluation, publishing, and following-up tasks. Therefore, Nunan (2003:12) reminds the important role of the teacher in the writing learning process that is to guide students through the writing process, avoid an emphasis on form to help them develop strategies for generating, drafting, and refining ideas.

On the other hand, Harmer (2004:29) suggests parallel writing as a way of writing learning. The steps of the parallel writing are giving a paragraph to the students, discussing the structure, and writing the similar paragraph. Furthermore, he states that by

using the same paragraph constructing and some of same vocabulary, students are able to write well, even they are still in the early stage level or beginners.

According to the 13<sup>th</sup> Curriculum, the learning process, including the writing learning, uses the scientific approach which consists of 5 steps (Permendikbud 103, 2014). The steps are as follow.

- 1) Observing: read, listen, see, watch.
- 2) Questioning: make and present the questions, ask and answer, discuss information, or clarification.
- 3) Experimenting: explore, try, discuss, demonstrate, imitate, do experiment, read other learning source.
- 4) Associating: process the information or data



collected, analyze the data, conclude the result.

- 5) Communicating: arrange and present the report orally.

For the English lesson, there is one more step to follow, that is *creating*. In this step, the activities are making a text in group, making a draft individually, and developing the draft.

The curriculum in fact gives teachers freedom to use any kinds of learning methods in teaching and learning process, including the scientific approach. And, in this research, the researcher applies the scientific method

to conduct the writing learning process.

In the end of writing learning activity, students write text as the result of the learning process, and used to measure students' writing competence. The students' writing is scored based on some criterions, such as the content, step or structure of the text, vocabulary, and grammar, by using the rating scale from the book entitled *Penelitian Pembelajaran Bahasa Inggris* (Depdiknas, 2005c). The rating scale is simplified as follow

KRITERIA	SKOR	DESKRIPSI
<b>Kesesuaian isi (content)</b>	3	<b>Exellent:</b> menanggapi tugas dengan sempurna dan informasi relevan
	2,5	<b>Good:</b> mampu menanggapi tugas dan umumnya informasi relevan
	2	<b>Fair:</b> kurang mampu menanggapi tugas dan informasi kadang tidak relevan
	1,5	<b>Inadequate:</b> tidak bisa menanggapi tugas dan informasi sering tidak relevan/tidak tepat
	1	<b>Inacceptable:</b> mengabaikan/kurang memahai tugas dan informasi tidak relevan
<b>Kesesuaian langkah retorika (step)</b>	2,5	<b>Exellent:</b> hubungan antar bagian teks jelas
	2	<b>Good:</b> hubungan antar bagian teks umumnya jelas
	1,5	<b>Fair:</b> hubungan antar bagian teks kadang tidak jelas
	1,25	<b>Inadequate:</b> hubungan antar bagian teks tidak jelas
	1	<b>Inacceptable:</b> tidak ada penataan teks
<b>Kesesuaian bahasa (vocab)</b>	2,5	<b>Exellent:</b> bahasa yang digunakan sangat sesuai dengan jenis teks yang diberikan
	2	<b>Good:</b> umumnya bahasa yang digunakan sesuai dengan jenis teks yang diberikan

	1,5	<b>Fair:</b> bahasa yang digunakan tidak konsisten dengan jenis teks yang diberikan
	1,25	<b>Inadequate:</b> bahasa yang digunakan tidak sesuai dengan jenis teks yang diberikan
	1	<b>Inacceptable:</b> bahasa yang digunakan sangat buruk
<b>Kesesuaian bentuk (grammar)</b>	2	<b>Excellent:</b> sangat memenuhi aturan tata kalimat
	1,5	<b>Good:</b> umumnya memenuhi aturan tata kalimat
	1,25	<b>Fair:</b> sebagian memenuhi aturan tata kalimat
	1	<b>Inadequate:</b> umumnya tidak memenuhi aturan tata kalimat
	0,5	<b>Inacceptable:</b> tidak memenuhi aturan tata kalimat

### b. Text Type

A text is a unit of meaning, that can be realized by words, clauses or sentences (Depdiknas, 2005a:14). The text can be oral or written. In other words, Mark Anderson dan Kathy Anderson say that a text is any piece of communication that has meaning, and it can be written or spoken (2002:2). If we talk or write, it means we make a text. Furthermore, English Syllabus of Junior High School states that students must have the communication skills of three kinds of text, namely interpersonal, transactional, and functional text orally and written (2016c:3).

