



(REVIEW ARTICLE)



# The effect of text genre multiliteracy learning models and learning motivation on inspirational story writing learning outcomes of ninth graders at SMP negeri 1 Kwandang

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International Journal of Science and Research Archive, 2024, 12(02), 1166–1175

Publication history: Received on 12 June 2024; revised on 20 July 2024; accepted on 23 July 2024

Article DOI: <https://doi.org/10.30574/ijrsra.2024.12.2.1337>

## Abstract

This research is aimed at analyzing (1) different effects of the uses of text genre multiliteracy and conventional learning models on inspirational story writing learning outcomes of ninth graders SMP Negeri 1 Kwandang and (2) the effect of interaction between the text genre multiliteracy learning model and learning motivation on inspirational story writing learning outcomes of ninth graders SMP Negeri 1 Kwandang. This experimental research used a  $2 \times 2$  factorial design. Instruments to measure motivation and learning outcomes were questionnaires and a competency test, respectively. The data analysis technique was two-way ANOVA. Results demonstrated (1) significantly different effects between text genre multiliteracy and conventional learning models on inspirational story writing learning outcomes at a p-value of  $0.000 < 0.05$ . The group using the text genre multiliteracy learning model scored higher (better) compared to that using a conventional one at a mean difference of 10.7 and (2) a significant effect of interaction between the text genre multiliteracy learning model and learning motivation on inspirational story writing learning outcomes at a p-value of  $0.014 < 0.05$ .

**Keywords:** Learning Model; Text Genre Multiliteracy; Learning Motivation; Learning Outcome; Inspirational Story Writing

## 1. Introduction

Individuals learn in their life to lead to changes. A learning system happens in the relationship between individuals and the current state. Noticeable signs of individuals who have learned are changes in their behaviors as a result of increases in information, competency, and mentality levels. The changes inextricably correlate with the environment they domicile. Interaction which comes about during a learning process is influenced by an environment, which is composed of students, teachers, educational affair staff, learning media, learning sources, and learning models which teachers capitalize to deliver information and knowledge to students.

Indonesia has experienced several curriculum changes. The latest curriculum is developed on the basis of 21<sup>st</sup> century education. It builds students' cognitive aspects, affective characters, and skills and describes their learning outcomes. This curriculum is expected to further students and give them an equal position in terms of education to others from other countries. Education managed by the latest curriculum is expected to breed a national generation which is preminent, nationally characterized, and able to play a critical role within an international context.

Teachers can draw on cooperative learning models, i.e., implementing a learning strategy of grouping students or making them study together to achieve 21<sup>st</sup>-century learning objectives. A group structure encourages students to interact, befriend, and impact each other, especially in terms of learning engagement. Applying multiliteracy learning

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models, one of the cooperative learning models will allow teachers to enable students to attain the expected competencies. The models emphasize group work.

As exhibited by our study of several references, a text genre multiliteracy learning model is suitable for inspirational story writing materials. Teachers can implement this model and integrate it with some methods, e.g., “talking stick” and “two stay and two stray”, bringing about more attractive learning and boosting student activeness. The “talking stick” method can foster students to express or state arguments, and the “two stay and two stray” one will demand students to participate actively. Particularly, the latter method highlights student activities aligned with its concept. Students who “stay” have to deliver and provide information about their group work results. Meanwhile, those who “stray” must look for information on the results of other groups they visit and deliver the information they get to their group members. Combining these two methods, “talking stick” and “two stay and two stray” with the text genre multiliteracy learning model can augment student motivation and inspirational story writing learning results henceforth.

Student motivation is a factor which can advocate a successful learning process. Elevating learning motivation in every lesson is crucial, as some students will be bored when attending an Indonesian language class. Students’ lack of motivation to learn the Indonesian language must not ensue. Highly motivated students in learning will learn well. As such, they can efficiently practice thinking critically, creatively, carefully, and logically, bringing about expected achievements. It is attuned to Eveline & Nara, in Astuti (2018:215), that learning motivation impels students to learn and creates learning willingness to attain learning objectives, the spirit of learning, and enjoyment while learning.

Our observation in August 2022 at SMP Negeri 1 Kwandang informed us that most ninth graders found difficulties in writing inspirational stories. We noticed the first difficulty when the teacher assigned them to write an inspirational story. Many of the students were difficult to write inspirational stories by adhering to grammatical structures and principles, to find ideas to write inspirational stories, and to stay focused on spelling and punctuation. Those caused low inspirational story writing learning outcomes.

