



THE USE OF BRAINWRITING TECHNIQUES IN FICTION WRITING COURSE FOR IKIP BUDI UTOMO STUDENTS

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ABSTRACT

The purpose of this study was to determine the ability to write fiction using brainwriting techniques in the Fiction Writing Course for students of the Indonesian Language and Literature Education Study Program IKIP Budi Utomo, Class A of 2020. This research is a qualitative descriptive study. The research subjects were Class A 2020 Indonesian Language and Literature Education Study Program students with a total of 35 people. The steps in the research were (1) observing students' difficulties in writing fiction, (2) explaining brainwriting techniques, and (3) writing fiction using brainwriting techniques. Data collection was carried out by (1) direct observation of data sources to observe the process of actions taken, collect data, record and observe the learning process and student activities, (2) use of field notes to determine the learning process, and (3) analyze the results of writing short stories using the assessment rubric that has been prepared. Based on the results of the research conducted, the application of brainwriting techniques produces descriptions of writing fiction for students. This description is shown by the results of student fiction writing tests reaching an average of 85.71% in the very good category. There were 18 students with scores of 85-100 in the very good category (64.8%). A total of 12 students scored 75-84 in the good category (34.28%). In the sufficient category with a score of 65-74 (11.42%), there were 4 students. In the less category with a score of 0-64 (2.86%), there is 1 student.

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INTRODUCTION

Writing skills are language skills that are used to communicate indirectly. Writing skills according to Suparno & Yunus (in Kurniadi, 2018: 232) are skills in conveying messages (communication) using written language as a tool or medium. Through this skill, a person can express ideas, thoughts, ideas, and knowledge into productive things. Writing activities can be used to properly explore new information and integrate it with existing knowledge.

Rachman, et al (2020) stated that writing activities are active, productive activities and require an orderly way of thinking which is expressed using written language. Writing according to Mustika and Sinaga (2022) is an active and productive language activity that requires encoding activities, namely activities to produce or convey language to other parties through language. So, it can be concluded that writing is a communication activity that has an active, productive, and complex nature that aims to convey information to other people/readers using good and correct written language. Writing has many types, one of which is writing fiction. According to Nurmina (2016), writing of its nature is divided into two types, namely fiction writing and non-fiction writing. Fiction writing is writing that is based on fantasy and generally not reality. Fiction writing is made as writing whose composition is influenced by the creativity of the author who combines real and imagined to create written works. The process of writing becomes a productive language activity in producing essays or writing (Dalman, 2015:12).

Fiction Writing at the Budi Utomo IKIP is one of the courses that must be taken by students of the Indonesian Language and Literature Education Study Program. This course has learning outcomes, namely writing literature in the form of short stories. Competencies that must be mastered by students in this subject must be able to make literary works in the form of short stories. Students must be able to put their ideas, thoughts, and creativity into literary texts in the form of short stories. Writing fiction according to Nurgiantoro (2012) is not true if it is considered the work of daydreaming, but through appreciation and intense contemplation about the nature of life, with full awareness and responsibility. Through literary works, according to Nofiyanti (2017), it can be seen the existence of community life in a place at a certain period.

Learning Indonesian language and literature at the Indonesian Language and Literature Education Study Program, IKIP Budi Utomo aims to apply all aspects of knowledge of Indonesian language and literature. This is following Kristiyani's statement

(2009) which states that learning the Indonesian language and literature aims to teach students good and correct Indonesian language skills according to situations and conditions. Language and literature have four skills, namely speaking, reading, listening, and writing. According to Nurgiantoro (2010), writing is the most complex skill compared to listening, reading, and speaking because it is active and productive. This is because writing skills according to Oktavia, (2016) also will not come automatically, but must go through lots and regular practice and practice. Writing fiction is a skill that must be mastered by students.

