

THE EFFECT OF PHOTOGRAPHY MEDIA ON STUDENTS' WRITING ABILITY IN HORTATORY EXPOSITION TEXT AT GRADE ELEVEN OF SMK GKPI 1 PEMATANG SIANTAR

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Abstrak

Tujuan penelitian adalah untuk mengetahui pengaruh media fotografi terhadap kemampuan menulis teks hortatory eksposisi pada siswa kelas sebelas SMK GKPI 1 Pematang Siantar. Penelitian ini berfokus pada kemampuan menulis siswa dalam teks hortatory eksposisi dengan menggunakan media fotografi. Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian kuasi eksperimen. Populasi penelitian ini adalah siswa kelas XI SMK GKPI 1 Pematang Siantar yang berjumlah 159 siswa. Sampel penelitian ini dibagi menjadi dua kelas, yaitu kelas eksperimen (XI Kewirausahaan) berjumlah 25 siswa yang menggunakan media fotografi dan kelas kontrol (XI TKJ) berjumlah 25 siswa yang menggunakan media konvensional. Instrumen pengumpulan data menggunakan tes menulis untuk pre-test dan post-test. Yakub dkk. Rubrik penilaian tulisan al digunakan dalam penelitian ini, yang mencakup beberapa aspek: isi, organisasi, kosa kata, penggunaan bahasa, dan mekanika. Hasil penelitian menunjukkan bahwa pada taraf signifikansi 5% ($\alpha=0,05$), thitung lebih tinggi dibandingkan dengan ttabel dimana thitung= 3,514 > ttabel= 1,677. Akibatnya HO ditolak sedangkan Ha diterima. Oleh karena itu, dapat disimpulkan bahwa media fotografi berpengaruh signifikan terhadap kemampuan siswa SMK GKPI 1 Pematang Siantar dalam menulis teks hortatory exposition.

Kata kunci: Penulisan; Teks Hortatory Exposition; Media Fotografi

Abstract

The objective of this research was to find out the effect of photography media to writing ability on hortatory exposition text at eleven grade students of SMK GKPI 1 Pematang Siantar. This research focuses on the students' writing ability in hortatory exposition text using photography media. This research used quantitative research with a quasi-experimental research design. The population of this study was the eleven grade students of SMK GKPI 1 Pematang Siantar with a total of 159 students. The sample of this study was divided into two classes, namely the experimental class (XI Kewirausahaan) consisting of 25 students who used photography media and the control class (XI TKJ) consisting of 25 students who used conventional media. Data collection instruments used writing tests for pre-test and post-test. Jacob et. al's writing assessment rubric was used in this research, which includes several aspects: content, organization, vocabulary, language use, and mechanics. The result of this research showed that at the 5% significance level ($\alpha=0.05$), t-test was higher than t-table in which t-test= 3,514 > t-table= 1,677. As a result, HO is rejected while Ha is accepted. Therefore, it can be concluded that photography media significantly affects the ability of students at SMK GKPI 1 Pematang Siantar in writing hortatory exposition text.

Keywords: Writing; Hortatory Exposition Text; Photography Media

INTRODUCTION

English is one of the international languages in the world that important in human life. It is used as a means of communication. English has four language skills, as: speaking, listening, reading, and writing. To be a good learner of English, students must have good mastery of these four skills. As mentioned above, it is important to master all the skills, including writing skills. Writing is one of the important language skills in life (Alfaki, 2015) Writing, as a language ability, is not a natural innate ability, which is automatically and easily obtained by someone. There are so many communication media which used written language, such as book, newspaper, social media, and blog. In order to maintain good communication with others, writing skill is very important to master. Therefore, to help the students to build their ability and competence in written language, so English teaching and learning process in the class should include teaching writing skill in a correct way in order. There are several aspects that must be understood in writing, such as vocabulary, grammar, punctuation, and spelling. In teaching writing activities, the teacher must have a great interest and strategy in writing activities. However, there are still many teachers who are not interested in teaching writing. They only test students' writing in their class. As a result, students do not progress in terms of their writing (Ariyanti & Fitriana, 2017).

