

# THE EFFECT OF REALIA ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP SWASTA CINTA RAKYAT 3 PEMATANG SIANTAR

Citra Sani Sinaga<sup>a,1\*</sup>, Yanti Kristina Sinaga<sup>b,2</sup>, Novra Melisa P. Hutabarat<sup>c,3</sup>

<sup>abc</sup>Faculty Of Teacher Training And Education, University Of Hkbp Nommensen Pematang Siantar, Indonesia

\* E-Mail : citrasinaga73637@gmail.com

## INFO ARTIKEL

*Sejarah Artikel: (Diisi Editor)*  
 Diterima: 10 September 2023  
 Direvisi: 27 September 2023  
 Disetujui: 20 Oktober 2023  
 Tersedia Daring: 31 Oktober 2023

### Kata Kunci:

Menulis, Teks Deskriptif, Realia

## ABSTRAK

Penelitian ini berjudul Pengaruh Realia terhadap Kemampuan Siswa dalam Menulis Teks Deskriptif di Kelas Tujuh SMP Cinta Rakyat 3 Pematang Siantar. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikan Realia terhadap kemampuan siswa dalam menulis teks deskriptif di kelas tujuh SMP Cinta Rakyat 3 Pematang Siantar. Penelitian ini menggunakan rubrik penilaian Jacob dalam Wigle 2002 yang meliputi lima aspek: Isi, Organisasi, Kosakata, Penggunaan Bahasa dan Mekanisme. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Penelitian ini menggunakan desain eksperimen semu. Populasi penelitian ini adalah siswa kelas VII SMP Cinta Rakyat 3 Pematang Siantar. Sampel penelitian ini mengambil dua kelas sebagai sampel penelitian ini yang terdiri dari 64 siswa. Sampel penelitian ini adalah kelas VII-C sebagai kelas eksperimen dan kelas VII-D sebagai kelas kontrol. Penelitian ini menggunakan teknik purposive sampling. Penelitian ini menggunakan instrumen tes tertulis untuk mengumpulkan data untuk pre-test dan post-test. Dari data dan temuan hasil perhitungan, peneliti menemukan bahwa nilai rata-rata pre-test dan post-test kelas eksperimen adalah 32,46 dan nilai rata-rata pre-test dan post-test kelas kontrol adalah 22,93. Setelah menghitung keseluruhan data, peneliti mendapatkan nilai uji-t sebesar 5,069. Kemudian peneliti berkonsultasi dengan nilai pada t-tabel menggunakan signifikansi 5% dan nilainya 1,670. Oleh karena itu peneliti menemukan bahwa t-hitung lebih tinggi dari t-tabel ( $5,069 > 1,670$ ) dan Hipotesis Alternatif ( $H_a$ ) diterima sedangkan Hipotesis Null ( $H_o$ ) ditolak. Dapat disimpulkan bahwa penggunaan Realia sebagai media dalam pengajaran menulis teks deskriptif di kelas tujuh SMP Cinta Rakyat 3 Pematang Siantar adalah signifikan.

## ABSTRACT

### Keywords:

Writing, Descriptive Text, Realia

*This research was entitled The Effect of Realia on Student's Ability in Writing Descriptive Text at Seventh Grade of SMP Cinta Rakyat 3 Pematang Siantar. The purpose of this research to find out significant effect of Realia on student's ability in writing descriptive text at seventh grade of SMP Cinta Rakyat 3 Pematang Siantar. This research used scoring rubric by Jacob in wigle 2002 which is included five aspects: Content, Organization, Vocabulary, Language use and Mechanism. The method used in this research was quantitative method. This research used quasi-experimental design. The population of this research was seventh grade students of SMP Cinta Rakyat 3 Pematang Siantar. The samples of this reseach was took two classes as the sample of this research consists of 64 students. There sample of this research were VII-C as the experimental class and VII-D as the control class. This research used purposive sampling technique. This research used instrument writing test to collected the data for pre- test and post-test. From the data and result finding of the calculation, the researcher found that the mean score in the experimental class pre-test and post-test were 32,46 and the mean score in the control class pre-test and post-test were 22,93. After calculated the data overall,*

