

## **DEVELOPMENT OF TEACHING MATERIALS OF TEMBUNG (UPDATE CONTINUOUS) IN CLASS I ELEMENTARY SCHOOL**

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Received : 11-07-2021

Accepted : 10-09-2021

Published: 17-01- 2022

### **Abstract**

Curriculum writing is one of the language skills that must be mastered by lower grade elementary school students in accordance with the competency standards demanded by the curriculum. In fact, there are still many students who have not mastered the skill of writing tembung (upright cursive) because some students write with tembung which is very complicated, so that only a few skilled students are able to achieve the KKM. The development of tembung teaching materials is an alternative to improve the writing skills of elementary school students. The purpose of this study is "Describe the analysis of student writing tembung in the development of teaching materials in elementary school". This study uses the Design and Development (D&D) method which was carried out at SDN 01 Gayamsari Semarang and SDN 02 Rejosari Semarang, the research subjects were 88 first grade elementary school students, 2 content or material expert lecturers, 1 design expert lecturer and 2 lower grade elementary school teachers. Data collection techniques in the form of interviews with homeroom I, distribution of teaching material validation questionnaires developed by researchers to expert lecturers and elementary school teachers. The data collected through the distribution of questionnaires were then analyzed using a Likert Scale. The results of the research on writing student tembung are still below the KKM. The teaching materials developed resulted in a product in the form of a writing guide book with the results of product trials, namely Very Good so that it was feasible to use.

**Keywords:** Development of Teaching Materials, Writing, Upholding

### **INTRODUCTION**

Indonesia is a country that has various ethnic, races, religions, cultures and languages. Various kinds of languages have been born from various regions, but the Indonesian people must to learn the national language, as a means of unifying communication for the Indonesian nation. Indonesian is the official language of education, starting from elementary school to university level. The scope of Indonesian language in elementary schools are covers aspects of language skills, namely listening or learning to listen, speaking skills, and writing skills. Indonesian language learning aims to train students' ability to communicate effectively both orally and in writing. These skills are basic skills that

must be mastered by students during the learning process (Atmojo, S. E., Lukitoaji, B. D., & Muhtarom, T. 2021). These skills are related to each other starting from listening, speaking, reading, then writing skills. Listening and speaking skills are the first skills that children acquire in communicating which are obtained naturally without having to have special training or can be obtained from birth. Meanwhile, reading and writing skills are skills that must be acquired through special learning at a training institution or independent training with the family.

Writing skills are carried out through several stages, namely writing at the initial level, which starts from the introduction of sound symbols. The original abilities that

students have become the foundation for successful learning at a later stage, so that the learning process will be easier and more effective. According to Tarigan (2008) writing skills are language skills that are used to communicate indirectly, do not face to face with other people. With good writing skills, students are able to express various kinds of opinions and ideas in writing. Original writing skills should have been mastered by students since sitting in the lower grades. In line with Nazwa's opinion (2019) that in elementary education units, especially low grades, there is one competency that must be achieved by students in writing activities, namely "Writing simple sentences dictated by the teacher using conjunctive letters and use of capital letters and dot." Writing cursive is for connected activities so that it becomes a word without lifting a writing utensil.

Based on the results of interviews with class IB teacher at SDN 01 Gayamsari Semarang and class IB teacher at SDN 02 Rejosari Semarang, student's skill of cursive writing is still under the KKM. This is evidenced by this following data: 1) Students do not know the form of cursive letters as much as 29% so that it becomes an obstacle for these students. Like the writing of letters I and J, there are still many students who are wrong. 2) Students do not know the size of the letters at the time of writing cursive as much as 47% so that it affects the alignment in cursive writing. 3) Students do not know the use of capital letters as much as 71% so it is still difficult for most students, often mistakenly between capital letters and lowercase letters in cursive writing. 4) Students still write with a very close distance between words as much as 29%, so it is less legible and the writings is not neat. 5) Student do not maintaining cleanliness at the time of write in cursive as much as 53%, so the writings tends to be dirty as a result of deleting the less clean ones. This is because some students suppose that write in cursive letters which is very complicated, so only a few students are able to achieve the KKM. The low of student's

write in cursive skills is caused by a lack of creativity so that students can only find cursive letters from the text given by the teacher, so learning seems monotonous for students and teacher is only fixated on the implementation of learning listed in the teacher's book. Reinforced by the results of the student books analysis, that there are several shortcomings in the student book, including the absence of lowercase and capital letters in cursive in the student books, the use of cursive letters found in the student books still uses cursive letters as reference in 1988, the student book should be use the latest reference in 2009, and student books used in elementary schools are school inventory, so students cannot be used directly to write in cursive on books. In fact, write in cursive skill is one of the standards for implementing the curriculum in which students should be able to start writing using cursive letters.