The syllabus gives the explanation of the three texts as follow (2016c:6-8).

- 1) Interpersonal text is used to keep interpersonal relationship, for instance the expression of *greeting, asking for permission, hoping, congratulating*, etc.

- 2) Transactional text has the function of interchanging information, things, and services. The examples are *name of day, name of days, name and number of things, expression of ability and willingness, the existence of things, agreement and disagreement*, etc.

- 3) Functional text functions to do a task or other duty. It consists of *greeting card, label, short message, announcement, advertisement, and song* as the special functional text. And, *descriptive text, personal recount, procedure text, narrative text, and information report* for the functional text.

Moreover, the transactional text for the eight graders consists of the following expressions.

- 1) Ability and willingness
- 2) Obligation, prohibition, and suggestion.

- 3) The existence of peoples, things, and animals.
- 4) Simple Present Tense.
- 5) Present continuous Tense.
- 6) Comparison.
- 7) Simple Past Tense.

In this research, the researcher concerns the transactional text of *the existence of things, and animals* as the expression applied in the writing learning process by implementing the multi pictures media.

### c. Multi Picture Learning Media

Learning media is everything which can be used to convey learning material so it can stimulate students' attention, interest, thought, and feeling in the learning process to achieve the learning goal (Daryanto, 2013:6). Meanwhile, Izzan (2016:96) states that language teaching media is everything used by teacher and students to achieve the determined learning goal.

Learning media in the learning process is so important to make the communication and interaction between a teacher and students effective (Rima, 2016:3). The use of learning media will overcome the students' boredom (Depdiknas, 2005b:13). If students are interested in doing the leaning tasks given by the teacher, they will enjoy the learning process and

understand the learning material easily.

According to Gagne in Daryanto (2013:17), learning media can be classified into 7 groups, namely things for demonstrating, oral communication, printed media, static pictures, moving pictures, film voice, and learning machine. While Izzan (2016:96) categories teaching media into 3 kinds. The first is audio-visual, such as radio, tape recorder, language laboratory, film, and video; second is visual media, for instance white-board, picture, flannel board, and OHP; and the third is games.

According to Oxford Advanced Learner's Dictionary (Hornby, 1995), multi means having many of, and picture means a painting, drawing, sketch, etc. especially as a work of art. Moreover, picture media is visual media that can only be seen, but do not have voice or audio

(<https://www.gurupendidikan.co.id/pengertian-media-gambar/>). There are some kinds of pictures as the learning media, such as poster, cartoon, comic, photography picture, graphic, and diagram. So, multi picture refer to many pictures, and they can be a painting, drawing, sketch, poster, cartoon, etc. Picture is included as a kind of visual media used in the teaching learning process.

Daryanto (2013:10-11) expresses the function of picture as learning media in the learning process. First, picture can be used accurately to observe animals which are difficult to see because they can't be caught. Second, picture is easy to be compared, for example the two different things. Furthermore, Subana (1998:322) in Setiawan (2014) expresses the use of pictures as leaning media (<https://www.gurupendidikan.co.id/pengertian-media-gambar/>). The uses of picture are as follow.

- 1) Arising students' interest.
- 2) Making students' understanding more easily.
- 3) Making the important object observed clearer, or bigger.
- 4) Simplifying the explanation.

Based on the explanation above, the advantages of using pictures as learning media are as follow.

- 1) Creating optimum learning circumstance.
- 2) Supporting students' writing.
- 3) Making the leaning process effective.
- 4) Making the learning object closer, for examples things and animals.
- 5) Observing the learning object more clearly.

- 6) Comparing things or animals more easily.
- 7) Arising students' interest.

While the disadvantages or weakness of using pictures as learning media are:

- 1) difficult to interpret the picture, especially for students who have low imagination or personal interpretation.
- 2) not every words or utterances used in learning process can be transferred through picture.

For this research, the researcher uses drawings and photography pictures. The pictures are modified and developed into 3 categories, namely flash card or flash pictures, concept pictures, and theme pictures.

