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The Effectiveness Of Students Center Approach To Improve Students Writing English Story Found On Wattpad App

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Abstrak

Tujuan utama penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis teks narasi dengan menggunakan Aplikasi Wattpad pada siswa kelas XI SMA Swasta HKBP 2 Tarutung. Penelitian ini dilakukan di SMA Swasta HKBP 2 Tarutung sebagai subjek penelitian. Subjek penelitian berjumlah 22 siswa per kelas. Dalam pelaksanaan penelitian tindakan ini. Peneliti juga berkolaborasi dengan guru bahasa Inggris dalam melaksanakan tindakan. Data yang diperoleh dalam penelitian ini sebagian besar bersifat kuantitatif dan eksperimental. Analisis terhadap nilai siswa menunjukkan bahwa terjadi peningkatan terus menerus pada rata-rata nilai siswa pada setiap tahapan tes. Hasil evaluasi menunjukkan nilai t hitung (3,53) melebihi nilai tabel (2,021) pada taraf signifikansi 0,05 dengan derajat kebebasan (df) sebesar 42. Temuan ini menunjukkan bahwa hipotesis alternatif (Ha) yang diajukan dalam penelitian ini adalah penelitian ini dapat diterima, sedangkan hipotesis nol (Ho) harusnya ditolak. Hal ini terjadi karena nilai t uji (3,53) lebih besar dari nilai t tabel (2,021). Penggunaan Aplikasi Wattpad membuktikan manfaatnya bagi siswa dalam proses pembelajaran bahasa Inggris. Aplikasi ini menyajikan berbagai alat dan latihan yang menantang sehingga dapat menjaga motivasi siswa dalam belajar bahasa Inggris, tanpa merasa bosan. Oleh karena itu, dapat diambil kesimpulan bahwa penggunaan Aplikasi Wattpad sangat dianjurkan dalam pembelajaran menulis cerita bahasa Inggris di kelas XI SMA. Hal ini diperkuat dengan hasil penilaian siswa yang melebihi nilai KKM yang ditetapkan yaitu 75.

Kata Kunci: *Teks narasi, aplikasi Wattpad, teks tulisan, Student Center*

Abstract

The main objective of this research is to improve students' ability in writing narrative texts by utilizing Wattpad Application in class XI students at SMA Swasta HKBP 2 Tarutung. This research was conducted at SMA Swasta HKBP 2 Tarutung as the research subject. The research subjects consisted of 22 students per class. In the implementation of this action research. The researcher also cooperated with the English teacher in carrying out the action. The data obtained in this study are mostly quantitative and experimental in nature. Quantitative data obtained from the measurement stage: Pre-Test, Post-Test I, and Post-Test II. Analysis of student scores revealed that there was a continuous increase in the average student score at each stage of the test. The evaluation results reveal that the calculated t value (3.53) exceeds the table value (2.021) at a significance level of 0.05 with a degree of freedom (df) of 42. This finding indicates that the alternative hypothesis (H_a) proposed in this study is acceptable, while the null hypothesis (H_o) should be rejected. This happens because the test t value (3.53) is greater than the t table value (2.021). The use of Wattpad App proves its benefits for students in the English learning process. This application presents a variety of challenging tools and exercises so as to maintain student motivation in learning English, without feeling bored. Therefore, the conclusion can be drawn that the use of Wattpad App is highly recommended in learning to write English stories in grade XI SMA. This is reinforced by the fact that students' assessment results exceeded the set KKM score of 75.

Keyword: *Narrative Text, Wattpad Application, Writing Text, Student Center*

INTRODUCTION

Writing is one of the most important skills for learning English. To develop writing skills, students need to master the writing process from word level to text level, word choice, vocabulary and grammar content in order to become more proficient in writing stories, especially in English (T. N. Fitria, 2021). Because not all students know how to write stories and may not be interested in writing, let alone using a foreign language like English. In addition, the challenge of learning to write lies in the differences in culture and mother tongue students' daily native language, so that the writing product appears. Having learner products does not sound good in the real English culture. Various challenges it also happens when the teacher has a large class during the lesson, like this making it difficult for students to focus on learning and writing. Writing is a very complex subject because it requires a broad concepts and involves a long thought process (Jayanti, 2019).