Those learning issues are also caused by teacher roles in the learning process. The teacher employed no creative learning model and gave no learning motivation to students. The teacher exerted mostly a lecturing method, which made students play as objects only and brought on a one-way interaction. Students were becoming lazy, uncreative, uncritical, and unmotivated to give responses. Students lacked chances to self-find knowledge as they received it straightforwardly from books or their teacher. It bored students when learning and adversely inflected their learning outcomes.

This research examines the differences in inspirational story writing learning outcomes between students who exploited a text genre multiliteracy learning model and those who leveraged a conventional one. In addition, it investigates the effect of interaction between the text genre multiliteracy learning model and student learning motivation on inspirational story writing learning outcomes.

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## 2. Method

This experimental research involved three variables, namely inspirational story writing learning outcomes as a dependent variable and learning models and learning motivation as independent ones. Data were collected by observation, student learning motivation test, and student competency test. Data analyses were statistic-descriptive and statistic-inferential.

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## 3. Results

### 3.1. Data on Different Effects of the Uses of Text Genre Multiliteracy and Conventional Learning Models on Inspirational Story Writing Learning Outcomes

#### 3.1.1. Data on Inspirational Story Writing Learning Outcomes Using the Text Genre Multiliteracy Learning Model

We collected data on inspirational story writing learning outcomes from the experimental class (IX-A), which used the text genre multiliteracy learning model. Our learning process designed was carried out in three meetings. Table 1 indicates data on inspirational story text writing learning outcomes gathered from the experimental class which wielded the text genre multiliteracy learning model.

**Table 1** Data on Inspirational Story Writing Learning Outcomes Using the Text Genre Multiliteracy Learning Model

No.	Category	Subtotal
1	Very Good	8
2	Good	12
3	Acceptable	10
4	Poor	1
5	Very Poor	-
Total		31

We could observe in Table 1, that eight students obtained very good scores, 12 obtained good ones, 11 obtained acceptable ones, one obtained a poor one, and none obtained very poor ones or failed. Data in Table 1 pointed out that students with good scores came with the highest number.

A descriptive analysis was conducted to acquire a general description of research data. Table 2 presents the results of the description analysis of inspirational story writing learning outcomes from students learning using the text genre multiliteracy learning model.

**Table 2** Inspirational Story Writing Learning Outcomes Using the Text Genre Multiliteracy Learning Model

Statistics	Learning Outcomes with the Text Genre Multiliteracy Learning Model
N	31
Mean	82.4045
Standard deviation	7.76092
Range	27.27
Minimum score	68.18
Maximum score	95.45

Table 2 shows the information about learning outcomes of 31 ninth graders who used the text genre multiliteracy learning model. The students belonged to the experimental class (IX-A). They scored 82.40 on average. The mean score of students who used the text genre multiliteracy learning model was good. The description of data distribution could be observed in the standard deviation, which was 7.76. The number was smaller in comparison with the mean. It stated that the data collected were homogenous. The maximum score was 95.45, and the minimum one was 68.18. The score range was hence 27.27. It suggested an insignificant difference between the maximum and minimum scores, demonstrating that data were homogenous.

### 3.1.2. Data on Inspirational Story Writing Learning Outcomes Using a Conventional Learning Model

Other data collected were inspirational story writing learning outcomes from the control class (IX-C), which used a conventional learning model. The learning process was performed in two meetings. Table 3 exhibits data on inspirational story text writing learning outcomes from the control class (IX-C), which used a conventional learning model.

**Table 3** Data on Inspirational Story Writing Learning Outcomes Using a Conventional Learning Model

No.	Category	Subtotal
1	Very Good	1
2	Good	8
3	Acceptable	9
4	Poor	7
5	Very Poor	6
Total		31

Table 2 indicates the findings that a student acquired a very good learning outcome, eight acquired good ones, nine acquired acceptable ones, seven acquired poor ones, and six acquired very poor ones. The last six ones, in so doing, were predicated as having failed. The descriptive analysis of inspirational story writing learning outcomes collected from the control class (IX-C), which used a conventional learning model, is pointed out in Table 4.