## **B. Method**

The research held at Muhammadiyah Junior High School Pundong, Bantul is a classroom action research. The subjects of the research 31 eight graders students, considered to have the problem of the low writing skill.

The data needed in this research were collected by observation, performance test, paper and pen-test, questionnaire, and interview. This classroom action research was held by following 4 steps namely planning, acting, observing, and reflecting as stated in action research model taken from Arikunto (2017:42).

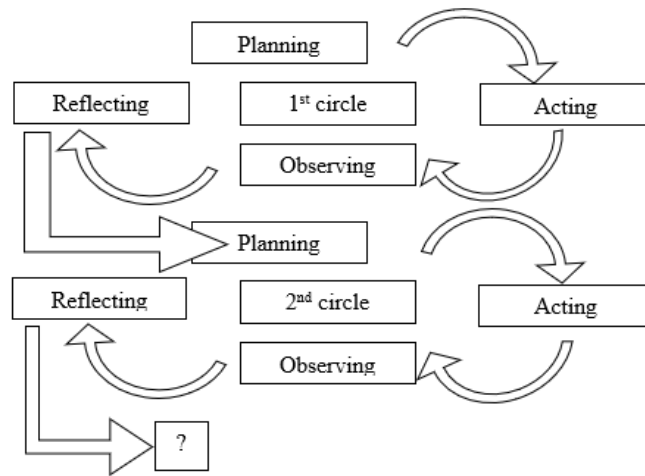


Figure 2 Action Research Circles

Figure 2 Action Research Circles

The research held in 2 circles within 2 meetings in each circle applied 4 action research steps in each circle. The detailed steps were as follow.

1. Planning

In this step, the researcher prepared:

- a. learning scenario by applying multi picture media.
- b. learning tool, such as pictures (multi picture), word cards, and hand out.
- c. monitoring instrument and questionnaire.

2. Acting

In this step, the researcher conducted the writing learning process in the classroom accompanied by an observer. For this research, the learning material was about written transactional text expressing *asking and giving information*. The first circle was about *asking and giving information of the existence of things*, and the

second circle was *asking and giving information of existence of animals*. The writing learning process was conducted by implementing multi picture media.

3. Observing

The researcher recorded any data found during the learning process, assisted by an observer by filling the observation instrument.

4. Reflecting

In this step, the data found in the observation session was interpreted to improve the learning process for the next circle.

The data found in this research was analyzed using quantitative and qualitative techniques. The quantitative technique was used to know the increasing of the learning quality by analyzing the performance test and writing cognitive test (paper and pen test). Meanwhile, the qualitative technique was needed to know the learning

process using the multi picture media.

The result of the learning process by using multi picture media to improve writing skill after completing 2 circles was as follow

**C. Research Findings and Discussion**

1. The result of observation

Table 1 Result of learning observation

Nu	Circles	Number of active students	Percentage of activeness	Number of passive students	Percentage of passiveness	Number of students
1	1 <sup>st</sup> circle	26	84	5	16	31
2	2 <sup>nd</sup> circle	30	97	1	3	31

Table 1 above shows that the students' participation in joining the writing learning process is high. It can be seen from the percentage of students' involvement in the 1<sup>st</sup> circle which shows 84%. The rate still increases in the

next circle, the 2<sup>nd</sup> one, which becomes 96%. It indicates that the students have strong motivation in joining the learning process by using multi picture media to enhance their skill in writing English

2. The result of students' performance test

Table 2 Result of performance test

Nu	Circles	Number of students	Number of students complete	Number of students incomplete	Percentage of completeness	Average scores
1	1 <sup>st</sup> circle	31	23	8	74	73
2	2 <sup>nd</sup> circle	31	27	4	87	75

From table 2 above, it can be said that the number of students completing the performance test increases. The rate of the 1<sup>st</sup> performance test is 74%,

and the 2<sup>nd</sup> performance test is 87%. So, it shows the increasing number of 13%.

While, the average score also shows the increasing

number, comparing between the 1<sup>st</sup> performance test with the score of 73, and the second one with the score of 75. It

means that the use of multi picture media during the learning process can improve stud

ents skill to write English.