Based on the learning achievement in class IB SDN 01 Gayamsari Semarang and SDN 02 Rejosari Semarang, which consisted of 48 students at SD 01 Gayamsari Semarang and 40 students at SD 02 Rejosari Semarang, total of 88 students observed the Minimum Completeness Criteria (KKM). KKM for cursive writing skills are 70, it is known that there are still 34 students (38.63%) who get a score in the less category (59-68), 18 students (20.45%) get a sufficient score (69-78 ), 23 students (26.13%) got a good score (79-88) and the remaining 13 students (14.77%) got a very good score (89-100). Write in cursive requires patience for teachers because the process of cursive writing for lower grades requires a long process so that not only patience but teachers in the selection of teaching materials, methods, and media are also very important in teaching cursive writing. Teaching materials are developed according to the needs of teachers and students, so that they become one of the factors that can improve the quality of learning. So that not only the teacher as the only source of learning, but teaching materials also act as a source of learning.

With the existence of teaching materials, before learning takes place students can study the teaching materials first so that the presence of teaching materials can help students become more active learners.

One of the factors that can support the success of learning is the existence of teaching materials. According to Saputra & Faizah (2017) teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and study implementation of learning. Judging from the problems that have been found, the development of teaching materials can be considered suitable to assist teachers in overcoming these problems, because with the development of teaching materials teachers and students will more easily understand how to write cursive letters in accordance with the 2009 Ministry of National Education rules. Based on the above background, the researcher is interested in conducting a research entitled "Development of Teaching Materials of Tembung (Update Continuous) in Class I SD".

#### **METHOD**

The research method aims to simplify the research process. In this study, the research method that will be used is the Design and Development (D&D) method. According to Richey and Klein (2007) the D&D method is a systematic process of

design, development, and evaluation with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or improved models that govern their development. This method is used to study a design, development and evaluation process with the aim of building an empirical basis for creating products and tools that are both used for learning and non-learning activities and creating or perfecting models that govern its development. So the focus of this research is to develop cursive writing learning materials.

The Design and Development (D&D) method has the characteristics found in data collection techniques, namely a qualitative approach in one study (mixed research methods). Judging from the D&D research process, this research is bigger using a qualitative approach. According to Anggito & Setiawan (2018) qualitative research is the collection of data in a nature that occurs naturally with the aim of the researcher as a key instrument, sampling of data sources is carried out purposively and snowball, collection techniques are triangulation (combined), data analysis is inductive, and the results of qualitative research are the meaning of generalizations.

This study uses a research procedure based on the opinion of Peffers, et al. (Ellis & Levy, 2010). Peffers in product development goes through 6 stages as shown in the image below.

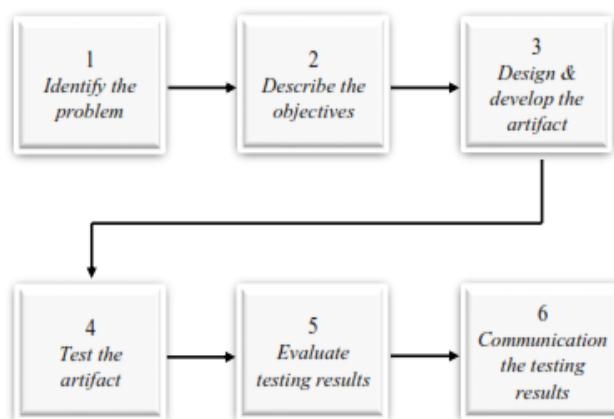


Figure 1. Research Procedure  
Source: Ellis & Levy (2010)

### Identify the Problem

In the first stage, they perform basic skills regarding the ability to write upright with grade I elementary school students. Indonesian language learning in schools includes four aspects of basic skills that must be mastered by students, including listening or listening, speaking, reading and writing skills. In the lower grades, Indonesian language learning is more emphasized on the early reading and writing aspects. These things are so that students know in advance how to write and write letter symbols as a provision for further learning.

### Describe the Objectives

After doing the problems in the previous point, then getting the general goal of this research is to develop cursive writing teaching materials that can overcome these

problems. The specific objectives of this research are: 1) Describe and develop product designs for cursive writing teaching materials. 2) Describe the process of developing a product design for cursive writing teaching materials. 3) Describe the responses of experts regarding the content and design of cursive writing teaching materials.