Writing is a process of changing the form of thoughts or fantasies or feelings or the like to become symbols or signs or meaningful writing. As a process, writing involves a series of activities consisting of pre-writing, writing and post-writing stages (Dalman H, 2016: 7). Writing is an activity that is not easy because writing must be able to produce something new, and can provide idea or ideas to readers through writing. According to Cole, J., & Feng, J (2015:4) writing is a basic part of language. When a child writes, thought and knowledge mingle to create unique meaning. As a result, students identified writing skills as more difficult than listening and reading. In addition, writing is the least mastered skill by most students when learning a new language. Students are forced to think hard when writing. This causes writing to be a difficult activity in English. They must be able to produce writing. Finding ideas then expressing them in written form. Then develop the idea and put it on paper with the correct procedures. According to Iskandarwassid (2013:248) writing skill is a skill that expresses the thoughts and feelings that exist in the writer which is done in writing. Through writing activities, students can gather information and communicate their thoughts and can express their imaginations. From the explanation above it can be conclude that writing is an indirect communication activity carried out to convey a specific purpose in written form as a media (PURNAMASARI, 2022).

According to Troia, G (2014: 30) writing is a way to afford students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussions. Therefore writing is not as easy as some people think. Writing is considered difficult for students, especially when writing hortatory exposition text. Students got difficulties in developing and arranging ideas or arguments in hortatory

exposition text. It could be evidenced when the students were given a topic by the teacher to write. The students do not have enough knowledge and vocabulary to support their ideas about the topic, as a result they have problems developing and neglecting to elaborate on their ideas. As a result, they spend a long time thinking about what to write about (Oktarina, Inderawati, & Petrus, 2022).

According to the experience of researcher in internship program at SMK GKPI 1 Pematang Siantar, the researcher was found that many students were weak in writing abilities. When making observations, it was found that the problem was caused by students' lack of knowledge in developing and compiling ideas or arguments that were sufficient to support students' ideas about the topic, as a result they experienced problems in developing and neglected to elaborate on their ideas. As a result, they spend a long time thinking about what to write about. Besides that, the students also have problems in grammatical aspects. They still have difficulty in constructing sentences in correct grammar. Their sentences contain many mistakes when they did them. As a result, the students are unable to write hortatory text correctly. Furthermore, the students have a lack of vocabulary. When they write a text, they will be stuck because they do not know the appropriate word to express or say a word in English, so they had low scores.

Based on the problems above, the researcher assumed that the problems above were probably caused by the media used by the teacher in teaching writing that is not attractive to students. Teachers were required to be able to choose more appropriate learning media to revive the enthusiasm and interest of students in writing skills by applying learning media. Teaching media is needed in the teaching and learning process so that students are interested in and understand the material provided (Jalaluddin, 2019).

To solve the problems above, photography media is an effective media to use. According to Arsyad (2010: 127) photography media can be used effectively as learning media, because photography media can help generate motivation and interest in students, develop students' language skills, and help students remember the content of the lesson related to the photo, so that they can achieve learning goals (Sari, 2018). This is supported by some relevant researches, such as Haryadinur (2018), which examines the implementation of photography media in teaching writing hortatory exposition to the student. He found that the implementation of photography media improved students' writing skills. In addition, a research conduct by Megawati and Syarif (2017) also examine the effectiveness of using photographs in teaching writing. She shows that the effectiveness of the medium of photography improves the writing skills of students (Harahap, 2017). Based on previous research and the results of the observations, the researcher wanted to conduct research on the writing abilities of students at SMK GKPI 1 Pematang Siantar, which aims to improve students' writing skills. Thus, this research was expected to be able to find answers to the problem of weak students' writing skills (Sholikhin, 2021).

Based on the phenomenon above, the researcher was interested in making a research entitled, "The Effect of Photography Media on Students' Writing Ability in Hortatory Exposition Text at Grade Eleven of SMK GKPI 1 Pematang Siantar"

METHOD

This research used quantitative research methods, with a quasi-experimental design. The quasi-experimental method is a conclusive method because the researcher gave different treatments to the samples and then compared the effects that occur on the samples (Fraenkel et al., 2012). This research was used to find out the effect that occurs when a class uses the Photography media when learning to write hortatory exposition text with a comparison to a class that used the conventional media. The research design that was used in this study was the non equivalent control group design (Niño & Páez, 2018). The basis for choosing this research design was that the sample selection used a purposive sampling technique (Magnifico, Woodard, & McCarthey, 2019). This research used two sample classes involve, namely the experimental class and the control class. Before the experiment conducted, both of the classes was gave the same pre-test. Furthermore, the experimental class was gave a treatment using the Photography media. While the control class used conventional media, after the two classes was carried out their learning process, they was gave the same post-test. Then, the post-test result of the two classes was compared to find the true result (Irsa, 2019). This research was conducted at SMK GKPI 1 Pematang Siantar which is located at Jl. D.I. Panjaitan No. 47 NH, East Nagahuta, Kec. Siantar Marimbun, Pematang Siantar City, North Sumatera in the new academic year, the 2023/2024 school year, which was planned to be held from July to August 2023. Cresswell, Jhon W., (2012) stated that the population that was a group of individuals with the same characteristics. The population that was used in this study is all students of class XI at SMK GKPI 1 Pematang Siantar in the 2023/2024 academic year which consists of 6 classes. The number of students for each the XI classes were XI KEWIRUSAHAAN=25, XI TKJ=25, XI TBSM=28, XI ASKEP=24, XI TKRO=27, XI TJTL=30. The total number of students in class XI is 159 students.

