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## The Effect of *STAD* on Students' Ability in Writing Descriptive Text of The Eleventh Grade Students at SMK Negeri 1 Siantar

Rimelni Sidabutar<sup>1✉</sup>, Basar Lolo Siahaan<sup>2</sup>, Melda Veby Ristella Munthe<sup>3</sup>, Bernieke Anggita Ristia Damanik<sup>4</sup>

Universitas HKBP Nommensen Pematangsiantar

Email: [sidabutarrimelni@gmail.com](mailto:sidabutarrimelni@gmail.com)<sup>1✉</sup>

### Abstrak

Penelitian ini bertujuan untuk menyelidiki pengaruh model *STAD* terhadap kemampuan siswa dalam menulis teks deskriptif pada siswa kelas XI di SMK Negeri 1 Siantar, berdasarkan teori yang dikembangkan oleh Robert Slavin. Metodologi yang digunakan adalah kuantitatif, dengan fokus pada populasi siswa kelas XI pada tahun ajaran 2023/2024. Peneliti memilih dua kelas sebagai sampel: Kelas XI TKJ-1 berperan sebagai kelompok eksperimen dengan jumlah siswa 36 orang, sedangkan kelas XI TKJ-2 berperan sebagai kelompok kontrol yang juga terdiri dari 36 orang. Kelompok eksperimen menerima pengajaran melalui model *STAD*, sedangkan kelompok kontrol diajarkan dengan metode konvensional. Data dikumpulkan melalui pre-test dan post-test yang diberikan kepada kedua kelompok. Kelas eksperimen mencapai nilai rata-rata pre-test sebesar 66, sedangkan kelas kontrol memiliki nilai rata-rata 60. Setelah intervensi, nilai rata-rata post-test kelas eksperimen meningkat menjadi 76, dibandingkan dengan nilai rata-rata post-test kelas kontrol yang hanya 68. Untuk mengumpulkan data, peneliti menggunakan tes sebagai instrumen. Hasil uji-t menunjukkan nilai 4,444, yang melampaui nilai t-tabel sebesar 1,677. Hasil ini menunjukkan bahwa hipotesis alternatif ( $H_a$ ) diterima, dan hipotesis nol ( $H_0$ ) ditolak, yang menegaskan bahwa model *STAD* memiliki pengaruh yang signifikan dalam meningkatkan keterampilan menulis siswa kelas XI di SMK Negeri 1 Siantar dalam membuat teks deskriptif.

Kata Kunci: *Teks Deskriptif, Pengaruh, Model, STAD, Menulis*

## Abstract

This research aimed to investigate the effect of the *STAD* model on students' abilities in writing descriptive texts among grade XI students at SMK Negeri 1 Siantar, based on the theory developed by Robert Slavin. The methodology employed was quantitative, focusing on the population of grade XI students during the academic year 2023/2024. The researcher selected two classes as samples: XI TKJ-1 served as the experimental group with 36 students, while XI TKJ-2 acted as the control group, also consisting of 36 students. The experimental group received instruction through the *STAD* model, whereas the control group was taught using conventional methods. Data were collected through pre-tests and post-tests administered to both groups. The experimental class achieved a mean pre-test score of 66, while the control class had a mean score of 60. After the intervention, the experimental class's post-test mean score rose to 76, compared to the control class's post-test mean score of 68. To gather data, the researcher utilized tests as instruments. The t-test results showed a value of 4.444, which surpassed the t-table value of 1.677. This outcome indicated that the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected, confirming that the *STAD* model had a significant effect on improving the writing skills of grade XI students at SMK Negeri 1 Siantar in crafting descriptive texts.

Keywords: *Descriptive Text, Effect, Model, STAD, Writing*

## INTRODUCTION

English functions as a global language, enabling effective communication among individuals from different countries. Rao (2019) highlights its importance in everyday interactions, as it helps people forge connections across nations and acquire information. This suggests that language is utilized by speakers to articulate their thoughts, emotions, and wishes, as well as to gather knowledge from others. Due to its significance, English is extensively used worldwide and appears in many areas of life, such as politics, economics, social matters, and education. It is often taught as a second language in schools, preparing students to interact with speakers of various languages, given that English serves as the international language (Jain & Patel, 2008:6), as cited in Wati, W. (2022). The concept of International English involves recognizing the English language as a global communication medium, which encompasses multiple dialects and promotes the development of an international standard for its usage.

