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## The Effect Of Sticky Notes In Teaching Method Reading Skill On Narrative Text At SMP Mahkota Hidup

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### Abstrak

Tesis ini mengenai "Pengaruh Sticky Notes Dalam Pengajaran Keterampilan Membaca Pada Teks Narasi Di Smp Mahkota Hidup" Tujuan dari penelitian ini adalah untuk mengetahui penerapan sticky note secara signifikan mempengaruhi kemampuan membaca siswa. Desain penelitian penelitian ini adalah eksperimen kuantitatif yang dilaksanakan di kelas VIII SMP Mahkota Hidup dan melibatkan dua kelompok yaitu kelas VIII sebagai kelompok eksperimen dan kelompok kontrol dengan teknik yang berbeda: Kelompok eksperimen diajar menggunakan catatan tempel dan kelompok kontrol menggunakan metode konvensional. . Total peserta sebanyak 30 siswa. Kelompok eksperimen berjumlah 15 siswa dan kelompok kontrol berjumlah 15 siswa. Data untuk penelitian ini diambil dari tes membaca dalam bentuk 50 pilihan ganda. Tes diberikan dalam bentuk pre-test dan post-test untuk kelompok eksperimen dan kelompok kontrol. Hasil penelitian ini menunjukkan bahwa rata-rata skor kelompok eksperimen pada pre-test adalah 61,4 dan post-test adalah 76,9. Sedangkan nilai rata-rata kelompok kontrol pada pre-test adalah 59,3 dan post-test adalah 71,8. Hasil pengujian hipotesis menunjukkan  $H_a$  diterima dan  $H_o$  ditolak karena  $t_{hitung} > t_{tabel} = 2,961 > 1,686$  (5%). Manfaat dari sticky note adalah membantu siswa lebih mudah dalam menghafal kosakata dengan menggunakan catatan tempel karena terdapat kegiatan kelas yang lebih menarik dan menyenangkan, sehingga siswa tidak bosan dalam belajar bahasa Inggris. Artinya, catatan tempel direkomendasikan untuk prestasi membaca siswa di peringkat kedelapan SMP di atas KKM (75).

Kata Kunci: *Catatan Tempel, Membaca*

## Abstract

This thesis is about "The Effect Of Sticky Notes In Teaching Reading Skill On Narrative Text At Smp Mahkota Hidup" The purpose of this study is to determine the application of sticky notes significantly affect students' reading. The research design of this research is quantitative experimental which was completed in class VIII SMP Mahkota Hidup and involved two groups, namely class VIII as an experiment and control group with different techniques: The experimental group was taught using sticky notes and the control group used conventional. Total participants is 30 students. The experimental group consisted of 15 students and the control group consists of 15 students. The data for this study were taken from a reading test in the form of 50 multiple choice. The tests are given in pre-test and post-test for experiments and control group. The results of this study indicate that the average score of the experimental group on the pre-test was 61.4 and the post-test was 76.9. Meanwhile the mean score of the control group on the pre-test was 59.3 and the post-test was 71.8. Results hypothesis testing shows that  $H_a$  is accepted and  $H_o$  is rejected because  $t_{count} > t_{table} = 2.961 > 1.686$  (5%). The benefit of sticky notes is to help students find it easier to memorize vocabulary by using sticky notes because there are more class activities interesting and fun, so students don't get bored in learning English. That means that sticky notes are recommended for students' reading achievement in eighth place SMP because it is above KKM (75).

Keyword: *Sticky Notes, Reading*

## INTRODUCTION

Reading is a technique that the reader uses to comprehend the writer's intended message through the use of words and written language. Reading is one of the main skills in language learning (Agustin & Ayu, 2021). Reading must be able to develop a process that keeps the reader interested and reads the content in a useful way (Adel et al., 2022).