### Design & Develop the Artifact

In this research, product design and development is the most important thing. The teaching material development model to be used is the ADDIE model, which includes 5 stages, namely analysis, design, development, implementation, and evaluation. The 5 stages are as shown in the image below.

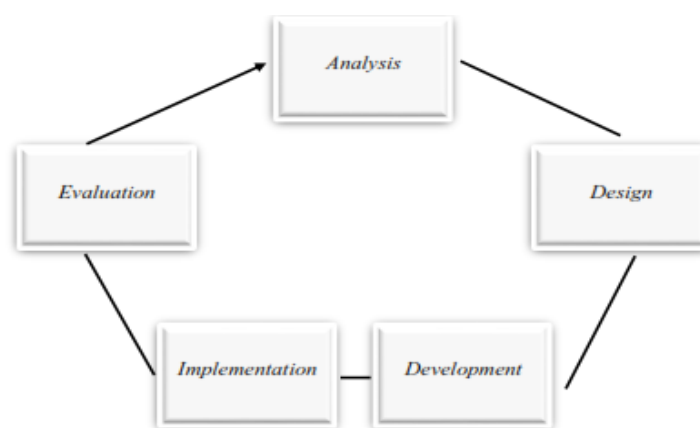


Figure 2. Research Procedure

The first stage is analysis. At this stage the researcher conducted an analysis in the form of interviews with the homeroom teacher and several students, which stated that there were no teaching materials that supported learning to write cursive, there were only student books provided by the school so that it did not attract students to study. learn to write cursive. Based on these problems, it is necessary to develop cursive writing teaching materials.

The second stage is design. Design is the second stage of the ADDIE model. At this stage, start designing cursive writing teaching materials that are in accordance with the indicators of student needs. Next,

develop some cursive writing practice questions to see student progress.

The third stage is development. At this stage is done by combining some of the materials that have been collected for the manufacture of teaching materials. Then validate with expert lecturers and teachers using the instruments that have been prepared. After the teaching materials are declared feasible by expert lecturers and teachers, the cursive writing teaching materials become real products so that they are ready to be implemented.

The fourth stage is implementation. At the implementation stage it cannot be carried out because there are no things that

do not allow researchers to carry out implementation in elementary schools.

The fifth stage is evaluation. In this study, the evaluation stage is to see if there are still lack of teaching materials or not, until the teaching materials are feasible to use.

### **Test the Artifact and Evaluate the Testing Result**

Product trial activities carried out in the form of distributing instruments and teaching materials for cursive writing to expert lecturers and elementary school teachers as a form of validation of the design and content of cursive writing teaching materials. Data collection was obtained from the results of the instrument given to expert lecturers and elementary school teachers. The data that has been collected is then carried out by analyzing the data. So that cursive writing teaching materials can be categorized as suitable for use in the cursive writing research process.

### **Communicating the Testing Result**

After going through several stages, then the final result of data analysis, so that it becomes a report that is expected to be the next inspiration. In addition, the cursive writing teaching materials that have been formulated can be used in teaching and learning activities for students. So that students can find convenience when write in cursive letters.

## **RESULTS AND DISCUSSION**

Indonesian language subjects are useful to train students' ability to communicate properly and correctly. One of the basic competencies that students must achieve is "Write simple sentences dictated by the teacher using connecting letters by paying attention to the use of capital letters and periods". However, in fact there are still many first grade elementary school students who have not reached the KKM, especially in starting to write using cursive letters.

Based on interviews with first grade teachers at SDN 01 Gayamsari Semarang and SDN 02 Rejosari Semarang, Semarang District, Semarang City, it was stated that the ability to write in cursive is still below the

KKM. This can be seen in the results of the analysis of cursive writing in grade 1 elementary school students, in writing the letters P and G there are still many students who do not meet the indicator criteria from the Ministry of National Education. Students still have difficulty in cursive writing, there are several factors that cause the KKM not to be achieved including 1) the student factor stating that writing using cursive letters is very complicated, causing only a few students to be experts in cursive writing. . . 2) the teaching material factor, in schools there are special teaching materials for cursive writing, so students only praise the high cursive text that has been given by the teacher and do not give it in the books provided by the school, so learning to write cursive seems monotonous for students.

Based on the problems described above, the researchers are interested in conducting Design and Development (D&D) research by developing the basic materials for cursive writing in the form of student books that are designed as attractively as possible so that students can learn to write cursive letters in the book.