It is widely recognized that learning English encompasses four essential skills: speaking, listening, writing, and reading (Gumartifa, 2021). These skills are fundamental, as they form the basis of English language acquisition and are necessary for effective communication and social engagement within the community. Since language can

manifest in both spoken and written forms, it is important to focus on developing writing skills as well.

Within the English learning framework, writing is just as critical as reading because it enables individuals to articulate their ideas and more in written expression. Writing entails the creation of new content derived from one's thoughts. While many students have excellent ideas they want to share, they often find it challenging to express them adequately. Harmer (2007:33), as cited in Feradigma, D. (2018), explains that "Writing is frequently useful as preparation for some other activity, particularly when students write sentences as a preamble to discussion activities." Furthermore, Harmer (2004:12), as cited in Saragih (2019), describes the writing process as a means of understanding how individuals create written texts. By engaging in writing, students learn to organize their information, ideas, thoughts, and feelings into a cohesive product that is available for others to read. For these reasons, writing is an essential skill that deserves attention in language learning.

According to Brown (2001: 335), as cited in Murbiyan, A. (2015), writing is the result of a process that involves thinking, drafting, and revising, which requires specific skills. Harmer (2004: 4), referenced by Nasution, D. K. (2023), states that writing is a way to convey ideas, feelings, and desires using a standard graphic system. It is the act of transforming thoughts into words, which are then organized into paragraphs. Hyland (2004: 15), as mentioned in Ardiansah (2021), defines "Genre" as a concept that categorizes texts based on how writers typically use language to respond to similar situations. Pardiyono (2007), as cited in Pangaribuan J. J. and Pakpahan, C. (2020), identifies several writing genres, including Spoof, Recount, Analytical Exposition, Hortatory Exposition, Report, News Item, Anecdote, Narrative, Descriptive, Review, Explanation, and Discussion. However, this study will focus specifically on writing Descriptive texts.

According to Gerot and Wignell (1994:165) as cited in Fauzia Anhar, A. (2023), said that Descriptive text is a text that describe particular person, place or things; the features are used of simple present tense and used of adjective. The feature is important because each text of writing is different features such as narrative text, the features is used past tense. Student problem in the descriptive writing is about grammatical error. Teaching English grammar is not easy because it is too broad. The teachers must know the problems and the necessary in student's English writing.

A curriculum is vital in the teaching and learning process. It plays an important role in shaping students' educational experiences, from defining objectives to assessing their

progress. A well-structured and integrated curriculum can effectively and efficiently help students enhance their skills. According to Ralph Tyler (1949), as referenced in Badrussalam, Andi Ahmad (2021), a curriculum consists of the educational goals to be attained, the learning experiences provided to achieve those goals, the effective organization of these experiences, and the criteria for determining if the goals have been met. Thus, establishing specific and measurable learning objectives is crucial for creating an effective curriculum.

Establishing clear objectives is crucial as it directs educational efforts and provides a roadmap for both teachers and students. Moreover, delivering meaningful and relevant learning experiences is vital for ensuring that students remain engaged and develop a thorough understanding of the subject matter. In English language learning, particularly in writing descriptive texts, the curriculum encourages students to analyze the social functions of these texts, such as interpreting the messages conveyed. Students are expected to recognize the overall structure of descriptive texts, which includes the introduction, body, and conclusion. They should also be able to identify the distinctive features of descriptive text structures, such as physical descriptions and attributes of the subjects discussed. Additionally, students are expected to recognize and analyze the language features found in descriptive texts, including descriptive vocabulary, phrases or sentences, and grammatical structures that clearly and effectively communicate information in context.