**Table 4** Inspirational Story Writing Learning Outcomes Using a Conventional Learning Model

Statistics	Learning Outcomes with the Conventional Learning Models
N	31
Mean	71.7013
Standard deviation	11.54031
Range	40.91
Minimum score	50.00
Maximum score	90.91

Table 4 informs us that 31 students, who belonged to the control class (IX-C), scored 71.70 on average after learning using a conventional model. The mean score was predicated as acceptable. The description of data distribution could be studied through the obtained standard deviation, i.e., 11.54. The value was lower than the mean, presenting evidence suggesting data were homogenous. The maximum score was 90.91, and the minimum one was 50.00, engendering a range score of 40.91. It pointed out an insignificant difference between the maximum and minimum scores and that being so, data were homogenous.

### 3.1.3. Data on Differences in Inspirational Story Writing Learning Outcomes between Students Using the Text Genre Multiliteracy Learning Model and Those Using Conventional Learning Models

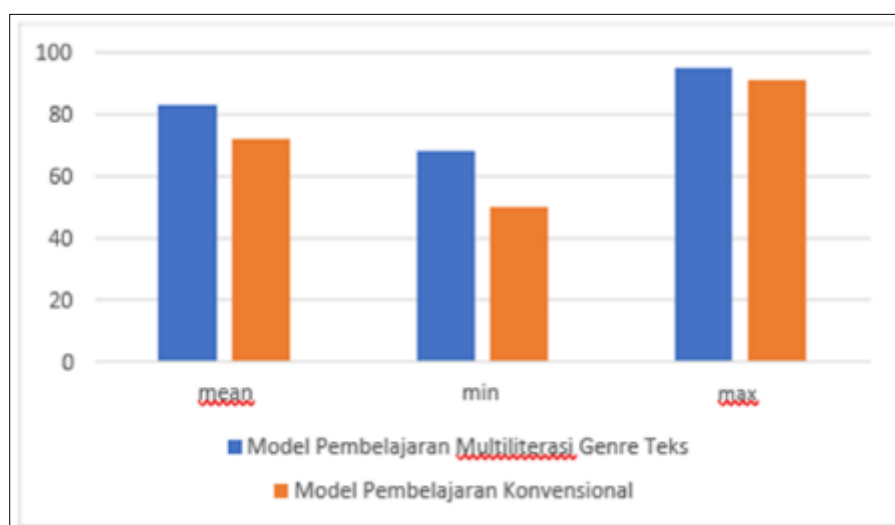
Table 5 shows the results of the descriptive analysis of inspirational story writing learning outcomes from the experimental class (IX-A), using the text genre multiliteracy learning model, and the control class (IX-C), using a conventional one.

Table 5 informs us that students from the experimental class (IX-A), where the text genre multiliteracy learning model was implemented, scored 82.40, higher relative to those from the control class (IX-C), where a conventional learning model were applied, with a mean score of 71.70. The maximum score from the experimental class (IX-A) was 95.45, higher than that from the control class (IX-C), with a maximum score of 90.91. Meanwhile, the minimum score from the experimental class was 68.18, remaining higher than that from the control class, with a minimum score of 50. The standard deviation from the experimental class was smaller than that from the control one, namely  $7.76 < 11.54$ , respectively. It showed that data on students who learned using the text genre multiliteracy learning model was increasingly homogenous. The range value from the experimental class was 27.27. This value was smaller than that from the control class, i.e., 40.91.

**Table 5** Inspirational Story Writing Learning Outcomes Using Text Genre Multiliteracy and Conventional Learning Models

Statistics	Learning Outcomes Using the Text Genre Multiliteracy Learning Model	Learning Outcomes Using a Conventional Learning Model
N	31	31
Mean	82.4045	71.7013
Standard deviation	7.76092	11.54031
Range	27.27	40.91
Minimum score	68.18	50.00
Maximum score	95.45	90.91

As stated by the descriptive analysis results, students who used the text genre multiliteracy learning model (IX-A) scored higher or better than those who used a conventional one (IX-C). The text genre multiliteracy learning model used in the experimental class, therefore, was more effective in escalating inspirational story writing learning outcomes than a conventional one used in the control class. We can understand the results more clearly through Figure 1.