Cresswell, Jhon W., (2012: 142) stated that the sample is part of the target population that the researcher plans to study in order to make general statements about the target population. In this research, the sampling technique used is purposive sampling technique. By using purposive sampling technique, the sample to be used in this research consisted of two classes, namely XI KEWIRUSAHAAN for the experimental class and XI TKJ for the control class at SMK GKPI 1 Pematang Siantar (Lestari, Apriliawati, & Wardah, 2018).

Data analysis was carried out after all the required data has been completely collected. The research data that was carried out for data analysis is the learning outcomes data obtained from the list of values for the pre-test and post-test material collected. There are two groups of data, those of the experimental group and control group.

RESUT AND DISCUSSION

The research finding was describing the table of students score. The researcher wanted to know the use of photography media in teaching writing hortatory exposition text by conducting research in SMK GKPI 1 Pematang Siantar. There were 50 students who became the research sample, as students of class XI KEWIRUSAHAAN as the experimental class and XI TKJ as the

control class (Rizkiana & Pulungan, 2020). The data was obtained through an essay test. The students scores on the pre-test and post-test were analyzed by using the theory proposed by Jacobs, H.J.et.al., (1981: 90) assessment writing rubric, which rates students on content, organization, vocabulary, language use, and mechanics. The experimental class used photography media and the control class used conventional media (Khoirunnisya, 2017).

The Score of Students Pre-Test and Post-Test in Experimental Class (X)

The data of this research had collected from the results of the pre-test and post-test of the grade eleven students of SMK GKPI 1 Pematang Siantar. Students of class XI KEWIRAUSAHAAN as the experimental class used Photography Media. The data described into two tables, one for each class. It showed the scores of the student's pre-test and post-test as well as their gained score.

Table 1. The Score of Students Pre-test and Post-Test in Experimental Class

No	Students Name	Pre-Test	Post-Test
1	Alvin Cristian Sihombing	53	78
2	Alvin Siahaan	57	78
3	Anastasia Irene Pardede	51	83
4	Ari Sinurat	67	83
5	Ari S. Napitupulu	57	71
6	Christian Nainggolan	57	85
7	Daniel Lumbanraja	53	74
8	Daniel Nainggolan	46	74
9	Dean Siregar	78	89
10	Endang Nainggolan	57	85
11	Evan Farrel	60	83
12	Farel C. Nainggolan	50	84
13	Ferdinand D. Ompusunggu	40	84
14	Irfan Siahaan	58	83
15	Ivran Adithya Sinaga	42	87
16	Johansen Situmorang	59	83
17	Jonathan Nainggolan	48	82
18	Kriszon Pardede	49	71
19	Lasdo R Sinaga	74	89
20	Leonardo Hutabarat	48	73
21	Michael Simanjuntak	68	78
22	Nurchahaya Panggabean	65	87
23	Reza Saputra	63	87
24	Riando Simanjuntak	34	65
25	Sucitra Sirait	47	73

The table showed that the higher score of pre-test in the experimental class was 78 and the lowest score was 34. There was one student with score 34, one student with score 40, one student with score 42, one student with score 46, one student with score 47, two students with score 48,

one student with score 49, one student with score 50, one student with score 51, two students with score 53, five students with score 57, one student with score 59, one student with score 60, one student with score 63, one student with score 65, one student with score 67, one student with score 68, one student with score 74, one student with score 78 (Timperley & Parr, 2009).

The higher score of post-test in the experimental class was 89 and the lowest score was 65. There was one student with score 65, two students with score 71, two students with score 73, two students with score 74, three students with score 78, one student with score 82, five students with score 83, two students with score 84, two students with score 85, three students with score 87, two students with score 89.