Short stories or short stories are fictional writings that are widely found in bookstores and print or electronic mass media. Aksan (2013) mentions that fictional stories are about 5-10 pages of quarto paper, between 1,000-2,000 words long. Mulyadi (2017: 93) states that short stories are a type of literary work that is told in written form in the form of short, clear, and concise stories. The short story is built from several aspects which are called the intrinsic elements of the short story. Nurgiantoro (2010) explains the intrinsic elements of short stories, namely (1) theme, namely the basis of the story, or the main purpose of the story. (2) Flow/plot, namely the sequence of events that are linked causally. (3) Figures, namely people, animals, plants, or other objects as actors. (4) setting/setting, namely place, time, and atmosphere. (5) The point of view, technique, and strategy chosen by the author to convey ideas. (6) Mandate, namely the message of the story as a guide for life, and (7) style of language, the way the author's pronunciation of the language expresses something.

Limitations of students' skills in writing fiction are influenced by internal factors and external factors. Internal factors arise from within the student. Sumarsilah, et al (2020) explained that students find it difficult to compose sentences when starting to write fiction, especially short stories. Students find it difficult to determine a theme, it is difficult to express ideas and thoughts in the form of a complete story. The difficulty in writing fiction is because students are not used to writing. These difficulties are caused by students' abilities that are still lacking or the selection of techniques that are not quite right. External factors, namely factors that come from outside the student. These factors include patterns of learning to write fiction, limited hours, curriculum changes, and limited means of supporting learning to write fiction independently.

Based on the results of observations in the field, the researcher found the obstacles experienced by students of the Indonesian Language and Literature Education Study Program, especially Class A 2020 students. The obstacles experienced by students in

249 | ISCE : Journal of Innovative Studies on Character and

writing fiction were because students did not yet have the right technique to be able to express ideas, ideas, and creativity in write. Lecturers as facilitators and mediators are expected to be able to provide appropriate techniques according to what students need, especially class A class 2020 students. The role of a teacher according to Oktavia (2016) is very important because the teacher must be able to be a good facilitator and mediator for students and work is needed for good cooperation between teachers and students so that learning to write runs effectively. The way the teacher conveys writing material is also a determining factor for the success of learning. This was also expressed by Hilaliyah (2020) to produce a good teaching and learning process, one of the supporting factors, namely the role of the teacher. Teachers must always develop knowledge and learning concepts in class for their students. In the learning process, teaching and learning activities are very important to determine the success or failure of a lesson, so that when the learning process takes place the main actor, namely the professional teacher. Amalia and Doyin, (2015) explain that supporting facilities are needed for students so they can practice and continue to improve their short story writing skills in class and independently outside of class hours. The use of appropriate techniques can be an alternative for lecturers to make students more active, creative, and innovative so that learning can run well. Lecturers must be able to determine appropriate learning techniques following the material and learning objectives to be delivered. Therefore, it is necessary to use appropriate learning techniques in writing.

The selection of brainwriting techniques is expected to help students overcome obstacles in writing fiction, especially short stories. Learning strategies using brainwriting techniques invite students to express ideas and thoughts. Michalko (2004: 315) suggests that "Brainwriting techniques are a way of brainstorming in writing asking for help in a group to provide ideas or ideas based on a particular theme or problem". Cline (in Michalko, 2007: 77) suggests a brainwriting strategy is a strategy used by the teacher in writing. It is almost similar to brainstorming. Based on this statement, it can be seen that the writing strategy that comes to mind is the strategy used by students in writing. It is almost similar to brainstorming. The writing strategy that comes to mind is effective in the classroom. Based on this statement it can be explained that this strategy provides opportunities for students to share what students know without taking the wrong risk. Brainwriting techniques will train each student's critical attitude to find many ideas or ideas. This technique is designed to encourage all group members to engage with one another's ideas. The advantages of using brainwriting techniques (brainwriting)

according to Oktavia (2016) are 1) helping students organize ideas and understand the purpose of writing and 2) helping students connect their personal experiences to new information for learning material. Students can express all ideas on a piece of paper and work together with colleagues to plan writing.

Based on the problems faced by students, the purpose of this study was to describe the use of brainwriting techniques in the fiction writing course of IKIP Budi Utomo students.

Research that is relevant to the research being conducted is research conducted by Oktavia, et al in 2016 with the title Application of Brainwriting Techniques to Improve Narrative Discourse Writing in Class XI TPHP SMK Students. Based on the results of the study it was concluded that brainwriting techniques can improve the quality of the learning process, especially planning, implementation, activities, and students writing skills in narrative discourse. The second research was conducted by Ningrum, et al in 2021 with the title Application of Brainwriting Techniques in Improving Explanatory Text Writing Skills for Class VIII5 Students of SMP Negeri 10 Bulukumba. This study shows that learning to write explanatory texts using brainwriting techniques provides an increase in students' learning mastery. Students have achieved classical mastery of Indonesian learning outcomes above 73%, namely 78.13%.