---

*the researcher found the t-test score is 5,069. Then, the researcher consulted with value on t-table used significance 5% and the value is 1,670. Therefore, the researcher found that t-test is higher than t-table (5,069 > 1,670) and Alternative Hypothesis ( $H_a$ ) was accepted while Null Hypothesis ( $H_0$ ) was rejected. It can be concluded that using Realia as the media in teaching writing descriptive text at seventh grade of SMP Cinta Rakyat 3 Pematang Siantar is significant.*

© 2023  
This is an open access article under CC-BY license



---

## 1. Introduction

Language is very important in our lives because uses in our activity as a tool of communication. Branbrook (CHANTIKA, 2023) says that language is a system of arbitrary vocal symbol used for human communication. Language and human can be separated each other and we cannot communicate without language. Every human need language to express their feeling and thinking, thoughts, emotional and also make connection between them so that can be delivered message and information with oral or written. There are so many spoken languages in the world because every country has national language. English is popular and has a big contribution become an international language is the most commonly spoken language. Most of country used English as the second language because is provide benefits for relation and global communication (Kissi, Nat, & Armah, 2018).

English shows the important roles in many aspects. As stated by Lauder (2008:3) English is being used for following technological and scientific improvement, and also for the better job opportunities. In Indonesia education there are two languages taught in most school, namely Indonesian and English (Sudarmaji, Mulyana, & Karsiyah, 2020). English become one of subject has been taught in Indonesian as foreign language start from elementary school until university level and also requirement to pass final examination of graduate from a school. Because of this of reason students must learn English and with expectation after their able to learn English they can follow the technology. Moreover, learning English in the future can helps the student to develop their carrier and get the better job. In Learning English those are four skills must be mastered namely, listening, reading, writing, and speaking. Writing is the one of the most important skills in learning English as foreign Language.

Writing is a needed because is a key to make students success in learning English. Nunan (2003:88) stated that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by people. The process of writing is people create to express ideas. In writing, students should know the process as a whole in order to produce good writing because writing requires many aspects. Writing requires accuracy, coherence, sequence, and logic between one sentence and another, between paragraphs and subsequent paragraph so that it will be a good form and complete text. Writing is how the students express their idea and thinking become information will be transfer to the reader, they

create a simple sentence become a paragraph. It is used that the reader understand what the writer wants to show. It means that writing is indirect communication where the students mentally interact with the message (Altinyelken & Le Mat, 2018).

In fact, many students find difficulties in learning writing. Students are not able to write and they have low skill in writing. Students take more time to think because their stuck in a moment and they think while writing (L. Gabrielsen, Blikstad-Balas, & Tengberg, 2019). Learner confuses about what they want to write and how should be written next. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which is writing puts into their minds, Harmer (2004:31). It means that writing is important but students still get difficulties in writing such as vocabulary and grammar. Students lack of vocabulary difficult to arranging the word become a sentence. Understanding grammar helps in ordering of word in a sentence, lack of grammar makes students not able to compose words into meaningful sentences and grammar is difficult because does not learn the pattern. Without mastering language use it can be hard to produced writing.

In the Junior high school, basically competence in writing should be achieve by students especially is ability in writing descriptive text. According to Anderson and Anderson (2003:26) descriptive text describe particular person, place, or things. Descriptive text is the text that aims to explain or describe something with descriptive sentence so that the reader seems to see, hear and feel what is conveyed in a text. Descriptive text is written in simple and concise language, so that the contents of the text are easy to understand. Developing ideas while writing descriptive text is the most important things for students. Students can make good written texts and the ideas developed must be clear in each paragraph. In organizing ideas, students must identify object details in supporting paragraphs so that become a descriptive text. Trough learning descriptive text allows students to express themselves. It is great way for students to increase their creativity engagement and enjoy in writing (Zean, 2020). This allows students to think outside their heads and develop their thinking

Mukarto (2007:140) There are two main parts of in descriptive text such as identification and description. Identification contains explanation of the main character to be described. This section is located in the first paragraph. Character can be people, objects, places or events. Description section contains a clear and specific explanation, traits, habits or other matters relating to the object to described. In writing descriptive text writer tries to picture what she or he describing into complete sentence (Lindemann, 2022). Descriptive text gives someone particularly about explanation which bring the readers perception change and spread the reader knowledge. The importance of writing skills in school requires students to be able make a piece of writing, one of kind writing is descriptive text.