3. Result of paper and pen test

Table 3 Result of paper and pen test

Nu	Kind of test	Number of students	Number of students complete	Number of students incomplete	Percentage of completeness	Average scores
1	Pre Test	31	11	20	35	61,1
2	Post Test	31	74	8	74	80,2

Table 3 above shows the rate of pre test completeness is 35%, and the post test is 74%. Although the percentage of the pre test is not so high, in fact, the percentage increases 39% comparing to the result of post test.

Meanwhile, the increasing number of the average score also can be seen

from the table above. It increases 19,1 point comparing to the result of pre test with the score of 61,1 and the post test with the score of 80,2. It implies that the use of multi picture media in the learning process can improve students' skill in writing English

4. Result of Questionnaire

Table 4 Result of Questionnaire

No.	BUTIR INDIKATOR KEBERHASILAN PTK	PERSENTASE
1	Apakah penggunaan “Multigambar” dalam pembelajaran <b>Writing (menulis)</b> dapat mempermudah mengungkapkan pendapat, pikiran dan gagasan dalam bahasa Inggris secara tertulis? a. Ya b. Tidak c. Tidak tahu	90 % 3 % 6 %
2	Apakah penggunaan “Multigambar” dalam pembelajaran <b>Writing (menulis)</b> dapat meningkatkan rasa percaya diri Anda untuk <b>menulis</b> dalam bahasa Inggris? a. Ya b. Tidak	90 % 6 % 3 %

	c. Tidak tahu	
3	Apakah penggunaan <b>“Multigambar”</b> dalam pembelajaran <b>Writing (menulis)</b> dapat meningkatkan motivasi Anda untuk berlatih <b>menulis</b> dalam bahasa Inggris? a. Ya b. Tidak c. Tidak tahu	90 % 10 % 0 %
4	Apakah penggunaan <b>“Multigambar”</b> dalam pembelajaran <b>Writing (menulis)</b> dapat meningkatkan kemampuan <b>menulis</b> Anda dalam bahasa Inggris? a. Ya b. Tidak c. Tidak tahu	90 % 3 % 6 %
5	Apakah Anda sekarang tahu manfaat penggunaan <b>“Multigambar”</b> dalam pembelajaran <b>Writing (menulis)</b> ? a. Ya b. Tidak c. Tidak tahu	87 % 13 % 0 %

The data of the questionnaire above (table 4) show that the use of multi picture media in the writing learning process is able to:

- a. express the idea easier (90% students say so).
- b. increase the belief in writing English (90% students agree).
- c. increase motivation to write English (90% students say so).
- d. increase writing competence (90% students say so).

- e. be aware of the benefit of multi pictures media (87% students agree).

The data above indicate that students have strong positive response, and feeling fun with the using of multi picture media in the writing learning process. In other words, the use of multi picture media in learning process can improve the students' writing skill



## 5. Result of interview

Table 5 Result of interview

No.	BUTIR INDIKATOR KEBERHASILAN PTK	PROSENTASE
	Responden siswa (N=10)	
1	Bagaimanakah pendapat anda tentang pembelajaran dengan menggunakan multigambar ini? a. Kurang menarik b. Menarik c. Sangat menarik	0 50 % 50 %
2	Bagaimanakah pengaruh penggunaan multigambar dalam pembelajaran terhadap kemampuan menulis anda ? a. Kurang berpengaruh b. Sama saja c. Lebih mudah dalam menulis	0 20 % 80 %
3	Jika dibandingkan dengan proses pembelajaran sebelumnya, bagaimana pendapat anda tentang <i>Writing</i> (menulis) dengan menggunakan multigambar? a. Sama saja b. Menarik c. Lebih menarik	0 50 % 50 %
4	Apa yang anda rasakan ketika sedang mengikuti pembelajaran <i>Writing</i> (menulis) dengan menggunakan multigambar? a. Kurang senang b. Senang c. Sangat senang	0 50 % 50 %
5	Menurut Anda, apakah manfaat pembelajaran <i>Writing</i> (menulis) dengan menggunakan multigambar? a. Sama saja b. Menulis sedikit lancar c. Menulis lebih lancar	0 20 % 80 %

Table 5 above shows that the use of multi picture media in the writing learning process:

- a. makes the learning interesting (50% students say so), and even it is very interesting (50% agree).
- b. influences the writing competence, 80% students say that it is easier to write English.
- c. makes the learning more interesting than before (50% students say so), and 50% students say it is as interesting as before.
- d. makes the students so fun during the learning (50% students say so), and 50% students feel fun.