METHOD

This type of research, namely descriptive research seeks to describe symptoms, events, and events that are happening. The research was conducted at Campus C IKIP Budi Utomo, Jl. Citandui No. 46 Lowokwaru Malang. The research subjects were students of the Indonesian Language and Literature Education Study Program class of 2020 Class A with a total of 35 students. Supervisor of Fiction Writing Course Anita Kurnia Rachman, M.Pd. The research data is in the form of process data and outcome data. The research instrument consisted of the main instrument, namely the researcher, and the supporting instrument, namely the assessment sheet for writing fiction. Fiction writing assessment criteria can be seen in table 1 below:

Nu	Assessment Aspects	Assessment Details	Score Range	Category
1	Use of Plot	The use of plot is less interesting, there is less tension and surprise in the story depicted	1	not enough

Nu	Assessment Aspects	Assessment Details	Score Range	Category
		The use of plot is quite interesting, there is enough tension and surprises in the story	2	enough
		The use of interesting plots, there is tension and surprises as well as storytelling	3	good
2	Character depiction and characterization	The characterization of the character is less sharp. Characters are less able to bring the reader to experience the events of the story	1	not enough
		The characterization of the characters is quite sharp. Characters are quite capable of bringing the reader to experience the events of the story	2	enough
		Sharp character depiction. Characters can bring the reader to experience the events of the story	3	good
3	Setting	The choice of setting is not quite right with the story so it is less able to describe the atmosphere	1	not enough
		The setting is quite appropriate with the story so that it is sufficient to describe the atmosphere	2	enough
		The choice of setting is right with the story so that it can describe the atmosphere	3	good
4	Use of Language Style	The chosen language is not appropriate because it does not contain emotive elements and is connotative in nature so it does not describe something that is being expressed	1	not enough
		The language chosen is quite appropriate and sufficient to describe something that is expressed	2	enough

Nu	Assessment Aspects	Assessment Details	Score Range	Category
		The language chosen is appropriate and describes something that is expressed	3	good
5	Use of point of view	The point of view used in describing is not quite right	1	not enough
		The point of view used in describing is quite precise	2	enough
		The point of view used in describing is correct	3	good
6	The theme	The story is less able to describe the theme that appears in the short story	1	not enough
		Enough to be able to describe the theme that appears in the short story	2	enough
		Already able to describe the themes that appear in short stories	3	good
7	The message of the Story	The message does not appear in short stories	1	not enough
		The message begins to appear in the short story	2	enough
		The message can be understood either implicitly or explicitly in the short story	3	good

Table 1 Short Story Writing Skills Assessment Criteria

RESULTS AND DISCUSSION

Results

The brainwriting technique used in writing fiction illustrates that in writing students need a stimulus or stimulus so that students' ideas, ideas, and creativity can emerge so that they can produce interesting works. The results of research on writing fiction using brainwriting techniques are described based on the aspects assessed, as follows. Results of the Fiction Writing Test for Character Development and Characterization The results of data on aspects of character depiction and short story writing characterizations for students of the Indonesian Language and Literature Education Study Program class of 2020 can be seen in Table 1 below.

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	17	51	48,6%	<u>Value amount</u>
2	Enough	2	13	26	37,14%	

3	Not enough	1	5	5	14,28%	$\frac{82}{35} = 2,34$ (enough)
	Result		35	82	100%	

Table 1 Results of the Fiction Writing Test for Depiction of Characters and Characterizations

Based on table 1, 17 students were able to properly describe characters and characterizations (48.6%). 13 students were quite capable of depicting characters and characterizations (37.14%). 5 students are less able to describe characters and characterizations (14.28%). So, based on the average student's results in writing fiction on the depiction of characters or characterizations, it is 2.34 in a fairly good category.

Character Development Fiction Writing Test Results

The results of data on the character development of fictional writing characters for Indonesian Language and Literature Education Study Program students in class A of 2020 can be seen in table 2 below.