Media is a tool in teaching learning English lesson. Djamarah & Zain (2010:121) argue that media are any tools that can be used as a channel for messages to achieve teaching objectives. Media in teaching learning can make it easier for educator in conveying learning materials to students. Media also stimulate attention and interest students to pay attention to the subject matter conveyed by teacher so that learning objectives can be achieved.

Learning is process communication between learners, teachers and teaching materials. Communication while teaching is not will run well without media. Therefore, Teachers must prepare the correct learning media related to types of text to be studies (Holyfield, Light, Drager, McNaughton, & Gormley, 2018).

One of the suitable media to teach writing descriptive text is Realia media. According to Nugroho (2010:17) realia means using real items found in everyday life as aid to teaching English. Realia is presenting to provide experiences to students while they are studying, it aims to incorporate sensory abilities into to develop and explore their ideas in thinking. Using realia is one the most interesting alternative that allows the learning process to be more understandable and fun. There are some real media that can be used in teaching and learning proses such as; chair, flower or the living object like miniature (Rizkiana & Pulungan, 2020). Real object or miniature that resemble is an excellent tool to helps the students develop their English vocabulary to guide in teaching writing (Niño & Páez, 2018). Moreover, when students learn with something real would be simpler for them to write. After seeing the object students will describe the object faster (Sholikhin, 2021).

Based on the teaching practice of researcher at SMP Cinta Rakyat 3 Pematang Siantar there are several problems faced by students at the seventh grade when writing descriptive text. The first, students are difficulties to express their ideas in writing descriptive text. Students struggle to figure out, and also to finish a piece of writing. Students are slow in writing descriptive text only based on their imagination (Khoirunnisya, 2017). Second, students are lack of vocabulary. Students lack of vocabulary difficulties to arranging the word into a sentence (Ariyanti & Fitriana, 2017). Third, students are difficulties understanding the language features in writing descriptive text. Fourth, students are difficulties to write descriptive text based on generic structure (Magnifico, Woodard, & McCarthey, 2019). Students need to understanding about generic structure of descriptive text and language features before write descriptive text (García Santalla, 2022) (Jalaluddin, 2019).

To overcome the problem above, Realia media is assumed as suitable and an effective media to teach descriptive text (Sari, 2018). Therefore, researcher is interested in conducting a research under title “The Effect of Realia on Students’ Ability in Writing Descriptive Text at Seventh Grade of SMP Swasta Cinta Rakyat 3 Pematang Siantar “.

## **2. Method**

Research design was used as the framework of the research. Creswell (2012:293) Research design is a pattern that followed by the researcher for collecting, analysing and interpreting the data. In this research, the researcher was applied the quasi - experimental research design. According to Creswell (2012:309) “Quasi - experimental include assignment, but no random assignment of participants to groups”. There are two intact group involved namely: experimental group and control group. The experimental class was taught by using realia as the media. Meanwhile, the control class was taught without using realia. The researcher used a quasi- experimental study because the participants will be organized well in the class where the randomization is not possible but chose two groups

to be use (Timperley & Parr, 2009). This research was conducted in grade seventh at SMP Swasta Cinta Rakyat 3 Pematang Siantar which is located in Jl. Kain Batik, Bane, kec. Siantar Utara, Kota Pematang Siantar, North Sumatera. This research was carried out in the academic year 2023/ 2024.

The Population is the whole subject of the research. According to Creswell (2012:142) A population is a group of individuals who had the same characteristic. In this research, researcher used all the students in the seventh grade of SMP Swasta Cinta Rakyat 3 Pematang Siantar as the population. The total population of students in grade seventh consists of 160. Sample is a portion of the population. Creswell (2012: 142) a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The sample technique of this research used purposive sampling. The principle of purposive sampling is which is the researcher determines the characteristic based on the research objectives wants to aim to answer the research problem (Primasari, Sari, & Sutanti, 2021).

The researcher takes two classes as a sample is VII C and VII D. The researcher used VII C as the experimental class consist of 32 students and VII D as the control class which is consists of 32 students.

Instrument is a tool for measuring, observing and documenting quantitative data. The researcher used a test as the instrument of this research to produce the data. The function of test to measure the level of development progress that was achieved by students after they take the teaching and learning process. There are two kinds of test used in this study consist of pre- test and post- test. Pre- test is was conducted to find out, measure the students' ability in writing descriptive text before conducting realia as the media. Then a Post - test is was conducted to know how far the students' ability in wring descriptive text after applying realia as media in teaching.

