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The Effect Of Direct And Indirect Corrective Feedback Techniques On Efl Students' Writing Skill At The Eighth Grade Of SMP 37 Medan

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Abstrak

Penelitian ini bertujuan untuk menyelidiki pengaruh umpan balik korektif langsung dan tidak langsung terhadap keterampilan menulis siswa. Penelitian ini dilakukan pada kelas VIII di SMP Negeri 37 Medan. Subyek penelitian ini adalah siswa kelas VIII sebanyak 60 orang yang terbagi menjadi 30 siswa pada kelas eksperimen (VIII-B) dan 30 siswa pada kelas kontrol (VIII-A). Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain eksperimen semu. Instrumen yang digunakan dalam penelitian ini adalah tes recount. Pengujian tersebut dihitung dan dianalisis menggunakan uji-t untuk menghitung uji hipotesis dan SPSS 23. Pengujian terdiri dari pre-test dan post-test. Nilai peningkatan kelas eksperimen dari 61,97 menjadi 86,20 ; sedangkan kelas kontrol meningkat, dari 44,70 menjadi 70,40. Sesuai dengan nilai uji t yang diperoleh dari uji t yaitu (3,60778850551) > t tabel (1,701) pada taraf signifikansi 0,05 terbukti lebih besar dari t tabel, hal ini mendukung hipotesis hipotesa. Hal ini menunjukkan bahwa hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Singkatnya, teknik umpan balik korektif langsung dan tidak langsung efektif dalam meningkatkan kemampuan menulis siswa.

Kata Kunci: *Umpan Balik Korektif Langsung dan Tidak Langsung, Menulis, Teks Recount*

Abstract

This study aims to investigate the effects of direct and indirect corrective feedback on students' writing skills. This study was conducted at the eighth grade at SMP Negeri 37 Medan. The subjects of this study were 60 eighth grade students, divided into 30 students in the experiment class (VIII-B) and 30 students in the control class (VIII-A). The method used in this study was a quantitative method with a quasi-experimental design. The instruments used in this study were recount tests. Those were calculated and analyzed using t-test to calculate hypothesis testing and SPSS 23. The tests consisted of a pre-test and a post-test. The increasing point of the experimental class was from 61.97 to 86.20 ; meanwhile, the control class increased , from 44.70 to 70.40. In accordance with the t-test value scored from the t-test, which is $(3,60778850551) > t\text{-table} (1,701)$ at a significance level of 0.05, it is demonstrated to be greater than the t-table, supporting the hypothesis. This demonstrates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Briefly, direct and indirect corrective feedback techniques were effective in improving students' writing.

Keyword: Direct and Indirect Corrective Feedback, Writing, Recount Text

INTRODUCTION

Language is a means of communication that is used to transfer information, ideas and feelings from one person to another. The language indicates each of the nations. Writing is an essential part of the language (Febriyanto & Yanto, 2019). It is one of the most important skills that students of English as a Foreign Language (EFL) or English as a Second Language (ESL) need to develop to improve their efforts to learn the target language and elevate their second language. Furthermore, writing is primarily a reflective activity that necessitates adequate time to think about the specific issue as well as evaluate and categorize any prior information. To structure their ideas into a coherent discourse, authors need the right language. Students must rationally connect and develop their ideas, knowledge, or arguments (Jalaluddin, 2019).

Learning to write is a sequential process. In every writing classroom, the writing process should be a continuous cycle. Students should be engaged in prewriting, drafting, revising, editing, and publishing, and it is quite common for learners to make errors and for teachers to correct learners' errors. During that process, students must receive feedback from their teacher on what they are writing. Participants in his study stated that they carefully considered the teacher's comments and corrections, which could be interpreted as an indication that those students saw their teacher response as a great help in gaining confidence themselves as good writers Alqurashi (Magnifico et al., 2019). Furthermore, they stated that they paid more attention to teacher response on both surface-level and meaning level errors. This was possibly due to response effectiveness in assisting them in

producing better writing with fewer errors. The participants also mentioned that all types of teacher responses were important to them, which could indicate positive attitudes toward such responses on their writing and their role in developing the necessary skills to improve their writing proficiency (Harahap, 2017).