Besides that, reading is a complex process in which the reader uses mental content to obtain the meaning of materials, and the understanding of skill is an ability to increase the quality of reading process. It would be needed to get information and message from the text. If a student has a strong desire or high motivation and skill in reading the text, it would be easy (Angelina, 2020). Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part their ability to read ability to read. Reading ability is very important for daily live and gives information for the students to comprehend the text, because the goal of reading is comprehension (Azhari & Adnan, 2018).

By reading, the students can increase their knowledge such as social, culture, politics, and so forth. In addition, it can also be called as a tool for the students to get a comprehension about what they have already read so far. It does also help the students to

refresh their ideas and they can understand many types of words and sentences which can improve their ability in reading (Lismayanti & Pratama, 2019). Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Cayari, 2018). Reading is an ongoing process and used by the reader to get the message he wants conveyed by the author through the medium of words/written language.

Teaching skills are special abilities that must be possessed to carry out teaching tasks effectively, efficiently and professionally (Anabel & Simanjuntak, 2022). Teaching skills are closely related to how teachers communicate messages to students. The communication process that occurs in the classroom is created and takes place continuously. The series of activities of delivering and receiving messages to generating feedback can form a learning communication pattern (Sari & Gulö, 2019).

The communication pattern is a form of relationship between two or more people in sending and receiving messages in an appropriate way so that the intended message can be understood. The pattern of communication can be done by looking at the activities of verbal communication and non-verbal communication carried out. Verbal communication is a form of verbal or written communication, while nonverbal is a form of communication that does not use (Birnie et al., 2019).

In this research, there are still many grade VIII students of junior high school who find it very difficult to read in English even with their friends because they rarely read English, especially in English lessons they never try to read because they are afraid that the pronunciation is wrong (Arivazhagan et al., 2019).

Based on preliminary research at SMP Mahkota Hidup, the authors found the problem, namely problems in teaching and In the process of learning to read in English in class VIII SMP Mahkota Hidup, the researcher was interested in finding a solution facilitate students in learning to read. In this study, researchers focused on Make reading activities more interesting and fun by using sticky notes (Andriani et al., 2021). Researchers do research on "The Effect Of Sticky Notes In Teaching Reading Skills On Narrative Text At Mahkota Hidup"

According to research, sticky notes can help students to remember important details from their reading. The title of this study, "The Influence of Sticky Notes in Teaching Reading Skills in Narrative Texts at SMP Mahkota Hidup ", based on this explanation the researcher intends to make observations using sticky notes in learning to read. Sticky notes can help students remember key passages or details and also make it easier for them to recall memories related to texts.

## RESEARCH METHOD

### Research Design

This research was conducted by using a quantitative experimental design. Arikunto (2019) states that experimental researchers can generate this feasibility the emergence of an event or situation, then examined how the consequences. Experiments are always carried out with the intention of seeing the consequences of an action. That design will be applied to investigate the effect of sticky notes. In this research, the researcher takes two groups as experiment and control group. Researchers use the same material but with different treatments for the experimental and control groups. The experimental group is a group that received treatment using sticky notes, while the control group was the group that the teaching and learning process uses conventional techniques in teaching reading.

### Population and Sample

Before discuss about data, in this study, the writer was explain about population and sample. Because Classroom Action Research will use population and sample to support the achievement of this research.

### Population

Sugiyono (2018), states "population is a generalization of areas including objects and subjects that have certain qualities and characteristics determined by the researcher. The population is not only humans but objects or others can also be said to be populations. So, the population in this study is students grade VIII of 2 classes with 30 students at SMP Mahkota Hidup who are located at Jl. Bersama with Ujung Mulyorejo, Kecamatan Sunggal, Kabupaten Deli Serdang.

### Sample

Sugiyono states that the sample is part of the number and characteristics possessed by the population. The sample for this study was all 30 students in class VIII of SMP Mahkota Hidup and would be divided into 2 classes, namely 15 students in the control class and 15 students in the experimental class.

### Instrument of Collecting Data

Instruments in quantitative research can be in the form of tests. Instruments for collecting data in this regard. This study uses a reading test. The test is a pre-test before treatment and post test after treatment. This test is in the form of multiple choice questions consisting of 50 questions. Every the correct answer is given a score of 2 and each wrong answer is given a score of 0. The highest the score is 100.