Eleventh-grade students at Vocational High School are anticipated to write descriptive texts competently, particularly in detailing the materials needed and the steps involved in a process. However, according to the Minimum Completion Criteria (KKM), numerous students face challenges in crafting descriptive texts. This is reflected in their average score, which stands at only 65. Meanwhile, the curriculum sets a goal for students to achieve an average score of 70 in English for the 2023/2024 Academic Year, indicating that their performance is still below expectations and needs enhancement. Through the researcher's internship experience, several issues were observed that prevented students from writing descriptive texts effectively. One major issue was the students' difficulty in generating ideas when forming sentences to develop their paragraphs. For example, when asked to describe their idol, their struggle to come up with ideas was evident in various scenarios:

1. When asked to write a description about their idol, students struggled to know how to start and what to include, even though they were aware of the topic set by the

teacher. This issue arose because many students lacked ideas, with some having no ideas whatsoever, leading them to simply copy descriptions from the internet.

2. When students started writing, they created basic paragraphs that were missing key organizational elements typical of descriptive texts. For instance, they frequently went directly to describing the subject without providing the necessary identification first. Nonetheless, identification plays a vital role in crafting a descriptive text effectively.
3. While writing, students exhibited misconceptions in their work. For example, they often wrote whatever came to mind, resulting in their texts resembling reports rather than descriptive pieces.

Additionally, students faced grammatical mistakes, including issues with structure, form, and vocabulary. Such errors often appeared as problems with spelling and punctuation. Moreover, many students became disinterested in writing due to the lack of engaging strategies or methods to make the learning process appealing. This sense of boredom caused some students to neglect their writing tasks and instead play, paying little attention to the teacher's instructions. The main factor contributing to students' difficulties in writing is likely the teaching methods used, which do not encourage enjoyment in the lessons.

The aforementioned problems can be resolved if teachers adopt simpler strategies for presenting the material. There are numerous teaching models and methods that can capture students' interest in writing. As noted by Priansa (2017: 188) and cited in Hidayat et al. (2023), a learning model is a conceptual framework that guides the implementation of a learning program. This framework serves as a systematic approach to facilitate learning, making the process more effective and supporting students in reaching their educational objectives. In essence, a learning model includes the comprehensive presentation of teaching materials, covering all phases of the learning process—before, during, and after—as well as all associated resources used directly or indirectly. One specific method that can engage students when writing descriptive texts is the Students Team Achievement Divisions model.

*STAD* (Students Team Achievement Divisions) is a cooperative learning strategy that prioritizes student engagement and interaction to foster motivation and mutual assistance in mastering the subject matter for enhanced performance. As noted by Slavin (1995), *STAD* organizes students into heterogeneous groups of four to five individuals with diverse abilities. This method encourages students to collaborate within their small teams.

To earn rewards, students must support their peers in grasping the topics introduced by the teacher. While they can work together during lessons, they are not permitted to assist each other during quizzes. When compared to other teaching methods, *STAD* is particularly appealing to students. This approach clarifies learning objectives since the teacher outlines the material beforehand and creates a more enjoyable atmosphere by placing students in diverse groups, which promotes teamwork. The quizzes inspire students to actively engage and respond to questions. As a result, when students start writing descriptive texts, they participate more actively within their groups, ensuring that everyone understands the content and collaborates to produce discussions that achieve the goals of writing descriptive texts.

Aritonang et al. (2015) conducted a study to assess whether the *STAD* method has a significant impact on the writing skills of eighth-grade students in descriptive texts at SMP Negeri 3 Padangsidempuan for the 2015-2016 academic year. The research involved a total population of 190 students, with a sample size of 34 students. This study employed a descriptive method and utilized questionnaires and tests to gather data. Following data collection, the researcher analyzed the information using statistical techniques, specifically Pearson's Product Moment Correlation ( $r_{XY}$ ). The analysis indicated that the average score of students using the *STAD* method was 78.23, which reflects a "good" criterion. In comparison, the mean score for eighth graders in writing descriptive texts was 63.82, categorized as "sufficient." The analysis conducted with the  $r_{XY}$  formula yielded a correlation value of  $r_0 = 0.468$ . When this value was compared to the  $r$ -table value of 0.339, it was found that the  $t$ -test value (0.468) exceeded the  $t$ -table value ( $0.468 > 0.339$ ). This result suggests that the *STAD* method significantly enhances the writing skills of eighth-grade students at SMP Negeri 3 Padangsidempuan during the 2015-2016 academic year.