To develop students writing proficiency can be done by providing corrective feedback. The importance of feedback in students' learning is evident in language learning and language instruction, including writing in an English as a foreign language context. Writing practice and revisions on drafts help student writers produce a final piece of writing. During these processes, student writers frequently rely on feedback from a teacher, a peer, or themselves. Feedback from a source, or a combination of sources, provides students with information about what is good and what needs to be improved so that they can incorporate and use the feedback in their revisions and final product of their writing. Raikhapoor (2020), adds that many researchers and teachers believe that some form of grammatical correction is required when responding to student writing. As a teacher, the researcher believes and feels obligated to correct grammatical errors in the written work of their students. The students will see that their work is receiving attention from the teacher in this manner (Alfaki, 2015).

In response to the issue, some researchers have investigated the effect of error correction on student writing. Scholars who investigated the effectiveness of corrective feedback on student writing came to varying conclusions (Timperley & Parr, 2009). For example Fazilatfar et al. (2014:422) discovered in his previous study that correction had little or no effect on student writing ability and that written corrective feedback is actually ineffective and harmful for learners and teachers. He also claims that it causes stress and demotivation among students. The effect of teacher error correction on the accuracy of EFL students' writing was investigated, and it was discovered that there is no positive relationship between teacher error feedback and students' improvement in linguistic accuracy over time.

Despite the findings of the preceding study, a large number of studies have been conducted to investigate the effectiveness of corrective feedback on student writing (Lestari et al., 2018). The majority of studies discovered that feedback is beneficial and effective in improving student writing, corrective feedback is beneficial in promoting greater grammatical accuracy. Bitchener, J. (2021) found that those who received written corrective feedback on the two functions outperformed the control group on all four post-tests in a ten-month study to investigate the effectiveness of written corrective feedback. Student reactions to teacher feedback and concluded that teachers must be aware of the impact of

their feedback practices on student expectations and attitudes, which should be fed back to them to help them develop reflective and effective feedback practices. Chandler's cited in Ji (2015) expanded the study and discovered that for reducing long-term error, both direct correction and simple underlining of errors are significantly superior to describing the type of error, even with underlining (Rizkiana & Pulungan, 2020).

Direct correction is the most effective method for producing accurate revisions, and students prefer it because it is the quickest and easiest method for them as well as the quickest method for teachers over multiple drafts. However, students believe that self-correction helps them learn more, and simple underlining of errors takes less teacher time on the first draft.

Based on the experience of the researcher while participating in teaching practices in the PPL program, the researcher found students mistakes in writing in vocabulary, grammar, punctuation, capitalization (Sari, 2018). To respond that, researchers found that teachers especially in English lessons, did not provide direct and indirect corrections to students writing, they just give students the writing score before finishing the draft. Therefore, there is no revision stage. By this way, the teachers think that they have fulfilled writing class as the last session to be presented based on the syllabus. For students, the correction that they get from their teacher is direct correction feedback on students' writing, but it does not give the students a chance to revise their writing before submitting a revised version to the teacher for their final draft, so they don't know where the mistakes are in their writing.

Sivaji (2014:78-79) He stated in his journal that the direct and indirect corrections from the teacher trigger the learners to become independent and responsible learners in the learning process. It means that the students must be responsible for their writing errors by solving the problems and make their written work better by finding the correct point of their writing, and giving some more benefits, such as improving students accuracy (Oktarina et al., 2022). Therefore, in this research the researcher will use the techniques of direct and indirect corrective feedback to stimulate students in writing abilities, especially in recount texts, by knowing their mistakes. They need to learn from their previous mistakes so they do not repeat them. It implies that the students who are given direct and indirect corrective feedback will remember the errors that they have made in their written works because they will think critically about their mistakes and then find the solution by themselves (García Santalla, 2022). In their future writing, the students expected to be able to avoid their mistakes and make their writing results better. Therefore, in conducting this study, the researcher will investigate the effects of direct and indirect written corrective feedback on

the writing of the eight grade students of SMP Negeri 37 Medan in the academic year 2023-2024.

RESEARCH METHOD

Research Design

The research design for this study was quasi-experimental. There are two kinds of variables: independent and dependent variables. The independent variable was direct and indirect corrective feedback, while the dependent variable was the student's writing ability. In this case, the researcher was to determine whether the independent variable affects the dependent one or not (Ariyanti & Fitriana, 2017).