**Figure 1** Learning Outcomes of Students Using Text Genre and Conventional Learning Models

### 3.2. Effect of Interaction between the Text Genre Multiliteracy Learning Model and Learning Motivation (Low, Medium, and High) on Inspirational Story Writing Learning Outcomes

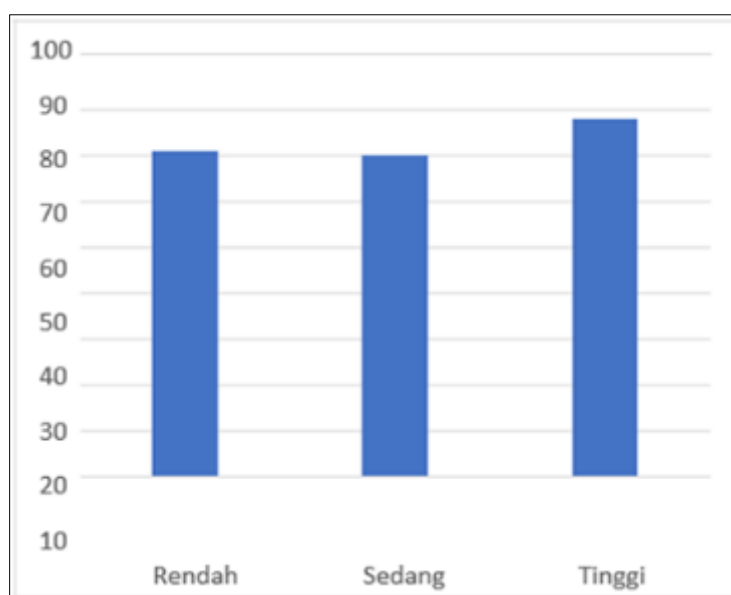
Student learning outcomes were influenced by learning models which the teacher was harnessing and learning motivation. As suggested by the analysis results, seven students using the text genre multiliteracy learning model and seven others using a conventional one showed high motivation. Meanwhile, 15 students using the text genre multiliteracy learning model and 16 using a conventional one showed medium motivation. Low motivation was demonstrated by nine and eight students who used text genre multiliteracy and conventional learning models, respectively.

The text genre multiliteracy learning model, as well as learning motivation, had a very positive influence on student learning outcomes of inspirational story writing. Students with high learning motivation had better or higher learning outcomes when using the text genre multiliteracy learning model compared to those learning using a conventional one. Similarly, students with low learning motivation when learning using the text genre multiliteracy learning model scored higher than those using a conventional one.

**Table 6** Data on Differences in Inspirational Story Writing Learning Outcomes Between Students Using Text Genre Multiliteracy Based on Learning Motivation

Statistics	Motivation		
	Low	Medium	High
N	9	15	7
Mean	80.8089	80.6060	88.3100
Standard deviation	5.91605	7.77165	7.80834
Minimum score	72.73	68.18	77.27
Maximum score	90.91	90.91	95.45

Table 6 informs us about inspirational story writing learning outcomes of students learning using the text genre multiliteracy learning model. Nine students with low learning motivation had a mean score of 80.81, while 15 students with medium learning motivation had a mean score of 80.61. Seven students with high learning motivation scored 88.31 on average. As indicated in Table 6, students with high learning motivation had higher inspirational story writing learning outcomes than those with low and medium learning motivation, and students with low learning motivation had higher inspirational story text writing learning outcomes than those with a medium one. Figure 2 delineates the learning outcome description in more detail.

**Figure 2** Inspirational Story Writing Learning Outcomes of Students from the Experimental Class Using the Text Genre Multiliteracy Learning Model

### 3.3. Hypothesis Test

#### 3.3.1. Different Effects of the Uses of the Text Genre Multiliteracy Learning Model (the Experimental Class) and a Conventional Learning Model (the Control Class) on Inspirational Story Writing Learning Outcomes

Hypothesis 1 stated that inspirational story writing learning outcomes of students using the text genre multiliteracy learning model and those using a conventional one differed. Table 1 demonstrates data from the statistical analysis results.

**Table 7** Independent Sample T-Test on Treatment Groups

Class	N	Mean	Mean Difference	P-Value	Description
Control	31	71.7013	10.7032	0.000	Significantly different
Experimental	31	82.4045			

Independent sample t-test results in Table 7 exhibit mean scores of 71.7013 and 82.4045 obtained by control and experimental classes, respectively. The latter class scored higher, generating a mean score difference of 10.7032. Because the p-value was  $0.000 < 0.05$ ,  $H_0$  was rejected, and  $H_1$  was accepted. It exhibited a significant difference between control and experimental classes. In conclusion, the use of the text genre multiliteracy learning model impacted inspirational story writing learning outcomes significantly.