## The Procedure of The Study

In conducting the test, the experimental group was given a pre-test before the treatment, and post-test was given after the treatment. Treatment was given to the experimental group using sticky notes.

Some treatment steps as follows:

1. The teacher greeted the students to open the class.
2. The teacher explained material about narrative text related to given material.
3. The teacher explained the steps and rules for using sticky notes.
4. The teacher divided students into two teams
5. Teacher drew two parts on the white/black board as the boundaries of each group and then write the name of the group.
6. The teacher convinced students that in teams they have to take on assignments run to the blackboard and write a word related to the topic.
7. The applied of sticky notes is the teacher reads the word and students write words with their meanings one by one in 10 minutes.
8. After that, the teacher counts the words and teams with the correct words is the winner.
9. The teacher asks students to pronounce every word written on the blackboard.
10. Finally, the teacher gives prizes to the winning team and asks students to share their opinion after finishing using sticky notes.

Posttest is a test that the researcher gives after the treatment which is teaching reading skill by using sticky notes for experimental group and teaching reading by using cloze procedure for control group. The researcher gives posttest for both of experimental group and control group. The test consisted of 50 multiple-choice questions.

The criteria for the hypothesis testing as follow:

- 1) The test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected.
- 2) If the t-test value is equal to higher than t-table value, the null hypothesis is rejected while the alternative is accepted.

## The Technique of Analyzing Data

In analyzing the data, the researcher will use some procedures in this study namely :

1. Collecting the data of the students' reading test result (Hikmahwati et al., 2021).
2. Comparing the scores
3. Tabulating the data into the distribution of frequency of score table, looking for the mean, deviation, and variance of experimental and control groups.

4. Calculating the data to test the hypothesis whether there is a significant affect of applying board race game on students' vocabulary achievement. Calculated the data using the t-test formula.

## RESULT AND DISCUSSION

### Data

The data in this study were obtained from the applied pre-test and post-test

in the experimental class and control class. The experimental class is an existing class taught by using sticky notes while the control class is a class that is not taught sticky notes (conventional technique). Pre-test was given to both groups. Treatment using sticky notes is only given to the experimental class. Post-test given to the two groups to see the different results of the two groups, the two groups were given the same thing pre-test and post-test. The results of the two pre-test and post-test groups were made into a table.

Tabel 1. The Score of Pre-Test and Post-Test of Experimental Group

No.	Student's Initial Name	Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )
1.	APS	68	82
2.	DHG	62	84
3.	MBLG	56	77
4.	ELN	62	86
5.	AKH	64	88
6.	JRS	58	80
7.	MMS	64	76
8.	EVS	56	70
9.	AS	58	76
10.	MLG	58	76
11.	EAVS	56	70
12.	SRS	54	74
13.	SRS	56	72
14.	MP	64	86
15.	TS	68	80
	Total ( $\Sigma$ )	904	1.177
	Mean	60,2	78,4

From table it shown that the total scores of pre-test experimental class was 904 and the mean of the score was 60,2. It can be concluded that the students reading achievement in experimental class still low. After checked the students paper in the posttest on the experimental class of applying sticky notes the researcher got a results. The total scores of post-test was 1.177 with the mean of score was 78,4. It can be concluded that the student's test reading scores increased.

From table it can be seen that the total scores of pre-test control class was 828 with the mean of the score was 55,2. The total scores of post-test was 1.060 with the mean of score was 70,6. Student's test reading scores also increased but was higher in the experimental class pos-test scores. It means that applying sticky notes in teaching reading is effective.

#### Data Analysis

After getting the data, the data was analyzed and compared in order to get the outcome of this study as the way to answer the hypothesis of this study. All the data was analyzed as the following.