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	20	60	57,14%	$\frac{\text{Value amount}}{Fn}$ = 83 $\frac{35}{2,37}$ (enough)
2	Enough	2	8	16	22,85	
3	Not enough	1	7	7	20%	
	Results		35	83	100%	

Table 2 Results of the Character Development Fiction Writing Test

Based on table 2, 20 students were able to develop character traits well (57.14%). Six students are quite capable of developing character traits (22.85%). Seven students were less able to develop character traits (20%). So, the average student's result in writing fiction depicting character traits is 2.37 with a pretty good category. Fiction Writing Skills

Test Results Using Plot

The results of the flow development fiction writing test data for Indonesian Language and Literature Education Study Program students in class A of 2020 can be seen in table 3 below.

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	15	45	42,85%	$\frac{\text{Value amount}}{\text{Fn}}$ $= \frac{35}{15} = 2,28$ <p>(enough)</p>
2	Enough	2	15	30	42,85%	
3	Not enough	1	5	5	14,28%	
	Result		35	83	100%	

Table 3 Plot Development Fiction Writing Test Results

Based on Table 3, 15 students were able to develop plots well (42.85%). Then 15 students are quite capable of developing plots (42.85%). And 5 students are less able to develop a flow (14.28%). So, the average for developing a plot in writing fiction is 2.28 with a pretty good category.

Setting Description Fiction Writing Test Results

The results of data describing the backgrounds of Indonesian Language and Literature Education Study Program students class of 2020 Class A can be seen in Table 4 below.

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	22	66	62,85%	$\frac{\text{Value amount}}{\text{Fn}}$ $= \frac{79}{35} = 2,26$ <p>(Enough)</p>
2	Enough	2	10	20	28,57%	
3	Not Enough	1	3	3	8,57%	
	Result		35	79	100%	

Table 4 Results of the Fiction Writing Test for Developing a Setting

Based on Table 4, 22 students were able to develop backgrounds well (46.3%). Then 20 students are quite capable of developing backgrounds (37.04%). Nine students were less able to develop backgrounds (16.7%). So, the average result of writing fiction

developing a background is 2.26 with a pretty good category.

Fiction Writing Test Results Using Language Style

The results of data on the use of language styles for students of the Indonesian Language and Literature Education Study Program class of 2020 Class A can be seen in table 5 below.

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	18	54	51,42%	$\frac{\text{Value amount}}{\text{Fn}}$ $= \frac{74}{35}$ $= 2.11$ (Enough)
2	Enough	2	8	16	22,85%	
3	Not Enough	1	4	4	11,42%	
	Results		54	74	100%	

Table 5 Fiction Writing Test Results Using Language Style

Based on table 5, 18 students can develop language styles well (51.42%). Eight students were quite capable of developing language styles (22.85%). 4 students are less able to develop language styles (11.42%). So, the average result of writing student fiction on the use of language style is 2.11 with a pretty good category.

Fiction Writing Test Results Develop Points of View

The results of data on the use of point of view for Indonesian Language and Literature Education Study Program students in class A of 2020 can be seen in table 6 below.

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	13	39	37,14%	$\frac{\text{Value amount}}{\text{Fn}}$ $= \frac{74}{35}$ $= 2.11$ (Enough)
2	Enough	2	13	26	37,14%	
3	Not Enough	1	9	9	25,71%	
	Result		35	74	100%	

Table 6 Short Story Writing Skills Test Results Aspect of Using Point of View

Based on Table 6, 13 students were able to develop their point of view well (37.14%). 13 students were quite capable of developing a point of view (37.14%).

Nine students were less able to develop a point of view (25.71%). So, the average result of student fiction writing using point of view is 2.11 with a pretty good category.

Results of the Physical Writing Test Develop Mandates

The results of the data developing the mandate for students of the Indonesian Language and Literature Education Study Program class of 2020 class A can be seen in table 7 below.