In this case, students writing descriptive text based on topic that has been determined by the teacher, then teacher asks them to write descriptive text with their ideas. During the test, the researcher as the teacher directly gives the students score and calculates based on the rubric had been prepare. There are five components of writing test students was calculated and compared namely content, organizing ideas, grammar, vocabulary, mechanics (Harahap, 2017).

The data was concluded by researcher used a test as the instrument. Researcher provided two kinds of test namely pre- test and post- test. There are some steps of procedure collecting data bellow:

1. Giving the students an essay writing test, pre -test for experimental and control class.
2. Taught treatment in the experimental group using realia media.
3. Explaining about realia media in teaching writing descriptive text.
4. Questioning and answer about how to use realia media in writing descriptive text.
5. Giving post- test in the experimental and control class based on the topic was determine with the same test with pre -test.
6. Collecting the students result of the test.
7. Correcting and the students' students answer of the test

## RESULT AND DISCUSSION

In the research finding were explained the table of students score. The aim of this research to know what is the effect of using Realia as the media in writing descriptive text by doing research in SMP Swasta Cinta Rakyat 3 Pematang Siantar. There were two classes that researcher used as samples namely, VII C as the experimental group and VII D as the control group (Oktarina, Inderawati, & Petrus, 2022).

The data analyzed in this research was pre- test and post- test from both of classes. The students score of pre-test and post-test were analyzed by using writing scoring rubric with five components those are: Content (C), Organization (O), Vocabulary (V, Language Use (L), and Mechanics (M) (Jacobs et al 1981 in Weigle 2002). The result of student's score pre-test and post-test in experimental and control showed in this following table:

### Data Analysis of Experimental Group

Researcher applied two kinds of test in the experimenta group namely pre-test and post-test. The result of both of test showed in the following below:

#### 1. The Pre-test Score of Experimental Group

The researcher tested the pre- test before taught the lesson. The experimental group using Realia Media as the treatment. The total students in the experimental was 32 students at grade VII-C. The result of the pre-test in the experimental group showed in the tIII.

**Tabel 1. The Pre-test Score of Experimental Group**

NO	Students Name	Aspect of Writing					Pre-Test Score
		C	O	V	L	M	
1	Aditya P	14	11	14	6	3	48
2	Alexa E	21	14	14	12	3	64
3	Alexander L	16	14	14	11	3	58
4	Amelia M	14	9	7	8	2	40
5	Andes P	20	15	15	11	3	64
6	Anggraini S	13	10	9	13	3	48
7	Bhastian P	15	14	14	12	3	58
8	Christian D	16	13	10	8	3	50
9	Devdan D	19	14	10	12	3	58
10	Ebram G	16	17	14	14	3	64
11	Egi G	16	11	13	12	3	55
12	Enzi S	15	13	10	10	2	50
13	Erika P	13	14	14	7	2	50
14	Frederika S	16	12	14	11	2	55
15	George S	19	14	17	17	3	70
16	Herianto S	17	9	10	12	2	50
17	Ignatius S	17	14	12	10	2	55
18	Johan T	16	14	14	12	2	58
19	Johana S	13	7	11	7	2	40

20	Mackanzie S	16	10	11	10	3	50
21	Mangiring S	13	9	12	9	2	45
22	Markus H	13	14	14	6	3	50
23	Mikael T	13	9	11	10	2	45
24	Octavia S	13	9	7	8	3	40
25	Olivia P	14	9	9	10	3	45
26	Putri R	19	12	10	14	3	58
27	Rafael S	15	12	9	10	2	48
28	Rendi H	17	13	7	15	3	55
29	Samuel M	15	9	13	11	2	50
30	Septian P	16	13	14	9	3	55
31	Stephan S	13	9	12	9	2	45
32	Taher T	14	9	14	9	2	48

From the table above, showed the average score of the pre-test in experimental group were low. The lowest score pre-test in experimental group was 40. There were three students who got 40. There were four students who got 45. There were four students who got 48. There were five students who got 50. There were seven students who got 55. There were five students who got 58. There were there students who got 64 (Lestari, Apriliawati, & Wardah, 2018). There was one student who got 70. The highest score pre-test in experimental group was 70.