As a result, the researcher intends to apply the *STAD* cooperative learning model for teaching descriptive text writing, as it is effective in helping students enhance their writing skills. According to Aritonang et al. (2015), their investigation into the impact of the *STAD* method on eighth-grade students' writing abilities in descriptive texts revealed a notable improvement in their scores. This progress suggests that the *STAD* method may aid students in better understanding and utilizing social functions in their writing, such as the purpose of communication and awareness of the audience. Furthermore, it indicates that this approach could help students overcome challenges related to text structure and the integration of grammatical and lexical elements. Although the study did not specifically

evaluate motivation, the observed improvements in writing skills imply that increased engagement and motivation could also be beneficial outcomes of using the *STAD* model. By implementing this method, it is expected that students will actively engage in collaborative writing within small groups, particularly when creating descriptive texts, as they draw on their personal experiences before writing. In light of these points, the researcher seeks to investigate the question: "What effects does the Students Team Achievement Division have on students' ability to write descriptive texts in the eleventh grade at SMK Negeri 1 Siantar?" By addressing this question, it is anticipated that students will enjoy learning with their peers and become more creative in their writing.

## RESEARCH METHOD

This study was designed as quantitative research. As defined by Ary et al. (2010:39), quantitative research involves using operational definitions to produce numerical data aimed at answering specific hypotheses or questions. The research utilized a quasi-experimental design to evaluate the impact of the Student Teams Achievement Division (*STAD*) method on students' abilities to write descriptive texts. In this study design, participants were divided into two groups: an experimental class and a control class. Cluster random sampling was used to assign subjects to these classes. The experimental group received the *STAD* teaching model, while the control group did not receive this method after both classes were initially assessed. A test was conducted for each group, and the average scores were compared to evaluate whether the experimental treatment led to a greater improvement than that observed in the control group. The focus of the research was to examine how the *STAD* model influenced the writing of descriptive texts among eleventh-grade high school students.

The researcher carried out the study at SMK Negeri 1 Siantar, situated on Jl. Sangnawaluh Km 3, RW.5, in the Marihat Baris neighborhood of Siantar District, Simalungun Regency, North Sumatra, during the 2023/2024 academic year. The study's population consisted of eleventh-grade students at SMK Negeri 1 Siantar, which included ten classes: XI TKJ 1-3, Multimedia 1-3, TB 1-2, and TR 1-2, with a total enrollment of 360 students. The researcher selected two classes from this population: XI TKJ-1 and XI TKJ-2, each containing 36 students, resulting in an overall sample size of 72 students. XI TKJ-1 was assigned as the experimental group, while XI TKJ-2 acted as the control group.assigned as the experimental group, while XI TKJ-2 was designated as the control class.

For this research, the researcher employed an essay test as the assessment tool. This test required students to write their own descriptive texts based on their knowledge. A writing test was given as a post-test to both groups, featuring the same items; however, the experimental group utilized the *STAD* teaching model, while the control group did not implement this model.

## RESULT AND DISCUSSION

### Data Description

The total number of students in the representative class is 36. This group consists of students from SMK Negeri 1, specifically in grade XI TKJ-1, where the experimental class was taught using the *STAD* teaching model.

Table 1. Students scores of the Experimental Class

| No  | Student's Initial Name | Pre Test | Post Test |
|-----|------------------------|----------|-----------|
| 1.  | AP                     | 70       | 80        |
| 2.  | AFS                    | 70       | 75        |
| 3.  | AS                     | 70       | 80        |
| 4.  | AJS                    | 65       | 75        |
| 5.  | ANC                    | 60       | 75        |
| 6.  | BK                     | 65       | 85        |
| 7.  | CMA                    | 65       | 75        |
| 8.  | CMS                    | 60       | 75        |
| 9.  | DP                     | 60       | 75        |
| 10. | EKG                    | 60       | 85        |
| 11. | ETS                    | 65       | 85        |
| 12. | HPDG                   | 65       | 85        |
| 13. | ITM                    | 65       | 80        |
| 14. | JCPS                   | 65       | 80        |
| 15. | LNS                    | 60       | 75        |
| 16. | KSH                    | 60       | 75        |
| 17. | KRH                    | 65       | 80        |
| 18. | KSS                    | 60       | 80        |
| 19. | KS                     | 65       | 75        |
| 20. | KZAS                   | 70       | 75        |
| 21. | LA                     | 70       | 75        |