Data Analysis

The data obtained in this research was through the results of tests given to students. The data was collected research by giving a written test as the instrument, the first class as the experimental class and the second as the control class. In collecting data, the researcher gave a test to class eleven students of SMK GKPI 1 Pematang Siantar, and the test was in the form of a written test of writing hortatory exposition text (Wardana, Miftah, & Mirza, 2022). This research was conducted by the researcher because the researcher believed that using the photography media in writing tests could improve students' ability in writing hortatory exposition text. This could be seen from the pre-test and post-test scores in the experimental class as follows:

Table 2. Determining Standard Deviation in Experimental Class

No	Students	Pre-Test	Post-Test	Gained Score (da)	da ²
1	Alvin Cristian Sihombing	53	78	25	625
2	Alvin Siahaan	57	78	21	441
3	Anastasia Irene Pardede	51	83	32	1024
4	Ari Sinurat	67	83	16	256
5	Ari S. Napitupulu	57	71	14	196
6	Christian Nainggolan	57	85	28	784
7	Daniel Lumbanraja	53	74	21	441
8	Daniel Nainggolan	46	74	28	784
9	Dean Siregar	78	89	11	121
10	Endang Nainggolan	57	85	28	784
11	Evan Farrel	60	83	23	529
12	Farel C. Nainggolan	50	84	34	1156
13	Ferdinand D. Ompusunggu	40	84	44	1936
14	Irfan Siahaan	58	83	25	625
15	Ivran Adithya Sinaga	42	87	45	2025
16	Johansen Situmorang	59	83	24	576
17	Jonathan Nainggolan	48	82	34	1156
18	Kriszon Pardede	49	71	22	484
19	Lasdo R Sinaga	74	89	15	225

20	Leonardo Hutabarat	48	73	25	625
21	Michael Simanjuntak	68	78	10	100
22	Nurcahaya Panggabean	65	87	22	484
23	Reza Saputra	63	87	24	576
24	Riando Simanjuntak	34	65	31	961
25	Sucitra Sirait	47	73	26	676
Na=	SUM	1381	2009	628	17590
25	Mean	55,24	80,36		

From the table above, the researcher got the result of Pre-Test and Post-Test of experimental class. In the table above, the researcher has shown that the sum of the Pre-Test was 1381 and the Post-Test was 2009. While the mean of the pre-test was 55,24 and the mean of the post-test was 80,36. The data showed that the ability of in post-test was more increasing than pre-test (Meinawati et al., 2021).

Data Analysis Using T-Test

The data above was recalculated using the t-test formula. The data show that the experimental group has a higher mean and standard deviation than the control group. The sum of the two groups (Na and Nb) is the same, so it is easy to calculate the two groups using the t-test formula. Before doing the T-test, the researcher must use the formula to get the degrees of freedom (df) to find out the value of t_{table} to be compared with t_{test} after calculating the t-test:

$$\begin{aligned} df &= (Na + Nb) - 2 \\ &= (25 + 25) - 2 \\ &= 48 \end{aligned}$$

Based on the data collected from the experimental and control class, the researcher calculated the t-test results using the following formula:

$$\begin{aligned} t &= \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\ t &= \frac{25,12 - 16,28}{\sqrt{\left(\frac{(1.814,64 + 1.981,04)}{(25 + 25) - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}} \\ t &= \frac{8,84}{\sqrt{\left(\frac{(3.795,68)}{48}\right) \left(\frac{2}{25}\right)}} \\ t &= \frac{8,84}{\sqrt{(79,077)(0,08)}} \\ t &= \frac{8,84}{\sqrt{6,326}} \\ t &= \frac{8,84}{2,515} \end{aligned}$$

$$t = 3,514$$

Finding the degree of Freedom

The criteria of testing hypothesis and to prove the hypothesis in chapter I, the hypothesis testing was aimed to find out the answer of the question of the significant effect of the teaching hortatory exposition text use photography media (Imran, 2022). To get the answer of the question, the researcher propose Alternative Hypothesis (H_a) and Null Hypothesis (H_o) as follow:

H_a = There is a significant effect of photography media on students' writing ability in hortatory exposition text at grade eleven of SMK GKPI 1 Pematang Siantar.

H_o = There is no significant effect of photography media on students' writing ability in hortatory exposition text at grade eleven of SMK GKPI 1 Pematang Siantar.

The results of data analysis using hypothesis testing (independent t-test) is 3,514. The value of the t-table calculated using the degrees of freedom (df) is 48, therefore, the result of the t-table is 1.677.

Test Criteria:

If the value of t-test the same or the less than the value of t-table

$$t_{\text{test}} \geq t_{\text{table}}$$

From the calculation results, it turns out that $t_{\text{test}} > t_{\text{table}}$ at level $\alpha = 0,05$ that is (3,514 > 1,677) therefore H_a is accepted and H_o is rejected.

Discussion

The end result of this research based on the research problem, the researcher find the solution to the research problem, particularly to find out if photography as a media significantly affected the students' ability in writing on hortatory exposition text and see the effect the use of and without use photography as a media to the students' ability in writing on hortatory exposition text at SMK GKPI 1 Pematang Siantar.