**Table 2. The Post- Test Score of Experimental Group**

No	Students Name	Aspect of Writing					Pre-Test Score
		C	O	V	L	M	
1	Aditya P	26	17	17	18	18	82
2	Alexa E	27	20	20	21	21	90
3	Alexander L	21	18	18	18	18	80
4	Amelia M	26	19	19	24	24	90
5	Andes P	27	18	18	23	23	88
6	Anggraini S	27	18	18	21	21	90
7	Bhastian P	21	17	17	19	19	78
8	Christian D	29	18	18	22	22	90
9	Devdan D	29	20	20	18	18	88
10	Ebram G	26	16	16	22	22	85
11	Egi G	26	14	14	18	18	78
12	Enzi S	28	18	18	21	21	88
13	Erika P	27	18	18	22	22	90
14	FrederikaS	26	20	20	18	18	85
15	George S	30	20	20	23	23	96
16	Herianto S	26	18	18	19	19	85
17	Ignatius S	21	18	18	22	22	82
18	Johan T	26	19	19	22	22	90
19	Johana S	21	16	16	22	22	80

20	Mackanzie S	26	17	17	15	15	78
21	Mangiring S	26	17	17	23	23	88
22	Markus H	26	18	18	18	18	82
23	Mikael T	21	18	18	22	22	80
24	Octavia S	21	14	14	22	22	78
25	Olivia P	21	15	15	23	23	82
26	Putri R	26	19	19	18	18	85
27	Rafael S	26	17	17	18	18	82
28	Rendi H	21	15	15	22	22	80
29	Samuel M	26	16	16	19	19	80
30	Septian P	27	17	17	22	22	88
31	Stephan S	28	18	18	20	20	90
32	Taher T	26	15	15	18	18	80

The test of Hypothesis is knowing or answer the question about significant effect on student's ability in writing descriptive text using Realia.

In order to get the solution from this problem, the researcher was proposed an Alternative Hypothesis ( $H_a$ ) and the Null Hypothesis ( $H_o$ ) in the following way:

$H_a$  : There significant effect of using Realia Media on student's ability in writing descriptive text.

$H_o$  : There no significant effect of using Realia on student's ability in writing descriptive text.

"The value of test same or less than the value of t- table ( $t\text{-test} = t\text{-table}$  or  $t\text{-test} < t\text{-table}$ ).

In this research, the calculation of the t-test for degree freedom (df) 62 at the level of significant 0.05 showed that the criteria value (t-test) was 5,069.

$t\text{-test} > t\text{-table}$  with df 62

5,069 > 1,670 with df 62

Based on the result of calculation testing hypothesis above, it was concluded that that the value of the t- test was higher than the value of the t- table (5,069 > 1,670). Hence, the Alternative Hypothesis ( $H_a$ ) was declared valid and the Null Hypothesis ( $H_o$ ) was declared invalid.

### Research Findings

The re There were 32 students (experimental) and 32 students (control) researcher found concluded score of pre- test and post - test as follows:

- Pre-test (experimental group) The lowest score pre-test is 36. There were four students who obtained 36. The highest score pre-test is 60. There were three students who obtained 60.
- Post-test (experimental group) The lowest score post-test is 78. There were four students who obtained 78. The highest score post- test is 96. There was 96 student who obtained 96.

c. Pre-test (control group) The lowest score pre-test is 36. There were four students who obtained 36. The highest score pre-test is 36. The highest score pre-test is 60. There were three students who obtained 60.

d. Post-test (control group) The lowest score post-test is 60.

The researcher found the total of experimental group mean ( $M_x$ )=32,46 and the total of control group mean ( $M_y$ )=22,93. The degree of freedom ( $df$ )= 62. The total standard deviation of experimental group ( $dx^2$ ) = 1.731,9 and the total standard of control group ( $dy^2$ ) = 1.801,8. After calculating the data from the previous point the researcher found the t- table with  $df$  62= 1,670 and test score = 5,069 from the test- formula.

3. From all the statement above, the researcher concluded that there is a significant effect of Realia as media on student's ability in writing descriptive text at the seventh grade of SMP Cinta Rakyat 3 Pematang Siantar.