Furthermore, to conduct the experimental research, there are two different groups: the experimental group, which receives treatment by indirect corrective feedback, is to teach or write recount text, and the control group, which does not receive special treatment. Then both of them were given a pre-test and a post-test with the same item.

Population and Sample

The population and sample were quasi experimental. In this study the researcher explains each clearly as follows: According to Sugiyono (2017), Population is generalization of object or subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion (Niño & Páez, 2018). The populations of the study is eight grade students of SMP NEGERI 37 MEDAN in the academic 2023-2024 that consists of VIII-A, VIII-B, VIII- C, VIII-D, VIII-E, VIII-F. It consists of six class and a total of 183 students (Primasari et al., 2021).

Sample

According to Sugiyono (2017), a sample is part of the number and characteristics owned by the population. That is, a small group or subject of the total population, in such a way that the knowledge gained is representative of the total population (however defined) under study. The purposive sampling technique was used in this study; the researcher used 60 students as a sample. Thus, VIII-B, which consists of 30 students, becomes the experimental class, and VIII-A, which also consists of 30 students, becomes the control class.

The Instrument of Collecting Data

This study used writing tests as an instrument by using pre- and post-tests in the experimental class and control class. There are two types of tests used to collect data. The students in the experimental and control classes used different methods. The students in the experimental class learn about writing in the recount test by using direct and indirect corrective feedback.

Technique of Analyzing Data

The data analysis technique used in this hypothesis is the t-test. In this study, the t-test was used to determine differences in the achievement of eighth- grade students writing skills (PURNAMASARI, 2022). The experimental class used direct and indirect corrective feedback techniques, while the control class did not. Before obtaining the T-test value, a prerequisite test for research analysis was carried out, namely the normality test and the homogeneity test (Irsa, 2019).

RESULT AND DISCUSSION

This chapter presents the description of data, data analysis, finding, and hypothesis testing and discussion based on the results of this research study.

The Data

The data of this research was taken by giving the writing recount text test which were divided into Pre-test and Post-test. There are sixty students as the sample. In this research, the sample was divided into two groups namely: experimental group and control group. The experimental group is the group that was taught a treatment by using direct and indirect corrective feedback techniques, while the control group is without the techniques. In the following section, test results are presented to provide empirical evidence regarding the effect of direct and indirect corrective feedback on students' writing individual in grade VIII students of SMP Negeri 37 Medan for the 2023/2024 academic year. This chapter presents the findings and discussion to answer the research questions.

The Result of Pre-test and Post-test in Control Class

The control class used in this research is class VIII-A. This class consists of 30 students. In addition, the researcher was writing a recount text so that the researcher could know the abilities of the students. Then, after the treatment, a post test was given to complete the

study. So that the writer can know a significant different between the test of students who have been taught by direct indirect corrective feedback technique.

The Result of Pre-test and Post-test in Experimental Class

The experimental class used in this research is class VIII-B. This class consists of 30 students. Similar to what was done in the control class (pre-test and post-test) in the experimental class, the researcher conducted a writing recount text to determine students' writing ability. What differentiates it from the control class is the treatment given. The control class was not given treatment but the experimental class was given treatment. So that the writer can find out the significant differences between the tests of the students who have been taught by using direct and indirect corrective feedback and student s who have not been taught by direct and indirect corrective feedback.

Data Analysis

The data in this research was taken from the scores of students' writing tests. The scores were obtained from the result of pre-test and post-test which were applied in the control and experimental class. Data analysis was done to find out the comparison between two classes used a researcher, the experimental class and the control class. The test was writing recount text based on their experience for both classes.

Table 1. The Data of the 2 Classes Studied

No	Control Class		Experimental Class	
	Pre-test	Post-test	Pre-test	Post-test
1	47	75	60	86
2	45	68	66	87
3	46	69	50	83
4	48	69	53	85
5	49	68	63	89
6	48	70	50	82
7	46	69	56	85
8	50	66	63	81
9	41	64	71	92
10	38	72	73	94
11	46	68	53	86
12	48	71	57	83
13	43	74	50	76
14	46	73	68	87