### 3.3.2. Effect of Interaction between the Text Genre Multiliteracy Learning Model and Motivation on Inspirational Story Writing Learning Outcomes

#### Learning Model Effect on Inspirational Story Writing Learning Outcomes

Statistical analysis results induced data indicated in Table 8. ANOVA results pointed out a p-value of  $0.000 < 0.05$ .  $H_0$  was thus rejected, but  $H_1$  was accepted. To conclude, the learning model inflected inspirational story writing learning outcomes significantly.

**Table 8** ANOVA Results of Learning Model Effects on Inspirational Story Writing Learning Outcomes

Interaction	Mean Square	F	P-Value	Description
Treatment	1955.62	29.536	0.000	Significantly affecting

#### Learning Motivation Effect on Inspirational Story Writing Learning Outcomes

Table 9 points out data resulting from the statistical analysis. ANOVA results presented a p-value of  $0.000 < 0.05$ , positing that  $H_0$  was rejected, but  $H_1$  was accepted. To sum up, learning motivation had a significant influence on inspirational story writing learning outcomes.

**Table 9** ANOVA Results of Learning Motivation Effects on Inspirational Story Writing Learning Outcomes

Interaction	Mean Square	F	P-Value	Description
Motivation	773.27	11.679	0.000	Significantly affecting

#### Effect on Interaction between the Learning Model and Learning Motivation on Inspirational Story Writing Learning Outcomes

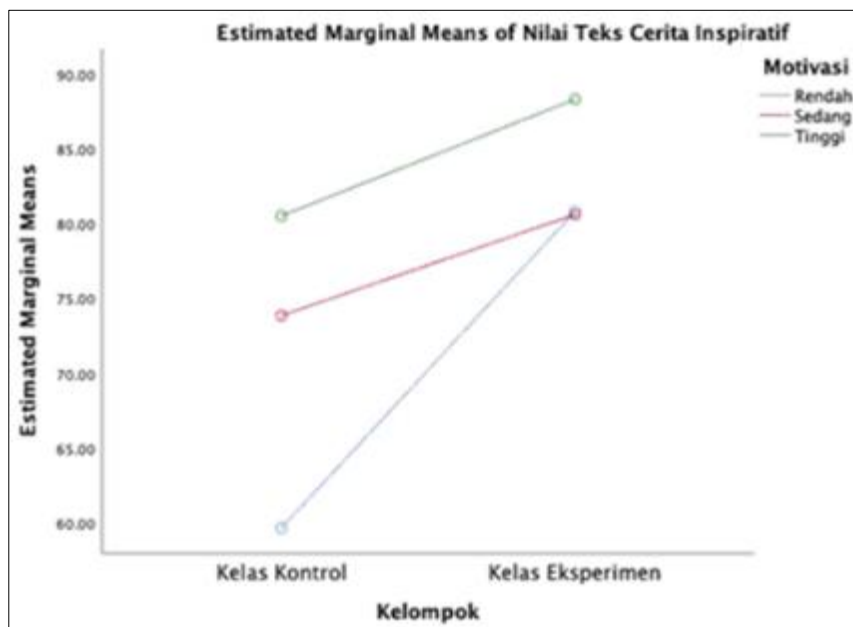
Grounded on statistical analysis results, we gathered data as presented in Table 10. ANOVA led us to a p-value of  $0.014 < 0.05$ , proposing that  $H_0$  was rejected, but  $H_1$  was accepted. We could infer, accordingly, that the interaction between the learning model and learning motivation had a significant effect on inspirational story writing learning outcomes.

**Table 10** ANOVA on the Effect of Interaction between the Learning Model and Learning Motivation on Inspirational Story Writing Learning Outcomes

Interaction	Mean Square	F	P-Value	Description
Treatment*Motivation	306.202	4.625	0.014	Significantly affecting

Hypothesis 4 stated interaction between the text genre multiliteracy learning model and student learning motivation affected inspirational story writing learning outcomes. Table 10 presents the statistical analysis results of the effect of interaction between the learning model and motivation on inspirational story writing learning outcomes. Figure 3 informs us that the interaction between the text genre multiliteracy learning model and low and medium learning

motivation in the experimental class had an impact on inspirational story writing learning outcomes. The interaction was above 80, hence categorized as good. As such, as regards hypothesis 4,  $H_1$  was accepted, and  $H_0$  was rejected.