|     |          |      |      |
|-----|----------|------|------|
| 22. | MTCP     | 65   | 75   |
| 23. | MAT      | 70   | 80   |
| 24. | MN       | 70   | 85   |
| 25. | NSK      | 60   | 80   |
| 26. | MSS      | 70   | 75   |
| 27. | NLT      | 70   | 80   |
| 28. | RS       | 60   | 75   |
| 29. | SVPG     | 75   | 80   |
| 30. | SAP      | 70   | 85   |
| 31. | RHS      | 70   | 80   |
| 32. | RMD      | 70   | 85   |
| 33. | RRH      | 75   | 80   |
| 34. | TS       | 65   | 75   |
| 35. | YOT      | 65   | 75   |
| 36. | YSP      | 75   | 80   |
|     | $\Sigma$ | 2385 | 2835 |

In the experimental class, the highest pre-test score recorded was 75, while the lowest score was 60. Following the implementation of the *STAD* teaching model, the post-test results indicated a significant improvement, with the highest score reaching 85 and the lowest score at 75. The total score for the pre-test in this class was 2385 points, which resulted in an average pre-test score of 66.25. After the instructional intervention, the experimental class achieved a total of 2835 points in the post-test, leading to an improved average score of 78.75. This data demonstrates a clear positive trend in student performance, highlighting the effectiveness of the *STAD* model in enhancing writing skills. The increase in both the highest and average scores from the pre-test to the post-test suggests that the teaching strategies employed had a substantial impact on the students' ability to write descriptive texts. The findings underscore the importance of collaborative learning approaches in fostering student engagement and improving educational outcomes in writing.

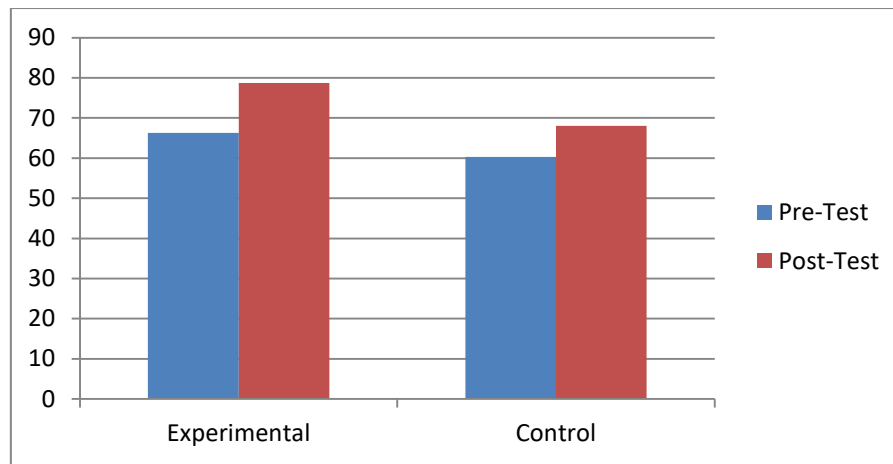


Figure 1. Improvement in Experimental and Control Class

After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher presented the combined data through a graph. The chart clearly demonstrates an improvement in student performance, particularly after the intervention. The experimental group, which utilized the *STAD* (Student Teams-Achievement Divisions) teaching model, showed a significant increase in scores. Specifically, the mean score for the experimental class rose from 66.25 in the pre-test to 78.75 in the post-test. In contrast, the control group, which continued with traditional teaching methods, exhibited a more modest improvement, with their mean score increasing from 60.27 in the pre-test to 68.05 in the post-test. This results in an increase of 12.5 points for the experimental class, while the control class saw an improvement of only 7.7 points. The findings of this study indicate that the *STAD* model had a substantial impact on enhancing the students' writing abilities, particularly in crafting descriptive texts. The greater improvement observed in the experimental class compared to the control class suggests that employing collaborative learning strategies can be an effective approach for developing writing skills among students. This highlights the significance of innovative teaching methods in fostering student engagement and improving educational outcomes in writing.