Writing involves not only structure but also vocabulary (word choice), and thought organization. Barriers to learning to write are generally limited language knowledge and limited reading experience poor glossary, diverse cultural backgrounds, and limited information. Transitional words, adverbs linking time, place and manner, and other

important elements in writing and composition of writing style. Nowadays, everything is technology-based, and education is no exception. This suggests that teachers should do their best to maximize their students' literacy (Fitriana & Nurazni, 2022). Teachers can not only teach using traditional methods, but also incorporate elements of technology into learning, especially in the transition of learning to a foreign language, namely English as a foreign language that will be used in the learning process. It can not only renew itself, but also increase the students' motivation in improving students' writing skills. In addition increasing students' motivation in public spaces such as books, newspapers, magazines, and literary works, written language is widespread. This shows that learning to write has a very important function in our lives (Zulaikah et al., 2018).

The researcher to use in watsapp as the media to teach the students learning tool to increase students' interest and ability in writing english story,because Watsapp is easier to use as a learning media for students. Watsapp makes it easier for students to write stories in English. Related to previous study by Wardhan, (undated). Students passion and talent can be enhanced and developed through the utilization of watsapp as a means to learn to write, especially to write English story texts. That is why the researcher considers the watsapp as a instruction media can increase students' interest and ability to write stories in English (M. A. Fahmi & Cahyono, 2021).

Student-centered learning is a learning approach where students act as active subjects in the teaching-learning process. In contrast to the traditional approach that emphasizes the role of the teacher as a conveyor of information, student-centered learning encourages students to be directly involved in constructing knowledge, solving problems, and developing skills through direct experience and social interaction. This approach emphasizes collaboration, active engagement and problem solving. Through strategies such as research-based projects, group work, discussions, creative assignments, and self-reflection, students are encouraged to develop critical skills, problem-solving, teamwork, communication, and independent ability (S. Fahmi & Rachmijati, 2021). Student-centered learning also encourages discovery, exploration, and experimentation as part of the learning process.

Watsapp is a page that can be used to update students writing skills. Watsapp has a huge impact on the social development of young people. Social development of adolescents . The main issue is whether this media can influence the academic development of today's young students. In this case the researcher found a phenomenon related to writing in high school students. There are many students lack of vocabullary in writing and lack of writing practice so the students have

difficulty in writing the time given by the teacher to teach students in writing very little so this is what makes many students not interested in this case. That is, to arouse students interest in learning English, especially writing, an English teacher should be able to plan or learn through interesting learning activities (Mariana et al., 2018).

because it has a moral value in the story. The objectives of the story that students should get the introduction that captures the reader's attention and interest, a text that details the most important events or storyline, and a conclusion that describes the outcome.. They often of lack ideas and when they do have ideas, they do not have a medium to use freely at that moment. As a result, they are no longer interested in continuing their writing. Some students are very insecure and hesitant to write for several reasons the main reason is because students think they have no idea to write about and if students have an idea what to write about, they do not know how to share or develop the idea. Therefore, most students seem frustrated when they have to write about something. The problem for solving this by integrating technology into language learning that can be used for students who understand this learning later (R. A. Fitria et al., 2022).

Where later with this research that will be carried out is how to use the Student Center approach to the use of writing stories using the Wattpad application. In this case, it is necessary to use a learning method that is more student-centered (student centered learning) with the hope that students themselves will be encouraged to determine the direction of learning. Student-centered learning is a learning model that allows students to develop into active and independent learners in their learning, responsibly and proactively identify their learning needs, and in this case find them independently from other sources of information so that students are easier and more interested in writing later. Before the writing begins, make a clear plan or outline of the content. This encourages student engagement and increases their interest in writing, identification of topics that interest them and that they want to explore (Sari, 2018). Students are given the time and opportunity to explore different ideas and concepts in writing, and are given the freedom to experiment with different styles and genres, and are encouraged to show creativity.

The Student Center approach allows students to develop their own voice in writing. Wattpad too, a popular online publishing app, can be used as a platform for students to share written work. Encourage students to publish short stories, novels, or other works of fiction on Wattpad. This allows students to gain a wider audience, receive feedback from readers, and engage in a community of writers. The Student Center approach also encourages students to experiment and discover new things in writing. Encourage students

to try new writing styles, explore different genres, and experiment with narrative and other writing techniques (Purnamasari, 2022).

Therefore, researcher believes that the Wattpad application is useful for improving students' ability to write texts in English later by using narrative texts and using the Wattpad application. Researcher want to know how well the achievement of ninth grade students of SMP Negeri 3 Tarutung use the Wattpad application to write the narrative text based on the information presented above, after which the researcher will conduct research with the title "The Effectiveness Of Students Center Approach To Improve Students Writing English Story Found on Wattpad App" in class XI sma swasta HKBP 2 tarutung.