**Figure 3** Effect of Interaction between the Learning Model and Learning Motivation on Inspirational Story Writing Learning Outcomes

## 4. Discussion

### 4.1. Different Effects of the Uses of Text Genre Multiliteracy and Conventional Learning Models on Inspirational Story Writing Learning Outcomes

The hypothetical test showed a significantly different effect on inspirational story writing learning outcomes of students in experimental (IX-A), where the text genre multiliteracy learning model was implemented, and control classes (IX-C), where a conventional learning model was applied. Inspirational story writing learning outcomes acquired by students who learned using the text genre multiliteracy learning model were higher than those using a conventional one.

Eight students from the experimental class (IX-A), using the text genre multiliteracy learning model, and a student from the control class (IX-C), using a conventional learning model, acquired very good scores. Poor and very poor inspirational story writing learning outcomes were mostly acquired by students using a conventional learning model, i.e., seven and six students, respectively. The figures were acquired from the scoring results of the assessed aspects. For example, attributed to the scores acquired by the experimental class (IX-A) in the theme aspect, 29 students wrote inspirational stories with a very suitable theme, whereas only 20 students of the control class (IX-C) wrote inspirational stories with a very suitable theme. The difference in the two numbers was nine. It was also notable in other aspects, such as structural completeness, linguistic principles application, skilled language use, spelling, and punctuation. This scoring showed significant differences in inspirational story writing learning results between students learning using the text genre multiliteracy learning model in the experimental class (IX-A) and those using a conventional one in the control class (IX-C).

It was commensurate with Abidin (2015:127), that text-based learning enabled students to communicate using language correctly and carefully. The communication helped students achieve a learning objective through texts. Genre-based writing multiliteracy methods basically insisted on the essentiality of understanding a text before starting a writing activity (Macken, et al. in Abidin, 2015:187). Text genre learning methods were considered able to heighten writing learning outcomes using a range of texts as in their initial implementation, students were given an understanding of a writing from a certain genre using available text examples or models.

Results demonstrated that students using the text genre multiliteracy learning model scored 82.40 on average, while those using a conventional one scored 71.70 on average, resulting in a mean difference of 10.7. It comports with Dali



(2020), that multiliteracy learning had a significant effect on improvements in student learning outcomes. Besides, Lilik (2018) stated that multiliteracy learning models impacted increases in student competencies significantly. Text genre multiliteracy and conventional learning models hence produced different inspirational story writing learning outcomes. The different learning outcomes exhibited a significant influence of the text genre multiliteracy learning model on inspirational story writing learning outcomes.

#### **4.2. Effect of Interaction between the Text Genre Multiliteracy Learning Model and Learning Motivation (Low, Medium, and High) on Inspirational Story Writing Learning Outcomes**

The text genre multiliteracy learning model could promote student motivation as the text-based model could give an understanding of a particular type of texts using provided examples. Students were assigned to make a text individually after acquiring group text-making training. This training could give understandings students required. Results conveyed a p-value of 0.014 or less than  $\alpha = 0.05$  in connection with the interaction between the text genre multiliteracy learning model and motivation. It brought us to a determination that  $H_0$  was rejected, whereas  $H_1$  was accepted. The interaction came about on students with low and medium motivation, which was above 80 on the text genre multiliteracy learning model. A strong interaction above 80 led us to a conclusion that the text genre multiliteracy learning model and motivation had a significant effect on inspirational story writing learning outcomes of students.

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### **5. Conclusion**

Predicated on results, we could draw the following conclusions.

- Text genre multiliteracy and conventional learning models differed significantly in terms of their effects on inspirational story writing learning outcomes. Students who learned using the text genre multiliteracy learning model in the experimental class (IX-A) had higher inspirational story writing learning outcomes compared to those using a conventional learning model in the control class (IX-C).
- The interaction between the text genre multiliteracy learning model and learning motivation had a significant effect on inspirational story writing learning outcomes.

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### **Compliance with ethical standards**

#### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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