Table 2. The score of Pre-test and Post-test of Experimental Class

No.	Student's Initial Name	Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )	Deviation ( $X_1 - X_2$ )	$X^2$
1.	APS	58	68	10	100
2.	DHG	63	73	10	100
3.	MBLG	65	76	11	121
4.	ELN	58	72	14	196
5.	AKH	61	74	13	169
6.	JRS	60	75	15	225
7.	MMS	62	74	12	144
8.	EVS	61	76	15	225
9.	AS	62	76	14	196
10.	MLG	60	76	16	256
11.	EAVS	59	74	15	225
12.	SRS	60	75	15	225
13.	SRS	65	70	5	25
14.	MP	69	79	10	100
15.	TS	63	76	13	169

	Total ( $\Sigma$ )	995	1.081	188	2.476
	Mean	66,3	72,0		

After got the students' scores from experimental and control classes, the researcher continued to calculate their score by using t-test formula. It is aimed to

Table 3. The score of Pre-test and Post-test of Control Class

No.	Student's Initial Name	Pre-Test ( $Y_1$ )	Post-Test ( $Y_2$ )	Deviation ( $X_2 - X_1$ )	$X^2$
1.	APS	60	80	20	400
2.	DHG	56	70	14	196
3.	MBLG	62	74	12	144
4.	ELN	70	80	10	100
5.	AKH	60	76	10	100
6.	JRS	66	76	10	100
7.	MMS	70	82	12	144
8.	EVS	66	80	14	196
9.	AS	64	76	12	144
10.	MLG	60	72	12	144
11.	EAVS	50	60	10	100
12.	SRS	70	84	14	196
13.	SRS	70	80	10	100
14.	MP	74	86	12	144
15.	TS	60	72	12	144
	Total ( $\Sigma$ )	958	1.148	198	2.352
	Mean	63,8	76,5		

find out the whether sticky notes significantly affected on the students' reading achievement. The calculation can be seen as following:

$$t = \frac{Mx - My}{\left( \frac{\sqrt{dx^2 + dy^2}}{Nx + Ny - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right)}$$

$$t = \frac{12,5 - 13,2}{\sqrt{\left( \frac{120 + 261}{15 + 15 - 2} \right) \left( \frac{1}{15} + \frac{1}{15} \right)}}$$

$$t = \frac{0,7}{\sqrt{\frac{381}{28}}} (0,1)$$

$$t = \frac{0,7}{\sqrt{13.607 (0,1)}}$$

$$t = \frac{0,7}{\sqrt{1.360}}$$

$$t = \frac{0,7}{1359,3}$$

$$t = 5150$$

### Testing Hypothesis

Testing There were two hypotheses testing in this research, they were:

*H1*: the hypotesis of the research is accepted

*H0* : the hypotesis of this research is rejected As stated previously.

The hypotesis was accepted if t-calculated higher than ttable, and the hypotesis was rejected if t-calculated is smaller than t-table. In this research, t-calculated is higher than t-table at level significance 0,025 (3.4 > 2.09). Thus, the hypotesis of this research is accepted. It can be concluded that the class which had been taught by using Pow Tree strategy has good achievement in writing

### Findings and Discussions

#### Findings

After analyzing the data, the researcher found the effect of each student and they felt the effect when using reading on narrative text. the researcher provides a list of categories of each type of effect based on student work.

Table 4. Findings

Group	Pre-test	Post-test
Experimental	66,3	76,5
Control	63,8	71,8

The data obtained from the scores of students in the experimental and control groups who were taught using sticky notes had a significant effect on reading achievement. This can be seen from the average post-test score in the experimental group 76.5 higher than the average value of the control group, namely 71.8. Then the calculations t-test in the data analysis above, the t test proves that the t-value is 0.7. It means that the Alternative Hypothesis (*Ha*) was accepted and the Null Hypothesis (*Ho*) was accepted rejected. Therefore, sticky notes have a significant effect on students' reading achievement in eight grade at SMP Mahkota Hidup.