RESEARCH METHOD

Research has a design that is organized to investigate or examine a particular topic or research question will be Classroom Action Research. From Burns, (2010:111) instructional action research is part of a broader movement that occurs from within the classroom. Training is usually temporary. It is concerned with the concepts of 'reflection on practice' and "teacher as researcher" (Sholikhin, 2021). Furthermore, in Burns, Elliot defines action research as the investigation of a social situation to improve the quality of operations what exists. The purpose of classroom action research is to intervene consciously in problematic situations to bring about change and improvement even better in practice. In addition, classroom action research is a problem-solving strategy that utilizes and develops real-world activities and develops the ability to execute and solve problems. Based on this statement, this research has an action to meet the needs of improving students' writing skills through the application of the virtual world of Wattpad which is increasingly in demand by students and even students and the younger generation today (Ariyanti & Fitriana, 2017).

The researcher determine population and sample before conduction the research. The explanation about population and sample was provided below. The population of this study were eight grade students at SMA SWASTA HKBP 2 TARUTUNG. This approach is more effective and efficient than collecting data from the entire population. In addition, the sample also aims to generalize the results of the research conducted. Purposive sampling was used as the sampling method in this study. Purposive sampling is a sampling method by considering the factors in. The study used one class (XI IPA 2) as the sample of this study, namely this class. Class XI IPA 2, the number of students is 22 people. The researcher uses this category because it is based on the fact that this class has a rather weak English pronunciation knowledge ability compared to the other categories (Irsa, 2019).

After all the data needed is collected, the next step is to analyze the data. The data analysis uses in this research is quantitative data analysis. The data that has been collected is then tested to see whether the difference in student learning outcomes between the pre-test and the post-test is significant or not. In this study, researcher follows several scoring steps in data analysis.

RESULT AND DISCUSSION

Data

In this study, data were obtained from two main groups, namely the experimental group and the control group. This data was divided into two forms, the first data was the pre-test and the second data was the post-test. The pre-test stage was conducted at the beginning of the study, where students from both groups were tested before the treatment was given. This test was conducted during the first meeting. After that, the post-test stage was conducted at the end of the study after the treatment was given to students using learning media through the Wattpad application (Oktarina et al., 2022). The results of both pre-test and post-test of both groups were made in the form of a table.

Descriptive Analysis

In this calculation step, the researcher utilized SPSS (Statistical Program for Social Science) software to process the data and to combine the two sets of data from the pre-test and post-test, obtained from the experimental and control classes. Using this data integration, researchers conducted further analysis therefore the result of it as follows:

Table 1. Data Descriptive Analysis

	N	Minimum	Maximun	Mean	Std.Deviation
Pre-Test Experimental	22	64.00	68.5455	68.5455	3.37677
Class	22				
Post-Test Experimental	22	69.00	81.8636	81.8636	4.86284
Class	22				
Pre-Test Control Class	22	58.00	69.6818	69.6818	6.24413
Post-Test Control Class	22	64.00	77.9091	77.9091	5.14466
Valid N (listwise)	22				

Normality Test

The normality test is used with the aim of assessing whether the data follows a normal distribution or not. The presence of a normal distribution is an important requirement in the context of applying the t-test.

Table 2. Normality Test Data Output

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistik	df	Sig	Statistik	df	Sig
Pre-Test Experiment Class	171	22	092	905	22	038
Post-Test Experiment Class	123	22	200	935	22	156
Pre-Test Control Class	182	22	056	932	22	136
Post-Test Control Class	173	22	084	919	22	073

The Shapiro-Wilk normality test in the explanation above only takes into account the significance value. The results of this normality test show that the data tends to follow a normal distribution because the significance value is greater than 0.05. A significance value greater than 0.05 means that we do not have enough statistical evidence to reject the assumption that the data comes from a normal distribution.

First of all, the normality test was conducted on the experimental class pre-test. The result was a Shapiro-Wilk statistic of 0.905 with a degree of freedom (df) of 22 and a significance value of 0.038. The low significance value then, the test was conducted on the post-test experimental class. The result was a Shapiro-Wilk statistic of 0.935 with df 22 and a significance value of 0.156. Since the significance value is greater than 0.05, in this case, we do not have enough reason to say that the data on the post-test experimental class does not follow a normal distribution. Moreover, the value of this statistic is higher than that found in the experimental class pre-test, indicating an improvement towards normality in the data. Next, a test was conducted on the control class pre-test. The result was a Shapiro-Wilk statistic of 0.932 with a df of 22 and a significance value of 0.136. Since the significance value is greater than 0.05, we can conclude that the data in the pre-test control class is quite close to normal distribution. Finally, the test was conducted on the post-test control class. The result is a Shapiro-Wilk statistic of 0.919 with df 22 and a significance value of 0.073. Since the significance value is higher than 0.05, in this case, we do not have enough reason to conclude that the data on the post-test control class does not follow a normal distribution. Overall, based on the results of the Shapiro-Wilk normality test and the statistical values provided, it can be concluded that all groups of data (experimental class pre-test and post-test, as well as control class pre-test and post-test) are generally characterized as approaching or following a normal distribution.