#### Testing Hypothesis

The researcher determined that the t-test value was 4.444 after conducting the data analysis. Subsequently, the distribution table and the t-test value were calculated for various degrees of freedom (df). In this study, the degrees of freedom were found to be 72, and at a significance level of 0.05, the t-table value was also 4.444. Based on these calculations, the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_0$ )

was rejected, as the t-test value exceeded the t-table value at the 0.05 significance level, specifically  $4.444 > 1.677$ .

### Research Findings

Based on the data analysis, the researcher determined that the *STAD* significantly effect students' ability to reading comprehension a narrative text.

#### 1. Experimental Class

- a) The highest pre-test score recorded in the experimental class was 75, while the lowest score was 60.
- b) After implementing the *STAD* teaching model, the post-test results showed a significant improvement, with the highest score reaching 85 and the lowest score at 75.
- c) The total score for the pre-test in this class was 2385 points, resulting in an average pre-test score of 66.25.
- d) Following the instructional intervention, the experimental class achieved a total of 2835 points in the post-test, leading to an improved average score of 78.75.

#### 2. Control Class

- a) The control class had a mean score of 60.27 in the pre-test, which increased to 68.05 in the post-test.
- b) In the pre-test, the lowest score for the control class was 50, while the highest score was 70.
- c) In the post-test, the control class scored as low as 60 and as high as 75.
- d) The total mean variable derived from the control class was 64.

#### 3. Statistical Analysis

- a) The t-test value calculated was 4.444, which was greater than the t-table value of 1.677 at a significance level of 0.05. This indicates that the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected, confirming the effectiveness of the *STAD* model in enhancing students' writing abilities, especially in crafting descriptive texts.

This data highlights the positive impact of collaborative learning strategies on student engagement and educational outcomes in writing.

### Discussion

The objective of this research was to explore the effect of the pair checking technique on the descriptive text writing comprehension of grade XI students at SMK Negeri 1 Siantar. The study utilized two classes, with one class (XI-TKJ 2) designated as the control group and the other (XI-TKJ 1) as the experimental group. Both groups took the same initial and final tests. After conducting the pre-test and post-test, the researcher implemented the *STAD* (Student Teams-Achievement Divisions) model for the experimental group, while the control group received traditional instruction without any specific interventions. The results indicated that students who were taught using the *STAD* model outperformed those who learned through conventional techniques.

The *STAD* model can affect students' proficiency in writing descriptive texts. There are multiple reasons why the *STAD* model influences students' writing skills in this regard. To evaluate the significant impact of the *STAD* model on students' ability to write descriptive texts, both pre-tests and post-tests were administered to the experimental and control groups. According to the data analysis, the mean pre-test score for the experimental group was 66.25, which was below the minimum passing criterion of 70. This result suggested that the students' skills in writing descriptive texts were still insufficient.

## CONCLUSION

Based on the analysis of the data, the researcher determined that the *STAD* model significantly affected students' writing skills. This was demonstrated by the pre-test score of 66.25, which was relatively low in comparison to the control class. However, following the implementation of the *STAD* model, the post-test score rose notably to 78.75. In contrast, the control class had a pre-test mean score of 60.27, which improved to 68.05 after the intervention. This suggests that the *STAD* model was more effective in enhancing the students' writing process. Additionally, the hypothesis testing indicated that the calculated t-test value was 4.444, which was greater than the t-table value of 1.677 at a significance level of 0.05. Consequently, the Alternative Hypothesis ( $H_a$ ) was accepted, while the Null Hypothesis ( $H_0$ ) was rejected. Therefore, the researcher concluded that the use of the *STAD* model had a positive effect on the students' ability to write descriptive texts in class XI at SMK Negeri 1 Siantar.

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