When conducting research, researcher found problems that affect students' writing ability using photography media. The researcher found the problem was caused by students' lack of knowledge in developing and compiling ideas or arguments that were sufficient to support students' ideas about the topic. Besides that, the students also have problems in grammatical aspects, and also the students have a lack of vocabulary. In simple terms, when the research was conducted, several phenomena emerged, including the students' problem in the lack of writing ability. Which made it difficult for them to writing. During the treatment, the researcher guided the students to overcome the problem by helping them developing and compiling ideas or arguments that were sufficient to support students' ideas about the topic, and another problem was that they have problems in grammatical aspects, and also the students have a lack of vocabulary. In this case, when the treatment was given, the researcher tried to select some passages that had a strong correlation with the students' background knowledge (Dalle, 2019).

In this study, the hypothesis testing allowed for the conclusion to be taken that students who are taught hortatory exposition text using photography media. This result was made possible

by employing quantitative methods, a quasi-experimental research design, and data analysis. The average score on tests measuring photography media in an experimental class. With a total score of post-test was 2009, with the mean score was 80,36. The results of statistical hypothesis testing is using independent sample t-test serve as a standard for determining whether there is a substantial correlation between the photography media and students' capacity to write hortatory exposition texts (Fitri, Farmasari, & Aziz, 2022). For the criteria, H_a is accepted if the output of t-test was higher than t-table. Statistical hypothesis testing is using independent sample t-test, the result of the t-test > t-table at level $\alpha = 0,05$ that is $(3,514 > 1,677)$ therefore H_a is accepted and H_o is rejected.

The result of this research is same with the previous researches that conducted by Haryadinur (2018), Megawati and Syarif A (2017), Mawaddah, et.al. (2016), where in their researches, they concluded that the photography media is significantly affects the students' ability in writing on hortatory exposition text. This proves that photography significantly affects the students' ability at SMK GKPI 1 Pematang Siantar in writing ability on hortatory exposition text. This research compared this research with the previous research using Megawati and Syarif A thesis. The result of her thesis is in the description of the data was taken from 23 students of experimental class and 23 students of control class. The experimental class which had the mean of pre-test was 51.17 before the the students were given treatments in experimental class by using photography media, the mean of post-test was 75.43. Meanwhile, the score of control class as follows, the mean of pre-test was 54.61. Meanwhile the mean of post-test was 60.43.

The photography media significantly effects on the students writing ability. It can be seen from the result of t-test showing that the value of significance (0.000) was lower than 0.05. If the significance (0.000) was smaller than 0.05, or t-observe (5.513) was higher than t-table (2.02). This finding shows that hypothesis of the study is true. Therefore, can be concluded that the application of photography media significantly effects of writing ability.

The differences between Megawati and Syarif A's research with this research is the result of the data was taken from 25 students of experimental class and 25 students of control class, in Megawati and Syarif A's research, the data was taken from 23 students of experimental class and 23 students of control class. In this research, the experimental class which had the mean of pre-test was 55.24 before the implementation of photography media that were given as treatments. After the students were given treatments in experimental class by using photography media, the mean of post-test was 80.36. Meanwhile, the score of control class as follows, the mean of pre-test was 56.4. In control class, there was no implementation of photography media in teaching hortatory exposition text. The mean of post-test was 72.68. Photography media could be alternative material to help the students in understanding the hortatory exposition text. The similarity of this research with previous research is the researcher same using photography media to the student's ability in writing and the researcher used pre-test and post-test to know student's ability (Fitri et al., 2022).

By the data, photography media can make students to improve the writing ability especially in hortatory exposition text. Students have motivation to write the text especially the students can be brave to write hortatory exposition text using photography as a media (Imran, 2022).

CONCLUSION

Based on the findings in the preceding chapter, it is possible to conclude that the teaching media, specifically Photography Media, has an effect on the writing abilities of class XI students at SMK GKPI 1 Pematang Siantar in writing hortatory exposition text. It can be seen from the statistical hypothesis data with a significance level of 0.05 which indicated that the mean post-test score in the experimental group after being given treatment using photography media is 80,36. This score is higher than the mean score of the pre-test before treatment, which is 55,24. Then, the results of statistical hypothesis testing is using independent sample t-test showed that at the 5% significance level ($\alpha=0.05$), the t-test was 3,514 while the t-table was 1.677 or $t\text{-test} > t\text{-table}$. As a result, H_0 is rejected while H_a is accepted. This demonstrates that Photography Media has an effect on students' ability to write hortatory exposition text. As a result, the researcher concluded that the effect of photography media is higher than the effect of conventional media in writing hortatory exposition text.

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