### **Discussion**

Based on the research has been conducting, the researcher found that Realia is the effective media to student's ability in writing descriptive text. It is evident by the score of the pre- test and post- test, the score of the post -test were preferable than the score pre-test. Besides that, the scores of the post-test in the experimental class were preferable then scores of the post-test in the control class. It can be seen from the mean score experimental class was 32,46 and the mean score control class was 22,93 (Fitriani & Zaiturrahmi, 2022). Based on the calculation of testing hypothesis above, it was concluded that the value of the t-test was higher than the value of t-table ( $5,069 > 1,670$ ). Hence, the alternative Hypothesis ( $H_a$ ) was fulfilled and the Null Hypothesis ( $H_o$ ) was rejected. Therefore, the researcher can be concluded that the students at grade seventh SMP Swasta Cinta Rakyat 3 Pematang Siantar have a preferable score after taught Realia as the media in teaching and learning process of writing descriptive text than students who learn without being taught.

By using Realia as the media, the students were more interested and enjoyed in to study writing descriptive text. At first, they were said that they were difficult to express their ideas in writing descriptive text and what they want to write first (Imran, 2022). They were low of vocabulary and grammar difficult to arranged the sentence become writing test. But after they were taught by using Realia as the media, they were excited and give their attention to the object that want to describe become descriptive text, they observed the object using their sense and they had lots of ideas to describe the object become descriptive text (Ismayanti & Kholiq, 2020). Therefore, it can be inference that using Realia as the media in teaching gives the significant effect to student's ability in writing descriptive text, it can be proved in the experimental group.

### **CONCLUSION**

The Conclusion To Be Written Based On The Data Analysis To Answer The Hypothesis And The Research Problem In Comparison From The Previous Research. Based On The Result Of The T-Test Calculation Was 5,069 Which Was Higher Than T-Table Where T-Table 1,670 With Df 62 And Also The Alternative Hypothesis Is Accepted And Null Hypothesis Is Rejected. It Can Be Concluded That Realia Significantly Affects To Student's Ability In Writing Descriptive Text. Teaching Using Realia Was Able To Build The Students

Enthusiastic And Interest In The Learning Process. The Using Realia Created The Student's Vocabulary And Easier For Them Described The Object After They Observed The Object, They Got More Information About The Object. Realia Provided Fun Atmosphere While Conducting Teaching In The Class.

## References

- Ariyanti, A., & Fitriana, R. (2017). Efl Students' Difficulties And Needs In Essay Writing. *Proceedings Of The International Conference On Teacher Training And Education 2017 (Ictte 2017)*, 32–42. Paris, France: Atlantis Press. <https://doi.org/10.2991/ictte-17.2017.4>
- Chantika, F. (2023). *The Effect Of Using Videos On Students' writing Skill In Recount Text At The Second Year Of Junior High School 2 Pinggir*. Universitas Islam Negeri Sultan Syarif Kasim Riau. Retrieved From <http://repository.uin-suska.ac.id/id/eprint/68616>
- Fitriani, N., & Zaiturrahmi, Z. (2022). "I Think Our Writing Become Tidy, Clear And Also Perfect" Students' Feedback On Writing Class With Technology Performance. *Jurnal Sains Riset*, 12(1), 88–95. <https://doi.org/https://doi.org/10.5897/Err2019.3757>
- García Santalla, M. Á. (2022). *Teaching Through Clil And Elf: A Practical Proposal For Secondary Education*.
- Harahap, K. (2017). *Improving Students' Achievement In Writing Narrative Text Through Chain Story Technique At Second Grade Of Mts Al-Washliyah Tembung*. State Islamic University Of North Sumatera. Retrieved From <http://repository.uinsu.ac.id/id/eprint/2648>
- Imran, M. C. (2022). Applying Hemingway App To Enhance Students' Writing Skill. *Edulec: Education, Language And Culture Journal*, 2(2), 180–185. <https://doi.org/https://doi.org/10.56314/Edulec.V2i2.67>
- Ismayanti, E., & Kholiq, A. (2020). An Analysis Of Students' Difficulties In Writing Descriptive Text. *E-Link Journal*, 7(1), 10. <https://doi.org/10.30736/Ej.V7i1.260>
- Jalaluddin, I. (2019). Process Approach In Teaching Of Esl Writing: Teacher's Assistance And Its Practicality In Real Classroom. *Journal Of Research, Policy & Practice Of Teachers & Teacher Education*, 9(2), 66–78. <https://doi.org/10.37134/jrptte.vol9.no2.6.2019>
- Khoirunnisya, R. F. (2017). *The Effectiveness Of Using Chain Story In Teaching Writing Of Recount Text At The Eighth Grade Of Smpnegeri 14 Purworejo In The Academic Year Of 2015/2016*. Pbi-Fkip. Retrieved From <http://repository.umpwr.ac.id:8080/handle/123456789/1124>
- Kissi, P. S., Nat, M., & Armah, R. B. (2018). The Effects Of Learning–Family Conflict, Perceived Control Over Time And Task-Fit Technology Factors On Urban–Rural High School Students' Acceptance Of Video-Based Instruction In Flipped Learning Approach. *Educational Technology Research And Development*, 66(6), 1547–1569. <https://doi.org/10.1007/S11423-018-9623-9>
- L. Gabrielsen, I., Blikstad-Balas, M., & Tengberg, M. (2019). The Role Of Literature In The Classroom: How And For What Purposes Do Teachers In Lower Secondary School Use Literary Texts? *L1 Educational Studies In Language And Literature*, 19, *Runnin*(Running Issue), 1–32. <https://doi.org/10.17239/L1esll-2019.19.01.13>