15	45	74	75	95
16	37	70	53	78
17	43	74	69	87
18	46	70	68	88
19	49	72	56	85
20	35	67	69	90
21	34	74	69	90
22	43	68	68	87
23	47	70	54	85
24	49	73	64	88
25	49	72	53	76
26	50	75	70	92
27	44	68	68	91
28	48	76	53	79
29	48	69	69	90
30	40	64	68	89
Total	1.349	2.112	1.859	2.586
Mean	44,96	70,4	61,97	86,20

Descriptive Analysis

The researcher calculated the data at this step using SPSS version 23. Combining the pre-test and post-test findings for the experimental class and the control class, the following results are obtained:

Table 2. The Display Data Description output

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test Experimental	30	50	75	61.97	7.955	63.275
Post-test Experimental	30	76	95	86.20	4.895	23.959
Pre-test Control	30	34	50	44.93	4.394	19.306
Post-test Control	30	64	76	70.40	3.201	10.248
Valid N (listwise)	30					

A normality test is the next phase in data analysis. In this research investigation, normality was tested to define the absolute before statistical analysis. Kolmogorov-Smirnov or Shapiro-Wilk can be used to normalize the test at this step, or both can be used. However, the normality test used by the researcher was Kolmogorov-Smirnov methods, and the outcomes are as follows:

Table 3. The Normality Data Output

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Results of writing Skills	Pre Test Experimental class	.209	30	.002	.894	30	.006
	Post Test Experimental Class(Direct Indirect Corrective feedback)	.136	30	.161	.966	30	.436
	Pre Test Control Class	.196	30	.005	.875	30	.002
	Post Test Control Class	.116	30	.200*	.961	30	.323
*This is a lower bound of the true significance.							
a.Lillefors Significance Correction							

Table shows that the Kolmogorov-Smirnov control class data's normality test results revealed a significant Kolmogorov test result of 0.161. The significance level is greater than 0.05. The control data is then distributed routinely after that. The experimental class data were normal, and the Kolmogorov tests provided a significant result of 0.200. The experimental class data is normally distributed because the significant score is greater than 0.05.

To determine if the post-test data from the experimental class and the control class are homogenous or heterogeneous, the homogeneity test is carried out in this section. Because one of the prerequisites for performing an independent sample t-test is homogeneous data. It may be verified that the associated p-value was higher than the proclaimed significant level 0.05 in relation to the table displayed from the SPSS 23 computation above. The variance of the data on writing learning outcomes for students in

the control and experimental classes is homogenous, as shown by the fact that $\text{sig } 0.079 > 0.05$

Hypothesis Testing

1. If the T-score is greater than the T-table, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is an effect of the use of direct and indirect corrective feedback techniques on students' writing abilities at SMP Negeri 37 Medan for the 2023–2024 academic year.
2. If the T-score is similar to the table, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. This means that there is no effect of using direct and indirect corrective feedback on students' writing skills at SMP 37 Medan for the 2023/2024 academic year.

Based on the t-test formula, the testing hypothesis t-count is 3,60778850551, which means that the t-count is 1,701. It means the t-count is higher than the t-table: $3,60778850551 > 1.701$. Because of the determination in the level significance is adjusted to the level of risk faced in drawing conclusions.

To determine if the hypothesis is accepted or rejected, hypothesis testing was conducted. The t-test formula for degree of freedom ($df = 30 + 30 - 2 = 58$) is used to accomplish this, with a significance level of 0.05. The t-test calculation's output reveals that t-observed is greater than t-table in the following way: $t\text{-observe} > t\text{-table}$ ($p < 0.05$) with $df = 58$ $3,60778850551 > 1,701$ ($p < 0.05$) with $df = 58$. Therefore, technique Direct and indirect corrective feedback is effective on students' writing skills; it is possible to draw the conclusion that H_a is accepted and H_0 is rejected.

Research Finding

After conducting the research, student learning outcomes in the experimental and control classes were calculated based on the calculations, the results showed that the mean score of the experimental group pre-test and post-test were 61.97 and 86.20 and the mean scores of the control group pre-test and post-test were 44.70 and 70.40. This can be seen as follows: $t\text{-count} > t\text{-table}$ ($p < 0.05$) with the $df(58)$. It can be $3.60778850551 > 1.701$ ($p < 0.05$) with $df = 58$. This means that the use of direct and indirect corrective feedback techniques has a significant effect on improving students' writing skills. Therefore, the results showed that the experimental group was higher than the control group. It can be concluded that the students who are taught using direct and indirect corrective feedback techniques have a significant effect on improving the quality of the

students' writing in eighth grade SMP 37 Medan. This argument is made to support statistically assessing the research's findings.