#### Discussions

Based on the result that has described above, it can be proved that the students incresetheir reading through sticky notes at eight grade of SMP Mahkota Hidup. Sticky notes effective and interesting that can be applied in teachingand learning process. Sticky notes

is appropriate technique to learning English because the students learning in different situation where the students could sticky notes, so that the students interesting in learning English (M. A. Fahmi & Cahyono, 2021).

This part presents the discussion of the research findings. There are two research question proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the strategies that are applied by the teacher in teaching reading. Meanwhile, the second discussion focuses on the teacher's ways in employing the strategies in teaching English vocabulary to support the students' reading mastery. In attempt to make the teaching and learning process successful, especially in teaching vocabulary, the teacher should consider some factors. According to Flannigan & Greenwood (dalam S. Fahmi & Rachmijati, 2021) there are four factors, which are: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words. In this case, the teacher of SMP Mahkota Hidup considered that factors, one of them was by considering the strategies she employed to teach the vocabulary. In employing the strategies in teaching vocabulary, she also taught based on the principle of teaching vocabulary as Nunan (dalam Fitria et al., 2022) stated that there are four principles for teaching vocabulary: focus on the most useful vocabulary first, focus on the vocabulary in the most appropriate way, give attention to the high frequency words across the four strands, and encourage learners to reflect on and take responsibility for learning. From the research finding, the teaching strategies employed by teacher in teaching vocabulary were so various. The first strategy is reading text. Reading is an incidental source of learning vocabulary for the students. The incidental learning of vocabulary is learning vocabulary as a by product of doing other things such as reading or listening. Hunt and Beglar (dalam T. N. Fitria, 2021) recommend it as a regular out of class activity where the students develop the ability to read and play an important part in teaching reading in that they provide students with authentic communication opportunities to experience the function of the language. It provides the students to know unfamiliar word on the text. It encourages learner to deliberately learn unknown vocabulary in the text. It is also provides the students to talk and write about their reading. The second strategy is translation. Translation is a quick and easy way to present the meaning of words.

By using this strategy the teacher directly translate the words in Indonesia. The next strategy is by asking the student to look up at dictionary. Dictionary is used to discover unfamiliar words and expression. Harmer (dalam Fitriana & Nurazni, 2022) states that "dictionaries contain 2 wealth of information about words that students can gain from it.

Not only mean but also they can see how to operate the words". The students can use a dictionaries: bilingual, monolingual, and thesaurus. By using dictionary, students also can learn vocabulary independently because it can be used both in the school and in the students' own home. Another strategy is asking the students to make notes. The students usually were asked to take notes the reading that they never hear or see before. The next strategy is by providing the students the opportunity to ask. It facilitates the students to use the reading that they have learned in daily life communication. The teacher gives opportunity to the students to ask her or their friends. Hawkin (dalam Jayanti, 2019) states "a learner may develop the habit of asking people, he is talking to explain the meaning of word". So it can be good way of learning the meaning of words (Zulaikah et al., 2018). In this case, students not only memorize some reading but also try to use those reading for communication. It anticipates students to forget the vocabularies that they have learned. It is in line with Kasten (1993) who states that "learner forget how to spell words when they have little occasion to use them". Based on the theory of kinds of teaching reading skill in chapter II above, the researcher got point that the teaching strategies above are relevant to support the students' reading mastery. These strategies include in the three kinds of teaching strategies based on Nation (Mariana et al., 2018). They are presentation strategy, practices strategy, strategy for strategy training. Presentation strategies are strategies that involved either presentation of the meaning or the form.

## CONCLUSION

The research conclusion is presented in accordance with data which have been analyzed in the previously chapter. From the data analysis about the affect of applying sticky notes on students' reading achievement at eight grade of SMP Mahkota Hidup. It can be concluded that sticky notes is recommended in reading achievement. Sticky notes significantly affect on students' reading achievement. It can be seen from the difference of mean score from both groups. The mean score of experimental group is higher (76.9) than control group (71.8). The alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) was rejected. It is found from the computation of the t-test that t-observed is higher than t-table ( $2.961 > 1.686$ ).

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