The participants consisted of 2 content/material expert lecturers and 1 design expert lecturer, as well as 2 lower grade elementary school teachers and 88 students. The content/material expert lecturer is an active lecturer in the Department of Elementary School Teacher Education (PGSD UPGRIS), the design expert lecturer is an active lecturer in the Department of Education and 2 low-grade elementary school teachers as well as grade I elementary school students at SDN 01 Gayamsari Semarang and SDN 02 Rejosari Semarang. The research was carried out in grades I-B of State Elementary School 01 Gayamsari Semarang and SDN 02 Rejosari Semarang, East Semarang District, Semarang City. In semester 2 of the 2020/2021 academic year. Class I-B study time is in the afternoon starting from 07.00 until 10.00.

The data collection technique in this study is a quantitative approach and a

qualitative approach in one study (mixed methods research). However, this research is larger using a qualitative approach. The instruments of data collection are observation, documentation, questionnaires and interviews. Observation activities are carried out by direct observation of students and teachers by recording systematically. Interviews and observations were conducted at SDN 01 Gayamsari Semarang and SDN

02 Rejosari Semarang. Researchers used observation sheets by formulating indicators for cursive writing so that after the data was obtained, the researchers then analyzed the results of students' cursive writing according to these indicators as materials for developing cursive writing learning materials. The results of the students' writing observations are below.

Table 1. Results of Students' Writing Observations

No	Number of students	Percentage	Category	Description
1	34	38,63%	59 -68	Not enough
2	18	20,45%	69 – 78	Enough
3	23	26,13%	79 – 88	Good
4	13	14,77%	89 -100	Very good

After observation, the initial data obtained were 34 students (38.63%) who scored in the less category (59-68), 18 students (20.45%) got a sufficient score (69-78), 23 the students (26.13%) got a good score (79-88) and the remaining 13 students (14.77%) got a very good score (89-100). The data collection technique used is documentation. According to Arikunto (2010: 236) documentary study is a technique used and looking for data about things or notes, books, newspapers, inscriptions, curriculum studies and so on. After the data in accordance with the focus of the problem is collected, the researcher can describe the results of the students' cursive writing analysis.

Questionnaires are used as data collectors to assess cursive writing teaching materials that will be given to expert lecturers and teachers. The questionnaire is a closed questionnaire and an open questionnaire. Open Questionnaire in order to provide input that was not facilitated in Closed Questionnaire. Interview data collection techniques aim to obtain data or information directly from teachers and

students. Interviews were conducted to find out specific things about the problem being researched. This is about the teaching materials used when learning to write cursive. So from the results of these interviews obtained data to strengthen the documentation of student writing.

After the data obtained from the distribution of the questionnaire, then the data was analyzed using a Likert scale. According to Sugiyono (2011: 134) Likert scale is a measuring tool used to measure attitudes, opinions, and perceptions of a person, or group of people about a particular phenomenon. This Likert scale was used to analyze the data obtained from the questionnaire. Based on the explanation above, regarding data analysis techniques, the data obtained from the collection of questionnaires regarding cursive writing teaching materials were analyzed using a Likert scale. So that an assessment is used to assess the extent to which the cursive writing teaching materials are feasible, this can be seen in the Likert scale table below.

Table 2. Likert Scale

Scale	Achievement level	Interpretation
5	80% - 100%	Very Good (SB)
4	60% - 79,99%	Good (B)
3	40% - 59,99%	Enough (C)
2	20% - 39,99%	Less (K)
1	0% - 19.99%	Very Poor (SK)

In addition to using a Likert scale, the data analysis technique in this study also uses qualitative data analysis so that the data analysis is structured systematically. The stages of data analysis activities Miles and Huberman (in Susilo, Chotimah, & Sari, 2008):

Reducing data means the process of selecting data that has been collected or

concluded at the research focus. In this study, reducing data related to cursive writing skills, it can be in the form of documentation of students' cursive writing results. The results of the documentation of students writing cursive at the time of observation and the results after using the "tembung" learning materials are below.