No	Category	Score	F	quality	Percent	Average Value
1	Good	3	20	60	57,14%	<div>Value amount</div> <hr/> Fn = $\frac{85}{35}$ = 2,42 (Enough)
2	Enough	2	10	20	37,14%	
3	Not Enough	1	5	5	25,71%	
	Result		35	85	100%	

Table 7 Fiction Writing Test Results Developing Messages

Based on table 7, 20 students were able to properly develop their mandate (57.14%). 10 students were quite capable of developing the mandate (37.14%). 9 students were less able to develop their mandate (25.71%). So, the average result of writing student fiction using point of view is 2.42, or quite a good category.

The Results of the Theme and Story Conformity Fiction Writing Test

The results of data on the suitability of themes and stories for Indonesian Language and Literature Education Study Program students class of 2020 A can be seen in table 8 below.

No	Category	Score	F	quality	Percent	Average Value
1.	Good	3	19	57	54,28%	<div>Value amount</div> <hr/> Fn
2.	Enough	2	12	24	34,28%	

3.	Not Enough	1	4	4	11,42%	$\frac{85}{35}$ = 2,43 (Good)
	Result		35	85	100%	

Table 8 Results of Physical Writing Tests Suitability of Themes and Stories

Based on table 8, 19 students were able to make appropriate themes and stories (54.28%). 12 students were quite capable of making appropriate themes and stories (34.28%). 4 students were less able to make appropriate themes and stories (11.42%). So, the average result of writing student fiction according to the theme and story is 2.43 with a pretty good category.

Fiction Writing Test Results

The results of the fiction writing test using the brainwriting technique can be seen in table 9 below.

No	Category	Score	F	quality	Percent	Average Value
1.	Very Good	85-100	18	1656	51,42%	Value amount
2.	Good	75-84	12	996	34,28%	F_n
3.	Enough	65-74	4	288	11,42%	$= \frac{3000}{35}$
4.	Not Enough	0-64	1	60	2,86%	= 85,71 (Very Good)
	Result		35	3000	100%	

Table 9 Fiction Writing Test Results Using Brainwriting Techniques

Based on table 9 data, the results of student fiction writing tests using brainwriting techniques reached an average of 51.42% in the very good category with a total of 18 students with scores of 85-100. A total of 12 students scored 75-84 in the good category or 34.28%. In the moderate category with a score of 65-74 or 11.42%, there are 4 students. In the poor category with a score of 0-64 or 2.86%, there is 1 student.

Discussions

The use of brainwriting techniques in this study gave quite good results in the

Fiction Writing Course for students of the Indonesian Language and Literature Education Study Program, IKIP Budi Utomo Malang. This can be seen from each assessment criterion to measure students' ability to write fiction. The assessment activities carried out are following the evaluation process of writing literature. The use of brainwriting techniques as a means of evaluating the learning outcomes of writing fiction refers to the learning outcomes carried out by students, namely in the form of assessment signs. The importance of evaluation in learning according to Purwanto (2009) teachers must have good preparation and competence in terms of lesson planning, the ability to develop learning processes, and mastery of teaching materials. Evaluation activities on student competency planning are very decisive in determining the next plan. this is related to the concept of complete learning for students. In this study, the evaluation of learning to write fiction consists of two aspects, namely process, and results. The learning process according to Ginting and Permana (2018) is an activity that must be carried out so that the goals can be achieved. Learning outcomes can be changed from the learning process. The purpose of process evaluation is to determine student activity and participation. This assessment is carried out during the learning activities. Assessment of learning outcomes can be done at least after students learn one basic competency.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been done, it can be concluded (1) writing fiction for students of the Indonesian Language and Literature Education Study Program, Class A of 2020 using brainwriting techniques is very helpful in expressing ideas and ideas in writing literary works. This result is shown in the results of the fiction writing test for students of the Indonesian Language and Literature Education Study Program Class A of 2020 achieving an average of 85.71% in the very good category. In the test results, there were 18 students with scores of 85-100, so they reached the very good category (64.8%). Twelve students scored 75-84 in the good category (18.52%). Enough category with a score of 65-74 (14.81%) as many as 8 students. In the less category with a score of 0-64 (2.86%), there is 1 student. (2) Learning activities can use various techniques to improve students' writing skills. This is so that students are more skilled in developing ideas, thoughts, and creative thinking in producing writing, especially in writing fiction. Lecturer support and motivation for students so that students have more confidence in showing their work.

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