- e. improves writing skill, students write more fluently (80% students say so), and 20 % students can write a little bit fluently.

Based on the data of interview result above, it can be seen that students have positives responses toward the using of multi picture media in the writing learning process. The students are so interested, feeling fun, and easier in writing English. It means the use of multi picture media in learning process can improve the students' writing skill.

Though there are several benefits of multi

picture media, there is still some limitations on implementing it in the writing learning process. It is not easy to interpret what is meant by a certain picture, especially for the students in low capacity. Beside that not every words or utterances used in learning process can be transferred through picture. However, it is hoped to be one of teachers' account of learning media.

#### D. Conclusion

The research result above shows that the use of multipicture media in the writing learning process can increase students' skill in writing English. It can improve their ability to write English in the transactional text. They feel easier to express their idea, and they are able to write more fluently.

Moreover, the use of multi picture media can increase students motivation in joining the learning process. It makes the learning fun and more interesting. It can also increase students belief in writing English, especially the transactional text.

Based on the conclusion, the media of multi picture is recommended to be implemented on teaching learning process because it will improve the students' writing skills.

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## **PETUNJUK BAGI PENULIS JURNAL ILMU SOSIAL CARITAS PRO SERVIAM**

1. Naskah merupakan suatu kajian masalah bidang Ilmu Ekonomi, Sosial dan Humaniora baik hasil penelitian maupun hasil pemikiran yang belum pernah dipublikasikan. Naskah ditulis berdasarkan kaidah penulisan Bahasa Indonesia yang baik dan benar Pedoman Umum Ejaan Bahasa Indonesia (PUEBI). Naskah diketik dengan huruf Times News Roman, ukuran 12, spasi ganda, dicetak di atas kertas HVS ukuran kwarto sebanyak 10-30 halaman.
2. Judul tidak lebih 12 kata, ditulis dengan huruf kapital 14, spasi tengah
3. Nama penulis dicantumkan tanpa gelar
4. Abstrak ditulis dalam satu paragraph, maksimum 200 kata, dengan ketikan spasi 1 dan dicetak miring. Abstrak ditulis dalam bahasa Inggris bagi naskah Bahasa Indonesia dan ditulis dalam Bahasa Indonesia bagi naskah Bahasa Inggris. Abstrak disertai kata-kata kunci (*key words*)
5. Sistematika naskah hasil penelitian:
  - a. Judul
  - b. Abstrak
  - c. Pendahuluan
  - d. Metode Penelitian
  - e. Hasil dan Pembahasan
  - f. Kesimpulan dan Saran
  - g. Daftar Pustaka
6. Sistematika naskah hasil Pemikiran:
  - a. Judul
  - b. Abstrak
  - c. Pendahuluan
  - d. Pembahasan
  - e. Penutup atau Kesimpulan
  - f. Daftar Pustaka
7. Ketentuan Penulisan Daftar Pustaka
  - a. Penulis diurutkan berdasarkan alfabetis, nama akhir/ keluarga sebagai urutan pertama atau nama institusi yang bertanggung jawab atas tulisan. Nama penulis diakhiri tanda titik (.)
  - b. Tuliskan tahun terbit karya pustaka dan diakhiri tanda titik (.)
  - c. Tuliskan judul karya pustaka dari seorang penulis lebih dari satu, penulisan diurutkan secara kronologis waktu penerbitan
  - d. Penulisan referensi dari internet terdiri: judul, penulis, alamat *website* dan keterangan akses/ *down load*
8. Gambar, grafik, dan tabel disajikan dengan diberi nomor urut dan sumber
9. Biodata ditulis dalam bentuk narasi memuat nama lengkap, tanggal dan tempat lahir, keterangan selesai pendidikan S1/S2/S3, pekerjaan, alamat e mail, bidang kerja/ bidang ajar dan karya ilmiah yang pernah ditulis
10. Naskah yang dikirim dapat:
  - a. Diterima tanpa perbaikan
  - b. Diterima dengan perbaikan dari redaksi

- c. Diperbaiki oleh penulis dan dipertimbangkan dalam rapat dewan redaksi
- d. Ditolak karena kurang memenuhi syarat