Homogeneity Test

In the homogeneity of variance test, the evaluation of student ability based on the mean produces a Levene statistical value of 1.328 with degrees of freedom df1 of 1 and df2 of 42. The significance result of this test is 0.964. Furthermore, when student ability is evaluated based on the median, the test statistic produces a value of 1.289 with df1 of 1 and df2 of 42, and the significance result remains 0.964. In the case of student ability based on the median with the adjustment of df in Levene's statistics of 1.289, as well as df1 of 1 and df2 of 41,120, the significance result obtained is still the same, namely 0.964. For further analysis on student ability, this time using the trimmed mean, Levene's statistics produced a value of 1.349 with df1 of 1 and df2 of 42. The significance result of this test is 0.933. In summary, the results of the homogeneity of variance test show that in the various evaluations of student ability (based on mean, median, median with df adjustment, and trimmed mean), the significance values remain high and are around 0.964 and 0.933.

From the results of the data output previously described, the significance value (sig.) is 0.964, which is greater than the limit value of 0.05. Therefore, it can be stated that the post-test results of the experimental group and control group have a level of homogeneity.

After obtaining student score data from the experimental and control classes, the researcher continued by applying the t-test formula. This step was taken to evaluate whether the use of learning media through the Wattpad application had a significant impact on students' ability to write stories using narrative text (Harahap, 2017).

Hypothesis Testing

Hypothesis testing is carried out to determine whether the hypothesis proposed in the study can be accepted or rejected. This hypothesis testing procedure involves the application of statistical techniques that are suitable for the distribution of data that has been obtained. In this step, a comparison was made between the mean scores of the initial ability (pretest) and the mean final ability (posttest) of the students between the experimental and control classes. When comparing these results, if the T-test value exceeds the critical value of the T-table, then the alternative hypothesis (H_a) will be accepted, and the null hypothesis (H_0) will be rejected.

Table 3. Hypothesis Testing

Criteria	Hypothesis	Decision
$t_0(t_{test}) > t_t(t_{table})$	H_a	Accepted
	H_0	Rejected
$t_0(t_{test}) < t_t(t_{table})$	H_0	Accepted
	H_a	Rejected

Based on the results of this study, the null hypothesis (H_0) has been rejected, and the alternative hypothesis (H_a) has been accepted. After carefully analyzing the data, the researcher found that the t-test value was 3.53. This indicates that the t-test value is greater than the critical value listed in the t-distribution table with degrees of freedom (df) $N_a + N_b - 2 = 42$ and at a significance level (p) of 0.05, i.e. ($3.53 > 2.021$)

From the t-test calculation results, it can be suggested that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This indicates that the use of Wattpad application has a significant effect on students' ability to write narrative text.

Finding

The results of this study describe and assess the impact of the application of Grammar Application in learning to write stories in English using Wattpad application media and student-centered approach in class XI of HKBP 2 Tarutung Private High School, North Sumatra.

Based on the above analysis, the resulting data showed that the average score of the experimental group (81.7) significantly exceeded the average score of the control group (77.9). This difference was examined through the application of the t-test formula. The calculation results show that the t-test value (3.53) is greater than the critical value in the t-distribution table (2.021). Therefore, it can be suggested that the use of learning media through Wattpad application has a positive influence on students' ability to write narrative text. In other words, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected.

Discussion

In this study, the researcher utilized the Wattpad app as a tool to teach story writing skills in English to grade XI students at HKBP 2 Tarutung Private High School. To answer the research question, the author managed to collect data effectively using a written test. The purpose of this study was to identify the impact of using Wattpad app in English language learning on students' writing skills. The research chooses Wattpad App as a learning tool that is able to maintain students' interest without causing boredom or difficulties during the learning process. In addition, Wattpad App is proven to significantly improve students' ability in writing narrative text. By downloading and accessing the Wattpad App through smartphone or computer devices, students can utilize it as a reference source when writing narrative texts. The app also provides examples of interesting stories in proper and quality English, while helping students understand how to construct correct and effective sentences. Effective use of the Wattpad App promotes the improvement of students' writing skills. The research asked questions related to the impact of the application of Wattpad on improving