- Lestari, F., Apriliawati, R., & Wardah, W. (2018). Improving Students' writing Skill On Recount Text Through Wordless Picture Book. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (Jppk)*, 7(10).  
<https://doi.org/http://dx.doi.org/10.26418/jppk.v7i10.29072>
- Lindemann, V. (2022). *A Multiple Case Study: Exploration Of The Writing Instruction Practices Of Veteran High School English Teachers*. University Of Nevada, Las Vegas.
- Magnifico, A. M., Woodard, R., & McCarthey, S. (2019). Teachers As Co-Authors Of Student Writing: How Teachers' Initiating Texts Influence Response And Revision In An Online Space. *Computers And Composition*, 52, 107–131.  
<https://doi.org/10.1016/j.compcom.2019.01.005>
- Niño, F. L., & Páez, M. E. V. (2018). Building Writing Skills In English In Fifth Graders: Analysis Of Strategies Based On Literature And Creativity. *English Language Teaching*, 11(9), 102–117. Retrieved From <http://www.ccsenet.org/journal/index.php/elt>
- Oktarina, Y., Inderawati, R., & Petrus, I. (2022). Needs Analysis Of Palembang-Tourist-Destination Recount Text Reading Materials In The 21st Century Learning. *English Review: Journal Of English Education*, 10(2), 381–392.  
<https://doi.org/https://doi.org/10.25134/erjee.v10i2.6239>
- Primasari, Y., Sari, H. P., & Sutanti, N. (2021). The Chain Writing Method In Learning Writing For Information Technology Faculty Students: The Effectiveness. *Jares (Journal Of Academic Research And Sciences)*, 6(2), 49–58.  
<https://doi.org/https://doi.org/10.35457/jares.v6i2.1631>
- Rizkiana, D., & Pulungan, A. H. (2020). Online Assessment On Students' Writing Recount Text: Teachers' Perspectives. *Register: Journal Of English Language Teaching Of Fbs-Unimed*, 12(1). <https://doi.org/https://doi.org/10.24114/reg.v12i1.44524>
- Sari, T. D. (2018). *The Implementation Of Chain Writing Method To Increase Students Ability Writing Narrative Text At Mts. Al-Muttaqin Padang Tualang Langkat*. Universitas Islam Negeri Sumatea Utara Medan. Retrieved From <http://repository.uinsu.ac.id/id/eprint/4159>
- Sholikhin, M. I. (2021). An Analysis Of Teacher's Strategies On English Learning During Pandemic. *Edutama*. Retrieved From <http://repository.ikipgribojonegoro.ac.id/id/eprint/1682>
- Sudarmaji, I., Mulyana, A., & Karsiyah, K. (2020). Applying Digital Storytelling To Improve Indonesian High School Students' Visual Memory And Writing Skill. *English Review: Journal Of English Education*, 8(2), 91. <https://doi.org/10.25134/erjee.v8i2.2987>
- Timperley, H. S., & Parr, J. M. (2009). Chain Of Influence From Policy To Practice In The New Zealand Literacy Strategy. *Research Papers In Education*, 24(2), 135–154.
- Zean, R. N. (2020). *The Influence Of Using Freeze Framing Technique To Ward The Students' Writing Narrative Text At The Eighth Graders Of Smpn 9 Metro*. Iain Metro. Retrieved From <https://repository.metrouniv.ac.id/id/eprint/1487>