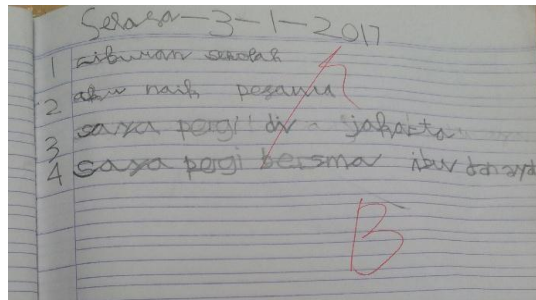


Figure 3. Results of Observation of Student Writing

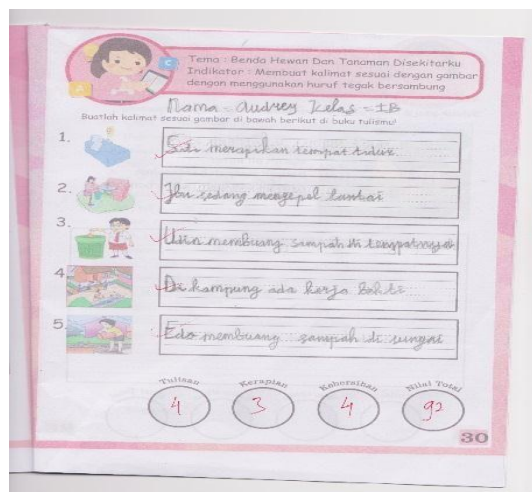


Figure 4. Final Results After Using 'Tembung' Learning Materials

Presenting data can be in the form of graphs, diagrams or charts that have been obtained when reducing data. So that information from research results can be arranged which will later be drawn conclusions as an effort to improve in the future.

Making conclusions as a configuration effort regarding the focus of research based on data analysis that has been carried out. Interesting is usually in the form of a description so that it is easily accessible to anyone who meets. Conclusions in this study were carried out by analyzing students' cursive writing according to the indicators

that had been formulated and then describing the results in narrative form.

Based on the above, in this case the researcher will focus on developing cursive writing teaching materials for elementary school students. By following the stages above, starting from the stage of reducing data, presenting data, to drawing conclusions and levers.

Data reduction is done by analyzing the student's cursive writing result document according to the indicators that have been formulated beforehand. The indicators that have been designed are designed to determine the extent of students' cursive

writing skills. These indicators include 1) Font format, 2) Capitalization, 3) Distance, 4) Writing neatness, 5) Cleanliness. Then in the final stage after getting the results of the cursive writing analysis, the results will be

Table 3. Results of Analysis Students' Write in Cursive Skill

No	Indicator	Percentage
1	Students do not know the shape of the letters	29%
2	Students do not know the use of capital letters	71%
3	Students don't pay attention to distance	29%
4	Students have not paid attention to skills	47%
5	Students pay attention to cleanliness	53%

The results of analysis of writing "tembung" students in grade I State Elementary School 01 Gayamsari Semarang and State Elementary School 02 Rejosari 02 Semarang based on predetermined indicators, 1) students did not know the form of letters, especially (P) 29%; 2) students do not know the use of capital letters as much as 71%; 3) have not paid attention to the distance of writing cursive letters as much as 29% of students; 4) students have not paid attention to the neatness of writing as much

used as the development of cursive writing learning materials in lower grade elementary schools. The results of the cursive analysis are based on the 5 indicators that have been formulated below.

as 47%; 5) students do not maintain cleanliness when writing cursive letters as much as 53% and the development of cursive materials produces a product in the form of a cursive writing guide book for grade I elementary school students.

The developed learning materials have been tested on expert validators and grade I elementary school teachers. The results of the trials of expert validators, material/content validators, and teachers are below.

Table 4. Validator Trial Results

No	Validator	Percentage
1	Material/content	90%
2	Expert	92%
3	Teacher	100%

The results are based on trials on materials/contents with a proportion of 90%, the results of trials on design experts according to 92%, and the results of trials on elementary school teachers reaching 100%. From the results of these trials, the guidebook for writing cursive for elementary school students for grade I that has been developed is very good so it is feasible to use.

## CONCLUSION

Write in cursive for grade I students of State Elementary School 01 Gayamsari Semarang and SDN 02 Rejosari Semarang based on predetermined indicators, 1) Font form, 2) Use of capital letters, 3) Distance, 4) Neatness of writing, 5) Cleanliness, so that it is known 1) students do not know the shape of the letters, especially the letter (P)

as much as 29%. 2) students do not know the use of capital letters as much as 71%. 3) students have not paid attention to the distance of writing cursive letters as much as 29%. 4) students have not paid attention to the neatness of writing as much as 47%. 5) students do not maintain cleanliness when writing cursive as much as 53%.

The developed learning materials have been tested on expert validators and grade I elementary school teachers. The results of trials on materials/contents with the same proportion are 90%, test results with the same proportions are 92%, and test results on teachers elementary school reached 100%. From the results of these trials, the guidebook for writing cursive for elementary school students for grade I that



has been developed is very good so it is feasible to use.

The teacher uses cursive writing teaching materials as an accompanying book for cursive writing activities. So that students do not only use the theme book as the only source, and can improve students' cursive writing skills.

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