1. Based on pair 1 output obtained sign value. (2 tailed) of $0.000 < 0,05$ it can be concluded that there is a difference in the average student learning outcomes for the pre-test and post-test of the experimental class.
2. Based on pair 2 output obtained sign value. (2 tailed) of $0.000 < 0,05$ it can be concluded that there is a difference in the average student learning outcomes for the pre-test and post-test of the control class.

Discussion

This research study was used to determine the effect of using technique of direct and indirect corrective feedback on the writing skill of eighth grade students of SMP 37 Medan in the 2023-2024 academic year.

The data collection technique used by the researcher is a test, more precisely writing recount text based on their experienced. The writing test was carried out in the experimental and control classes. In the experimental class, the researcher conducted a pre-test and post test to determine the effect of the direct and indirect correction feedback on the student's writing skills which were achieved before and after the treatment. For the control class, the researcher only taught material about Recount text without the technique direct and indirect corrective feedback. Techniques Direct and Indirect can affect to writing skill students (Sholikhin, 2021).

As a result, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, as stated in the hypothesis testing. Therefore, strategies like direct and indirect corrective criticism might help students become better writers (Sun & Yin, 2022).

The researcher analyzed the results of students' post-test scores in the experimental group and control group to see whether direct and indirect corrective feedback has an effect on writing skills (Ho et al., 2020). To answer the research question, whether there is a significant effect of technique direct and indirect corrective feedback in teaching writing in the eighth grade of SMP 37 Medan, the researcher proved it with the result of $t\text{-count} > t\text{-table}$. For this study, participants wrote a recount text based on their experiences. In the experimental group, the mean score increased dramatically to 86,20, while the mean score in the control class remained at 70,4. The researcher receives the findings of the t-test calculation, which show that the $t\text{-count}$ (3,60778850551) $>$ $t\text{-table}$ (1,701) with sig.2 tailed.000 or said that sig.2 tailed $<$ sig table (0.05). The results of the statistical analysis of the t-test showed there was a difference between the experimental and control classes. In

understanding the achievement of writing skills by technique, direct and indirect corrective feedback is different from that taught by conventional strategy. It means that the technique of direct and indirect corrective feedback is effective in improving students' writing skills (Khoirunnisya, 2017).

The results of this study are supported by previous research, Seifoori (2020) came to the conclusion that the students' motivation to write had grown as a result of the feedback given to their work. The results showed that the students were extremely enthusiastic and motivated to write in English, despite the fact that some of them lacked vocabulary and linguistic ability. The direct, constructive, and formative criticism that the teachers (researchers) provided throughout the camp received positive comments from the participants. Maleki and Eslami (2014) claim that written corrective feedback strategies have an impact on how well EFL students are able to regulate the grammatical structure of their written English. It is important to think of written corrective feedback as a potentially useful teaching tool when teaching EFL writing to students (Sipayung, 2021).

According to the study's findings, implementing both direct and indirect corrective feedback strategies had a substantial impact on students' writing both before and after. This method helps students in avoiding common errors and editing their work, thereby raising the level of writing quality (Yuni, 2022).

CONCLUSION

The use of direct and indirect corrective feedback techniques on students' writing skills at SMP 37 Medan for the 2023/2024 academic year has been found to have a significant impact, according to the research studies' findings that were discussed in the previous chapter's data analysis, hypothesis testing, and discussion. The pre-test control class's average value was 44.96, and the post-test control class's value was 70.40. The average post-test score for the experimental class was 86.20 but the pre-test data for the control class showed that the average value of the experiment class was after the 61.97 researchers treated the experimental class with both direct and indirect corrective feedback. The hypothesis is shown to be supported by the observation that the observed t-value, which is $(3,60778850551) > t\text{-table } (1,701)$ at a significance level of 0.05, is higher than the t-table. This shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

The technique of direct and indirect corrective feedback helps the students recognize various types of errors, which encourages them to rely less on teachers and is also extremely beneficial for students because they can learn directly from their mistakes. Bridge the gap

between what the student currently understands and what is hoped to be finally understood.

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