the writing skills of grade XI students at HKBP 2 Tarutung Private High School. The study showed that almost all students experienced improved performance between the pre-test and post-test (Alfaki, 2015). The results of the post-test scores showed an increase in student scores. The average post-test score was higher than the average pre-test score ($81.7 > 68.5$), indicating that students' mastery of writing skills had improved. Based on the findings, there were significant changes in students' scores before and after treatment. It can be concluded that Wattpad app has a positive impact on students' writing skills. This is due to the fact that Wattpad app is an engaging learning tool to teach writing skills in English to students. The title of this research is "The Effectiveness of Student-Centered Approach to Improve English Story Writing Skills Found in Wattpad Application" on Narrative Text Learning of Grade XI Students at HKBP 2 Tarutung Private High School". This study successfully demonstrated that the application of Wattpad App successfully improved the narrative text writing skills of eleventh grade students. The findings showed that the mean score of the experimental group (81.7) was significantly higher than the control group (77.9). This difference was analyzed using the t-test formula, and the calculation results showed that the t-test value (3.53) was greater than the critical t-table value (2.021). Therefore, it can be concluded that the application of Wattpad as well as the student-centered approach has a positive influence on the ability to write narrative text. In other words, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

The Wattpad app is used specifically to improve students' narrative text writing skills. Teachers utilize this platform to allow students to read and publish their written work, as well as receive feedback and guidance on story writing. With Wattpad, teachers can help students develop narrative writing skills through interaction with their own and other students' writing. In addition, teachers also provide support in the writing process. The use of Wattpad media also has an impact that extends beyond the classroom, as students can access stories written by writers from different parts of the world (Jalaluddin, 2019). The utilization of Wattpad app has the potential to inspire students and improve their understanding of narrative writing. The use of Wattpad can also encourage students to become more independent in exploring their own narrative writing skills (Rizkiana & Pulungan, 2020). They can upload their writing, get feedback from other readers, and hone their writing skills through creative exploration. What distinguishes the new research on the use of Wattpad app is the learning center approach that allows students to access English learning resources and writing materials independently. With this app, students can explore diverse content and develop English writing skills in a more focused way (Magnifico et al., 2019).

The fundamental difference between the use of Wattpad in grade XI, the general use of Wattpad, and the teaching of English story writing with the learning center approach in Wattpad lies in its purpose that Wattpad is focused for grade XI with the aim of improving students' narrative writing skills (Lestari et al., 2018). On the other hand, Wattpad in general has a wide influence and provides opportunities for users to independently develop writing skills. Teaching English story writing with the learning center approach on Wattpad emphasizes independent learning, where students can access various learning resources to improve their writing skills (Timperley & Parr, 2009).

Wattpad has an effect because it allows students to recognize new words and enrich their vocabulary that may not be in textbooks or regular reading materials. This helps them expand their vocabulary and learn how to use those words correctly in their own writing contexts. In addition, Wattpad also provides examples of English usage in various situations, including in fiction, drama, romance, and other genres (Niño & Páez, 2018). This helps students understand how English is used in everyday life and in communication between characters. Wattpad can also be a source of inspiration for students who want to write their own. As students read stories on Wattpad, they can be inspired to try writing their own stories in English, which in turn helps them practice their vocabulary and writing skills.

CONCLUSION

The conclusion of the research presented that students were able to develop their creativity better through the Wattpad platform. They are more willing to explore new story ideas and diverse writing styles, due to the interaction with potential readers on the platform at SMA Swasta HKBP 2 Tarutung it can be concluded that:

1. There is an impact of using Wattpad application on the ability of grade XI students of SMA Swasta HKBP 2 Tarutung in writing narrative text. This is evident from the comparison of the average post-test scores between the experimental and control groups. Specifically, the average post-test score of the experimental group reached 81.7, while the control group only reached an average score of 77.9.
2. Positive effects can also be observed from the increase in grades that exceeded the standard score (KKM) set at 75.0. The average student score before using the Wattpad app was 81.7. In addition, a striking change is that before the application of Wattpad learning media, there were some students who obtained grades below the KKM, but after adopting the Wattpad application, students' grades significantly increased above the KKM standard value.

3. The students' reactions during the learning process showed a very positive response. The majority of students showed great interest in using the Wattpad app, and they gave very positive responses. This can be seen from the way students enthusiastically followed the learning method implemented through the app. Students were also actively involved by asking and answering questions and instructions given by the researcher.

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